



ADULT LEARNING
INSPECTORATE



OFFICE FOR STANDARDS
IN EDUCATION

REDBRIDGE COLLEGE

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REDBRIDGE COLLEGE INSPECTION REPORT

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Reporting Inspector: Paul Johnson HMI

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Summary

Part A: Summary

Information about the College

Redbridge College is a small general further education college in the London Borough of Redbridge. At the time of the inspection, around 6,500 students were enrolled at the college. Courses are provided in all curriculum and occupational areas except construction and agriculture. The college is a major provider of education for deaf students and for students with learning difficulties and/or disabilities. The London Borough of Redbridge has a population of 252,600. People from minority ethnic backgrounds make up 27% of the population, which is almost exactly reflected in the percentage of learners from minority ethnic groups at the college. The college's mission is to provide the best possible education and training in response to individuals' needs and the demands of employers. The college aims to widen participation in further education and to meet the needs of learners from increasingly diverse backgrounds in the local communities it serves.

How Effective is the College?

Inspectors judged the overall quality of provision to be inadequate. Five out of the 10 curriculum areas were judged to be unsatisfactory, and leadership and management were weak. The college's key strengths and the areas that should be improved are listed below.

Key strengths

- good access to higher education courses for adult learners
- wide range of courses offered in response to local needs
- opportunities for students to acquire English as an additional language.

What should be improved

- proportion of students who complete courses
- quality of much teaching and learning
- levels of students' attendance
- recruitment, retention and deployment of staff
- development and use of accommodation
- monitoring of equal opportunities
- responding to the views of students, parents and employers
- curriculum management
- implementation of quality assurance procedures.

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

Summary

Quality of Provision in Individual Curriculum 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 Provision for adults on the access to higher education courses is good. However, pass and retention rates on general certificate of education advanced supplementary/advanced level (GCE AS/A level) science and mathematics courses for 16–18-year-old students are poor. Much teaching is unsatisfactory.
Business	Unsatisfactory Much teaching is poor. Student retention rates and pass rates are low at advanced level and on evening courses. Pass rates on some courses in administration and office skills are high.
Information and Communication Technology	Unsatisfactory There are low retention rates and pass rates on advanced level courses and much unsatisfactory teaching. Computing facilities are good and full time learners benefit from work experience.
Hospitality, Leisure and Tourism	Satisfactory Links with industry are good. There are high pass rates on some national vocational qualification (NVQ) and general national vocational qualification (GNVQ) courses. Much of the accommodation is less than satisfactory and there are shortages of equipment. Student attendance is poor in some areas.
Hairdressing and Beauty Therapy	Unsatisfactory Many lessons are not sufficiently demanding and much of the teaching and learning is unsatisfactory. Retention rates and pass rates on beauty therapy courses are high, but in other areas of work they are unsatisfactory. Training facilities are inadequate.
Health and Social Care	Unsatisfactory Teaching and assessment are poor on many of the full-time courses. Provision on the work-based NVQ courses is good. Retention rates and pass rates are high on most part-time NVQ programmes but low on full-time courses.
Art and Design, and Music	Satisfactory There are high pass rates and high standards of work on access to art and design and music courses. Retention rates are low on most art, design and media courses. Pass rates on GNVQ art and design are low.
English, Languages and Access to Higher Education	Satisfactory There are good teaching, high standards of work and high pass rates on the access and GCSE English language and English literature courses. Attendance is generally erratic and there are low retention rates in some courses.
English for Speakers of Other Languages	Good Pass rates are high, there is some very effective teaching and courses are designed to meet the needs of the local community. Erratic attendance and poor retention adversely affect students' progress.
Basic Skills and Provision for Students with Learning Difficulties and/or Disabilities	Satisfactory The teaching of practical skills is good and the provision successfully meets the needs of adult learners. Students, especially those who are deaf, are well supported by teachers. The teaching of basic skills is not linked effectively to vocational areas and resources are inadequate for some areas of work.

Summary

How Well is the College Led and Managed?

Leadership and management are unsatisfactory. Student retention and pass rates are low in many areas and the college does not provide good value for money. There is a high proportion of unsatisfactory teaching. Quality assurance procedures have had little impact in raising standards. The college policy on equality of opportunity is poorly monitored. Many of the problems are clearly identified in the self-assessment report. The quality of student data and management information is much improved, but many of the weaknesses identified at the last inspection in 1997 still remain.

How Well are Students and Trainees Guided and Supported?

Careers guidance for 16–18-year-old students and adult learners is good and the college's publicity materials are well designed and informative. Admissions procedures have been improved to ensure that students meet the entry criteria for courses. There is a good induction programme. Overall, the support arrangements for students are satisfactory. Pastoral support is good on courses in English for speakers of other languages (ESOL) and for students with learning difficulties and/or disabilities. There are effective procedures for identifying and assessing students' learning support needs, but too few students take advantage of the learning support which is provided. The quality of tutorial support varies across the college; some of it is poorly planned. There is insufficient focus in tutorial work on raising pass rates.

Students' Views of the College

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

What students like about the college

- the advice and guidance they received before starting their courses
- good, responsive welfare services
- good crèche facilities
- the support received by students with impaired hearing.

What they feel could be improved

- classroom accommodation
- the quality and continuity of some teaching
- the effectiveness of some aspects of tutorial support.

Summary

Other Information

The college has two months to prepare an action plan in response to the report. It must show what action the college will take to bring about improvements in response to issues raised in the report. The governors must agree the plan and send copies of it to the Learning and Skills Council and the Office for Standards in Education (OFSTED).

The College as a Whole

Part B: The College as a Whole

Achievement and Standards

How well do learners achieve?

1 Across the college, too many students fail to complete their courses. For those students who complete their courses at levels 1 and 2, pass rates are generally high. At level 3, too many students who complete their courses also fail to achieve their qualification. These weaknesses are clearly identified in the college's self-assessment report.

2 Table 4 in section D of this report shows that the standards of students' work in lessons varied widely and were unsatisfactory in 30% of lessons observed. The standards achieved by students aged 19 and over were better than those achieved by younger students. In science and mathematics, business, information and communication technology (ICT), hairdressing and beauty, and health and care lessons the standard of students' work was poor for a variety of reasons. In some lessons, students had completed only a limited amount of work, sometimes based on a narrow range of sources. Some students had poor background knowledge and found it difficult to apply the concepts they had been taught. On some vocational courses, the standards required by business and commerce were neither set by the teacher nor reached by the students. Often, work did not relate closely enough to the needs of business and commerce. Students on advanced level courses had often failed to develop the analytical and interpretative skills which they needed.

3 In some lessons, in all the areas inspected, teachers set high standards for their students and expected them to reach these standards. In such lessons, students responded well and made good progress. In ESOL lessons, students' needs were

diagnosed effectively and the students made rapid progress in acquiring language skills. Students in basic skills lessons and lessons for students with learning difficulties also made good progress. Music students displayed good performance skills.

4 Pass rates are poor for 16–18-year-old students' on GCE A level courses in sciences, mathematics, humanities and business. In general, the college recruits students to study GCE A level who have a lower GCSE points score on entry than is usually the case for similar colleges. The norm for these colleges is 31.7 points compared with 29 points for Redbridge college. The college took part in a Department for Education and Employment (DfEE) project in 2000 that identified value-added scores for around 200 schools and colleges. This showed that the 27 students from the college included in the project reached the standards that could be expected from their GCSE qualifications on entry.

5 Pass rates and retention rates in GCSE subjects are often low. Retention rates in GCSE English and French are low, but pass rates for students who complete their course are high. There are low pass rates in GCSE mathematics. Very few of the students who start the full-time GCSE programme, studying four or five subjects, gain all their qualifications. The college has decided not to offer this programme from September 2001.

6 The wide range of access to higher education programmes, designed for students over 19 years of age, are generally successful. Many of the students progress to higher education. Access students are enthusiastic about their courses. Many of them have developed good analytical and interpretative skills. They work well in groups, and support each other well.

7 The standard of students' work on vocational programmes is higher where there are strong links with industry and effective work experience for students.

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Catering students achieve high standards that are closely related to the requirements of the industry. Work experience at the Royal Opera House helps them to observe good industrial practice and to understand what will be expected of them when they start their careers. In hairdressing there were not enough clients for the students to carry out required assessments or to practise new skills.

8 Few students have sought to broaden their studies as a result of the college's response to the Curriculum 2000 reforms. All full-time students are assessed on entry for their levels of attainment in the key skills of literacy, numeracy and ICT. Staffing changes have hampered the development of the key skills programme, and students' motivation and levels of attendance at key skills sessions have not been good. The college's response to Curriculum 2000 has been more effective in the provision of additional activities to enrich students' learning. There is a good choice of activities for students, mostly on Wednesday afternoons. In addition to a sports programme, activities include a film club, music technology, and preparation for the driving theory test.

9 Attendance at the lessons observed varied widely and in many cases was unsatisfactory. The average rate of attendance was 68%, which is well below the national average of 76%. The average attendance rate in art and design and humanities was below 60%.

Attendance in lessons observed

	Average number of students	Average attendance
Redbridge College	8.7	67.5%
National Average for 1999/2000	10.3	76.0%

Source: National average - *Quality and Standards in Further Education in England 1999/2000: FEFC Chief Inspector's Annual Report.*

The College as a Whole

Quality of Education and Training

Quality of teaching observed during inspection

Courses	Teaching judged to be:			Sessions observed No.
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	49%	22%	29%	63
Level 2 (intermediate)	26%	48%	26%	39
Level 1 (foundation)	43%	39%	18%	28
Other sessions	53%	29%	18%	17
Totals	43%	33%	24%	147

Note: More information on the grades awarded by inspectors to teaching, learning and attainment can be found in Part D: College Data.

