

Bicton College

Inspection report

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Contents

Background information	3
Summary of grades awarded	5
Overall judgement	6
Key strengths and areas for improvement	7
Main findings	8
Sector subject reports	13

Background information

Inspection judgements

Grading

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

The descriptors for the four grades are:

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

Further information can be found on how inspection judgements are made at www.ofsted.gov.uk.

Scope of the inspection

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

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
 - specialist provision in: horticulture and floristry; countryside and arboriculture; animal care, veterinary nursing and equine; and sport, leisure and recreation.

Description of the provider

1. Bicton College is a specialist college for the land and environment situated in East Devon. The college provides full- and part-time courses at foundation/entry level and levels 1 to 3, with progression opportunities through to foundation degrees. The college has on-site residential accommodation for 250 learners, most of whom are aged 16-18. In 2007/08 there were some 5,544 further education enrolments, most of which were for programmes at levels 1 and 2. Around 60% of learners are adults.

2. Some 63 work-based learners started apprenticeship programmes in 2007/08. Most were taking courses in agriculture, horticulture and service engineering, with small but increasing numbers on animal care and equine programmes. The college has a Train to Gain contract in partnership with Exeter College and East Devon College, now part of North Devon College, as well as a Train to Gain contract in its own right.
3. A small cohort of learners not in education, employment or training (NEET) were enrolled on the Kickstart programme which began in January 2008.
4. The college is working increasingly in local 14-19 planning and delivery partnerships. In 2007/08, 184 young people aged 14-16 from various schools across the county attended the college as part of the increased flexibility programme. The majority were working towards National Vocational Qualifications (NVQs) and the remainder engaged in a variety of school/college partnership arrangements.
5. Some 168 learners were enrolled on higher education foundation degree courses in agriculture, animal care, environmental arts and crafts, environmental education, equine studies, horticulture, outdoor leisure management, veterinary nursing and initial teacher training (ITT). These are run in partnership with the University of Plymouth (UoP).
6. Bicton provides training for a number of local employers, including HM Royal Marines at Lympstone, Stagecoach, the National Health Service (NHS) and the Probation Service.
7. The college was last inspected in October 2004 and at that inspection leadership and management were judged to be satisfactory. In curriculum areas, the college was awarded one grade of good and three of satisfactory.
8. Bicton College's mission is to strive for excellence and continued financial health in the delivery of land-based and environmental education and training to Devon's rural businesses, individuals and communities.
9. Devon is mainly rural, with diverse communities and a high proportion of self-employed and micro-businesses. Twenty million people visit the south-west region every year; farming, food, tourism and outdoor leisure are key elements in the economy.

Summary of grades awarded

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

Horticulture and floristry	Good: Grade 2
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Countryside and arboriculture	Good: Grade 2
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Animal care, veterinary nursing and equine	Satisfactory: Grade 3
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Sport, leisure and recreation	Satisfactory: Grade 3
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Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

10. This is a satisfactory college with adequate capacity to bring about further improvement. Achievement and standards are satisfactory. Success rates have improved steadily since the previous inspection, although they remain just below the most recent national average for learners aged 16-18 on long courses. Success rates for these learners at level 3 are low. Success rates on short courses, for work-based learning and for 14-16 year olds, are good. Learners' attendance and punctuality are good.
11. The quality of provision is satisfactory overall but is good in work-based learning and in Train to Gain. Teaching and learning have improved since the previous inspection but remain satisfactory overall. Although the proportion of good or better teaching has increased, too many lessons are still no better than satisfactory. Arrangements to identify and support learners' additional learning needs are good.
12. Programmes and activities meet the needs of learners well. The curriculum is appropriate and offers a good range of progression routes. Social and educational inclusion is good. The college is very responsive to local needs and makes good use of its links with a wide network of employers and with the community. The college is not sufficiently active in engaging employers in developing the curriculum.
13. Guidance and support are good and much improved since the previous inspection. The revised tutorial programme is effectively linked to the Every Child Matters outcomes and has a strong focus on improving learners' health, well-being and academic progress.
14. Leadership, management and governance are satisfactory. The college's new strategic direction has been well researched and is shared by staff at all levels. A strong focus on improving success rates has been successful although there is more work to be done, particularly for younger learners at level 3. Curriculum management is generally effective. Although governance is satisfactory, serious oversights in the financial management of the college have yet to be fully resolved. The leadership and management of provision for learners aged 14-16 and in work-based learning are good. The promotion of equality of opportunity is satisfactory.

