



ADULT LEARNING  
INSPECTORATE



## Accrington and Rossendale College

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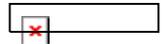
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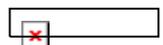
**Basic information about the college**



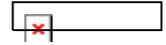
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Name of college:	Accrington and Rossendale college
Type of college:	General Further Education College
Principal:	Nancy Cookson
Address of college:	Sandy Lane Accrington Lancashire BB5 2AW
Telephone number:	01254 389933
Fax number:	01254 354001
Chair of governors:	Kath Burrows
Unique reference number:	130734
Name of reporting inspector:	Kathleen March
Dates of inspection:	24-28 January 2005

**Part A: Summary**



## Information about the college

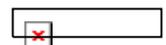


Accrington and Rossendale College is a general further education (FE) college of medium size, located in East Lancashire. It has as its principal catchment area the three boroughs of Hyndburn, Rossendale and the Ribble Valley. Hyndburn contains areas of significant deprivation. It has low levels of young people continuing in full-time education and training, at 60%. Approximately 25% of young people progress to work-based learning. In Rossendale, the percentage of young people participating in full-time education and training is below national averages. Only 24% of the people who live and work in East Lancashire hold a qualification at national vocational qualification (NVQ) level 2 and 14% at level 3. Estimates of the local population aged 16 to 60 with poor literacy, numeracy and language needs are higher than national averages in both Hyndburn and Rossendale.

Most of the college's provision is taught at the main campus in Accrington, but it currently also has sites in each district and uses a number of other community locations. The college provides courses in all of the Learning and Skills Council's (LSC) 14 areas of learning and at all levels from entry to level 4 degree programmes. Provision in science and mathematics, land-based industries and retailing is small. The majority of provision is vocational. The college's construction department was the first in the country to be recognized as a centre of vocational excellence (CoVE) and is currently in its third year.

In 2003/04, 1,203 full-time students and 9,096 part-time students enrolled at the college. Over 173 students enrolled on apprenticeship programmes. In addition, over 650 year 10 and year 11 pupils from local schools attended the college for Key Stage 4 vocational courses and individual placements. The gender balance on full-time courses was 46% female and 54% male and, on part-time courses, 60% women and 40% men. Some 13% of students identified themselves as being of Asian origin, the vast majority of whom were Pakistani. This is higher than the local population of just over 8%.

## How effective is the college?



Inspectors judged the quality of teaching and the achievement of students to be outstanding in two curriculum areas, good in four areas, satisfactory in one area and unsatisfactory in one area. Of the work-based learning areas which were graded, one was judged to be good and the other to be satisfactory. Managers and staff are very committed to raising the standards of teaching and learning and improving retention and pass rates, which are improving significantly to above national averages in many areas. Students are supported well both academically and personally and there are good opportunities for students to enrich their studies. The range of courses meets the needs of the local community effectively. There are strong links with employers, schools and the local community. The college's key strengths and areas that should be improved are listed below.

### **Key strengths**

- strong leadership and management
  
- high and improving retention and pass rates on many courses

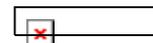
- much good teaching and learning
- good development of students' occupational skills
- good specialist resources in many areas
- good additional learning support for students
- rigorous self-assessment
- outstanding provision in construction and hospitality.

***What should be improved?***

- target setting and progress monitoring for some students
- performance of agency teachers
- consistency of internal verification
- space utilisation
- provision in performing arts and media.

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

## Quality of provision in curriculum and occupational areas

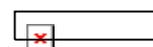


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum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

Area	Overall judgements about provision, and comment
Construction	<b>Outstanding.</b> The contributory grade for work-based learning is <b>good</b> . Retention and pass rates are very high and students produce a high standard of practical work. Teaching and learning are very good. Specialist resources are excellent. There is an extensive range of construction craft courses. Curriculum leadership and management are very good.
Business	<b>Good.</b> Retention and pass rates are high on administration courses at levels 2 and 3. Pass rates are high on accounting programmes. Much teaching is good and support for students is very good. Management of sub-contracted fitness instructor training is good. Retention and pass rates on the level 1 administration course are low and target setting is weak for students aged 16 to 18.
Information and communications technology	<b>Good.</b> Overall pass and retention rates are high and rising. There is much good teaching and learning in computer workshops. Support for students is good. Pass rates are low and falling on general national vocational qualification (GNVQ) courses. Internal verification is ineffective in ensuring assessment meets the changing requirements of awarding bodies.
Hospitality	<b>Outstanding.</b> Pass rates are very high and most retention rates are high. Students' occupational skills are very good and the standard of teaching and learning is very high. Hospitality resources are excellent and curriculum management is very good. There were low retention rates on food safety and hygiene courses at level 1 in 2004.
Hairdressing and beauty therapy	<b>Good.</b> The contributory grade for work-based learning is <b>satisfactory</b> . Pass rates are high on the hairdressing NVQ level 2 one-year course and beauty therapy NVQ level 2 course. Apprentices make good progress in key skills and students demonstrate high standards of practical work. Teaching and learning are very good, with effective use of good learning resources. Curriculum management is good. In hairdressing, pass rates are low for NVQ level 1 and NVQ level 2 two-year programmes for 2003/04. Framework achievements were low between 2001/03.
Health and social care	<b>Good.</b> Pass rates are high on many full-time courses, but were low on NVQs in care between 2001 and 2003. Teaching is good and, in early years, there are particularly effective strategies to meet individual needs and good displays of students' work. Students benefit from good enrichment activities. Management is good. Good practice is not always shared and information technology (IT) key skills are not linked to occupational areas.
Performing arts and media	<b>Unsatisfactory.</b> Practical and performance work are good. There is some very good teaching in drama and some good specialist resources in media and film. Students receive strong support for additional learning needs. However, retention rates are low on many

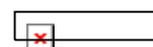
	courses, with a continuing downward trend to 2004. Success rates are low. Some teaching and learning is poorly planned and managed. Students with restricted mobility have no access to media suites. Quality assurance is not yet fully effective.
Literacy, numeracy and English for speakers of other languages	<b>Satisfactory.</b> Achievement in literacy and numeracy is good and teaching is good in literacy. Strategies to widen participation are effective and support for individuals is good. Pass rates are low in general certificate of secondary education (GCSE) English. There is insufficient monitoring and recording of students' progress and provision of adult literacy and numeracy courses in the community is insufficient.

### How well is the college led and managed?



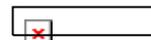
Leadership and management are good. Governors provide effective oversight of the strategic direction of the college and the mission is clearly focused on raising success, aspiration and achievement. The principal and senior managers provide strong leadership and have set a clear direction which is understood and supported by staff. A large proportion of the teaching is good or better. Retention and pass rates have improved significantly and are now mostly above the average for FE colleges. Effective quality assurance procedures have helped to raise standards. There is a strong commitment to equality and diversity. Financial management is generally good and the college provides satisfactory value for money. Greater focus is needed on improving the performance of agency teachers.

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



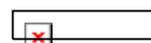
The college's response to social and educational inclusion is good. The college attracts an increasing number of students from groups which are traditionally under-represented in FE. Effective partnership initiatives are supporting the provision of courses to people in low paid employment, those with mental health problems and ex-offenders. There is very good liaison with local schools, employers, voluntary organisations and public services. Careful monitoring of recruitment and performance data by gender, age and ethnicity, leads to positive action and the college is effectively reaching wards and neighbourhoods characterised by deprivation and disadvantage. Accommodation is being improved in order to meet the Special Educational Needs and Disability Act 2001 (SENDA) criteria and there is an action plan for full compliance. The college has made a very good response to the Race Relations (amendment) Act 2000 and has a well-implemented action plan. All staff have been given training on current equality and diversity legislation. The percentage of students from minority ethnic backgrounds has increased by 3% to 13% over the past year. This is much higher than in the local community. The college actively celebrates cultural diversity. It has also set up a community consultation forum, to improve communication with local minority ethnic groups, which meets three times a year and is well attended. The adult literacy and numeracy provision in the community is insufficient, but provision in the workplace is growing. There is a wide range of English for speakers of other languages (ESOL) provision in the community.

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



Support for students is good. Planning and management of the college student services are coherent. Arrangements for, and take up of, additional learning support are very good and have made a significant contribution to improved retention and pass rates for these students. Information, advice and guidance, pre-entry and on programme, are good on the main college site and satisfactory in the many outreach centres. Full-time students are satisfactorily inducted on to courses. Extensive links with other agencies and partnerships enhance the support services provided by the college. Careers information and guidance are provided extensively throughout students' learning programmes. Literacy, language and numeracy support is provided effectively through a variety of modes, including in vocational classes and in cross-college workshops. There is particularly good specialist support for students with a wide range of learning difficulties and/or disabilities. Students receive good support from personal tutors, support workers and subject teachers. Induction, initial assessment and tutorial support on personal matters for adults studying in the community are more restricted, but can be extended where the need is identified. Arrangements for child protection are good. Staff and governors have appropriate information on child protection issues, but have yet to receive more detailed training.

### **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***

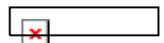
- staff are helpful and supportive
  
- friendly and knowledgeable teachers
  
- good teaching
  
- good opportunities to learn
  
- good support for students
  
- learning new skills
  
- working as a team

- good specialist resources
- the relevance of the work
- the enrichment programme
- gaining independence and confidence.