How effective are teaching, training and learning?

10 The quality of teaching varies widely across the college. Overall, there is too much unsatisfactory teaching and too little of the teaching is excellent or very good. Unsatisfactory teaching is much more frequent at advanced and intermediate levels than it is at foundation and entry levels. As table 4 in section D of the report shows, there is a higher proportion of unsatisfactory teaching for 16–18-year-old students than for students aged 19 and over. Teaching in 28% of lessons for younger students was unsatisfactory, compared with 18% of lessons for students aged 19 and over.

11 Students on advanced and intermediate courses regularly encounter teaching which is no more than satisfactory, or less than satisfactory. Lessons are poorly planned and/or conducted at too slow a pace. There is a lack of clarity about the tasks set and resources are not used effectively. Much teaching is dull and learners are not given the opportunity to explore and develop ideas by thinking for themselves and discussing their ideas with

others. Poor attendance at lessons means that some classes were very small, which, in turn, restricted opportunities for group work. Teachers sometimes fail to check what students are, or are not, learning in lessons and the monitoring of students' progress is generally less rigorous than it might be.

12 Adult students following access to higher education, basic skills and ESOL students make good progress at foundation, intermediate and advanced levels. Teachers take care to attend to the needs of inexperienced students, adopting suitable styles of teaching which meet their needs. Teachers on access courses pay close attention to the development of technical language and concepts associated with the humanities and sciences. Teachers of vocational courses generally succeed in ensuring assignments in areas such as hospitality and catering, community care, and hair and beauty therapy are vocationally based.

13 The quality of much of the practical training received at the college is satisfactory. Trainees gain confidence in the use of specialist equipment. However, in some vocational areas, such as

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hairdressing, facilities in the college do not permit teaching staff to create enough realistic work experience for students. Business studies teaching lacks sufficient reference to business and commerce and there is not enough use of work experience. More information on inspectors' judgements on the quality of teaching, learning and attainment can be found in Part C of this report.

How are achievement and learning affected by resources?

14 Teachers are generally well qualified for the courses they teach. Approximately 85% have a teaching or training qualification. Staff development is linked to strategic objectives and opportunities for development are generally satisfactory. However, teachers in several areas lack recent experience of business or industry. There has been little opportunity for staff to update their knowledge and skills since the last inspection, when this was identified as a weakness. The college has not adopted a formal policy to remedy this weakness. Some staff development has helped teachers become more skilled at using a range of differentiated learning materials in classes containing students of a wide range of abilities, but there has been no associated training to develop appropriate materials. Differentiated materials are being used effectively in lessons for basic skills and ESOL, and for students with learning difficulties and/or disabilities. In other areas, there is little use of such materials in lessons.

15 Overall, equipment and resources in the college are satisfactory. The college has invested heavily in IT equipment since the last inspection and resources are now good. Computers are modern and of a high specification and there is appropriate industry standard software. The new specialist facilities for music are good, but the college is poorly equipped for some aspects of three-dimensional studies in art and design. There are too few technicians in science and none in music. In the ESOL

and modern foreign languages areas, specialist equipment is underused.

16 Teaching accommodation overall is adequate, though many rooms are in poor decorative order. Few rooms have good displays of students' work or other relevant materials. Much of the classroom furniture is old and sometimes damaged. Some of it is heavy and difficult to move easily, which limits the activities which can take place in some rooms. The huts are drab, poorly heated and ventilated, and contain few teaching aids. The science laboratories have been recently decorated as part of a general refurbishment plan. The timetabling of rooms causes difficulties in some areas of work. For example, students on leisure and tourism courses use nine different rooms during the week, which entails transporting materials to different rooms for each lesson. In addition, some laboratories, IT rooms, salons and rooms next to noisy kitchens are used inappropriately for theory lessons.

17 There is good access to the main building for wheelchair users, including a lift to the first floor. There are no automatic internal doors, however, and existing corridor doors are difficult to open. In some rooms, the number of desks or their positioning makes it difficult for wheelchair users to manoeuvre.

18 The learning resources centre is large, bright and welcoming. It contains an adequate stock of books, CD-ROMs and videotapes. There is a large open-access IT centre which is also used for teaching key skills in IT. Most students have adequate access to computers. There is Internet access on 72 computers and the college's recently developed intranet contains useful information for students on how to access relevant web sites. The intranet does not yet feature resources that are designed to help students to study on their own.

19 Inspectors observed few lessons in which computers were used for teaching or learning other than in circumstances in which their use was a requirement of the course. Teachers often relied too heavily on

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paper-based resources. The IT facilities on open access in 'The Flex' are used widely by students for research or for wordprocessing projects and assignments. There are insufficient learning resources for courses in basic skills, for students with learning difficulties and/or disabilities and in humanities. There is also a shortage of specialist resources to support the development of practical skills in hairdressing and beauty.

20 Teachers and students pay due attention to health and safety. There are health and safety checks for work conducted off site and at work placements for students. Accidents are reported and governors receive regular reports on health and safety.

How effective are the assessment and monitoring of learners' progress?

21 There are college-wide procedures for assessing and monitoring students progress but they are not implemented consistently.

22 Schemes of work show the types and timing of assessments, and assignment briefs ensure that most students know what is expected of them. In leisure and tourism, students' work programmes are well organised and effectively documented. In business studies, assignment schedules are not always well planned or properly managed, and deadlines for the submission of assignments are sometimes bunched together. Good project briefs in art and design help students to understand the assessment criteria and to conduct effective self-assessment. Information and communication technology (ICT) assignment briefs offer no criteria for grading.

23 During the induction period, initial assessment of key skills helps teachers to place students on courses at the appropriate level and to identify their learning needs. The assessments are particularly successful in identifying the needs of ESOL students.

24 The college has only recently started to report younger students' progress to their parents or guardians. Parents' evenings have now been introduced. However, parents have not always been contacted when 16–18-year-olds fail to attend regularly.

25 Assessment of students' work is rigorous, fair and accurate. Exceptions include work in health and care which is sometimes graded too high. Students generally receive good written and oral feedback on their work. On almost all courses, there are examples of full, helpful and constructive comments on assignments and in portfolios. There was some misleading and inappropriate feedback to students in art and design. Some work in business was marked cursorily and errors went uncorrected. There were not enough constructive comments from basic skills teachers. In ICT, much of the work had little or no written comments from the teacher. Marking practices are being reviewed as part of the college's current drive to improve the moderation of standards of work.

26 Many teachers attend training offered by regulatory and awarding bodies. A number of them have assessor qualifications. Internal verification works well in some areas, such as leisure and tourism. In other areas, it does not. In basic skills, for example, there is no clear guidance on the standard of work required. In ICT the outcomes of verification are having little effect on assessment practice. On some courses, including business courses, there is scope for greater co-ordination of working practices. Some assessments in hair and beauty do not take enough account of commercial standards.

27 Teachers adopt a variety of approaches to correcting students' spelling, punctuation and grammar. In English, for example, errors were carefully corrected. In ICT, there was little or no attempt to do so.

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28 College policy is that the outcomes of assessment are fed into regular reviews of students' progress. These reviews are intended to form the basis of individual action plans for students which they discuss with their tutor. In some areas of the college this works well. For example, close attention to students' portfolios in leisure and tourism has succeeded in raising standards. In mathematics and science, plans to review students' work every six weeks have not been implemented. In some cases, the targets set in action plans related to attendance or completion of work are clear enough for progress to be measured. In other cases targets are too vague to be useful. There is little use of value-added analysis as a means of measuring students' progress or assessing the effectiveness of curriculum areas.

How well do the programmes and courses meet the needs and interests of learners?

29 The college has a wide range of courses for its size and it has worked hard to diversify provision in response to local needs. There is a good range of programmes at intermediate and advanced levels in most curriculum areas. Foundation provision in occupational areas is less extensive. There are three GNVQ courses at foundation level, and NVQs at foundation level in business administration, catering and hairdressing. Foundation courses are being developed in art and design, and travel and tourism. The college offers provision in 11 GCE A level subjects and six GCE AS level subjects as daytime and evening classes. Access to higher education courses provide well-established and successful routes to higher education in eight curriculum areas. The college has a small range of programmes in health and care, which includes a franchise arrangement to provide NVQs at levels 1 and 2. There are expanding programmes in access to higher education, English as a second language, basic education and popular music.

30 The college has been successful in responding to the needs and circumstances of a variety of learners. It provides distance learning in GCE A level Russian for a group of Russian nationals. The London Borough of Redbridge has a high proportion of refugees and asylum seekers and the college tries hard to meet their needs. An 'education otherwise' arrangement with the local education authority provides full-time education for students aged between 14 and 16, who can join the college's vocational courses. Many of the students have recently arrived in the United Kingdom from Kosovo, and all who completed their studies last summer have progressed to other courses at the college. The college provides basic skills education for workers in a nearby hospital, and for a group of adults in a local psychiatric hospital. The college's franchised provision in social care and childcare is a direct response to the expressed needs of the local authority.