Capacity to improve

Satisfactory: Grade 3

15. The college demonstrates satisfactory capacity to improve. The strategic direction of the college is clear and well understood by staff. The appointment of the new principal and the strategic collaboration with Exeter College provide a sound foundation for the future. Success rates have improved over the last three years but remain just below national averages for most long courses.

Quality assurance procedures are satisfactory. The self-assessment report is broadly accurate and provides a reasonably accurate view of the standard of teaching and learning. The weaknesses in financial oversight of the college by governors, and the capacity of the governing body to address this oversight effectively, require improvement.

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

16. The college has made satisfactory progress since the last inspection. Most key strengths identified by inspectors at the previous inspection have been maintained and reasonable progress has been made in addressing the areas for improvement. Overall standards of learners' work have improved and are now satisfactory. The college has made significant improvements to work-based learning and the quality of this is now good. Teaching and learning have improved but overall remain satisfactory. Better use is now made of initial assessment to plan support for literacy and numeracy. Key skills success rates have improved and are now above the national average. Tutorial provision is good but target setting by teachers to help learners to improve their work or achieve high grades requires further attention.

Key strengths

- high success rates on work-based learning programmes
- good attendance and punctuality
- good provision for 14-16 year-olds
- good welfare and academic support for learners
- good responsiveness to employers and the community
- clear, well-communicated and shared strategic direction.

Areas for improvement

The college should address:

- success rates on long courses, particularly for 16-18 year-olds at level 3
- the challenge and pace of teaching in many lessons
- the quality of feedback to learners following assessment
- the use of structured links with employers to develop the curriculum
- the capacity and effectiveness of financial governance.

Main findings

Achievement and standards

Satisfactory: Grade 3

Contributory grades:

Work-based learning

Good: grade 2

Learners aged 14 to 16

Good: grade 2

17. The college's self-assessment report accurately judges achievement and standards to be satisfactory. The proportion of learners completing their courses and achieving their qualifications has risen steadily over the last few years. The overall success rate of 84%, excluding key skills, is above the most recent national average when compared to similar colleges. Success rates have risen most significantly for long courses but these remain below average for learners aged 16-18. Success rates on short courses are now good. Success rates for key skills have improved significantly year on year and are now well above average. However, relatively few learners take a key skill in application of number and very few attempt level 3.
18. Success rates for adults on long courses at level 1 have not kept pace with the improvement in the national average and were low in 2007/08. At levels 2 and 3 there has been a significant improvement in success rates for adults and they are more successful relative to the national average than learners aged 16-18. This difference was particularly marked on long courses at level 3 in 2007/08. In most cases, the high success rates for adults reflect higher pass rates than for learners aged 16-18, particularly at level 3. In-year college data suggest improvement in retention for 2008/09.
19. Very few learners are from a minority ethnic heritage. Although there are differences in the success rates of male and female learners, this reflects their choice of sector subject area rather than real differences in their achievement. For those school pupils aged 14-16 who work towards vocational qualifications at the college, success rates are high. Progression rates for this age group are good and improving.
20. Achievement and standards on apprenticeship programmes are good and satisfactory on Train to Gain programmes. The overall completion rate of frameworks has improved considerably over a three year period and is now significantly above the national average. Apprentices complete their framework in a timely fashion and make very good progress. Train to Gain learners are improving their work skills and gaining qualifications, for example, in gamekeeping, which greatly improve their employability.
21. Learners have a very positive attitude towards their studies and treat each other with respect. The standard of their work is variable but at least satisfactory. Learners make satisfactory progress, taking into account their prior experience and qualifications. Attendance and punctuality are good.

Quality of provision**Satisfactory: Grade 3*****Contributory grades:****Work-based learning**Good: grade 2**Train to Gain**Good: grade 2**Learners aged 14 to 16**Satisfactory: grade 3*