***What they feel could be improved***

- canteen facilities
- student social areas
- more activities during breaks
- crèche facilities in some venues
- availability of lockers for students
- work being lost when systems crash.

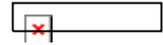
**Other information**



The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to

show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

## Part B: The college as a whole



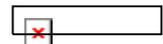
### Summary of grades awarded to teaching and learning by inspectors

Aspect and 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	69	26	5
19+ and WBL*	76	22	2
Learning 16-18	62	34	4
19+ and WBL*	76	22	2

Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).

\*work-based learning

### Achievement and standards



1. In 2003/04, around 788 students aged 16 to 18 and 434 adults were studying on full-time programmes and there were around 520 students aged 16 to 18 and 9,963 adults on other courses at the college.

2. Students, both those aged 16 to 18 and adults, generally work at, or above, the level required for the courses they study. In lessons where practical work is the main student activity, standards are most often at, or above, the level required.

3. In lessons during the inspection, the average attendance rate was 82%, which is 5% higher than the average rate in the period 2003/04 for general FE and tertiary colleges. Attendance is better for students aged 19 and over, at 85%, with attendance for students aged 16 to 18 at 80%. Attendance in classes taught by agency staff is lower at 75%. Attendance is highest in hospitality at 90%, literacy, numeracy and ESOL at 85% and health and social care and information and communications technology (ICT) each at 83%. It is lowest in performing arts and media at 78%. In no area of learning, however, is attendance lower than the sector average.

#### 16 to 18 year olds

4. Retention rates are generally improving for students aged 16 to 18 and are above the average rates for similar colleges at levels 1 and 2. For long courses at level 1, the retention rates have improved from 78% in 2001/02 and in 2002/03 to 80% in 2003/04. These rates compare favourably with a national average of 76%. For long courses at level 2, the retention rates have increased from 67% in 2002/03 to 74% in 2003/04, against a national average of 71%. At level 3, although retention rates have improved from 62% in 2001/02 and 2002/03, to 74% in 2003/04, this still remains below the national average of 77%. Retention rates on courses leading to NVQ level 1 are high and above the national averages. At levels 2 and 3, retention rates are declining and are below national averages.

5. Pass rates are improving at levels 1, 2 and 3 on long courses and, in 2003/04, were generally above the average rates for similar colleges. At level 1 in 2003/04, pass rates were 81%, compared with a national average of 73%. For courses at level 2, the pass rate for 2003/04 was 88%, well above the national average of 73%. At level 3, the pass rate in 2003/04 was 85%, compared with a national average of 80%.

6. The proportion of students obtaining grades A\* to C in GCSE mathematics improved considerably in 2004 and is now above the national average. Although there was an increase in the proportion of students achieving grades A\* to C in GCSE English, the percentage is still significantly below the national average.

7. The completion rate on apprenticeships is high in the construction area of learning. In 2001/02 and 2002/03, 53% and 62% respectively completed the apprenticeship, compared to a national average for 2002/03 of 18%. Achievement of advanced apprenticeship frameworks for the same period is 67% and 63% respectively, compared to the national average of 32%. However, in hairdressing, completion rates for apprenticeships were low from 2000 to 2003. Apprentices who have been recruited more recently are making better progress, gaining elements of their NVQs and key skills at a good pace.

### **Adult learners**

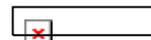
8. Retention rates for students aged 19 and over have improved to above national averages on most courses. Retention rates for students enrolled on long courses at level 1 improved from 70% in 2001/02 to 78% in 2002/03 and fell to 75% in 2003/04, which is still above the national average of 71%. Retention rates for level 2 long courses have fluctuated, at 68% in 2001/02, falling to 57% in 2002/03, but increasing to 71% in 2003/04, against a national average of 67%. Retention rates at level 3 have improved from 65% in 2001/02, 68% in 2002/03 to 71% in 2003/04, against a national average of 69%.

9. Retention rates for adults studying on NVQ level 1 course have been declining since 2000, but are currently still around national averages, as they are at level 3. However, at level 2, they are declining and are below national averages.

10. Pass rates for adults are improving and are generally high. On courses leading to level 1 qualifications, pass rates have improved from 69% in 2000/01 to 82% in 2003/04, against a national average of 77%. At level 2, pass rates have improved from 65% in 2000/01 to 83% in 2003/04 against a national average of 73% and at level 3 have improved from 67% in 2000/01 to 81% in 2003/04, against a national average of 74%.

11. Pass rates for adults on NVQ courses are improving, are generally high and are above national averages. In 2002/03, pass rates at level 1 were 97% against a national average of 81%, at level 2 were 98% against a national average of 77% and at level 3 were 89% against a national average of 68%.

### **Quality of education and training**



12. Teaching, learning and attainment were graded by inspectors in 130 sessions. Inspectors judged that teaching was good or better in 72% of lessons, satisfactory in 25%, and less than satisfactory in 4%. This profile is significantly better than the average for general FE colleges in 2003/04. Teaching was most effective in hospitality, construction, business and ICT. Teaching was least effective in performing arts and media and in literacy, numeracy and ESOL.

13. Teaching is significantly better in lessons primarily involving adult students. Some 77% of these lessons were good or better, compared with 69% of those for students aged 16 to 18. Teaching tends to be better on level 1 courses, with 79% good or better; 66% is good or better at level 2 and 70% good or better on level 3 courses. Grades for teaching by agency staff are lower than other teaching staff, at 50% good or better, compared to the profile for full-time staff at 79% good or better.

14. The more effective lessons are very well planned. Teachers give thoughtful consideration to aims and objectives, to the resources needed and to meeting the needs of students at different levels. A good mix of teaching methods is used. In practical lessons, the teaching is challenging and engaging. In theoretical lessons, teachers ensure that students remain interested, through regular changes of productive activity. Key skills are well integrated in several areas. The less successful lessons are poorly planned and prepared; teachers have poor classroom management skills and students sit passively for too long.

15. Learning is generally satisfactory or better and learning experiences for adults are usually better than those for students aged 16 to 18 or work-based learners. Learning is significantly below the national average in performing arts and media. Learning rates are also low for teachers supplied by agencies, at 38% good or better, with full-time staff 75% good or better.

16. Permanent teaching staff are well qualified; most have appropriate vocational and teaching qualifications. However, only 48% of agency staff are qualified teachers and/or assessors. They currently teach a quarter of all lessons at the college. Staff development is well managed and there are effective mentoring arrangements in place. Learning resources are generally good. There is good access to IT facilities and effective IT support. Many classrooms have interactive whiteboards. There are some excellent specialist resources especially in catering, media and construction. The library service is well resourced and managed.

17. Most teaching accommodation is satisfactory and college buildings are clean and well maintained. Some 85% of accommodation is accessible to wheelchair users. Health and safety procedures are good. The college has a well-planned accommodation strategy, with a major building project starting in spring 2005.

18. Assessment practice is satisfactory or better in most areas of the curriculum. Assessment is generally well planned; work is marked regularly and is returned promptly with sufficient feedback to help students improve their performance. Most students understand the assessment process and how their progress will be monitored. All work-based learners are assessed regularly in the workplace and the outcomes are recorded well. Initial assessment of all full-time and substantial part-time students' levels of literacy, language and numeracy is carried out effectively during induction. Initial assessment and induction to central college services for part-time adults studying in the community is more limited, but appropriate.

19. The use of individual learning plans to set and monitor progress is not uniformly effective and is underdeveloped in some areas such as business, ICT and performing arts and media. Targets for students' progress are insufficiently precise and not easily measurable. Open evenings are held for parents of students aged 16 to 18 to keep them informed about students' progress and termly progress reports are sent to employers.

20. Internal verification is well established and the college policy is comprehensive. Internal verification practice is at least satisfactory in most areas, with the exception of ICT where there are inconsistencies in the application of the policy and performing arts and media, where internal

verification has yet to be fully effective.

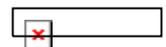
21. The college has very effective links with local organisations, schools and employers to help ensure the curriculum meets local needs. A wide range of courses is offered in community venues which are successfully attracting students from disadvantaged backgrounds. Courses are offered in all 14 areas of learning and on a full-time or part-time basis in many curriculum areas. The college offers work-based learning in three areas. Training has been introduced successfully to employees with few formal qualifications, for example, in construction and hospitality. Liaison with local schools is very good. A successful school links programme caters for around 650 pupils. In 2004, almost 40% progressed on to courses at the college.

22. Support and guidance arrangements for students are good. Arrangements for, and the take up of, additional learning support are particularly good. Support for students with additional literacy and numeracy needs is provided through in-class support and in study skills workshops. About 80% of students identified as needing additional learning support take it up. The college monitors the effectiveness of the provision closely and it is a key part of the strategy to improve retention and pass rates. The student services team provides good information, advice and guidance both on the main college site and in the many outreach centres. Specialist counselling is also available. College prospectuses are attractively produced and information is available in different formats such as audio or Braille on demand. Extensive links with other agencies and partnerships enhance the support services provided by the college. The students' union works actively with the college to raise funds for additional activities to enrich students' lives.