31 Some courses offer a degree of flexibility in terms of times and modes of attendance. To meet demand and offer varied starting times, seven new courses in ESOL were started in the middle of 2000/2001. A summer school was also introduced. There are three starting points in the year for adult English and return-to-learn part-time courses. Franchised care courses offer a choice of start dates, but, in general, childcare provision does not offer much flexibility for mature students.

32 Programmes for young people with learning difficulties take good account of each learner's potential, and the introduction of a range of vocational options means that the programmes better match students' interests and aspirations. The college is a major provider in the region for the education of deaf students, who, as far as possible, are integrated with other students on vocational programmes.

33 The college has good links with the University of East London and South Bank University. The college acknowledges that it needs to improve its information on, and

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links with, local businesses. It has yet to develop a database of industrial links. The effectiveness of curriculum areas' links with industry varies widely. Links are highly productive in catering and in fashion, but less successful in business.

34 There have been recent staff appointments to strengthen market research and the analysis of employers' training needs. The number of work placements has increased in the last year and the management of placements has now been centralised. Work placements vary in their effectiveness and appropriateness for students. There are some highly successful work-experience placements in art and design. The potential of work experience in hairdressing and beauty, however, is not fully utilised, and work experience for some business studies students was arranged too late in the course for it to be of much benefit to the students.

35 The college regularly reviews its portfolio of programmes, discontinuing those that do not meet students' needs and developing new courses in response to perceived needs. However, the direct link between the outcomes of quality assurance procedures and programme planning is only recent. The college has been slow to develop a suitable alternative to GCSE re-sit courses, although changes are now planned for September 2001. It has been more quick to respond to changing needs in other areas. For example, market research has led to the development of courses in public services for 2001/2002.

How well are learners guided and supported?

36 The college has effective arrangements for pre-entry advice and guidance. Information about the college, the courses available and entry criteria are clearly described in a range of well-designed publicity materials. Prospective students gain further information and advice at open days and in an interview with guidance staff before applying to the college.

37 Admissions procedures are well documented. They have been strengthened to ensure that students choose an appropriate course and are able to meet the entry criteria. The form for completion by staff during the interview process has been improved to promote more consistent practice in interviewing across the college. Training has also been provided for all staff. An effective induction programme informs students about the key aspects of college life and helps them to settle quickly into their studies. The programme is delivered by the personal tutors and provides a valuable opportunity for discussion about the rights and responsibilities of students and staff.

38 Students have access to good careers guidance. The guidance unit occupies a prominent position in the main building and is equipped with an appropriate range of resources to assist students in making their decisions about further education, training or employment. The careers guidance service is promoted effectively during the induction programme and, subsequently, through the work of personal tutors. Records are kept of interviews and contacts with students. An analysis of these records shows a 50% increase in the number of students who have had guidance interviews in the last year. Both 16–18-year-olds and adult learners value the support that they receive from guidance staff.

39 Overall, support arrangements for students are satisfactory. However, there are aspects of the college's provision which are very good and which make a significant contribution to students' well-being and progress. Students speak highly of the welfare service and its responsiveness to their needs. Welfare staff provide a confidential counselling service, advice and information on benefits and on sources of additional funding to help students with the cost of examinations and course requirements. Pastoral support for students with learning difficulties and/or disabilities and for ESOL students is good. The college

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supports students' childcare needs through the provision of a crèche or through access to funding for childcare. There is a well-established and highly effective service for deaf students which ensures that they are fully integrated into college life. There are also good training programmes leading to the Certificate for Communication with the deaf and good signing courses.

40 The varying quality of tutorial support across the college is recognised as a significant weakness in the self-assessment report. College procedures under which tutors monitor and report on students' attendance, punctuality and performance are not consistently applied in all areas of work and data on attendance and punctuality are not used effectively to inform strategies for improvement. There is a scheme of work for the weekly group tutorials and an expectation that students receive individual support. The tutorial programme provides good opportunities for students to prepare for future education, training and employment. However, for 16–18-year-old students, there is insufficient focus on important aspects of health education, such as drugs education and sexual health issues. Where individual tutorial practice is good, in music, English and art, tutors regularly review academic and personal progress and students benefit greatly from this support. In too many curriculum areas, however, tutorial provision is not well planned and is not sufficiently focused on raising pass rates. The college has begun to establish a new framework for tutorial provision, aimed at achieving greater coherence in this and other aspects of student support.

41 The college has effective procedures for identifying and assessing students' learning support needs and the level of their basic skills. Students are encouraged to disclose specific learning needs related to dyslexia or other learning difficulties or disabilities during enrolment, and their numeracy and literacy skills are assessed during the induction programme. The number of students who have taken up the

offer of additional discrete support, or support in class, has increased significantly in the last year, but it is nevertheless low. Students value highly the additional support they receive to improve their basic skills. However, the development of these skills is not fully integrated with other aspects of the curriculum and support activities are not sufficiently linked to their programmes of study. The college, recognising the need to increase students' take-up of additional basic skills support, has recently established a college-wide policy for the development of numeracy and literacy skills within curriculum areas.

42 Through its partnership in a neighbourhood single regeneration project, the college supports a number of adult residents who have been successfully returned to learning. Similarly, in partnership with the local education authority, the college provides opportunities to young people who have been excluded from school to follow vocational courses, and supports them effectively in continuing with their education.

Leadership and Management

How effective are leadership and management in raising achievement and supporting all learners?

43 Overall, leadership and management of the college are unsatisfactory. Actions have been taken to improve the quality of provision in the college and more are planned. There has been substantial progress in some areas, such as the improved quality of management information, but many of the weaknesses identified at the last inspection in 1997 have not been addressed. Quality assurance is more systematic, but has not yet served to raise standards. Students', parents' and employers' views are not systematically gathered, analysed and used to inform actions. The quality of teaching remains less than satisfactory overall. Retention rates on many courses are low

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and some have declined over the last few years. Attendance at lessons is often poor and absences are not monitored and reported on a consistent basis. The college has problems recruiting and retaining teachers and managers. Many of these problems are clearly identified by the college itself in its self-assessment report.

44 There is a consultative approach to developing the strategic plan. The plan sets some clear directions for the college and the governing body and the academic board receive regular progress reports. Progress has been too slow in some key areas; for example, in improving the quality of teaching and learning.

45 The quality of the leadership and management of the curriculum varies widely. Some curriculum managers are new in post and have had little time to effect improvements. Others carry a significant teaching load and have had insufficient time to devote to their management functions. However, areas such as ESOL, basic skills and provision for students with learning difficulties and/or disabilities are well led and well managed. In these areas there is a clear sense of direction and close attention to community needs.

46 The college has strategies to address poor attendance and low completion rates but they have yet to be implemented effectively. College improvement targets are often not met. The quality and availability of data on students' performance, however, have improved and the college's performance is now being compared against national average figures. Some curriculum managers are making increasingly effective use of performance data.

47 Quality assurance procedures have improved substantially over the last year but, so far, they have done little to raise standards. Course review procedures, which are an important part of quality assurance, are not followed consistently across the college. The college has overestimated the quality of its teaching and

learning in several areas. Staff appraisal, classroom observation and systems to help teachers improve the quality of their work have had little impact in raising the overall quality of teaching. The college, in its self-assessment, has succeeded in identifying many of the strengths and weaknesses referred to by the inspectors, and the self-assessment report is guiding the development of strategies for improvement. For example, new student support systems are to be introduced in September 2001 as a result of the self-assessment.

48 The college pays insufficient attention to the views of students, parents and employers. Their views are not gathered and analysed systematically. The college could provide few examples of reports based on students' responses to questionnaires. Students receive no feedback on the outcomes of the surveys. The self-assessment report acknowledges that too little account has been taken of students' views. This year, the college has employed external consultants to gather and analyse students' views and make comparisons with national figures. There is little analysis of student destinations.

49 The college policy on equality of opportunity is poorly monitored. The academic board is currently reviewing the policy. Some recent monitoring of students' performance has shown that students from some minority ethnic groups are less successful than students classified as white. Strategies for responding to this finding, however, have yet to be developed and implemented.

50 Governors are well informed about the college's financial progress and now pay more detailed attention to students' performance. Average attendance at governors' meetings in the year before the inspection was 63%, which is well below the target of 80% that they have set for themselves. The governors' planning and performance committee receives reports on students' performance, which clearly identify the targets set and whether they have been

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achieved. Governors challenge the management team to find solutions, and recognise that these have not always been forthcoming. They attempt to gather students' views of the college, but have no systematic means of doing so. Times of governors' meetings have been changed in an attempt to make it easier for student governors to attend. Governors' links with particular curriculum areas of the college have been more successful in some areas than in others.

51 Resources are not effectively deployed. The college has difficulty recruiting and retaining teachers and in some schools, frequent changes of teachers adversely affect students' studies. The college's financial position has improved over the last three years. However, there are no formal arrangements for course costing or benchmarking. Some improvements to the accommodation are slowly being made, but much remains to be done.

What should the college do to improve further?

52 To raise standards and improve quality, the principal, staff and governors should take action to improve:

- retention rates
- the quality of teaching and learning
- students' attendance and the monitoring of attendance
- recruitment, retention and deployment of staff
- use and development of accommodation
- the policy for, and monitoring of, equality of opportunity
- the gathering, analysing and responding to the views of students, parents and employers
- the quality of curriculum management
- the implementation of quality assurance procedures.

Curriculum and Occupational Areas

Part C: Curriculum and Occupational Areas

Science and Mathematics

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

Strengths

- high pass rates on access to higher education courses.

