

# Chelmsford College

Inspection report

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## Background information

### Inspection judgements

#### Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

#### Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: health, public services and care; engineering; hospitality and catering; crafts, creative arts, design and media; and independent living and leisure.

#### Description of the provider

1. Chelmsford College is a medium-sized general further education (FE) college which operates from three sites within the town. The college serves a relatively affluent area, although some pockets of deprivation exist in the centre of Chelmsford. In 2008, 59% of 16 year-olds in Chelmsford achieved five or more GCSEs at A\* to C, including mathematics and English, which was above the national figure of 48%. Some 11% of learners are from minority ethnic backgrounds, compared with 5% in the Chelmsford population.

2. The college provides courses in most sector subject areas. Learner numbers are highest in preparation for life and work, health, public services and care and in engineering and manufacturing. Qualification levels range from pre-entry level to higher education (HE). The majority of learners follow courses at level 2 and level 3. There are currently 3,192 learners enrolled at the college. Some 58% of these are aged 16 to 18 and 54% are male. Most learners aged 16 to 18 follow full-time courses and most adult learners study part time. Part-time courses for 140 young people aged 14 to 16 are offered in collaboration with 14 local schools.
3. The mission of the college is: 'Chelmsford College will enable success for all learners through the provision of high quality, flexible teaching and learning opportunities across a broad range of vocational and academic disciplines'.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Good: Grade 2</b>
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<b>Capacity to improve</b>	<b>Good: Grade 2</b>
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<b>Achievement and standards</b>	<b>Good: Grade 2</b>
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<b>Quality of provision</b>	<b>Satisfactory: Grade 3</b>
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<b>Leadership and management</b>	<b>Good: Grade 2</b>
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<i>Equality of opportunity</i>	<i>Good: contributory grade 2</i>
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### Sector subject areas

<b>Health, public services and care</b>	<b>Good: Grade 2</b>
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<b>Engineering</b>	<b>Good: Grade 2</b>
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<b>Hospitality and catering</b>	<b>Satisfactory: Grade 3</b>
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<b>Crafts, creative arts, design and media</b>	<b>Good: Grade 2</b>
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<b>Independent living and leisure</b>	<b>Satisfactory: Grade 3</b>
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## Overall judgement

### Effectiveness of provision

**Good: Grade 2**

4. The effectiveness of provision is good. Achievement and standards are good, with high and improving success rates on the majority of courses. Learners develop good vocational skills. Attendance has improved significantly and is now good.
5. Teaching and learning are satisfactory. Teachers have good subject knowledge and their working relationships with learners are positive and productive. Some aspects of teaching, including the challenge provided in lessons to learners of different abilities, the use of questioning techniques and the use of information learning technology (ILT) to support learning, are better developed in some sector subject areas than others. Procedures for identifying additional learning support needs and the quality of the support provided are highly effective.
6. The college's response to meeting the needs and interests of learners and employers is satisfactory. The college provides an appropriate range of courses but its response to employers' needs is underdeveloped in some sector subject areas. Educational and social inclusion are good.
7. Guidance and support are good. The arrangements for supporting vulnerable learners are comprehensive. The college provides a good range of support services which are greatly appreciated by learners.
8. Leadership and management are good. Improvements in standards have been underpinned by the strong leadership of the principal and senior managers. Quality assurance procedures are comprehensive and highly effective. Much of the college's accommodation is well maintained but of poor quality.

### Capacity to improve

**Good: Grade 2**

9. The college's capacity to improve is good. The rapid and sustained improvements in learners' achievements demonstrate the positive impact of quality improvement strategies. One curriculum area of the college was graded over-generously but self-assessment is generally accurate in identifying strengths and areas for improvement. The clear on-line links between self-assessment, action plans, performance review, lesson observations and the college improvement plan provide strong support for timely intervention and the effective monitoring of progress towards targets. Resources are well targeted on learners' needs and governors monitor the work of the college effectively. Lesson observation is well embedded and generally effective; however, it has not yet secured consistently good teaching across all curriculum areas.