23. Students with mental health problems, visual or hearing impairments and students with learning difficulties including dyslexia and dyspraxia, are supported well. Learning mentors are usefully available for students with behavioural difficulties. Full-time students receive good support from tutors, support workers and subject teachers, with regular one-to-one and group tutorials. Students speak highly about the support they receive. An attendance officer monitors attendance rigorously and there are few classes where attendance is low.

24. The college has good arrangements for responding to the needs of vulnerable adults and young people. The student protection policy, which is well established, is monitored by a team of managers. Developments are discussed regularly with partners and agencies concerned with safeguarding and promoting the welfare of children. There are two named student protection officers and recommended procedures are applied stringently to the recruitment and selection of staff and volunteers. Procedures for dealing with allegations of abuse are well established and documented. Staff and governors have appropriate information on child protection issues, but have yet to receive more detailed training.

## Leadership and management



25. Leadership and management are good. The principal and senior managers provide sound leadership. Governors and managers regularly review the mission, which is clear and focuses well on raising success, aspiration and achievement. A very clear direction has been set which is understood and supported by staff. The three main agendas of 14 to 19 provision, workforce development and community learning have been prioritised and objectives set in the strategic plan. Performance against funding targets for the last three years shows that the college has substantially achieved its FE targets. The performance has improved year on year. This also applies to improvements in retention and success rates of students. A major strategy implemented by the college has been very effective in improving retention rates by 10 percentage points over the last three years.

26. A strong ethos of partnership permeates the college's activities. These include a good relationship and well-established links with local schools. College and secondary school staff deliver

many courses jointly to pupils aged 14 to 16. There is increased progression from the 14 to 16 age group to college courses. Numerous links with employers exist. A well-managed course for approximately 300 students on instructor fitness programmes is franchised with an external trainer. Similarly, there are many innovative ventures with community groups that are extending the work of the college and effectively widening participation locally.

27. The college has a sound development plan. Curriculum team action plans are cross-referenced to appropriate strategic aims and priorities within the development plan. All staff work towards well-understood college goals. Action plans are reviewed regularly, with strategies to address the weaknesses identified. There is a healthy concentration on improving students' performance, teaching and learning throughout the college. The work-based learning for young people is co-ordinated centrally through the Training Services Team. There are approximately 225 learners on apprenticeship schemes. Most of the apprentices are on construction courses, but there are also considerable numbers on hairdressing and beauty therapy and motor vehicle courses. An employer engagement team works well to source new employers, assess the health and safety in the workplace, induct new employers and monitor recruitment, progress and funding arrangements. In addition to apprentices, the college also works with a large number of adults in their workplace.

28. There are strong and well-understood lines of management responsibility. The management information system is effective. An effective cross-college group advises management information system staff on the needs of users. Very strong links with the curriculum areas have been established. Returns to external agencies are accurate and timely. The college has a large proportion of agency staff. This proportion has been reduced dramatically from 47% to 25% over the last three years. However, not all part-time teachers are integrated fully with course teams. For example, attendance at meetings by part-time teachers is poor in some areas. The results of the college's and the inspectors' lesson observations indicate that the quality of teaching and learning by agency teachers is not as good as that of full-time staff.

29. Curriculum management is very good in construction and hospitality and good in business, hairdressing and beauty therapy, and health and social care. Managers ensure consistently high levels of performance. In particular, the construction department has a significant national profile and has earned CoVE status in two areas. They effectively share good practice internally with employers and with other providers. The work-based learning contracts are well managed. In hospitality, regular team meetings of teachers and work-based assessors have a very clear focus on the quality of teaching and students' progress. Targets set are challenging and most are met or exceeded. In some areas, the management is not as good. The quality of teaching and learning within the performing arts and media area is below the college inspection average and the national average, retention rates are declining and there is insufficient action to resolve issues within some courses. In ICT, there are issues relating to internal verification and national awarding body requirements. Management of work-based learning within the hairdressing and beauty therapy section is improving, but there is insufficient involvement of employers.

30. Staff development is well organised and generally effective. A good information and learning technology (ILT) strategy and much involvement of ILT champions are improving the use of the technology. The appraisal system has not in the past linked the evidence sufficiently from lesson observations to the appraisal outcomes. All new teachers and those who have been judged to be satisfactory or worse are allocated an academic mentor. However, the sharing of good practice has not been universally effective.

31. The quality assurance system is strong and implemented rigorously. Lesson observation arrangements are very well established. Much staff development on improving teaching and learning has taken place. The teaching and learning profile is good and better than the average for colleges of FE. Students' perception of courses is determined through questionnaires and regular focus groups which are carefully analysed and the results and actions that follow are reported back to students. There are also arrangements for gathering the views of other partners in the college's work. Targets for students' performance are derived from previous achievement, the national averages and a consideration of possible strategies to improve. These are used effectively in most areas. The self-assessment process is an integral and important part of the quality assurance system. It applies to the curriculum teams and to all the support functions. All staff have contributed

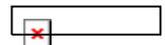
to its production and value the process.

32. The college is operating in areas of significant deprivation and disadvantage. It has a very strong commitment to equality and diversity. Much of the work it has carried out is in the forefront of such activity. Approaches to disability discrimination legislation and to the Race Relations (amendment) Act 2000 are effective and, in many cases, innovative. There are many examples where the college has been a prime mover in stimulating interest in education and training of groups generally under-represented in FE. Much analysis of students' performance by minority groups, leading to action plans to improve, is carried out. Enrolments from minority ethnic groups increased by three percentage points last year. Similarly there has been an increase by approximately eight percentage points of students on ESOL courses.

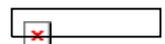
33. Governors play a very important part in setting the overall direction of the college. They also monitor the implementation of the college's strategic plan well. Members are aware of the progress made by students and the performance of different areas of the college. They have strong links with curriculum and support functions with a good understanding of many issues facing staff. Governors have undertaken considerable training, but do not have a formal analysis of need or a development plan.

34. Financial management is generally sound. There is effective reporting to senior managers and governors on the financial performance of the college. The college has incurred small operating deficits in two of the last three years. It underperformed on meeting its work-based learning contracts in 2002 and 2003, however, in 2003/04, it exceeded its targets. The risks associated with a major building project, that is to lead to a rationalisation of the accommodation on to one site, have been considered very carefully. Space utilisation is currently poor and the average class size is below that seen in colleges of FE. Overall value for money is satisfactory.

## Part C: Curriculum and occupational areas



### Construction



Overall provision in this area is **outstanding (grade 1)**

The contributory grade for work-based learning is **good (grade 2)**

#### **Strengths**

- very high retention and pass rates
  
- good achievement of apprenticeship frameworks
  
- very high standard of students' practical work

- very good teaching and learning
  
- excellent specialist resources
  
- extensive range of construction craft courses
  
- very good curriculum leadership and management.

### ***Weaknesses***

- no significant weaknesses.

### ***Scope of provision***

35. There are 1,294 students on construction programmes: 147 are full time, 160 are on work-based learning programmes, 829 attend on a part-time basis, and a further 158 attend from local schools. Courses are available in carpentry and joinery, plumbing, brickwork, painting and decorating, electrical installation, plastering, wall and floor tiling and floor covering, and are offered from entry level to level 3. There is also a gas training and assessment centre, offering a number of gas-related programmes. The college also provides on-site assessment and training, which gives experienced workers the opportunity to gain recognised qualifications, based on their industrial experience. The department was one of the first to be recognised as a CoVE, becoming a CoVE pathfinder in 2001.

### ***Achievement and standards***

36. There are very high retention and pass rates on all significant areas of the provision, with most being considerably above national averages. For example, the foundation construction award has retention rates over the last three years of 86%, 88% and 93%, respectively, against the 2003 national average of 76%, with pass rates for the same period being 76%, 96%, and 100%, respectively, compared with a national average of 75%. Similarly at level 3, the retention rates for the advanced construction award are 92%, 97%, and 93% over the last three years, with achievement being 100%, 93%, and 92%, with a national average at 88% and 80% respectively.

37. The achievement of apprenticeship frameworks is good. In 2001/02 and 2002/03 53% and 62% respectively completed the apprenticeship, compared to a national average for 2002/03 of 18%. Achievement of advanced apprenticeship frameworks for the same period is 67% and 63%, compared to the national average of 32%. All students initially undertake an entry programme at the college, to allow a full assessment of their skills to be made, prior to them going into the workplace. Over the last three years, almost all students have progressed into employment.

38. Standards of students' practical work are very high. Students develop very good practical skills in the workplace and in college to a very high standard. Attendance at lessons is good at 81%.