22. Quality of provision and teaching and learning are satisfactory overall, as identified in the college's self-assessment report. In work-based learning and on Train to Gain programmes, teaching and learning are good. Most teachers make satisfactory use of information and learning technology (ILT) to enhance their classes. Learners enjoy their classes and are able to discuss their progress and their learning goals. Teachers generally have good vocational knowledge and some have high levels of practitioner expertise from which learners gain useful employability skills. Resources are adequate overall, although some buildings in the realistic working environments are out-dated.
23. Teaching and learning have improved and the proportion of good or better lessons has increased since the previous inspection. However, there are still too many lessons which are no more than satisfactory, as noted in the college's self-assessment report. In the less successful lessons learners are not challenged sufficiently and the pace of learning is too slow. The college's own assessment of some lessons is over-generous and the qualities that provide for good or outstanding lessons are not clearly identified. In the year to date, most lesson observations have focused on theory teaching, with a resultant lack of focus on learners' experiences in practical lessons.
24. Assessment practices are satisfactory overall. Assessment planning and grading criteria are clear and well understood by learners. The quality of target setting is adequate but some targets are insufficiently precise and challenging. Written assignments are generally marked and returned promptly. Feedback on written work is of variable quality. Frequently teachers' comments are too general and do not give learners sufficient guidance on ways to improve their work.
25. Arrangements to identify and support learners' additional learning needs are good. Liaison between teaching and support staff is good. Support is available in a wide range of forms, both during subject lessons and through individual or workshop sessions. Too few lesson plans consider ways to utilise most successfully the skills of learning support assistants. Most learners receiving learning support make satisfactory or better progress on courses when compared with the college average.
26. The extent to which the college meets the needs and interests of learners is good. There is a broad curriculum that meets the needs of learners and apprentices well. A variety of programmes at each level provides appropriate progression routes in most subjects. Managers work well in ensuring that local, regional and national priorities are met. The college is very responsive to local needs and makes good use of its links with a wide network of employers and with the community. Employers' needs are met particularly well through the

- provision of additional qualifications. However, the college is not sufficiently active in engaging employers in developing the curriculum.
27. The college's approach to educational and social inclusion is good. The college has strong and productive links with local schools and offers a broad range of vocational opportunities for learners aged 14-16 that helps to reduce the number of young people at risk of disaffection with learning. Provision for pupils from local special schools is particularly well appreciated. Progression rates into further education, training or employment by 14-16 year-old learners are good. The college has well advanced plans to offer diplomas in four lines of learning over the next two years. Subject-related enrichment, including work experience, visits and external speakers, is strong in most subjects.
 28. Guidance and support are good and have improved since the last inspection. Although improvement has been recent in some areas, the impact can already be seen. Initial advice and guidance are effective. Learners receive an appropriate induction that helps them prepare for college life and their course of study. However, for those learners starting late, the quality of induction is inconsistent across subject areas.
 29. Learners receive good academic, welfare and personal support from tutors, teachers and college welfare staff, who work very effectively together. Help and advice on careers and higher education opportunities are satisfactory, although there are well developed plans for improvement already in place. Guidance and support services are now well managed and promoted across the college. The revised tutorial programme is effectively linked to the Every Child Matters outcomes and has a strong focus on improving learners' health, well-being and academic progress. When necessary, disciplinary procedures are used appropriately. Communication with parents is effective.

Leadership and management

Satisfactory: Grade 3

Contributory grades:

Work-based learning
Learners aged 14 to 16
Equality of opportunity

Good: grade 2
Good: grade 2
Satisfactory: grade 3

30. The college's self-assessment report accurately judges leadership and management to be satisfactory. When the former principal left the college at the end of 2007, governors decided to appoint a consultant as an interim principal and to review a wide range of options for the college's future. This review has been thorough and provides the college with a sound basis on which to move forward. A new principal, who has several years experience of successfully running a similar land-based college, has been appointed to start in April 2009. A close collaboration with Exeter College has been formed and both colleges are now reviewing the areas where their collaboration can be most fruitful and lead to improvements in standards. Some detailed plans and joint appointments are already in place. These strategic decisions have been widely