Weaknesses

- consistently low pass rates and retention rates in GCE AS/A level science and mathematics
- much unsatisfactory teaching
- lack of science and mathematics provision at level 1
- weak curriculum management.

Scope of provision

53 The college offers a broad range of science and mathematics courses at intermediate and advanced level, including GNVQ, advanced vocational certificate of education (AVCE), GCSE, GCE AS/A level, and access to higher education. A pre-access to nursing course caters effectively for the needs of students who require additional preparation before they are ready to join the access to nursing course. There is a lack of level 1 provision. Student recruitment to GNVQ and part-time GCSE and GCE AS/A level courses has fallen recently, but recruitment to access courses has increased.

Achievement and standards

54 Pass rates and retention rates on access to higher education courses are consistently high. There has been a 100% pass rate on the access to nursing and health course for the past two years and a high proportion of students have

progressed to higher education. On most full-time courses, completion rates are low. A recent rise in pass rates on GNVQ courses has been accompanied by a fall in retention rates. The retention rates on GCE AS/A level courses are low. Pass rates on many full-time courses for 16–18-year-old students are very low. In 1999/2000, the pass rate for GCE A level chemistry was 25%. A large number of students take GCSE mathematics, but only 29% achieved grade C or above in 1999/2000. The student attendance rate was low at 68%.

55 The standard of students' work is generally below that to be expected. Many students have a poor background knowledge of science and mathematics, and find it difficult to apply the concepts they are taught.

Quality of education and training

56 Much of the teaching and learning is unsatisfactory. Many lessons are conducted at too slow a pace and many of the students are not fully involved in the work. When teachers direct questions to the whole class they often allow a few individuals to give all the answers whilst other students lose interest. Checks on students' understanding are not systematic. Teachers do not demand enough of learners, or fail to adjust the level of work to suit the needs of those with differing abilities. Key skills are delivered in separate lessons and are seen by many students as a 'bolt-on' activity, with little relevance to their main course of study. Some good lessons were observed in which teachers made their subject come alive, providing strong support to individual students as they carried out their practical work or tackled mathematical problems. In a number of lessons, teachers used a combination of questioning, discussion and group work to good effect.

Curriculum and Occupational Areas

57 Teachers assess homework and assignments satisfactorily. Students' work is marked rigorously and teachers provide constructive comments that help students to improve their work. The monitoring of students' progress and the use of assessments in drawing up individual action plans are less thorough. There are no systematic procedures for reporting to parents on the progress of 16–18-year-old students.

Although there are regular meetings of staff, there is too little focus on the importance of improving the quality of teaching and learning. The destinations of GCE A level students are not monitored. Staff recognise that retention and pass rates are low but action plans to address the issue are not always followed through.

58 Adult students on the access to higher education course are well supported. They are given helpful guidance at enrolment. The tutorial system provides effective continuing support and they receive much help when applying for higher education. There is a well-developed mentoring scheme for GNVQ students. The experience of other students is not so positive. Many GCE AS/A level students do not value the weekly group tutorial.

59 On many courses, the high turnover of staff has disrupted students' learning. Practical work in science is prepared and carried out effectively, but the lack of technical support staff restricts the range and amount of laboratory work that is carried out. Much of the science equipment is old. Although it is adequate for the courses provided by the college, it does little to inspire learners or staff. There is not enough IT hardware and software and not much use is made of IT to promote learning in science and mathematics lessons. Teaching rooms and laboratories are drab. They contain few posters or displays of students' work, and they do not provide a stimulating environment for learning.

Leadership and management

60 Management of the curriculum is weak. There is little teamwork, subject leadership is not strong and there is insufficient sharing of good practice.

Curriculum and Occupational Areas

Business

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

Strengths

- strong new leadership of the curriculum area
- high pass rates on administration and office skills courses.

Weaknesses

- low pass rates, particularly at level 3
- much poor teaching
- lack of effective quality assurance
- some very poor accommodation
- some unsatisfactory or poor learning materials
- the underuse of ILT in teaching and learning.

Scope of provision

61 Business administration and office skills courses range from foundation to advanced levels. Most management and accounting courses have been discontinued as part of a review of enrolment trends and pass rates. The programme review, which has led to the current changes, has not always been informed by rigorous market research to ensure that the needs of employers and other stakeholders are fully met. Combining students studying at different levels within the same teaching group, as with NVQ 1 and NVQ 2 administration students, makes it more difficult for teachers to meet differing learning needs.

Achievement and standards

62 Pass rates are below the national average on most courses. Just over half the students who completed GCE A level business passed in 2000, and this represented a significant improvement on

previous years. In 2000, the pass rate on the Institute of Legal Executives (ILEX) course was only 19%. On two out of three of the office technology and secretarial courses at level 3, results were well below the national average. Although retention rates on courses at all levels have shown some improvement over the last two years, too many students continue to leave their courses early. Retention rates on administration courses are generally satisfactory, but those on GCSE business, NVQ accounting and GNVQ advanced business are poor. At levels 1 and 2, pass rates on administration courses are generally satisfactory. There has been a marked improvement in the pass rate on the GNVQ business foundation course.

63 Administration students develop the skills of dealing with customers in an appropriate manner. The standard of their portfolio work is good, but some students only reach this standard after being allowed too many attempts to correct their errors. Some students on GCSE courses struggle to reach the standard required to achieve a grade C or above. In a number of cases, this standard is too ambitious, given students' previous levels of attainment. Some business students' files are poorly organised, providing incomplete evidence of the progress made during their course. The quality of teachers' written feedback on students' work varies enormously. There are examples of detailed and helpful comments which allow students to identify where they have made errors or failed to achieve the standard expected. However, some work is returned with significant errors uncorrected or with only a cursory assessment of the students' efforts. Much of the work is of a standard appropriate to the level of the award. However, some work at advanced level in business is assessed overgenerously.

Quality of education and training

64 Much of the teaching is unsatisfactory. In administration, practical work is well taught and teachers provide

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effective support to students to help develop their skills. Information technology classes are also taught well, but there is too little use of ILT in teaching across the school. There are no mechanisms for sharing good practice in order to improve the overall quality of teaching.

65 In the better lessons, teachers plan their work carefully. They make use of the staff development they have received recently on lesson planning and producing schemes of work. Too often, however, planning appears to involve little more than the completion of required documentation. Many teachers do not use lesson plans. They give little consideration to the most effective methods of promoting learning. Too often, the time spent at the start of lessons recalling what students have previously been taught is not well managed. The balance between the teacher's input and the activities the students will undertake for themselves is poorly thought through. Group work is often undertaken for its own sake and many of the tasks set are unsuitable for collaborative work.

66 Despite recent improvements stemming from new arrangements for the internal verification of students' work, the subject area lacks a uniform strategy for assessment. For example, there is no timetable for assignments and there are no agreed deadlines for the return of students' work. As a result, students are often overburdened with assignments from different lecturers. There is no indication of how soon students can expect their work to be returned, nor is there a consistent policy on the format of assessments. Assessment criteria are not made explicit.

67 The introduction of key skills, as part of Curriculum 2000, has not been well managed. The arrangements made for teaching key skills have failed to motivate students. Few see the value of taking the award. Students were not encouraged early enough to engage with the enrichment programme. Work experience for business studies students is either arranged too late

in the year or insufficiently integrated with the other elements of the students' course.

68 Teachers are generally suitably qualified for the courses they teach. As the self-assessment report recognises, however, there has been too little recent updating of their skills and experience in business and commerce. Some of the accommodation in which students are taught is very poor. There is no sustained effort to provide suitable wall displays in classrooms. Teaching materials vary in quality. Good professionally produced handouts contrast with poor photocopies of extracts from textbooks. There has been a recent investment in IT which has improved the number of computers available for teaching. However, there are too few requirements on staff and students to use ILT in teaching and learning about business.

Leadership and management

69 Leadership in the school has been strengthened and progress is being made on an action plan to address significant weaknesses identified in the college's self-assessment report. It is too early yet to evaluate the impact of the changes being made. Quality assurance arrangements in the school are either new or rudimentary. Until recently, students have had little opportunity to comment on the quality of their experience. Where they have expressed views, however, they have not been informed of the outcomes or of actions that may have been taken. Course files are a new development and many of the files have gaps where key documents should be. Staff appraisal has not been used to review the performance of staff or to identify areas for improvement on a systematic basis.

Curriculum and Occupational Areas

Information and Communication Technology

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

Strengths

- broad range of courses
- good access to computers
- good work-experience opportunities.

Weaknesses

- unsatisfactory retention and pass rates on some courses
- inadequate assessment procedures
- ineffective management of the curriculum
- some unsatisfactory teaching on level 3 courses.

Scope of provision

70 The college offers computing and information technology courses, ranging from introductory and foundation programmes in computing and the use of commercial software applications to intermediate and advanced level courses in information and communication technology (ICT) and programming. Most students on full-time programmes are 16–18-year-olds who have progressed straight from school. Most evening students are adults. Evening courses include 'computing for the terrified', using databases and spreadsheets, and GCE AS level IT. There are good opportunities for students entering lower level programmes to progress to employment, or to a more advanced programme, and many do so. For example, many adult students attending introductory IT courses during the evening subsequently take level 1 courses in IT at the college.