***A sample of retention and pass rates in construction, 2002 to 2004***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Certificate in construction operations entry level	1	No. of starts	56	89	225
		% retention	84	81	84
		% pass rate	100	97	87
Foundation construction award	1	No. of starts	92	85	91
		% retention	86	88	93
		% pass rate	76	96	100
Intermediate construction award	2	No. of starts	52	55	55
		% retention	94	75	84
		% pass rate	96	95	89
NVQ carpentry and joinery	2	No. of starts	15	44	31
		% retention	100	93	81
		% pass rate	100	100	100
Advanced construction award	3	No. of starts	26	69	28
		% retention	92	97	93
		% pass rate	100	93	92
NVQ carpentry and joinery	3	No. of starts	15	*	29
		% retention	87	*	93
		% pass rate	100	*	89

Source: ISR (2002 and 2003), college (2004)

\*fewer than 15 students enrolled

***Quality of education and training***

39. Teaching and learning are very good. One third of the teaching was very good or better and there was no unsatisfactory teaching. In practical lessons, the teaching is challenging and engaging. Most lesson plans are detailed, with clear aims and objectives and thoughtful consideration of timing and the resources needed. In theoretical lessons, teachers ensure that students remain interested through regular changes of productive activity. Employers often relocate students to ensure full coverage of the NVQ. Individual learning needs are identified appropriately through initial assessment, which all students undertake on entry. Induction is appropriate and learning support arrangements are satisfactory.

40. Specialist resources, equipment and machinery are excellent. Staff are suitably qualified, with relevant industrial experience. Students have good access to high-quality consumable materials. The main library contains a satisfactory range of textbooks, videos and trade journals, supported by books and other learning materials located in the department. Access to computers in the construction building is limited. However, there are well-advanced plans to build a student recreational area, which will contain a number of additional computers.

41. The assessment of students' work is appropriate and fair. The college has developed comprehensive assessment materials, which allows a wide variety of assessment evidence to be gathered. The progress of students on all programmes is monitored closely and staff and students are well informed of progress made towards achieving learning aims and qualifications. Assessment in the workplace is regular. Employers are usefully engaged in the training of the students. Reviews

are satisfactory and fully involve the student, assessor and employer. However, there is insufficient discussion of equality of opportunity issues. Internal verification is appropriate and meets the requirements of awarding bodies.

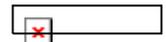
42. There is an extensive range of craft programmes available. In addition to more traditional construction crafts, such as carpentry and joinery and bricklaying, courses are also available in wall and floor tiling, floor coverings and plastering. In addition, a number of short courses are offered for industry, for example, health and safety courses in woodworking machinery. There is no provision above level 3. However, there are two local colleges offering technical and professional qualifications and students are made fully aware of the courses available. Links with employers and schools are good. Tutorial support is satisfactory.

### ***Leadership and management***

43. Leadership and management are very good. All managers ensure that consistently high levels of performance are maintained. Staff share a strong commitment to providing a first class service to students. The construction department has a high national profile and a number of staff are involved in new initiatives in the development of construction teaching and learning. The department was one of the first in the country to be awarded CoVE status. This has been very well managed. Significant improvements have been made to the physical resources and accommodation and, in addition, the construction department has shared much good practice with employers and other providers. It has recently been awarded a second CoVE for building services with two other partner colleges.

44. There is good co-ordination between managers responsible for work-based learning and the construction team. A number of initiatives to promote construction courses to students from groups which have not traditionally enrolled on them have been successful, for example, by providing taster courses in local minority ethnic communities. However, there is insufficient promotion and reinforcement of equal opportunities in the workplace. Quality assurance arrangements are rigorous and effective. The self-assessment process involves all staff and inspectors agreed with most of the judgements in the self-assessment report.

## **Business**



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

### ***Strengths***

- high retention and pass rates on levels 2 and 3 in administration
  
- high pass rates on accounting programmes
  
- much good teaching
  
- very good support for students

- good curriculum management

### **Weaknesses**

- low retention and pass rates on level 1 in administration
- weak target setting for students aged 16 to 18.

### **Scope of Provision**

45. Programmes for this area of learning are taught at the college's main site and at Rawtenstall. Full-time courses include a two-year national diploma in business and levels 1 to 3 programmes in administration. Part-time professional courses are offered in accounting and management. The current number of students enrolled is 235, with 80 full-time students and 155 part-time students. An additional 296 students are on a franchised, level 2, gym instructor training course. There are 38 direct college students aged 16 to 18 and 197 students are over the age of 19. Short bespoke training courses are offered to the local community in, for example, text and word processing.

### **Achievement and standards**

46. There are high retention and pass rates on levels 2 and 3 in administration. On the level 2 programme in 2002, the retention rate was 100%, in 2003, 95% and in 2004, 82%, against a national average mark of 74%. On the level 3 programme, there has been a 100% retention rate for the years 2001/02 to 2003/04, against a national average of 76%. Pass rates for the level 2 programme were 82%, 100% and 89% for the years 2001/02 to 2003/04 respectively against a national average of 74%. At level 3, the pass rate for 2001/02 was 90% and 100% for the years 2002/03 and 2003/04, against a national average of 71%. In accounting programmes at levels 3 and 4, pass rates have improved from 2002 to 2004. In 2004, the pass rates for these two programmes were 100% and 91%, against national averages of 59% at level 3 and 52% at level 4. The standard of students' work is generally high.

47. There are low retention and pass rates on the level 1 administration programme. The retention rate declined over the period 2001/02 to 2003/04 from 81% to 65% against a national average of 72%. Pass rates for the three years 2001/02 to 2003/04 were 54%, 33% and 67% against a national average of 78%.

### **A sample of retention and pass rates in business, 2002 to 2004**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
NVQ administration	1	No. of starts	16	21	23
		% retention	81	71	65
		% pass rate	54	33	67
Oral skills in business	2	No. of starts	61	41	23
		% retention	70	83	83
		% pass rate	74	74	100

NVQ administration	2	No. of starts	17	21	22
		% retention	100	95	82
		% pass rate	82	100	89
NVQ accounting	3	No. of starts	41	30	22
		% retention	90	93	77
		% pass rate	70	64	100
NVQ accounting	4	No. of starts	24	21	26
		% retention	92	90	88
		% pass rate	68	95	91
Certificate in management studies	4	No. of starts	15	15	*
		% retention	87	60	*
		% pass rate	69	100	*

Source: ISR (2002 and 2003), college (2004)

\*fewer than 15 students enrolled

### **Quality of education and training**

48. There is much good teaching. Lessons are carefully prepared, with clear aims and objectives. In the best lessons, teachers usefully share planned lesson outcomes with students and provide helpful opportunities for students to ask questions and seek clarification. Students are actively involved in well-designed activities which effectively promote learning. In one lesson for example, which aimed to increase student awareness and understanding of bullying, students were required to draft a written response to given examples of bullying. Students worked on the activity with interest and purpose and demonstrated satisfactory literacy and skills. In a management lesson, students clearly analysed leadership theory in the context of their own work roles. In lessons judged to be unsatisfactory, teachers fail to involve students in learning. The pace of work in these lessons is often slow and there is insufficient monitoring of students' progress.

49. Resources are satisfactory. Teachers are well qualified, with relevant vocational experience. Staff development is well planned, regular and effective. Stocks of current textbooks, journals and newspapers are satisfactory. Students' access to computers is satisfactory and a virtual learning environment offers the opportunity to work independently and develop research skills. Classrooms are comfortable and furnished with appropriate desks and tables. A number of rooms have interactive whiteboards and dedicated fixed projectors. All rooms are equipped with whiteboards and overhead projectors.

50. Assessment, including initial assessment, is satisfactory. Observation of students' performance in the workplace is carefully recorded. Feedback to students is used to plan improvements in learning and in the development of skills. Internal verification practice is satisfactory. There is a wide range of evidence in portfolios, including memos, minutes of meetings and witness testimonies. Portfolios are well organised and evidence is appropriately recorded and cross referenced.

51. Courses and the curriculum meet local requirements. Support for students is very good. Students receive comprehensive advice before they enrol. All students complete an initial assessment following enrolment, which is used to identify any support needs. Adult students interviewed spoke highly of the individual support and referred to the contribution it made in helping them successfully return to study. All students have access to a wide range of information and advice services at the college. Learning support workers are present in many lessons.

52. There is weak target setting for students aged 16 to 18. Targets which aim to promote learning

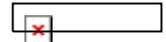
are often too general and difficult to measure. There is insufficient monitoring of set targets and students do not always understand their significance as part of an individual learning plan.

### ***Leadership and management***

53. Curriculum leadership and management are good. Managers are very experienced and place a high priority on teamwork. Formal and informal communications are effective. Effective measures are in place to manage and support the large proportion of agency staff. All new staff complete a formal induction and there is a useful mentoring system which offers support and advice during the initial period of employment at the college. Staff have a good awareness of agreed targets for retention and pass rates. Staff awareness of child protection legislation is satisfactory. Equality and diversity are well promoted. All staff are observed teaching on at least two occasions a year. Programmes are reviewed twice each year and include students' feedback. The self-assessment report process is effective and involves all staff.

54. Well-established and productive links exist with the college and the franchised provider of gym instructor training. Regular contact is maintained and sound quality assurance has been developed jointly and implemented effectively. The college carries out announced and unannounced visits to the national, weekend training and assessment courses to ensure that quality is being maintained. The provider's internal verification processes are rigorous. There is good recording and monitoring of students' progress and a well-managed student monitoring system.

### **Information and communications technology**



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

#### ***Strengths***

- very high pass rates on NVQ programmes
  
- high pass rates on part-time courses in the community
  
- much good teaching and learning in computer workshops
  
- good support for students.