- consulted on in the college and have a very high level of support from staff. Communications across the college are good.
31. Governors are generally well informed about the college's work with learners and pay close attention to its performance in this respect and to learners' views. Many governors have good links with specific college departments. There are some significant weaknesses to be addressed in the way in which they monitor and steer the financial performance of the college. Their capacity to exercise effective financial oversight of the college requires urgent improvement.
 32. There has been a sustained and generally successful focus on improving standards and achievement over the last three years. The college's success rates have risen from a low base but they remain below the national average for learners aged 16-18 and for adults at level 1. Teaching and learning have improved since the last inspection but overall they remain satisfactory. The college works well with local partners, including schools and employers.
 33. Quality assurance is satisfactory. The use of targets to improve performance is not of a consistently high standard in all areas of the college. Learners' views are effectively gathered via surveys and through representatives' groups. The college responds well to learners' requests for improvements. The self-assessment report is broadly accurate. Standards of teaching and learning are monitored closely. Staff appraisal and development are used well to support improvements in teaching and learning. A good range of courses and mentoring approaches are used to help staff to improve their teaching skills. Staff are suitably qualified for their work and hold appropriate teaching qualifications.
 34. Curriculum management is generally effective. Countryside management and arboriculture and work-based learning are well managed but this level of performance is not matched in other areas.
 35. Equality of opportunity is satisfactory. The college is inclusive and pays close attention to the performance of different groups of learners. The range and quality of support for learners is good. There are a number of activities to support the promotion of equality and diversity across the college but there is further work to be done to ensure effective promotion in all aspects of teaching. Inspectors observed some inconsistent application of health and safety by teachers in lessons but overall the college provides a safe environment for learners. It meets its obligations under race relations, child protection and disability legislation.
 36. The college's accommodation presents a mixed picture but is generally functional and supports effective learning. Improvements continue to be made but problems of improving the listed buildings and the upgrading or disposal of some of the derelict farm buildings remain to be resolved. Overall the estate provides an excellent resource to support learning but some parts of it do not present a professional image. Learners have good access to computers and most classrooms and practical areas are appropriately equipped and furnished.

37. There are clear systems in place to deploy finances to support curriculum developments that are well understood by managers and staff. Curriculum managers receive clear and regular reports on their staffing and budgetary positions. Learners' attendance is closely monitored and is good. The college provides satisfactory value for money.

Sector subject area

Horticulture and floristry

Good: Grade 2

Context

38. The college offers courses at levels 1 to 3 in horticulture and at levels 2 and 3 in floristry. Floristry enrolments represent just over one quarter of the total enrolments. Some 153 learners are on horticulture courses; 26 are on full-time courses. Some 41 learners are following floristry courses; 15 on full-time courses. The college also offers NVQs through apprenticeship programmes.

Strengths

- high success rates on most programmes, including apprenticeships
- good practical and theory teaching in floristry
- effective use of grounds to support the development of practical skills in horticulture
- effective provision of specialist learning support in classes.

Areas for improvement

- pass rates on the Royal Horticultural Society (RHS) advanced certificate and creative craft floral art
- low numbers on full-time courses
- outdated accommodation for theory and practical teaching.

Achievement and standards

39. Achievement and standards are good. Success rates for most courses have improved considerably since the last inspection and are above national averages. Pass rates on the RHS advanced certificate and creative craft floral art are low but relatively small numbers of learners are taking these qualifications. Success rates for horticultural apprentices have improved significantly and are now well above the national average. Apprentices complete their programme in a timely way and make very good progress. Key skills success rates are good but relatively few learners take application of number and very few work towards key skills at level 3.
40. The standard of learners' work is satisfactory. Learners enjoy their work and practical skill development is good. Effective use is made of the grounds as a source of resources for florists and as the setting for projects to develop the practical and work skills of horticulture learners.

Quality of provision

41. Teaching and learning are good overall. Floristry teaching is particularly good. Teachers create a very good working environment and learners work

purposefully and to good industry standards. Floristry skills are developed logically and thoroughly. In a few horticulture lessons the pace and scope of activity provides insufficient challenge for the learners. The identification of additional learning needs is good and support is provided promptly and effectively.

42. Programmes and activities satisfactorily meet the needs and interests of learners. Although the college has good and developing partnerships with schools, there are currently no 14-16 year-olds studying horticulture or floristry. Employer involvement in the development of the curriculum is limited.
43. Guidance and support are good. Learners are well supported by their tutors in lessons and tutorials. The monitoring of attendance and progress is good. In-class specialist support by signers and scribes is very effective. Support for work-based learners is wide ranging and very effective.

Leadership and management

44. Leadership and management are satisfactory. In 2008/09 the number of learners recruited declined and most full-time groups have low numbers of learners. Most practical and theory teaching accommodation in the horticulture and floristry area is functional but in need of modernisation or replacement. Self-assessment is broadly accurate but staff do not always have a clear enough view of the strengths and areas for improvement or the targets they are working towards. Arrangements for the promotion of equality of opportunity are appropriate but teaching sessions are not used well enough to expand learners' knowledge and understanding of the wider aspects of diversity. Success rates for most courses have improved considerably since the last inspection and are above the national average.