## **The effectiveness of the steps taken by the college to promote improvement since the last inspection**

10. The college has made good progress in rectifying the areas for improvement identified at the last inspection. In particular, the impact of self-assessment on planning improvements and the use of data to bring about change are now significant strengths of the college. Learners' achievements have improved rapidly at all levels and for all age groups. The proportion of good or better teaching has increased and the promotion of equal opportunities is good. With the exception of provision in independent living and leisure, the profile of inspection grades has improved. Quality assurance is well embedded and has led to improvements in many curriculum and college business areas.

### **Key strengths**

- strong leadership and effective management of improvement
- high and improving success rates on the majority of courses
- good development of learners' vocational skills
- positive and productive working relationships between teachers and learners
- highly effective quality assurance
- comprehensive procedures for ensuring good attendance
- highly effective additional learning support.

### **Areas for improvement**

#### ***The college should address:***

- inconsistencies in some aspects of teaching
- uneven response to employers' needs
- ineffective curriculum management in independent living and leisure
- outdated and inflexible accommodation.

## Main findings

### Achievement and standards

### Good: Grade 2

11. Achievement and standards are good. This is the same as the college's self-assessment. Success rates are high on the majority of courses and have improved rapidly since the last inspection. The most significant increases have been on courses for adults, where success rates on courses at level 1 and level 2 are well above average and retention and pass rates are both very good. Success rates on level 3 courses for adults are above average. Success rates for learners aged 16 to 18 are good at level 1 and level 2 and are satisfactory at level 3. Where data on the prior attainment of learners are available they indicate that learners make at least the progress expected of them, based on their starting points.
12. Success rates for learners from minority ethnic backgrounds match those of other learners. The achievement of male learners is improving and the gap in performance between male and female learners, particularly for those aged 16 to 18, has narrowed. Success rates for learners aged 14 to 16 are good and the majority progress to more advanced courses on completion. Key skills success rates have improved but the college is aware that, although results match national average standards, they require still further improvement.
13. Standards of work are good. Engineering learners demonstrate particularly high levels of competence in practical skills, thus equipping them well for their future economic well-being. Attendance is good.

### Quality of provision

### Satisfactory: Grade 3

14. The quality of provision is satisfactory. This is lower than the college's self-assessment. Teaching and learning are satisfactory. Teachers and learners share positive and productive working relationships which encourage purposeful activity in lessons. Learners feel well supported and enjoy their lessons.
15. Teachers have good subject knowledge and vocational expertise which they use effectively to make learning interesting. They interpret complex ideas well through clear and relevant examples which are designed to make theory more relevant for vocational learners. In workshop sessions, learners develop a thorough appreciation of health and safety and safe working practices.
16. The college recognises in its self-assessment report that aspects of teaching are inconsistent across the college. Although lesson plans are generally thorough and detailed, teachers do not always plan sufficiently to challenge learners of differing abilities or to respond to learners' identified development needs in literacy and numeracy. Many teachers make good use of effective questioning to consolidate learning. However, in weaker lessons, teachers do not use questions effectively to check learners' understanding and opportunities are missed to draw on learners' own experiences to stimulate further learning. Although the college has made a significant investment in additional computing facilities and in equipping classrooms with interactive whiteboards, teachers do

- not always integrate ILT effectively into their planning or make appropriate use of ILT in classes to support learning.
17. Arrangements to support learners with additional learning needs are good. Initial diagnostic assessment identifies accurately learners' development needs in literacy and numeracy, as well as individual support needs for learners with dyslexia and dyscalculia. Success rates for learners in receipt of support are very high.
  18. Assessment is satisfactory. Teachers review progress regularly with their learners. However, target setting for learners is of inconsistent quality. Although many individual learning plans provide an effective record of progress with clear and achievable targets, too many learning plans contain targets which are too broad to be helpful to learners or to enable their progress to be measured effectively. Parents of younger learners are kept well informed of, and involved in, their progress.
  19. The college's response to meeting the needs and interests of learners is satisfactory. The college offers an appropriate range of courses and progression routes, particularly for full-time learners, and plans to increase still further its entry and level 1 provision. There is currently no apprenticeship or Entry to Employment provision, although some 130 learners follow a Train to Gain programme which is managed by a neighbouring college. The college has capitalised on its strong links with local schools to develop a good programme of courses for learners aged 14 to 16. Provision for key skills is satisfactory but recent changes to the management and co-ordination of key skills have encouraged higher levels of participation and improving results in external tests. Enrichment activities developed within curriculum areas are good and are particularly strong in public services, sport and travel and tourism. However, learners say that they would welcome more activities which involve the whole college.
  20. Engagement with employers is satisfactory. Although existing links are strong in health, public services and care, they are not as effective in other sector subject areas. However, when employers request training, the college responds promptly and appropriately. New procedures to develop links with employers have been introduced but it is too early to assess their full impact.
  21. Educational and social inclusion are good. The college has been successful in recruiting learners from a diverse range of ethnic heritages and from local areas of relative disadvantage. Programmes have been developed to enable learners with learning difficulties and/or disabilities to study within the community and for those who are at risk of withdrawing from education. The involvement of learners in college decision making is good and improving. Learners feel safe at the college and welcome the strong sense of mutual respect it promotes.
  22. Guidance and support are good. Pre-enrolment advice and guidance are good and transitional arrangements for vulnerable learners are comprehensive. Links with external support agencies for those learners requiring more specialised support and guidance are well established and effective. Learners value the