#### ***Weaknesses***

- low and falling pass rates on GNVQ courses

- o ineffective internal verification

### **Scope of provision**

55. The college offers a range of full-time, part-time and work-based learning courses in ICT to over 700 students. Full-time courses include vocational courses at levels 1 to 3, and a national diploma. Vocational courses are available on the main college site and in Rawtenstall. Part-time courses, leading to nationally recognised qualifications in computer applications from entry level to level 3, are available on the main college site and in two community centres in Haslingden and Bacup. There are currently 212 full-time and 490 part-time students enrolled; 32% of these are male, 17% have disabilities and 16% are from minority ethnic groups. Some 42% of students are aged 16 to 18 and 58% are 19 or over.

### **Achievement and standards**

56. Pass rates on NVQs are excellent. For instance, in 2003/04, students on the level 3 NVQ in using IT achieved a pass rate of 95%, with the retention rate at 90%. Pass and retention rates for students aged 19 or over improved in 2002/03 and are now high overall. The performance of students aged 16 to 18 fell, but remains satisfactory and now close to national averages. Students aged 16 to 18 are a small proportion of the total full-time student population. Students on part-time courses achieve well. For instance, on the popular certificate in IT and European computer driving licence (ECDL) courses pass rates are significantly higher than national averages. The retention rate on the ECDL course, is also high, but only satisfactory on the certificate in IT course.

57. Retention rates on GNVQ intermediate and advanced vocational certificate of education (AVCE) courses are satisfactory. Pass rates are not maintained consistently. For example, the pass rate on the AVCE recovered to a satisfactory 77% in 2003/04 after a low 50% in 2002/03. At GNVQ intermediate level, the pass rate is declining and fell to a low level in 2003/04 of 36%. Very small proportions of students on GNVQ and AVCE courses achieve high grades.

58. Generally, students achieve a high standard of work. Students attend regularly and punctually. Attendance at computer workshops is particularly high.

### **A sample of retention and pass rates in information and communications technology, 2002 to 2004**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Certificate for IT users (computer literacy and information technology (CLAIT)/New CLAIT 1 year)	1	No. of starts	591	482	312
		% retention	77	79	74
		% pass rate	79	79	68
ECDL	2	No. of starts	438	378	176
		% retention	55	75	82
		% pass rate	90	80	83
AVCE IT (single award)	3	No. of starts	*	15	16
		% retention	*	80	81
		% pass rate	*	50	77

Source: ISR (2002 and 2003), college (2004)

*\*fewer than 15 students enrolled*

### **Quality of education and training**

59. Much teaching and learning is good or better. There is very little unsatisfactory teaching. In the best lessons, teachers are particularly sensitive to students' individual needs. They use good methods to help develop students' skills. Learners without recent experience of learning, or with previous unhappy experiences develop confidence and self-esteem. This was particularly apparent in computer workshops. For instance in one workshop, good tutor support was effectively helping students with dyslexia to succeed. Many students feel that for the first time in their lives they are meeting their potential to learn. All teachers have particularly good relationships with students and provide good individual support, which greatly enhances learning.

60. Computing resources and accommodation are fit for purpose. Staff have appropriate qualifications, although some have little recent industrial experience. Computing rooms are clean, well decorated and equipped with computer screen projectors or interactive whiteboards, which staff make good use of to demonstrate key teaching points. Workstations are sufficiently spacious and have appropriate furniture. Assistive technology provided for people with disabilities is good. Teachers place learning materials on the college networks which students can access away from classrooms. The reliability of the college network has improved, but technical difficulties still disrupt some lessons. Full-time students have sufficient access to computers for independent study, even at busy times, and benefit from a library that is well stocked with both course textbooks and supplementary material.

61. Initial assessment of vocational skills is generally appropriate for part-time students. Initial assessment of full-time students is good. Additional support for literacy, numeracy and language needs is appropriate and take-up is good. Assessment is satisfactory overall. Teachers assess learning frequently and accurately. However, final assessments on GNVQ, AVCE and integrated business technology (IBT) III courses failed to meet external requirements. Teachers and internal verifiers are currently giving poor advice to information technology qualification (ITQ) students regarding supplementing evidence of real work with classroom project work.

62. A range of courses meets the academic needs of full-time students, particularly at level 3. Widespread provision of part-time courses provides good opportunities for widening participation. A wide variety of enrichment activities is available. Students take extra qualifications, and benefit from trips to IT institutions and from talks by external speakers.

63. Support for full-time and part-time students is particularly good. Teachers provide good tutorial support. They regularly and constructively review students' attendance and punctuality. They use team meetings and tutorials to review the progress and performance of students against target grades and against the progress expected of them. Learning mentors are appointed to support students at risk of underachievement. Specialist staff support students with additional learning needs effectively.

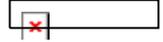
### **Leadership and management**

64. Leadership and management overall are satisfactory. Curriculum managers provide clear leadership and teamwork is effective. Staff development opportunities are good for all staff. Good partnership arrangements with other organisations help to provide additional learning opportunities in eight schools and a number of community venues, including provision for homeless people, people with disabilities and those with mental health difficulties. Equal opportunities are well promoted. Tutorials include the promotion of anti-discriminatory practice.

65. The implementation of college quality assurance systems is generally satisfactory. However, internal verification is ineffective. It failed to ensure the reliability of assessment decisions on GNVQ and AVCE programmes, and has failed to maintain the validity of the ITQ assessment process. Assessors and internal verifiers are not sufficiently aware of examining bodies' and qualification requirements. Assessment sampling plans on GNVQ and AVCE courses are satisfactory, but for

NVQ courses lack clarity and sufficient detail. All staff are involved fully in the self-assessment process; the self-assessment report is detailed and inspectors agreed with most of the strengths and weaknesses which it identified.

## Hospitality



Overall provision in this area is **outstanding (grade 1)**

### **Strengths**

- very high pass rates
  
- high retention rates on most courses
  
- very high standards of students' occupational skills
  
- very high standards of teaching and learning
  
- outstanding college hospitality resources
  
- good range of provision on employers' premises
  
- very good curriculum management.

### **Weaknesses**

- low retention rates on food safety and hygiene courses at level 1 in 2004.

### **Scope of provision**

66. The college offers full-time and part-time hospitality courses from level 1 to level 3, including NVQs in food preparation and cooking, food and drink service, hospitality quick service, and hospitality supervision. Short courses are available at levels 1 and 2 in food hygiene and safety,

wines and spirits and inn keeping. The college offers NVQ level 1 and level 2 courses in food processing, preparation and cooking and food and drink services in the workplace. Of the 286 hospitality students, 217 are aged 19 and over, 214 are female and 217 are part time.

### **Achievements and standards**

67. For the last three years, pass rates on most hospitality courses have been very high and most were well above the national average. The 2004 pass rates for NVQ food preparation and cooking at level 2, NVQ food and drink service at level 2 and NVQ hospitality quick service at level 2 were outstanding at 100%. Pass rates for adult students learning in the workplace for the NVQ level 1 food preparation and cooking qualification were also very high at 95%. Retention rates for most courses were high. However, the retention rate for food hygiene and safety courses at level 1 in 2004 was low and well below the national average.

68. Standards of students' occupational skills on college or workplace courses are high, whether the students are aged 16 to 18 or are adults. Front-of-house students develop strong customer care skills. Food preparation and cooking students produce dishes of a high standard. Level 3 students on hospitality supervision and food preparation and cooking courses have confidence in their ability and manage the college's commercial hospitality facilities well. In hospitality theory lessons, there is good acquisition of basic knowledge. Most students' portfolios are well organised and presented. Students' attendance at lessons is outstanding and significantly above the national average for the hospitality area of learning.

### **A sample of retention and pass rates in hospitality, 2002 to 2004**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
NVQ food preparation and cooking	1	No. of starts	108	149	190
		% retention	92	87	87
		% pass rate	97	92	92
Food hygiene and safety	1	No. of starts	94	29	604
		% retention	91	97	55
		% pass rate	97	96	96
Food hygiene and safety	2	No. of starts	771	863	22
		% retention	95	92	95
		% pass rate	93	91	90
NVQ food preparation and cooking	2	No. of starts	21	28	27
		% retention	57	75	81
		% pass rate	100	81	100
NVQ hospitality quick service	2	No. of starts	*	29	39
		% retention	*	92	92
		% pass rate	*	100	100
National licensee's certificate	3	No. of starts	66	71	66
		% retention	100	100	100
		% pass rate	74	94	80

Source: ISR (2002 and 2003), college (2004)

\* course did not run

### ***Quality of education and training***

69. Standards of teaching and learning are very high. The proportion of good or better teaching is significantly above the national average for hospitality provision. Schemes of work are detailed and lesson plans well thought out. Teachers use a wide range of effective teaching methods and explain learning tasks clearly to students. In one lesson on meeting customers' needs, the teacher used an effective combination of the whiteboard, flipcharts, explanations, discussion, questioning, video, role play and specialist equipment, to discuss how to serve customers with disabilities effectively in a restaurant. Teachers in both practical and theory lessons take careful account of students' individual learning needs. A range of good work placements in high-quality hospitality establishments and useful industrial visits greatly support teaching and learning.