Achievement and standards

71 Retention rates and pass rates on foundation level courses are generally satisfactory. The retention rate for the GCSE Information Technology (IT) is satisfactory. However, after having improved last year, pass rates were still below the national average. Retention and pass rates for GNVQ intermediate IT have been satisfactory for the last three years. Pass rates on level 3 courses are unsatisfactory and the retention rate on the GNVQ advanced programme has been very low for the last three years. In 1999/2000, more than two-thirds of the students on the two-year GCE A level course did not complete the course. Student retention rates on evening courses in computer literacy, attended mainly by adults, are good, but pass rates are generally low. There is little use of value-added analysis on A level and GNVQ advanced courses.

72 The standard of students' work is better at foundation and intermediate levels than at advanced level. At foundation level, students' assignments show high levels of skill in combining images from the Internet with pictures and text to produce very good presentations. In one assignment, students had produced well-designed and imaginative electronic presentations, using images taken from the Internet and other sources, to which they had added good written explanations.

Quality of education and training

73 Teaching was unsatisfactory in almost a third of the lessons observed. No very good or outstanding lessons were seen. Schemes of work are produced for all courses but they do not indicate the expected learning outcomes or the methods of teaching and learning to be used. In the better lessons, teachers give clear instruction and provide effective support for students. The students work productively and make good progress. In one lesson, students received effective guidance on how to improve their grades and made good use

Curriculum and Occupational Areas

of the Internet to search for information. Teachers provide good support for students who are ill or who have a physical disability.

74 In the poorer classes, teachers fail to ensure that all students are learning effectively, do not take account of students' learning abilities or do not check their understanding of often quite difficult concepts. The most unsatisfactory lessons are on level 3 courses. In one lesson, the teacher reviewed the outcomes of a recent assignment which all students had found difficult and on which few had met the minimum success criteria. The teacher spent half the lesson explaining the main points but made no effort to check that the students understood them.

75 The monitoring of students' progress in key skills is not as effective as it might be. Students often failed to attend the timetabled classes in key skills. Most GNVQ intermediate and advanced level students undertake a programme of work experience as part of their course. For some years, a group of ICT students have undertaken their work placement in Vienna as part of the European Union's 'Leonardo' programme. Students compete for these placements and before the visit they take a short basic German language course. Work experience gives most who take the opportunity their first experience of work. They speak highly of the experience.

76 All full-time students are provided with a timetable of assignments and deadlines for submission. Assessment criteria are not always explicit enough, so that some students do not have a clear idea of the standards required. Teachers do not provide enough written comment on students' work and often fail to correct spelling and grammatical errors. Teachers verify standards by marking each other's assignments and they keep good records of this process.

77 Teachers are well qualified and have a good knowledge of their subject, although few have relevant industrial experience.

The college has sufficient modern computers and up-to-date software to run the IT courses it offers. Students enjoy easy access to computers and specialist software during their lessons.

Leadership and management

78 There is ineffective co-ordination of the curriculum. Teachers meet formally at least once each term as part of the college's review and self-assessment procedures. Meetings follow a college-wide agenda that includes a review of progress on actions identified in the last self-assessment report. Other programme team meetings are held as and when there is a perceived need. Part-time teachers are invited to attend the meetings, but are seldom able to do so. Despite this schedule of meetings, the programme team has not addressed the wide variation in the quality of teaching, the lack of clear assessment criteria for assignments or the failure to take account of weaknesses identified through internal verification.

Curriculum and Occupational Areas

Hospitality, Leisure and Tourism

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

Strengths

- high pass rates on NVQ courses in catering
- good support for individual students
- excellent industry links.

Weaknesses

- poor accommodation and equipment
- lack of realistic working environments
- poor attendance.

Scope of provision

79 The college offers NVQ levels 1, 2 and 3 in food preparation and cookery, NVQ level 2 in food service, and a one-year pastry cooks qualification and food hygiene programme. In the area of leisure and tourism, the college offers GNVQ intermediate leisure and tourism and GNVQ advanced leisure and tourism. The college has started the new AVCE course in travel and tourism.

Achievements and standards

80 Retention rates are satisfactory on the NVQ programmes and good on the GNVQ advanced leisure and tourism and the two-year intermediate leisure and tourism programmes. Retention rates on the one-year intermediate leisure and tourism programme are satisfactory. Learners' achievements on NVQ courses in catering were excellent in 1999/2000, with pass rates of 100%. They were poor on the one-year pastry cooks' programme, where the pass rate was 36%, and on the GNVQ advanced course in leisure and tourism, where the pass rate was 69%. Pass rates on both GNVQ intermediate programmes in

1999/2000 were high. Over the last three years, retention rates and pass rates have been improving in both catering and leisure and tourism. Year 1 catering students are given the opportunity to take additional qualifications in pastry cookery and food hygiene.

81 Students undertake their studies with enthusiasm and are encouraged to take increasing responsibility for organising their own work. The portfolios on all programmes inspected were well presented and easily met industry standards. Students' written work is good. Teachers' marking is not always sufficiently rigorous. Not enough attention is given to spelling and grammar. Student attendance at some lessons is low. Catering and leisure and tourism students are encouraged to use information technology. There were some good examples of wordprocessing, desktop publishing and the use of databases and spreadsheets.

Quality of education and training

82 Most teachers display a sense of purpose and professionalism in their lessons. Question and answer sessions and class discussions are often lively affairs. Occasionally, discussion is dominated by a few students or the teacher fails to check that all students understand the points being made. In some practical catering lessons, poor culinary skills went unchecked and, in some theory lessons, a number of the students lost interest.

83 Teachers are well qualified, have good professional knowledge and illuminate lessons with good examples of industry practice. During a demonstration to all catering students on the dissection of a carcass of lamb, the teacher was able to draw on his practical knowledge of the hotel and catering industry to illustrate his teaching. He also drew on the students' own knowledge of how joints of lamb are used in catering. The lesson ended with a short question paper to check what students had learned.

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84 There are excellent links with the catering industry. The Royal Opera House offers a number of planned work-experience places that often lead to permanent employment. Currently, the Royal Opera House employs two students at the weekends, sponsors two students and sends a visiting chef to the catering section to lead specialist catering events. One such event raised enough money for the area to purchase a walk-in refrigerator.

85 Catering students use converted classrooms as kitchens and restaurants. The rooms do not make realistic working environments. Classrooms, kitchens and service areas are all in need of re-decoration, and the flooring in kitchen areas is unsafe. A significant proportion of the stock in the library is out of date and some books are little used. There are no catering videos or CD-ROMs in the library but staff keep a small collection in their staff room for students to use. Accommodation for leisure and tourism students is widely dispersed and fails to provide a focus for courses. The GNVQ advanced group is taught in nine different rooms during the course of a week and an intermediate group in seven different rooms. The rooms are often unsuitable for the activities that take place and this adversely affects teaching and learning. Resources for leisure and tourism are adequate. Students enjoy good access to computers and are encouraged to use them in lessons and for key skills assignments. The software is up to date and imaginative and is used in theory lessons and by students working on their own.

86 Assessment is well organised and internal verification is effective. Assignment briefs are well planned and clearly written. Support for students is good. There is effective initial assessment to identify individuals' needs for additional support in basic skills. There are a number of catering students with learning difficulties and these receive additional support. A distinguishing feature of the provision for those with learning difficulties is the way in which they are integrated into mainstream programmes

and work well with others. This high level of support for students creates a sense of teamwork among both students and staff.

Leadership and management

87 The programmes are well managed. There is regular and effective communication between the head of school and the programme area leader. Area managers have access to their manager on a regular basis and agree operational targets and policy. With only one full-time member of staff on the catering team, however, there is little time to undertake adequate planning of facilities and programmes.

Curriculum and Occupational Areas

Hairdressing and Beauty Therapy

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

Strengths

- high retention and pass rates on beauty therapy courses
- well-considered initiatives to improve students' performance on NVQs in hairdressing.

Weaknesses

- unsatisfactory teaching and learning
- resources that do not sufficiently reflect commercial standards
- insufficient initial assessment of vocational skills
- lack of commercial realism in the hairdressing salon
- inadequate work-placement arrangements.

Scope of provision

88 Hairdressing NVQs at levels 1, 2 and 3 are offered at the college. The college offers the NVQ level 2 with either the ladies hairdressing or barbering units options. Students can also take the afro-hair relaxing and perming NVQ unit. Attendance at college can be in the daytime on part-time or full-time courses, or in the evening for part-time courses. The hair and beauty college salons are closed at weekends and during the college holiday periods. Beauty therapy NVQs are offered at levels 2 and 3, with daytime attendance. Evening courses include individual NVQ beauty therapy units and specialist qualifications such as aromatherapy, reflexology, Indian head massage, Indian bridal make-up, Mendhi and henna skin decoration. All NVQ courses start in September each year, giving no flexibility throughout the year to start studying.

Achievement and standards

89 Students' prior learning is not assessed effectively at the start of their courses and students are not set individual learning targets. Practical work for NVQs in hairdressing is assessed in inappropriate circumstances. The salons do not reflect commercial pressures sufficiently, other students are used as clients and there is insufficient attention to some aspects of hygiene. Students' written work is generally good, but there is insufficient visual evidence of the work completed for their clients and not enough use of IT. The quality of assessors' written feedback on students' work varies greatly, from detailed and constructive criticism or praise to a few words of written comment which fail to show students how they might improve their work.

90 Retention and pass rates on beauty therapy and related therapies' courses are high. Students' achievements are systematically recorded in their assessment logbooks and on staff tracking spreadsheets. Internal verification is satisfactory and verifiers provide useful written feedback to assessors.