good range of support services, including finance, welfare and counselling, that are available and easily accessible to them. The college's procedures for ensuring good attendance have been successful and underpinned a significant improvement in attendance since the previous inspection. Retention rates are now high and reflect the much improved effectiveness of tutorials and learner progress monitoring. Careers advice and guidance are good and assist the majority of learners to progress to higher and further education, work-based learning or employment.

## Leadership and management

**Good: Grade 2**

### ***Contributory grade:***

*Equality of opportunity*

*Good: grade 2*

23. Leadership and management are good. This is the same as the college's self-assessment. Rapid and significant improvements to success rates at all levels have been secured through highly effective quality improvement strategies. The clear college mission and values are well understood and supported by staff and governors. The principal provides strong and consultative leadership. Managers and teachers demonstrate confidence in their own and senior managers' ability to sustain improvements and morale is high.
24. The college has created an innovative on-line college improvement plan (CIP) linked explicitly to self-assessment; equality and diversity action plans, performance review and lesson observation. The progress of courses and curriculum areas is monitored rigorously through performance review boards with timely interventions and actions recorded in the CIP. A particular feature of the quality assurance process is the good integration of business areas, such as finance and human resources, to support thorough monitoring and evaluation. The self-assessment report presents a detailed and mainly accurate evaluation of strengths and areas for improvement. Most curriculum areas inspected have improved the overall grade awarded at the last inspection. Leadership and management are significant strengths in: health, public services and care; engineering; and hospitality and catering. However, the self-assessment report over-graded provision in independent living and leisure and failed to identify areas for improvement including inadequate leadership and management.
25. The college has a strong focus on improving the quality of teaching and learning. The observation of teaching and learning is well established and has led to improvements in the proportion of teaching judged to be good or better. However, teaching is not yet consistently good across all curriculum areas and there are instances of over-generous grading of lessons. Quality improvement is especially well supported through accurate and accessible data. Most curriculum areas are well managed with teachers and curriculum leaders playing an active part in judging the quality of provision.
26. Learning resources are often good and most areas have appropriate ILT available. However, the college buildings are ageing and areas, such as the art and design buildings, are of poor quality and restrict learning. The college has

- well developed plans for a new campus which are currently subject to national constraints. Financial management is outstanding and value for money is good.
27. Governance is good. The college benefits from the wide range of skills and good local knowledge of the corporation. Governors, including the student governors, support and challenge managers appropriately and demonstrate a keen awareness of issues and standards achieved by learners.
  28. Equality of opportunity is good. The college complies with the requirements of the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 2005. The college complies with current government requirements for Child Protection and the college provides a safe and welcoming environment.
  29. A single equality scheme is in place with actions integrated and monitored through the CIP. The performance of particular groups of learners is monitored closely at curriculum and college level. The gap between male and female success rates has been targeted and the latest data show broadly similar outcomes. Success rates for those in receipt of additional learning support are higher than the college average. The recruitment of learners from minority ethnic heritages has increased and is above the local average. However, most numbers remain too small for robust statistical analysis of success rates. The one more substantial group of Black British learners achieve success rates significantly above the college average.
  30. Staff recruitment, promotion and retention are monitored closely and reported regularly to the senior management team and corporation. The college has successfully increased the proportion of staff from minority ethnic heritages to well above the local average. At present, the governing body reflects the overwhelmingly White British make up of the community. However, governors have made links with local and national organisations to attempt to increase the diversity of the corporation.