70. The specialist hospitality resources and accommodation are outstanding and allow students to prepare, cook and serve food and drink to customers in a high-standard, real work environment. The college is one of the few to operate its own hotel, which is well equipped. The college's brasserie restaurant, take-away food shop, conference facilities and kitchens have a wide range of good equipment. Accommodation and equipment are clean and maintained in good condition. The standard of classrooms for theory lessons ranges from satisfactory to very good. There are no communal facilities for hospitality students and the changing rooms for students are small. Teachers and work-based assessor trainers are well qualified and have useful industrial experience.

71. Teachers use initial assessment effectively to establish students' preferred learning styles and additional support needs. Assessment and monitoring of students' work are effective. There are thorough arrangements to assess students' competence and internal verification is effective. Students receive good verbal feedback on their performance and progress from teachers and work-based assessor trainers. However, there is insufficient use of written short-term learning targets for students in the workplace.

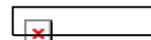
72. The range of college-based courses is appropriate to meet the needs of students and the hospitality industry. A good range of provision takes place on employers' premises to raise occupational standards in areas of the hospitality industry which have low levels of skills. In 2005, there are over 150 students in 25 workplaces training towards an NVQ. Some 93% of these students are adult females, most of whom have not received any significant formal occupational training or education since leaving school. The college also has a significant programme of short food hygiene and safety and inn keeping courses for local businesses. There are good links with regional and national hospitality employers.

73. Support arrangements for students are appropriate. Teachers, work-based assessor trainers and support workers provide additional support for literacy and numeracy and for those with learning difficulties and/or disabilities. Teachers share lesson plans with support workers to ensure workers have a clear understanding of the learning objectives. The regular programme of tutorials keeps students clearly aware of how they are progressing with their studies, which students greatly appreciate.

### ***Leadership and management***

74. Curriculum leadership and management are very good. Communications between managers and staff are good. There is an established system of target setting for pass and retention rates. Targets are challenging and most are met and exceeded. Managers use data effectively and have a clear awareness of pass and retention rates. There are established arrangements to promote equality of opportunity and policies and procedures for complaints and measures to eliminate harassment and bullying. The particularly effective arrangements for quality assurance include thorough self-assessment, staff appraisal and observations of learning.

### **Hairdressing and beauty therapy**



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

Contributory grade for work-based learning is **satisfactory (grade 3)**

### ***Strengths***

- high pass rates on hairdressing NVQ level 2 one-year course and beauty therapy NVQ level 2 course
  
- particularly good progress in key skills for apprentices
  
- high standards of practical work
  
- very good teaching and learning
  
- effective use of good learning resources
  
- good curriculum management.

### ***Weaknesses***

- low pass rates on the hairdressing NVQ level 2 two-year programme and NVQ level 1 in 2003/04
  
- low framework achievement in work-based learning during 2001 to 2003
  
- insufficiently developed links with employers in work-based learning.

### ***Scope of provision***

75. The college offers a range of full-time and part-time courses at levels 1, 2 and 3. In hairdressing, there are NVQ courses at levels 1, 2 and 3 and apprenticeships. Beauty therapy courses include NVQs at levels 1, 2 and 3, studied mainly on a full-time basis. There is a good range of part-time

courses. For example, hairdressing at levels 2 and 3, Indian head massage, fashion and media make-up, reflexology, Swedish massage, nail technology and aromatherapy. There are 134 students aged between 16 to 18 and 78 adults on full-time courses. There are 95 students aged 16 to 18 and 175 adults on part-time courses in hairdressing, beauty and holistic therapies. The apprenticeship programme has 65 apprentices. The college collaborates with three local schools and provides transition programmes for the 14 to 16 age group. The provision is located at three sites.

### ***Achievement and standards***

76. Retention rates improved considerably on most courses in 2003/04, but are still low on the Indian head massage course. On the hairdressing NVQ level 2 one-year course and the beauty therapy NVQ level 2 course pass rates are consistently high. There are low pass rates on the hairdressing level 1 course and hairdressing level 2, two-year programme for 2003/04. Framework achievements for apprentices were low from 2001 to 2003. The retention rate has improved to 83% for 2003/04, with one early completion. Apprentices have made particularly good progress in key skills, most having already completed them well before the end of the programme. Most learners are working towards early completion of frameworks. At the time of inspection, attendance in classes was 80%, with very good punctuality.

77. Students demonstrate high standards of practical work. They have a professional attitude towards clients, are well presented and take responsibility for their own learning. In hairdressing at level 1, students have developed a wide range of practical skills and work competently at a good speed. Apprentices display a high level of technical skills, which allows them to be productive in the industry. In beauty therapy, students maintain good hygiene practices whilst working with clients.

### ***A sample of retention and pass rates in hairdressing and beauty therapy, 2002 to 2004***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
NVQ hairdressing 1 year	1	No. of starts	33	37	17
		% retention	61	70	82
		% pass rate	100	96	79
NVQ hairdressing 1 year	2	No. of starts	35	26	30
		% retention	46	50	93
		% pass rate	94	100	93
NVQ hairdressing 2 year	2	No. of starts	80	40	34
		% retention	34	29	74
		% pass rate	100	100	56
NVQ beauty therapy 1 year	2	No. of starts	27	32	25
		% retention	56	50	76
		% pass rate	100	100	100
Indian head massage	2	No. of starts	21	29	31
		% retention	62	79	74
		% pass rate	100	87	100

Source: ISR (2002 and 2003), college (2004)

### ***Quality of education and training***

78. Teaching and learning are very good. In most lessons, teachers use a good range of methods to engage students in a variety of useful tasks. In some lessons complex information was helpfully

simplified and good use made of visual imagery. For examples, in an anatomy and physiology lesson, the blood circulatory system was related to lorries transporting goods from place to place. Students could then visualise how the blood transports oxygen and nutrients to different parts of the body. This was very effective in enhancing students' understanding. Teaching on hairdressing and apprenticeship programmes emphasises good industrial standards. In weaker lessons, teachers spend too long asking unchallenging, unfocused questions and fail to engage students in productive work.

79. Effective use is made of learning resources. For example, in a holistic therapy lesson, students worked on an interactive, audio-visual, ICT activity, to help develop a good understanding of the chemical composition of aromatherapy oils. The accommodation for hairdressing, beauty and holistic therapies is adequate and fit for purpose. Salons are situated on two of the three sites. Staff are well qualified and meet the continuing professional development requirements. There is a good range of professional products. Most apprentices are employed in high-quality salons. Students benefit from a designated, well-equipped IT suite. There is effective utilisation of qualified receptionists and technicians.

80. Assessment of students' work is regular and recorded by both staff and students using an effective monitoring system. Assignments are returned promptly with constructive feedback to enable students to improve their work. There is much improved assessment opportunities for apprentices in the workplace. Internal verification is adequate and frequent.

81. The range of programmes is adequate to meet the needs of the local industry and community. Beauty therapy at NVQ level 1 has been introduced to enable progression. Introductory programmes are offered to accommodate the needs of the 14 to 16 school-links initiative. There are good links with industry, which allow full-time and part-time students to visit and gain relevant work experience.

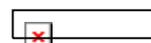
82. Students are well supported by their subject teachers and personal tutors. The induction process ensures that students follow appropriate courses and that their support needs are identified. Individual progress reviews take place regularly to set short-term targets for students to achieve. Students find these targets challenging and are clear about what is required of them. Most employers in work-based learning have some involvement with the target setting of apprentices at their reviews. Students value the accessibility and helpfulness of staff.

### ***Leadership and management***

83. Curriculum leadership and management are good. Staff work well together as a team and have a strong sense of purpose. There are effective lines of communication. Regular staff meetings take place and student representatives are encouraged to attend. Management initiatives have improved the provision, with effective responses to addressing weaknesses identified in the self-assessment report, particularly in work-based learning. Overall, significant improvements have been made in attendance, punctuality and retention rates. The college is active in supporting staff to gain professional and additional qualifications and all staff have access to mentor support.

84. Staff have a good awareness of equality, diversity and widening participation issues. However, there are a low number of males on the courses. Links with employers are insufficiently developed, with few opportunities for employers to engage fully in the development of the programmes and insufficient quality assurance in the workplace.

### **Health and social care**



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

### **Strengths**

- high pass rates on most full-time courses
  
- high pass rates on the Accreditation Syndicate for Education and Training (ASET) certificate in care practices
  
- good display of students' work in early years
  
- good teaching
  
- highly effective strategies to meet individual learning needs in care and early years
  
- good enrichment activities for full-time students
  
- effective leadership and management.

### **Weaknesses**

- low pass rates in NVQ care between 2001 and 2003
  
- IT skills not vocationally relevant
  
- insufficient sharing of good practice between the programme areas.

### **Scope of Provision**

85. There are 74 full-time students on early years courses at levels 2 and 3, and 63 in care at levels 1 to 3. Some 62 full-time students are studying public services at first and national diploma levels. Students also take the national award at level 3 as an additional qualification to the diploma. NVQs are offered at levels 2 and 3 in early years care and education, with 42 enrolments; in care, there are 217 enrolments at levels 2 and 3. There are 90 students enrolled on counselling courses, the majority taking initial counselling skills, 25 enrolled on the advanced therapeutic diploma and a small

number on open college courses. Other part-time courses include those for classroom assistants, working with children with special needs and paediatric first aid. Some 105 school pupils take link courses in care or public services. ASET courses are offered on a continuous enrolment basis. For example, in 2003/04, there were 120 enrolments on the certificate in care practices.