Countryside and arboriculture

Good: Grade 2

Context

45. The college offers courses at levels 1 and 2 in environmental conservation and level 3 in countryside management. Courses in arboriculture are offered at levels 2 and 3. Apprenticeships and NVQs are offered in arboriculture, gamekeeping and wildlife management. Some 76 learners are on full- and part-time long courses and a further 122 learners are enrolled on short courses.

Strengths

- high success rates on most courses
- good achievement of a wide range of additional qualifications
- much good teaching with strong links between theory and practical
- effective use of realistic work environments
- strong leadership.

Areas for improvement

- low success rates on the national diploma in countryside
- insufficiently detailed action plans for improvement.

Achievement and standards

46. Achievement and standards are good. Success rates are high on most long courses. Learners on full-time courses make good progress with practical work and their achievement on a wide range of additional qualifications is good and timely. Punctuality and attendance are particularly good. Learners take a wide range of additional qualifications as short courses in arboriculture and success rates on most of these are high. Success rates on the national diploma in countryside management are low. Some learners are insufficiently challenged to achieve higher grades. Key skills success rates are good but relatively few learners take application of number and very few work towards key skills at level 3.
47. The standard of learners' work is good and they develop particularly good workplace skills.

Quality of provision

48. Teaching and learning are good. There is much good teaching with strong links between theory and practical. Teaching is well planned and teachers use a range of activities in theory lessons to stimulate learners' interest. Learners enjoy their lessons and teachers use their industry knowledge effectively to enhance their teaching. The quality of feedback to learners on their assignments is inconsistent and does not always help them progress. The identification of additional learning needs is satisfactory.

49. Programmes and activities meet the needs and interests of learners well. There is a wide range of additional qualifications and uptake of these is high. Informal employer links are good and staff use their industrial knowledge effectively to improve curriculum content.
50. Support for learners is good. Learners are well supported through group and individual tutorials and by their subject teachers. Group tutorials cover topics such as safe sex, personal health and equality and diversity effectively.

Leadership and management

51. Leadership and management are satisfactory. There is strong leadership and staff have a good understanding of the future direction of the college. Self-assessment is not always sufficiently detailed to allow specific action plans to be drawn up. Some areas identified for improvement are not progressed quickly enough. Teaching staff appraisals do not always focus on raising success rates.
52. Workshops are satisfactory and effective use is made of real working environments. There is a shortage of some hand tools and some cutting tools are unguarded. Arrangements for the promotion of equality of opportunity are appropriate but teaching sessions are not used well enough to expand learners' knowledge and understanding of the wider aspects of diversity.

Animal care, veterinary nursing and equine**Satisfactory: Grade 3****Context**

53. The college offers full- and part-time courses at levels 1 to 3 in animal care, veterinary nursing and equine. Some 130 full-time learners are following courses in animal care and a further 57 learners are on equine courses. There are 245 part-time learners; 70 are aged 14-16. Some 54 learners are following apprenticeships in veterinary nursing.

Strengths

- high success rates on most courses in animal care and veterinary nursing
- good achievement rates on 14-16 courses and a wide range of additional qualifications
- good theory teaching
- particularly good use of ILT across the curriculum
- effective academic and pastoral support.

Areas for improvement

- low success rates on equine full-time courses
- low success rates on the national diploma in animal management
- insufficient correction of written work in equine courses
- insufficient regular opportunity for learners to develop practical skills to industry standards.

Achievement and standards

54. Achievement and standards are satisfactory overall. Success rates on most courses in animal care are high. NVQ achievement at level 1 for 14-16 year-olds is good. Success rates are high on the wide range of additional qualifications taken by full-time learners. Success rates on the first diploma horse care and national diploma horse management are below the national average. Key skills success rates are good but relatively few learners take application of number and very few work towards key skills at level 3.

55. The standard of learners' work is satisfactory overall.

Quality of provision

56. Teaching and learning are satisfactory. Teachers accommodate different learning styles successfully in lessons. Teachers plan group work and tasks to enhance individual involvement and check learning frequently. Use of ILT in the curriculum is good. Freeze-frame video technology is used well to illustrate teaching. Technical topics are made fun by utilising the technology used in video games. Equine learners benefit from watching videos of their riding sessions. The identification of additional learning needs is satisfactory and support is provided appropriately.