## Sector subject areas

### Health, public services and care

**Good: Grade 2**

#### Context

31. The college offers full-time and part-time courses in health and social care, public services and childcare at levels 2 and 3. Of the 884 learners currently enrolled, 449 are adults, 382 are aged 16 to 18 and 53 are aged 14 to 16. There are 347 learners following full-time courses and 537 following part-time courses. In total there are 355 learners at level 2 and 502 learners at level 3. The vast majority of learners are female.

#### Strengths

- very high success rates on public services and distance learning courses
- good teaching and learning
- responsive and flexible provision to meet the needs of learners and employers
- highly effective curriculum leadership and management
- good promotion of equality of opportunity.

#### Areas for improvement

- insufficient use of individual learning plans to coordinate learning.

#### Achievement and standards

32. Achievement and standards are good. Success rates have improved on all courses and are above the national average, except on a few childcare courses where they are nevertheless satisfactory. Success rates on all public services and distance learning courses are very high. Retention rates are high on all courses and are continuing to improve.
33. Standards of learners' work are good. Written work demonstrates a clear understanding of research and the interpretation of complex data, often including useful illustrations and accurate academic referencing. Learners develop valuable occupational skills whilst on work placement.

#### Quality of provision

34. The quality of provision is good. Teaching and learning are good. Most lessons are well planned and include appropriate references to professional practice. Teachers take careful account of the different abilities and learning styles of learners when planning activities and use ILT well to make their lessons interesting. Assessment is fair and detailed feedback is provided to help learners improve their work. Accommodation and resources for learning are satisfactory.

35. The extent to which programmes meet the needs of learners is good and relationships with employers are strong. The types of qualification offered and the organisation of courses are planned carefully in liaison with employers. The range of distance learning qualifications in health and social care has been extended appropriately to meet Department of Health recommendations and the needs of service users in care settings. Full-time learners benefit from a wide and varied range of enrichment activities, particularly in relation to public services occupations.
36. Guidance and support are good. Initial assessment is effective in identifying learners' additional learning needs. College data demonstrate that learners who receive additional learning support achieve higher success rates than other learners. Learners with disabilities receive particularly effective support. Some aspects of progress monitoring are underdeveloped. Teachers do not use the individual learning plans to record the progress made by learners in all aspects of their learning and targets set often concentrate solely on assignment and qualification deadlines. Learners receive very good support whilst on placement. Workplace supervisors are regularly included in learner progress reviews.

### **Leadership and management**

37. Leadership and management are good. Strong leadership and highly effective teamwork have provided the basis for recent improvements. Self-assessment is self-critical and accurate. The promotion of equality of opportunity is good, both through the curriculum and through teachers' day-to-day contacts with learners. Learners from minority ethnic groups are well represented and there is an effective strategy in place to increase the number of male learners on childcare courses.

## Engineering

**Good: Grade 2**

### Context

38. The college offers full-time and part-time courses in mechanical engineering, manufacturing engineering, electrical and electronic engineering. Of the 653 learners currently enrolled, 371 are adults, 268 are aged 16 to 18 and 14 are aged 14 to 16. There are 178 learners following full-time courses and 475 following part-time courses. In total there are 23 learners at level 1, 340 learners at level 2 and 276 learners at level 3.

### Strengths

- high success rates on electrotechnical level 3 and National Vocational Qualification (NVQ) programmes
- high standard of learners' practical work
- good and improving teaching and learning
- good range of provision which meets the needs of learners and employers
- highly effective leadership and management.

### Areas for improvement

- low success rates on national certificate and diploma courses
- poor use of ILT in some theory lessons.

### Achievement and standards

39. Achievement and standards are good, with high success rates on electrotechnical level 3 and NVQ programmes. However, success rates are low on electrical and electronic engineering certificate courses and the manufacturing engineering diploma course. Mechanical and electrical engineering learners demonstrate a high standard of work. They confidently display a good range of vocational skills in the college workshops and produce a wide range of engineering products to industry specifications.