### **Achievement and Standards**

86. Pass rates on most full-time courses are high and above the national averages except in AVCE health and social care, which has now been discontinued. The ASET courses in the certificate in care practices also have high pass rates. In 2002/03, the introductory skills course in counselling had low retention and pass rates, but they had been high in the two previous years. Retention and pass rates were unsatisfactory in NVQs in care at levels 2 and 3, between 2001 and 2003. In 2004, however, retention and pass rates were above the national averages. The retention rate was unsatisfactory in the national diploma in public services in 2002 and 2003, and the course did not run in 2003/04. The retention rate of current students is high.

87. Students in early years have produced good display work which is lively and informative. The captions on the displays are well researched, detailed and provide environmental cues for other students' learning. Students' written work ranges from satisfactory to good.

### **A sample of retention and pass rates in health and social care, 2002 to 2004**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
ASET certificate in care practices	2	No. of starts	75	142	120
		% retention	85	92	64
		% pass rate	78	89	96
First diploma in public services	2	No. of starts	*	15	16
		% retention	*	73	94
		% pass rate	*	82	87
GNVQ health and social care	2	No. of starts	17	17	24
		% retention	82	76	79
		% pass rate	57	92	80
National diploma in childhood studies	3	No. of starts	30	21	24
		% retention	47	71	75
		% pass rate	100	87	94

Source: ISR (2002 and 2003), college (2004)

\*course did not run

### **Quality of education and training**

88. Teaching is good. Teachers plan thoroughly with a wide variety of activities, which are often imaginative and highly enjoyable. For example, in anatomy and physiology, students demonstrated joint movements, with much laughter combined with good reinforcement of learning. Good relationships also helpfully contribute to effective learning and teachers take great care to boost students' self-esteem and confidence. Good use of a group profile system helps teachers devise effective learning strategies to meet students' needs in care and early years. Initial screening results, preferred learning styles and individual support needs are identified, recorded and used effectively to plan learning.

89. Most accommodation is good, clean, furnished appropriately and well equipped. In a very small number of cases, there is a mismatch of group size to room size. There are sufficient resources for teaching and equipment is well maintained. Learning resources centre staff have good links with curriculum teams. Book stock is sufficient and there is an appropriate range of periodicals. Teaching staff are suitably qualified, with a good range of occupational experience. They have good staff development opportunities, including placements for industrial updating.

90. Assessment is carried out regularly and most work is returned quickly. Assignments are broken down into small tasks which enable students to tackle their work with confidence. There are effective systems for monitoring the progress of all students. Internal verification is sound and meets the requirements of the awarding body.

91. Full-time students benefit from a good range of enrichment activities. They are active in organising charity and fundraising events. Teachers arrange visiting speakers from a wide range of specialist backgrounds. Public services students enjoy a particularly rich mix of challenging activities, including rock climbing, caving, residentials and expeditions. Course provision has been extended to include entry level and level 1 in care. Several courses have been replaced or discontinued in order to meet students' needs more effectively. There are good links with schools and HE institutions.

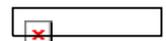
92. Some of the key skills are integrated fully with vocational work. In public services, application of number and IT are taught separately. The IT key skills are not linked sufficiently to the vocational programme. Students in public services are not sufficiently clear about IT key skills.

93. Support for students is satisfactory with some good elements. Initial screening takes place for both full-time and part-time students and learning support is provided as required. Full-time tutorials follow a detailed scheme of work which incorporates careers education and aspects of personal development. Students are set individual targets which they find helpful. Tutorials for part-time students take place on a less formal basis. Tutorial support for NVQ students has been strengthened by ensuring that tutor and assessor are the same person and students benefit from frequent tutorial and assessment visits.

### ***Leadership and management***

94. Leadership and management are good. Change has been managed effectively and strategically. Supportive teams work collaboratively and with a clear focus on meeting students' needs. However, there has been insufficient sharing of good practice between programme areas. The college has started to address this through a series of staff development workshops. Staff start the self-assessment process at course level and are active in monitoring progress against identified actions. Targets for attendance, retention and pass rates are set, and effective action is taken to improve provision where courses no longer meet the needs of students. Promotion of equality of opportunity is satisfactory.

### **Performing arts and media**



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

#### ***Strengths***

- good practical and performance work

- some very good teaching in drama
- good specialist resources in media and film
- strong support for students with additional learning needs.

### ***Weaknesses***

- very low retention rates on most courses
- some poorly planned and managed teaching
- no access for students with restricted mobility to the media suite
- ineffective quality assurance.

### ***Scope of Provision***

95. The college offers Business Technology Education Council (BTEC) national diplomas in performing arts, music practice and media, the BTEC first diploma in performing arts and AS-level courses in film and video production, and drama and theatre. These are based at the Rawtenstall site. There are 119 full-time students. Of these, 96 are aged 16 to 18 and 23 are aged 19 or over. The most substantial subject area is drama with 63 students. Some 34 students are enrolled in media and 22 in music practice. There are 38 students on part-time evening programmes.

### ***Achievements and Standards***

96. Retention rates are very low on many courses, below national averages and, in some cases, show a downward trend. On the first diploma in performing arts courses, the retention rate was 52% in 2001/02, 60% in 2002/03, but 41% in 2003/04, against a national average of 73%. On the national diploma in popular music, the retention rate was 33% in 2001/02, 73% in 2002/03, but 53% in 2003/04. The retention rate for the national diploma in performing arts was 29% in 2001/02, 58% in 2002/03 and 59% in 2003/04. In AS-level film and video production, the retention rate was 89% in 2001/02, 85% in 2002/03 and 70% in 2003/04. On the national diploma in popular music in 2001/02, out of 27 starters, 33% successfully completed; in 2002/03, out of 11 starters, 73% successfully completed and in 2003/04, out of 17 starters, 53% successfully completed against a national average of 45%. On the national diploma in performing arts, in 2001/02, out of 100 starters 29% successfully completed; in 2002/03 out of 45 starters, 56% successfully completed and in 2003/04 out of 27 starters, 52% successfully completed, against a national average of 57%. The success rate for the national diploma in media was high in 2003/04 at 82% against a national average of 47%. In

2003/04, the success rate for the first diploma in performing arts was 41%. Those who are retained have high pass rates.

97. Practical and performance work are good. Media students handle sophisticated editing equipment with confidence. Drama students demonstrate high-level performance skills and a good understanding of drama strategies, improvisation and life outside of script.

***A sample of retention and pass rates in performing arts and media, 2002 to 2004***

Qualification	Level	Completion year:	2002	2003	2004
First diploma in performing arts	2	No. of starts	25	20	17
		% retention	52	60	41
		% pass rate	100	75	100
Speaking of verse and prose grade 8	2	No. of starts	**	24	22
		% retention	**	88	64
		% pass rate	**	100	100
AS-level film and video production	3	No. of starts	*	20	20
		% retention	*	85	70
		% pass rate	*	82	100
National diploma in media	3	No. of starts	23	*	17
		% retention	30	*	82
		% pass rate	100	*	100
National diploma in performing arts	3	No. of starts	100	45	27
		% retention	29	58	59
		% pass rate	100	96	88
National diploma in popular music	3	No. of starts	27	*	17
		% retention	33	*	53
		% pass rate	100	*	100

Source: ISR (2002 and 2003), college (2004)

\*fewer than 15 students enrolled

\*\*course did not run

***Quality of education and training***

98. There is some very good teaching in drama. The best lessons are well structured and teachers use a good range of teaching methods to meet the different needs of students. Teaching is exciting and challenging within a secure, well-disciplined atmosphere. However, there is also some poor teaching in drama, with lessons lacking a clear structure and poor or badly managed links between the different phases of the lessons. Improvisation is not well managed, with some students left unsure about what they are doing and intended learning outcomes not achieved. Overall, the teaching and learning profile during inspection is significantly below the national average for general FE colleges for 2003/04. The self-assessment report for 2003/04 identifies that only 75% of full-time staff have appropriate teaching qualifications. A significant number of agency staff teach in this area and only 50% have teaching qualifications. Attendance during inspection week in performing arts and media was satisfactory at 78%.

99. The media department is very well resourced as a result of strong links with two major media companies, both of whom have donated equipment to the college. Music has a range of useful practise rooms, several pianos and a dedicated technician to service the sound equipment and computers. There is a sufficient number of performing arts studios appropriate for a range of activities including dance and a small theatre with lighting and sound equipment. The studios are shabby, but this does not affect students' learning. There is no access to media sites for students with restricted mobility, which the self-assessment report identifies as a significant barrier to learning.

100. Initial assessment identifies key skills support needs. There is strong support for students with additional learning needs. This is handled with sensitivity by teachers. For example, a mature student with a profound hearing impairment was integrated fully with an acting group, playing a lead role in a future public performance and was supported positively by fellow students, who had learned sign language to ensure better communication.