91 Retention and pass rates are low for level 1 hairdressing, and students make slow progress towards achieving level 2 hairdressing. Improvements have been introduced to address these problems. NVQ level 1 students now work alongside level 2 students in practical salon sessions. Theoretical work at level 2 is being synchronised with the practical tasks and assessments relating to the same unit. Students who started in September 2000 carry out client treatments in the first year of their course, enabling them to be assessed for the NVQ. They are also required to work in a commercial salon one day a week.

Quality of education and training

92 Students find many lessons boring and are not given enough to do. Teachers fail to use resources effectively. There are some good, well-presented learning

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materials, but others contain mistakes or are otherwise of poor quality. In some theory sessions teachers do too much talking and fail to make sufficient demands of the students. In other lessons, students' activities are poorly managed and tasks remain unfinished at the end of the lesson. Staff are well qualified and have appropriate industrial experience. Schemes of work and lesson plans are written to a standard format. They include descriptions of classroom activities, teaching methods and assessment strategies.

93 In some practical sessions, there are not enough clients for the students to carry out the required assessments or to practise new skills. Consequently, students practise on each other, which reduces the time available to them for training and assessment.

94 Resources do not reflect commercial practices and standards. In beauty therapy there are too few beauty plinths for the number of students in a group and no specialist salon chairs for make-up applications and other facial treatments. When beauty salons are busy with clients, conditions are cramped. Hairdressing salons do not have enough specialist chairs and the smaller salon is too small for the numbers using it. The larger hairdressing salon has a client waiting area which is sometimes inappropriately used for theory lessons. Students struggle to work while holding their large folders on their knees. Completed portfolio work is not securely stored. Waiting and reception areas for clients also fail to reflect modern commercial practices. There is no computer to enable students to develop their skills in using computerised stock control and client record systems. Sales of retail products are not actively promoted.

95 Work-experience placements and salon employment are not used effectively to provide evidence for NVQ assessments. Beauty therapy students in their second year do not have enough placements in which to practise specialist skills. Currently,

there are no employer forum meetings to promote industry links.

Leadership and management

96 Hairdressing students have experienced many changes of teacher over the last six months, leading to repetition of work and confusion over practical techniques. A new programme area leader for hairdressing took up post in January 2001. The head of school post had been vacant for six months. Staff have had to deal with many changes while carrying a variety of additional responsibilities. There are regular weekly team meetings and monthly assessor meetings.

97 Students' views are sought using short questionnaires. Attendance is being monitored more closely with the aim of improving retention. The self-assessment report accurately identified many of the weaknesses subsequently identified by inspectors, including the lack of commercial realism in the salons.

Curriculum and Occupational Areas

Health and Social Care

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

Strengths

- high levels of retention and high pass rates on the NVQ programmes and the access to primary education course
- well-organised and effective work experience
- effective induction programmes
- good tutorial support.

Weaknesses

- low retention rates on full-time care courses
- poor development of key skills
- inadequate assessment on the early years courses
- little use of information technology
- inadequacies in staffing
- poor initial assessment for NVQ learners
- the limited range and flexibility of provision
- failure to implement quality assurance procedures
- lack of flexibility in arranging courses for mature learners.

Scope of provision

98 The college offers the Certificate in Childcare and Education (CCE) and the Diploma in Nursery Nursing as full-time courses. It has franchised provision to a local non-profit making organisation that offers NVQs in care and early years care and education at levels 2 and 3 and caring for young people at level 3. The franchised provider is an accredited assessment centre. There is a specialist arrangement between the college, the franchised provider and the local authority for the provision of NVQs level 2 and 3 in care and level 3 in caring for young people. There is limited

provision for health and care learners and the college has seen a steep decline in enrolments to professional courses this year. The college also has an access to primary education course. The college has limited provision for health and care learners and there has been a steep decline in enrolments to professional courses this year.

Achievement and standards

99 Retention rates on the Diploma in Nursery Nursing are low and the pass rate on the CCE in 1999 was very low. There are high retention and pass rates on the NVQ programmes and the access to primary teaching course.

100 The standard of learners' work on college-based courses is generally satisfactory, but some assignments for the early years courses have been marked too generously. This issue was identified by the external verifier and particularly affects the Diploma in Nursery Nursing. Some of the learners' work displayed at college is unsatisfactory. There are spelling mistakes and inaccuracies in content. Learners on the NVQ programmes produce well-organised and clearly presented portfolios. They have dedicated time with their assessors to help them present their evidence and organise their work. Progress is slow on some units leading to the diploma in nursery nursing course.

Quality of education and training

101 Much of the poor teaching was on full-time college-based courses. In one lesson, the teacher failed to question poor examples of creative activities identified by the students. In another lesson, some learners struggled with a badly presented task, lack of resources and little support from the tutor. Some of the activities were ill defined or inadequately resourced and teachers allowed students to present work without challenging it. NVQ students have good opportunities to develop relevant practical skills. They spend one day a week

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learning off the job and three days a week on placement or at work. Assessment is well managed and learners make the most of the opportunities to demonstrate their developing knowledge, skills and understanding at work.

102 Employers and placement providers are keen to support learners and are well informed of learners' progress. There is no evening provision available either in the NVQ programmes or the early years courses. All provision is geared to the academic year, including the NVQ programme at levels 2 and 3. These timescales are too short for some learners, who struggle to complete on time. There is a lack of flexibility in arranging courses for mature learners at college.

103 There is no key skills development in the curriculum area. Learners are not initially assessed in key skills when starting their courses. There is little access to, or use made of, information technology.

104 Given the size of the curriculum area, the college does not have enough full-time staff. Posts remain vacant and there have been frequent changes of part-time teachers and timetable arrangements which have adversely affected learners' progress. No member of the college staff has early years qualifications and occupational competence. This issue has been identified by the external verifier for the last three years.

105 The accommodation for learners at college and on the franchised provider's premises is generally satisfactory. However, the franchised provider is required to use a college room for one day a week for the local authority employees on the NVQ care programmes. It is an unsatisfactory arrangement. The room is equipped for science courses with sinks and specialist furniture, and the provider has to bring heavy boxes of books, handouts and resource material to the college every week.

106 Assessment arrangements for the franchised early years courses meet awarding body requirements and assessment is robust and well organised in the franchised provision. On the college courses, there are examples of inappropriate or inadequate assessment and students do not receive detailed enough feedback on their performance. Some work is marked too generously.

107 Learners receive a good induction to the college and to the franchised provision, which they value. The tutorial support provided by the college and the franchised provider is also good. Learners are guided appropriately and their individual learning needs are acknowledged. The college provides diagnostic testing in basic skills for college learners, but there is no systematic testing for other learners. NVQ learners are interviewed by the franchised provider. Few of them make use of the college's learning support resources.

Leadership and management

108 The curriculum area is not being managed effectively. Record keeping is poor. Quality assurance procedures are not being applied to college provision or to franchised work. Currently, there is no head of school and staff resources are overstretched. College procedures are not being followed. There is very little effective evaluation of the courses by learners. The franchised provider has recently introduced feedback questionnaires but the results have yet to be analysed and acted upon.

Curriculum and Occupational Areas

Art and Design, and Music

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

Strengths

- high pass rates on music and access to higher education courses
- high standard of students' work in practical music
- well-planned, sensitive and enthusiastic teaching in music
- good equipment and accommodation for music.

Weaknesses

- low retention rates on many art and design courses
- low pass rates on GNVQ art and design
- insufficiently demanding tasks for art and design students
- insufficiently rigorous assessment in areas of art and design.

Scope of provision

109 The provision includes a broad range of courses at foundation, intermediate and advanced levels in art, design, music and media, an access to higher education course and a BTEC National Diploma in fashion. Courses are well planned and offer students good opportunities to progress to higher education and employment. Most courses are based at Redbridge.

Achievement and standards

110 Students attain high standards on the Access to Higher Education in art and design course and pass rates have been above the national average for the last three years. There was bold, confident use of colour in paintings, with clear connections to research and development work in most students' portfolios. However, sketchbooks and design work from students on GNVQ

and AVCE courses do not show how ideas are developed. Much of the work is dull and photocopied images and magazine pictures are overused. Standards of presentation are generally poor. Pass rates on the GNVQ advanced course have been low for the last three years. In 1999, the pass rate was 51%. Fashion students reach high standards of pattern cutting and garment making. In one design project, students produced attractive swimwear using appropriate professional methods of manufacture. Retention rates are low on most art, design and media courses.

111 Much accomplished and confident practical work is taking place in music although the levels of students' skill and abilities in lessons vary considerably. Music students make good progress in most practical lessons. They work productively and concentrate on the task in hand. They also work well as individuals and groups, independently of their teacher. Levels of achievement on music courses are excellent. For example, the pass rate for contemporary and popular music at level 2 was 91% in 1999. The average level of attendance at lessons during the inspection, however, was low, at 60%.

Quality of education and training

112 Good written feedback on assessments helps students to be aware of their progress and to improve their work. Teachers' thoughtful and careful preparation of projects for access students enables them quickly to become familiar with the necessary concepts, and to approach the subject with confidence. Some teachers fail to set demanding enough tasks and activities. In one good photography lesson, the teacher showed great sensitivity in handling students with a wide range of abilities, successfully maintaining the interest of the whole group whilst imparting the required technical skills and knowledge. There is insufficient emphasis on design development, observational drawing and experimentation during lessons.