### Quality of provision

40. The quality of provision is good. Teaching and learning are good and improving. Teachers plan well and manage their lessons extremely effectively so that learners maintain interest. Teachers have extensive industrial experience and make good use of industrial components and assemblies in explaining engineering principles and processes. ILT is used poorly in some theory lessons; diagrams and wording on interactive whiteboards are often difficult to understand and are sometimes inaccurate. Teachers promote and reinforce health and safety practice well. Assessment is thorough. Project work is assessed against clear criteria and teachers provide learners with detailed and thorough feedback on the quality of their work.

41. The extent to which programmes meet the needs of learners is good. There is an appropriate range of full-time courses and good opportunities for part-time learners to study at times which complement their work patterns.
42. Guidance and support are satisfactory. Teachers are making increasingly effective use of on-line reports so that learners can receive clear advice based on a good range of performance measures. Written records are less impressive and important information is sometimes missing. Learners who find learning difficult receive good additional support.

### **Leadership and management**

43. Leadership and management are good. Recent improvements in standards have been impressive; for example, the overall retention rate for engineering learners has improved significantly this year. Termly performance boards provide much greater rigour in identifying areas for improvement and teachers are highly motivated to achieve the challenging performance targets they are set. Weekly computerised performance data reports identify issues quickly and provide a wide range of information on the results of actions taken to support learners. Self-assessment is evaluative and broadly accurate. The report graded engineering provision as satisfactory; however, inspectors judged it to be good. Arrangements to promote equality of opportunity are satisfactory. There are no significant differences in success rates between different groups of learners.

**Hospitality and catering****Satisfactory: Grade 3****Context**

44. The college offers full-time and part-time courses from entry level to level 3. Of the 143 learners enrolled, 27 are adults, 94 are aged 16 to 18 and 22 are aged 14 to 16. There are 92 learners following full-time courses and 71 following part-time courses. In total there are 10 learners at entry level, 39 learners at level 1, 72 learners at level 2 and 22 learners at level 3.

**Strengths**

- high success rates on full-time NVQ level 1 hospitality and full-time level 2 professional cookery courses
- high rates of progression from level 1 courses
- learners' good practical skills
- highly effective quality assurance.

**Areas for improvement**

- poor retention on part-time professional cookery courses at level 2
- too many satisfactory lessons
- the placement of learners on insufficiently challenging courses
- insufficient employer engagement.

**Achievement and standards**

45. Achievement and standards are satisfactory. Success rates on full-time NVQ level 1 hospitality and full-time level 2 professional cookery courses are high but for part-time adult learners at levels 2 and 3 and learners aged 14 to 16 success rates are low. Pass rates on part-time level 2 courses are high but retention on these courses is very low. Progression from courses at level 1 is very good. Learners develop good practical skills, often demonstrating competences which are more advanced than those required on the courses they are following.

**Quality of provision**

46. The quality of provision is satisfactory. Teaching and learning are satisfactory. The best lessons are well planned and identify learning outcomes and activities which are appropriately matched to the requirements of individual learners. However, in the less successful lessons, individual learning outcomes are not identified clearly enough or opportunities to make full use of kitchen technology are missed. In a few lessons, incorrect health and safety practices are not challenged.
47. The extent to which programmes meet the needs of learners is satisfactory. There is an appropriate range of programmes but menus in the college's realistic work environments rarely reflect local industry. There is insufficient engagement with employers.

48. Guidance and support are good. Learners speak highly of the help they receive from their teachers. Initial advice and guidance identifies accurately the learners who require additional learning support and the help they need is provided promptly and effectively. However, the guidance does not ensure that learners are placed on a course at an appropriate level. Some learners at levels 1 and 2 are capable of completing and are often working at levels above that required by the courses they are following.

### **Leadership and management**

49. Leadership and management are good. Recent management changes, highly effective quality assurance and rigorous improvement planning are helping to raise standards and address areas for improvement such as the lack of employer engagement. Communication is good. Self-assessment is an inclusive process and the resulting report is accurate. Teachers are well qualified and experienced. The promotion of equality of opportunity is good. Accommodation and resources are good.