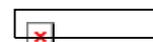
101. Students' work is assessed regularly and returned promptly. Most comments are objective with clear indications as to how students can improve their performance. Progress is monitored through termly tutorial reviews. However, insufficient, systematic recording of student activities takes place and some targets are not sufficiently robust.

102. The range of courses offered is limited. There are no entry or level 1 courses. There is, however, a well-established first diploma in performing arts and full-time national diploma courses in popular music, media and performing arts. There is a good range of additional opportunities including AS-level film and video production and AS-level drama and theatre. Enrichment activities include tours, gigs, public performances, theatre and museum visits and a very popular 'Oscar ceremony' for high achieving media students. Links with outside bodies are effective.

### ***Leadership and Management***

103. Leadership and management are unsatisfactory. The quality assurance system is not yet fully effective. Retention rates have been very low and targets for recruitment, retention and pass rates are not achieved. In some cases, student numbers are declining, resulting in several courses not running. There is insufficient support for some inexperienced teachers. The internal verification system is still being developed. Communication in the curriculum area is effective and includes part-time staff. Opportunities for staff development are available and there is much in-house training. The annual appraisals help to identify specific staff development needs. The whole team contribute to the self-assessment process.

### **Literacy, numeracy and English for speakers of other languages**



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

#### ***Strengths***

- high achievement in literacy and numeracy
  
- good teaching in literacy
  
- successful initiatives to widen participation and develop work-based provision

- o good individual support for students.

**Weaknesses**

- o low pass rates in GCSE English
- o inconsistent monitoring and recording of progress
- o underdeveloped literacy and numeracy provision in the community

**Scope of provision**

104. There are 409 literacy, 217 numeracy and around 380 ESOL students. Literacy and numeracy courses are offered in five community venues and on two evenings at the college. A growing number of literacy and numeracy courses are being delivered in the workplace. ESOL courses are offered in college and in a wide variety of community venues including two mosques. Students can work towards accreditation from entry level to level 2. Most ESOL students are part time and on courses varying from 2 to 11 hours each week. There is also a full-time ESOL course catering for 17 students. GCSE English and mathematics are offered to full-time students during the day and to part-time students in the evening. There are 85 full-time students on GCSE English and 60 on GCSE mathematics courses. There are 602 students enrolled on key skills communication and/or application of number courses.

**Achievement and standards**

105. Retention rates are around the national average on most literacy, numeracy and ESOL courses. Pass rates on many literacy and numeracy courses are well above the national average. There is good achievement of in-house certificates in ESOL, although achievement relates to individual students' targets, which are not always sufficiently clear. Pass rates on both key skills communication and application of number courses have improved and are well above national averages. The proportion of students obtaining grades A\* to C in GCSE mathematics improved considerably in 2004 and is now above the national average. Although there was a significant increase in the proportion of students achieving grades A\* to C in GCSE English, the percentage is still low compared to the national average.

106. The standard of students' work is generally satisfactory. Key skills portfolios are of a high standard and contain a wide variety of integrated assignments. Most adult literacy, numeracy and language students gain increased confidence during the course and, for some ESOL students who are not literate in their first language, attending ESOL classes represents a big step forward.

**A sample of retention and pass rates in literacy, numeracy and English for speakers of other languages, 2002 to 2004**

Qualification	Level	Completion year:	2002	2003	2004
Certificate in adult	Entry	No. of starts	*	43	56

numeracy (1 year)		% retention	*	81	93
		% pass rate	*	83	90
Certificate in adult literacy (short)	1	No. of starts	*	36	193
		% retention	*	94	89
		% pass rate	*	71	90
Key skills communication	1	No. of starts	134	204	55
		% retention	58	58	89
		% pass rate	56	82	82
Key skills application of number	2	No. of starts	191	139	44
		% retention	68	55	89
		% pass rate	16	84	82
GCSE mathematics	2	No. of starts	155	140	145
		% retention	63	76	71
		% pass rate	0	26	60
GCSE English	2	No. of starts	96	98	84
		% retention	60	81	88
		% pass rate	0	3	39

Source: ISR (2002 and 2003), college (2004)

\* course did not run

### **Quality of education and training**

107. Teaching and learning are generally satisfactory and there is much good teaching in literacy. In the best lessons, teachers use a variety of teaching methods and resources and the activities are designed to meet individual students' learning needs. Tasks are related to students' interests or their main programme of study. In a pre-GCSE mathematics lesson, catering students estimated the weights of everyday objects and then used both mechanical and electronic weighing scales to check their estimates.

108. Most lessons are well planned, but in the weaker lessons the teaching is dull and the range of activities is narrow. There is some use of differentiated worksheets, but tutors do not take sufficient account of the individual needs of their students. In the poorer ESOL lessons, the level of English used is too difficult for the majority of students to understand. In some ESOL through ICT lessons, the ICT task and English to be learned are not pitched at the correct level for students.

109. Learning resources and accommodation are satisfactory. The majority of staff are either suitably qualified or working towards the relevant qualifications. The learning resource centre has an adequate stock and students have good access to ICT. The majority of outreach centres are suitably equipped to meet the needs of students and many of them have ICT facilities.

110. There is insufficient monitoring of individual students' progress on some programmes and inconsistencies in the way that individual learning plans are used. The better individual learning plans contain specific short-term targets, detailed action plans and a record of the skills acquired. In many individual learning plans the targets given are generalised, for example, 'improve English'. Few individual learning plans contain a record of the skills that the student has learned. More often they include a list of the topics that have been covered on the course. The reviews for GCSE English students are not sufficiently evaluative.

111. A growing number of courses are being taught successfully in the workplace, including 'English

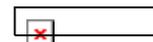
through first aid', literacy and numeracy courses at a national clothing hire company and courses for taxi drivers. There are effective initiatives to widen participation in ESOL and a wide range of community venues are used to attract new students. There is also imaginative course provision that includes 'ESOL with crafts' and 'ESOL and healthy eating' that is attracting new students. However, the range of literacy and numeracy courses currently offered in the local community is small.

112. Individual, personal and learning support for students is good. At initial assessment, students' additional learning needs are diagnosed and a support plan is developed which is reviewed regularly. Tutors provide good individual pastoral support and refer students to the college counselling service or outside agencies where appropriate.

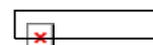
### **Leadership and management**

113. Leadership and management are satisfactory. The college is working hard to implement its Skills for Life strategy. There are regular team meetings, but some part-time staff are unable to attend them. Inspectors agreed with many of the judgements in the self-assessment report. There is good promotion of equality of opportunity, but insufficient checking of equal opportunities issues as part of the review process and the student handbook is not written in language that is easily understood by a significant number of students in this area.

## **Part D: College data**



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



Level	16-18 %	19+ %
1	38	36
2	40	51
3	20	10
4/5	0	1
Other	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

*Source: provided by the college in December 2004*

**Table 2: Enrolments by curriculum area and age 2003/04**



Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	56	387	3

Land-based provision	19	142	1
Construction	173	974	8
Engineering, technology and manufacture	73	744	6
Business administration, management and professional	177	1,778	14
Information and communication technology	97	1,404	11
Retailing, customer service and transportation	59	1,452	11
Hospitality, sports, leisure and travel	128	635	5
Hairdressing and beauty therapy	174	277	3
Health, social care and public services	242	2,125	17
Visual and performing arts and media	72	29	1
Humanities	2	324	2
English, languages and communication	30	504	4
Foundation programmes	84	1,790	14
<b>Total</b>	<b>1,386</b>	<b>12,565</b>	<b>100</b>

Source: provided by the college in December 2004

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2001	2002	2003	2001	2002	2003
<b>1</b>	Starters excluding transfers	611	692	1,001	2,901	2,162	2,055
	Retention rate %	72	78	78	83	70	78
	National average %	75	76	76	70	71	71
	Pass rate %	83	77	88	69	76	85
	National average %	67	69	73	68	70	77
<b>2</b>	Starters excluding transfers	1,023	1,113	780	1,926	2,684	2,782
	Retention rate %	73	59	67	81	68	57
	National average %	70	71	71	68	68	67
	Pass rate %	72	64	71	65	72	90

	National average %	68	70	73	67	71	73
<b>3</b>	Starters excluding transfers	1,045	814	424	1,021	877	928
	Retention rate %	73	62	62	73	65	68
	National average %	70	77	77	68	70	69
	Pass rate %	73	79	84	67	83	92
	National average %	75	77	80	68	71	74
<b>4/5</b>	Starters excluding transfers	*	*	*	86	35	57
	Retention rate %	*	*	*	78	89	44
	National average %	**	**	**	67	68	69
	Pass rate %	*	*	*	70	71	96
	National average %	**	**	**	54	54	58

*Note: summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).*

*Sources of information:*

*1. National averages: Benchmarking Data 2000 to 2002: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2003.*

*2. College rates for 1999/2000 to 2001/02: College ISR*

*\*too few students to provide a valid calculation*

*\*\*data unavailable*

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

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	70	23	7	19
Level 2 (intermediate)	66	32	2	41
Level 1 (foundation)	79	21	0	40
Other sessions	77	20	3	30
<b>Totals</b>	<b>71</b>	<b>25</b>	<b>4</b>	<b>130</b>

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