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113 In some lessons, methods of working were not varied enough. Many teachers do not use visual aids handouts or supporting material to enliven lessons and help learners. Studios do not contain overhead projectors or flip charts and some have no whiteboard. Music students plan their work carefully and are supported well by their tutors. They focus appropriately on performance skills, which teachers help them to develop by providing thoughtful comment and suggestions.

114 Teachers are well qualified. They undertake professional and curriculum updating and draw on their experiences effectively. Music teachers have a wealth of professional and commercial experience that they use well to enliven their teaching. They are demanding of, and encouraging towards, students in their lessons, and students are generally set appropriate tasks.

115 Lessons take place in bright, well-lit studios. However, the main art studio is divided into two with a screen and when lessons take place on both sides of the screen the noise from the adjoining groups adversely affects learning. A shortage of equipment and resources for the full range of three-dimensional activities restrict students' ability to experiment and explore ideas in a variety of media. Fashion students have adequate industrial equipment with which to work. Some machines are old, but they are well maintained by a technician. Technician support in art and design is good, but there is none available for music. Equipment and accommodation for music at the main site are excellent. The music suite is well laid out, giving students good access to practice rooms and a wide range of equipment.

116 Students use the Internet for research and have satisfactory access to relevant industrial software. Students' work shows that they use IT to develop and explore alternative ideas. In one lesson, students were successfully manipulating scanned photographs they had taken to experiment with and to develop designs.

Leadership and management

117 Projects and design briefs are not being reviewed to ensure that staff are adopting a consistent approach and that examination requirements are being met. Whilst some staff who teach on the same programme meet to decide how courses should be planned, others do not. There are no set agendas for meetings. The head of school has produced a detailed plan for improving retention rates. However, the targets and completion dates are over optimistic and few of the targets have been achieved to date. There is insufficient monitoring of some aspects of the curriculum. Inconsistencies in tutorial practices and wide differences in the teaching of basic design principles are occurring across art and design courses.

Curriculum and Occupational Areas

English, Modern Foreign Languages and Access to Higher Education

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

Strengths

- good pass rates on the access to higher education course and GCSE courses
- much good teaching
- well-organised access to higher education course with good progression rates
- some highly confident, fluent and articulate work from students.

Weaknesses

- poor pass rates on most GCE A level courses
- poor retention rates on many courses
- low attendance
- weaknesses in some aspects of teaching and learning
- the narrow range of courses and declining recruitment.

Scope of provision

118 The college's provision in English and modern foreign languages includes GCSE English language, French and Spanish and GCE AS/A level English literature and French. The number of modern foreign languages offered has declined significantly since the last inspection and the range of English courses is narrow. The college has found it difficult to recruit enough students to modern foreign language courses. There is a small amount of distance learning in Russian and there are short vocational language courses for students preparing to take work placements abroad. Access to higher education is provided as full-time day and part-time evening courses.

Achievement and standards

119 The standards of work achieved on most courses are satisfactory or better. The more confident students demonstrate impressive levels of fluency in oral and written work and make well-considered contributions to group discussions. In a GCE AS level English literature lesson, students demonstrated great sensitivity to language and were able to talk critically about poetry. GCE A level French students have a good knowledge of how to write a business letter. Students on access to higher education courses produce written work of a high standard. The best work of English and modern languages students is also of a similar standard. In a few lessons, the less confident students made little contribution to discussion and some had difficulty in expressing their ideas. With a few notable exceptions, the overall attendance at lessons was low.

120 Pass rates in GCSE English language have been good for the past three years, but retention rates fell significantly in 2000. The college has introduced more stringent entry requirements for the course in an attempt to address poor retention. Pass rates and retention rates in GCSE French are satisfactory and, in the case of the one-year course, they are good. Retention and pass rates in GCE A level English literature and French are low, though English literature pass rates are steadily improving. There was a high pass rate on the one-year French course. The pass rate on the Access to Higher Education course is high, but retention is poor. Progression rates for successful access students are high. Most of those who successfully complete their course go on to higher education.

Quality of education and training

Most teaching is satisfactory and some of it is good. Lessons are generally well planned and well organised. Teachers have a good knowledge of their subjects and of their students. All students receive a copy of the

Curriculum and Occupational Areas

scheme of work for their course. In the more successful lessons, teachers give clear explanations of the learning objectives and the tasks to be undertaken, and ensure that students are able to cope with the work. In modern language lessons, there is a mix of activities to enable students to practise the skills of listening, speaking, reading and writing. In most subjects, however, there is too much reliance on printed handouts and worksheets in lessons. Apart from some audio-recordings and visual stimuli in modern languages, teachers make little use of other media.

In some weaker lessons, teachers fail to explain to students what the lesson is about. Some modern language teachers speak too much in English during their lessons. On most courses, teachers set regular work and mark it carefully. Access to higher education students receive good feedback on their assignments, but the feedback given to English students is not strong enough to show the students how they can improve their work.

123 There is a good working atmosphere in lessons. Teachers have a friendly and purposeful relationship with their students and provide appropriate support to individuals in and out of lessons. Students on the access to higher education programme benefit from clearly written course handbooks and an effective tutorial system under which their progress is monitored closely.

124 Most teachers have appropriate qualifications and experience. Teaching accommodation is of variable quality. Some rooms are in poor condition or are unsuitable for the size of the class and the activities undertaken. English lessons take place in a variety of rooms, making it difficult to create an identity for the subject. Teaching resources are not fully exploited. The language laboratory is little used and the overhead projectors and TV/video players in many of the rooms were not seen in use during the inspection. Students' use

of IT is limited to wordprocessing their assignments.

Leadership and management

125 The Access to Higher Education course is well led and well managed. During the first year, however, the high turnover of staff has had an adverse effect on students' learning. The management of English and modern foreign languages is in transition, following recent organisational change. Curriculum teams in both areas meet with their relevant managers, but there is a lack of leadership and direction. Teachers work in relative isolation, without a common purpose. Good practice is shared only informally. Part-time teachers are paid to attend meetings and do so when they can. There is little monitoring of their teaching. While there has been some revision to the course provision in humanities, the college does not have a clear strategy for the development of English and modern languages. The self-assessment report for this area did not refer to the management of the curriculum. In other respects it was appropriately self-critical, though the quality of teaching was slightly overestimated.

Curriculum and Occupational Areas

English for Speakers of Other Languages

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

Strengths

- well-led provision
- high pass rates
- good responses to the growing demands of the local community
- some very effective teaching
- strong guidance and support
- breadth of students' experience and opportunities for personal development.

Weaknesses

- the significant proportion of teaching which is only satisfactory and the small amount which is unsatisfactory
- low retention rates on some courses
- poor or erratic attendance on many courses.

Scope of provision

126 There has been considerable expansion in this area recently and the college has responded well to community needs. Students can gain accreditation at seven levels. There are 15 full-time, three part-time day and three evening courses. Some students follow mixed NVQ and ESOL courses. The area runs an education otherwise class for those 14–16 year-olds with no school place. There are also summer schools and IT courses for mainstream students. All students can gain accreditation through a college certificate or external examination. Mainstream students also benefit from courses in first aid and job search. Courses are now offered at a new venue near the town centre.

Achievement and standards

127 The standards achieved in external and college certificate examinations are good. Students join in classroom activities, work in a focused manner and usually make good progress. More advanced students have a sound grasp of language structures and a wide vocabulary and they use idiom well. In one higher level class, students had to speak for at least one minute on a topic chosen at random. Other students then offered advice on how the speakers could improve their accuracy and range of expression. In a beginners' class, students described a person, combining various adjectives in the right order and their partner guessed who it was. In another lesson, students enjoyed discussing what they did now that their mothers never did, while practising the structure 'used to'. Attendance is poor or erratic on many courses and this adversely affects some students' progress.

128 Written work varies greatly in quality. Teachers are not always successful in fostering good study skills, nor are there attempts to develop these systematically on all courses. Opportunities for students to organise their own learning or to work on their own are also underdeveloped.

129 The pass rate for external examinations is high. Many students, from a wide range of backgrounds, are also successful in gaining college certification. Those students who finish their courses do well and often progress to other courses or to employment. Last year, retention rates on advanced courses were low.

Quality of education and training

130 Most teaching is good or better and in some lessons it is very good. Nevertheless, a significant proportion of lessons observed were only satisfactory and a little teaching was judged unsatisfactory. The better lessons are well planned. Activities are varied, engaging, imaginative and enjoyable, while the lesson remains

Curriculum and Occupational Areas

clearly focused on learning. Teachers are demanding of their students and also succeed in inspiring them. Most are sensitive to the wide range of attainment in their classes. One teacher held students' interest at the end of the day by using 'bingo' to revise vocabulary. Another used a rap song to practise the rhythm of English speech, and 'snakes and ladders' to consolidate a reading activity. In one lesson, the teacher used a tactile children's book to teach adjectives of texture. Mainstream English as a second language students also study for a qualification in IT. The relationship between students and teachers is always good and this helps to promote a purposeful atmosphere in lessons.

131 In some of the weaker lessons, teachers of more elementary classes spent too much time talking about the language in abstract terms. Presentations were not clear and there was not enough time for students themselves to generate language and practise using it. Students did not benefit from lengthy explanations, because they could not understand them. In other lessons, teachers followed the course book too closely, where alternative activities would have helped students learn more effectively.