**Crafts, creative arts, design and media****Good: Grade 2****Context**

50. The college offers full-time courses at levels 2 and 3. Of the 274 learners currently enrolled nearly all are aged 16 to 18. In total there are 27 learners at level 2 and 247 at level 3.

**Strengths**

- high success rates on the majority of courses
- very good attendance and punctuality
- good and productive working relationships between teachers and learners
- very good progression from courses at level 2
- imaginative use of resources in media.

**Areas for improvement**

- insufficient challenge for more able learners in a minority of lessons
- inconsistent quality of tutorial guidance
- poor accommodation and resources.

**Achievement and standards**

51. Achievement and standards are good. Success rates are high and improving on the majority of courses. Increasing numbers of learners are achieving the highest grades in external assessments. Standards of work for presentation in portfolio, for special events and in coursework, are of an appropriate standard overall and good in General Certificate of Education (GCE) AS/A-level portfolios. Learners are extremely conscientious and this is reflected in their very good attendance and punctuality. Nearly all learners who complete a level 2 course progress successfully to level 3 and increasing numbers of level 3 learners progress to higher education.

**Quality of provision**

52. The quality of provision is good. Teaching and learning are satisfactory. The good and productive working relationships between teachers and learners underpin the high success rates which learners achieve. Teachers plan their lessons carefully and generally to good effect, although in a minority of lessons the variety of activities is insufficient and some more able learners are not challenged or extended enough. Teaching is constrained by some poor accommodation and resources. However, in media there is a good range of specialist equipment and software which is used imaginatively to enhance learning, albeit within unsatisfactory accommodation.
53. Assignments are well written and vocationally relevant with teaching and supporting materials accessible to learners remotely on the college intranet. Assessment in GCE AS/A-level lessons is rigorous, informative and greatly

valued by learners. Feedback to learners is generally comprehensive, although it is sometimes insufficiently focused on the experience of the learner.

54. The extent to which programmes meet the needs of learners is good. There is a good range of full-time courses which provides learners with opportunities to work in a wide range of media. Learners benefit from an interesting range of subject-specific enrichment activities.
55. Guidance and support are good. Learners receive effective advice and guidance on entry which ensure that they are placed on an appropriate course. Progress monitoring is good but the quality of tutorials is variable. In the best examples tutorials are used well by teachers to encourage the development of learners' critical faculties and to establish an ethos of professionalism. However, on some courses individual learning plans do not provide sufficient detail to measure all aspects of learners' progress accurately.

### **Leadership and management**

56. Leadership and management are good. Teachers are well qualified and experienced and share a common vision to improve standards still further. Teaching and learning are closely monitored and followed up with performance review and support where necessary. Self-assessment is accurate; themes and priorities are well integrated into team planning, tutorials and quality assurance processes. The promotion of equality of opportunity is good.

**Independent living and leisure****Satisfactory: Grade 3****Context**

57. The college offers courses for learners with learning difficulties and/or disabilities at pre-entry and entry level. Of the learners currently enrolled, 51 are aged 16 to 18 and 51 are adults. Some 62 learners follow full-time courses and 40 follow part-time courses. There are currently 52 learners at pre-entry level and 50 learners at entry level.

**Strengths**

- high success rates
- excellent attendance
- good tutorial support.

**Areas for improvement**

- insufficient attention to the needs of individual learners in some lessons
- insufficient identification and monitoring of learners' progress
- a few learners on inappropriate courses
- inadequate leadership and management.

**Achievement and standards**

58. Achievement and standards are satisfactory. There are high success rates on all externally accredited courses. Learners demonstrate good progress and achievement in relation to the requirements for external qualifications and awards. However, the drive to achieve qualifications means that some individual learning needs are not being fully met. The standard of learners' work is satisfactory. There is good development of appropriate skills in work placements. Learners understand the learning targets set within this context and demonstrate good progress. Attendance is excellent. Many learners travel to college independently and demonstrate good time management skills.

**Quality of provision**

59. The quality of provision is satisfactory. Teaching and learning are satisfactory. Teachers know their learners well. In the better lessons teachers plan carefully, use everyday contexts to support learning and use a good range of teaching and learning approaches. In the less successful lessons tasks are not sufficiently varied to meet the needs of individual learners. Teachers do not use learners' individual targets to inform lesson planning and the targets are not contextualised in lesson activities. For learners with learning difficulties working at entry or pre-entry level, targets are too broad to capture and celebrate small progress steps. Individual learning plans are of variable quality and essential information is often not recorded or is unavailable, reducing the value of these documents in tracking learners' progress.

60. The extent to which programmes meet the needs of learners is satisfactory. There is a satisfactory range of courses leading to external accreditation but a few learners have been placed on inappropriate courses, such as learners who have studied or achieved GCSEs, who have been placed on entry 2 or pre-entry courses.
61. Guidance and support are good. Learners are well supported in the college. Initial assessment is generally accurate and tutorial provision is good. All learners on full-time courses receive two hours per week of tutorial support. Learners on part-time courses complete tutorial-type activities as part of their course. Teachers and support staff work well together. However, learning support staff record what learners have done rather than what they have learnt or achieved. Learners enjoy coming to college and speak highly of the help they receive.

### **Leadership and management**

62. Leadership and management are inadequate. Curriculum managers have not identified the areas of significant weakness identified by inspectors. The self-assessment is inaccurate in several important aspects and the college's lesson observation profile presents an overly optimistic assessment of the quality of teaching and learning. Although teachers are qualified and have good access to staff development opportunities, few hold specialist qualifications. Accommodation and resources are satisfactory. Equality and diversity are good.

## Learners' achievement

**Table 1**

Success rates on mainstream level 1 long qualifications, by qualification type, expected end year and age, 2006 to 2008, compared to the national rates for colleges of a similar type

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 1	05/06	441	65	69	-4	500	77	65	12
	06/07	405	78	74	4	129	74	70	4
	07/08	431	83			103	88		
GNVQs/ AVCEs	05/06	13	31	73	-42	*			
	06/07	*				*			
	07/08	*				*			
NVQs	05/06	52	71	72	-1	180	75	74	1
	06/07	42	81	75	6	*			
	07/08	60	85			*			
Other	05/06	376	65	69	-4	320	78	65	13
	06/07	363	77	74	3	129	74	70	4
	07/08	371	82			103	88		

\* courses not running

**Table 2**

Success rates on mainstream level 2 long qualifications, by qualification type, expected end year and age, 2006 to 2008, compared to the national rates for colleges of a similar type

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 2	05/06	774	65	66	-1	1379	77	66	11
	06/07	774	69	70	-1	645	77	69	8
	07/08	800	79			998	86		
GCSEs	05/06	201	82	68	14	58	57	67	-10
	06/07	182	81	71	10	28	54	70	-16
	07/08	200	82			57	84		
GNVQs/ AVCEs	05/06	*				*			
	06/07	*				*			
	07/08	*				*			
NVQs	05/06	83	55	65	-10	157	75	68	7
	06/07	111	52	68	-16	137	71	69	2
	07/08	66	82			116	85		
Other	05/06	490	59	66	-7	1164	78	65	13
	06/07	481	68	70	-2	480	80	69	11
	07/08	533	78			825	86		

\* courses not running

**Table 3**

Success rates on mainstream level 3 long qualifications, by qualification type, expected end year and age, 2006 to 2008, compared to the national rates for colleges of a similar type

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 3	05/06	1064	66	71	-5	725	64	64	0
	06/07	962	71	73	-2	513	65	68	-3
	07/08	917	74			453	77		
A/A2 Levels	05/06	168	87	87	0	43	81	72	9
	06/07	176	91	87	4	25	88	76	12
	07/08	111	93			23	87		
AS Levels	05/06	422	59	67	-8	43	56	55	1
	06/07	244	71	69	2	15	87	59	28
	07/08	227	69			8	100		
GNVQs/ AVCEs	05/06	132	85	66	19	19	89	57	32
	06/07	3	100	59	41	*			
	07/08	1	100			*			
NVQs	05/06	10	80	71	9	105	55	63	-8
	06/07	15	73	74	-1	136	65	69	-4
	07/08	21	52			148	66		
Other	05/06	332	57	65	-8	515	64	64	0
	06/07	524	64	70	-6	337	63	69	-6
	07/08	557	73			274	82		

\* courses not running