132 Teachers mark students' work in a helpful way and students find the feedback useful. Lesson time is sometimes productively devoted to the correction of common errors found in students' work. Frequent formal tests, and the targets set by tutors, mean that students have a clear idea of what they need to do to improve. When students apply to the college, their level of attainment is carefully assessed to ensure they join an appropriate class and their progress is monitored closely. Induction programmes for all courses and leaflets, which are often in the students' own language, help them to understand the college. Students praised their teachers and tutors for the extensive and comprehensive support they provide with learning, personal, and even financial,

difficulties. The imaginative mentor scheme also provides effective help for students.

Leadership and management

133 English as a second language, taught mainly by part-time staff, is well led. There are frequent informal discussions, good communications and regular formal meetings. Meetings, however, tend to focus on the dissemination of information, rather than on planning, evaluation and the sharing of good practice. The introduction of regular assessment and target-setting has been managed well and the new procedures are proving highly effective. Staff regularly produce new teaching resources and these are shared. Information from staff who have been involved in staff development activities, however, is not being effectively disseminated. Schemes of work are in the process of development, but students' views are not being systematically analysed to help in planning and evaluating provision. Efforts have been made to remove financial barriers, such as examination entry charges, to students gaining qualifications.

Curriculum and Occupational Areas

Basic Skills and Provision for Students with Learning Difficulties and/or Disabilities

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

Strengths

- good teaching of practical skills
- flexible provision for adults
- good levels of support for learners.

Weaknesses

- the lack of individual learning programmes
- insufficient learning resources
- little integration of basic skills support with other aspects of provision.

Scope of provision

134 The college offers a range of courses for adults and young people with poor basic skills and learners with learning difficulties and/or disabilities. The provision includes a full-time pre-entry level course and a two-year entry level programme designed to provide a choice of vocational options, key skills and work experience for young people. There are clear progression routes to level 1 programmes. The college has recently developed a range of courses to encourage participation and meet the needs of adults in the community. A basic skills course for adults with mental health problems and workplace basic skills training have been established in partnership with local hospitals. Flexible, modular courses for adults with learning difficulties and/or disabilities include leisure activities, work experience and the development of employability and independent living skills. Literacy support for individuals and small groups is provided in the classes which the students are attending. This support is available to all full-time students whose

basic skills are identified, on assessment, as being below level 2.

Achievement and standards

135 Young people with learning difficulties and/or disabilities make satisfactory progress and are successful in achieving their learning goals. Rates of progression from the pre-foundation course to further education have increased from 67% in 1999 to 80% in 2000. Work placements are used successfully to give young people experience and to enable them to make informed decisions about their future employment or training. Learners are set realistic targets in vocational and information technology sessions and they achieve these. In most classes learners join confidently in discussion, working in pairs, groups or as a whole class. Learners' portfolios are well maintained and contain evidence of an appropriate range of learning activities. Some basic skills support sessions lack a sufficiently explicit focus on the development of literacy skills and specific, clearly stated learning outcomes. Most of these lessons are not demanding enough for learners. The standard of work of students studying on level 2 and 3 courses, who are receiving basic skills support, is often well below the expected standard for their main programme of study.

136 Retention rates are satisfactory on the majority of courses and good on the pre-foundation full-time course. Attendance at lessons is satisfactory on full-time courses but varies more on part-time adult programmes. There are high rates of successful completion on full-time courses. However pass rates on the literacy and numeracy courses are generally low. For example, in 2000, the pass rates for the college's stage 1 numeracy certificate and stage 1 literacy certificate were 43.7% and 50%, respectively.

Quality of education and training

137 Most teaching is satisfactory or good. Vocational lessons take place in

Curriculum and Occupational Areas

specialist accommodation and are well taught. Equipment is of an appropriate standard. Vocational and IT skills sessions maintain an effective balance between the development of practical skills and the development of literacy, numeracy and oral communication skills. In the best lessons, teachers adapt their materials and approaches to meet the range of needs in the class. In less successful lessons, teachers do not demand enough of students or there is inadequate differentiation of materials and methods of working to meet the needs of all learners.

138 Students with learning difficulties and/or disabilities do not have an individual learning plan. Teachers working with these learners have no record of a learner's specific individual needs to help in planning provision or monitoring progress. The individual learning plans used in basic skills do not contain enough detail to enable staff and learners to set realistic, short-term targets and analyse the progress made, and the plans are not shared with all the teachers and support staff who work with the learners. The basic skills support team provide termly reviews of progress to course tutors. There is, however, no reciprocal review by course tutors and learners of the impact of support on the learner's progress on their main programme. Learners' work is not always carefully marked and few suggestions are made to help them to see how they can improve.

139 Careful guidance is provided, prior to entry, to ensure learners make an appropriate choice. Support assistants are used extensively to enable learners of differing abilities to work productively in the same group. However, some support assistants are not sufficiently skilled in helping learners to work on their own. Deaf learners receive excellent support from experienced communicators who devise teaching strategies that enable learners to succeed on their programmes. Classes are small and learners generally receive the individual attention they need.

140 Basic skills is taught by a team of experienced staff who have a good knowledge of their subject. There is an extensive bank of attractive, well-produced worksheets which have been designed in the college. Much of the teaching accommodation is poor. Learners regularly use the computers in the learning centre but there is poor access to computers and other learning resources in many of the teaching rooms they use. There is a very small stock of specialist basic skills software and learners do not have sufficient access to ICT resources that support the development of literacy and numeracy skills.

141 The support that learners with low levels of literacy and numeracy skills receive is not effectively integrated with other aspects of learners' main programme of study. Basic skills support staff are often not aware of the specific element of the course the learner is covering or of the learning materials the class teacher is using at any one time.

Leadership and management

142 The leadership and management of courses are satisfactory. There is a commitment to improving standards and developing learning opportunities for adults and young people. Communication between the programme area managers and teachers is good. There are termly meetings of course teams which focus on retention and achievement targets, students' progress, curriculum review and development and the sharing of good practice. A number of established procedures, including some meetings and some observations of teaching, have lapsed this year because of the pressure of work. The self-assessment report is generally accurate in identifying strengths and weaknesses. Action plans contain strategies for improvement and set targets for completion though many of the targets are not being met.

College Data

Part D: College Data

Table 1. Enrolments by level of study and age 1999/00

Level	16–18 %	19+ %
1	9%	22%
2	41%	29%
3	41%	24%
4/5	0%	1%
Other	9%	25%
Total	1,723	2,895

Source: Provided by the college in spring 2001
 Note: the percentages in column 19+ have been rounded up and hence do not add up to 100%

Table 2. Enrolments by Curriculum Area and Age 1999/00

Curriculum area	16–18 No.	19+ No.	Total Enrolments %
Science	382	522	20
Agriculture	0	0	0
Construction	0	0	0
Engineering	81	30	2
Business	206	425	14
Hotel and Catering	177	52	5
Health and Community Care	184	743	20
Art and Design	194	121	7
Humanities	350	453	17
Basic Education	149	549	15
Total	1,723	2,895	100

Source: Provided by the college in spring 2001

College Data

Table 3: Retention and achievement

Level (Long courses)	Retention & pass rate	16–18			19+		
		1997/98	1998/99	1999/00	1997/98	1998/99	1999/00
1	Starters excluding transfers	219	104	80	397	208	199
	Retention rate (%)	88	64	70	71	68	66
	National average (%)	77	75	N/A	75	73	N/A
	Pass rate (%)	59	89	76	53	82	75
	National average (%)	47	56	N/A	54	58	N/A
2	Starters excluding transfers	760	739	630	619	637	672
	Retention rate (%)	71	71	70	74	67	76
	National average (%)	74	72	N/A	75	75	N/A
	Pass rate (%)	62	77	79	68	78	78
	National average (%)	55	63	N/A	59	62	N/A
3	Starters excluding transfers	434	461	471	643	574	607
	Retention rate (%)	58	63	57	71	69	68
	National average (%)	75	74	N/A	75	75	N/A
	Pass rate (%)	51	53	62	63	69	66
	National average (%)	57	62	N/A	59	63	N/A
4	Starters excluding transfers	—	—	—	278	43	15
	Retention rate (%)	N/A	N/A	N/A	89	70	80
	National average (%)	N/A	N/A	N/A	80	79	N/A
	Pass rate (%)	N/A	N/A	N/A	90	80	8
	National average (%)	N/A	N/A	N/A	48	55	N/A

Note: Summary of retention and achievement for the last 3 years by age and level of course, compared against national averages for colleges of the same type (that is General FE and tertiary colleges with a high number of students from disadvantaged areas)

Sources of information

1. National averages: *Benchmarking Data 1996/97 to 1988/99: Retention and Achievement Rates in Further Education Colleges in England*, The Further Education Funding Council, September 2000
2. College rates for 1997/8–1998/9: *Benchmarking Data 1996/97 to 1998/99: Retention and Achievement Rates*, produced by the Further Education Funding Council, September 2000.
3. College rates for 1999/00: provided by the college in spring 2001.

College Data

Table 4. Summary of grades awarded to teaching, learning and attainment 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	42%	29%	29%
19+ and WBL*	42%	40%	18%
Learning 16–18	36%	40%	24%
19+ and WBL	41%	41%	18%
Attainment 16–18	21%	42%	37%
19+ and WBL	40%	42%	18%

Key: Inspectors grade three aspects of lessons: teaching, learning and attainment. The range of grades includes: excellent (grade 1), very good (2), good (3), satisfactory (4), unsatisfactory (5), poor (6) and very poor (7).

*WBL= work based learning.

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