57. Specialist resources are good but learners have insufficient opportunity to practise or improve basic practical skills. Too many cannot work unassisted or without extensive instruction after several months on programme. Written work is marked well in animal care but equine tutors often fail to correct errors, both in learners' technical knowledge and in their grammar and spelling.
58. Programmes and activities satisfactorily meet the needs and interests of learners. The curriculum allows progression and provides an adequate range and variety of study methods. Links with employers are not yet used effectively to develop the curriculum or to ensure that learners acquire the skills and knowledge demanded by employers.
59. Support and guidance are good. Tutorials are frequent and tutors monitor learners' progress carefully and thoroughly. Learners aged 14-16 also have tutorials and good attention is paid to offering career advice. Tutors are particularly accessible, give good help and advice and clearly document records.

Leadership and management

60. Leadership and management are satisfactory. The current self-assessment reports are broadly accurate but a significant weakness was overlooked in both animal care and equine and some strengths were overstated.
61. Arrangements for the promotion of equality of opportunity are appropriate but teaching sessions are not used well enough to expand learners' knowledge and understanding of the wider aspects of diversity.

Sport, leisure and recreation**Satisfactory: Grade 3****Context**

62. The college offers full-time courses in sport and outdoor leisure from level 1 to level 4 to some 94 learners. A further 10 learners studying at the college are aged 14-16. Learners in outdoor leisure are able to study additional qualifications and national governing body awards.

Strengths

- high success rates on national certificate in sport (outdoor activities)
- good development of practical skills
- good progression into employment and further study
- very good and productive links with employers and schools.

Areas for improvement

- low success rates on full-time level 2 courses
- few high grade achievements
- insufficient guidance and correction for written work
- insufficiently challenging targets for learners.

Achievement and standards

63. Achievement and standards are satisfactory overall. Success rates on the national certificate in sport (outdoor adventure) are high. Success rates on level 2 programmes are low.
64. Learners develop good practical skills in outdoor activities. Most learners are successful in obtaining additional qualifications, such as outdoor activity governing body awards, to further develop these skills. The standard of written work is satisfactory. The proportion of high grades achieved is low. Progression to further study or employment is good.

Quality of provision

65. Teaching and learning are satisfactory. Most learners enjoy their lessons. There is effective use of ILT in lessons. This includes motivational and exciting presentations, the use of relevant video clips to illustrate topics and interactive activities. Learners benefit from good enrichment activities to develop their confidence and teamworking.
66. The quality of feedback given to learners is inconsistent. Some marked work contains few indications about how to improve. Teachers do not always identify where learners have met the grading criteria or how they can improve the work submitted to achieve higher grades.

67. Programmes and activities satisfactorily meet the needs and interests of learners. There is a wide range of provision in outdoor leisure. Courses are available from level 1 to level 4 in outdoor leisure with learners gaining specialist coaching and leadership awards. Links with schools and employers are strong. Learners aged 14-16 also follow courses in outdoor leisure and the college works with local schools to support teambuilding through activities led by outdoor leisure learners.
68. Guidance and support are satisfactory. Although there have been changes to the tutorial process in the current academic year, it is too early to judge the impact of this on learner success. Targets set with learners on level 3 programmes are ineffective; they do not add challenge to improve learner aspirations or motivate them to achieve.

Leadership and management

69. Leadership and management are satisfactory overall. Managers now use data effectively to monitor attendance, retention and progress. Successful strategies for improvement are being introduced but this curriculum area was graded good at the previous inspection.
70. Attention to health and safety is rigorous and good risk assessments are in place for every activity. On-site specialist resources are very good. The self-assessment report is largely accurate. Arrangements for the promotion of equality of opportunity are appropriate but teaching sessions are not used well enough to expand learners' knowledge and understanding of the wider aspects of diversity.

Learners' achievement

Table 1

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	05/06	299	81.9	77.5	4.4	260	73.8	64.0	9.8
	06/07	508	76.6	81.5	-4.9	222	73.4	76.2	-2.8
	* 07/08	393	79	N/A		148	72	N/A	
GNVQs and precursors	05/06								
	06/07								
	07/08			N/A				N/A	
NVQs	05/06	9	77.8	71.7	6.1				
	06/07	9	88.9	78.9	10.0	1	100.0		
	07/08	36	83	N/A		10	50	N/A	
Other	05/06	290	82.1	78.1	4	260	73.8	64.0	9.8
	06/07	499	76.4	81.7	-5.3	221	73.3	75.9	-2.6
	07/08	357	78	N/A		138	74	N/A	

* college data

Table 2

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	05/06	233	60.1	72.7	-12.6	220	57.3	65.7	-8.4
	06/07	269	72.9	77.6	-4.7	247	65.2	71.0	-5.8
	07/08	298	75	N/A		196	71	N/A	
GCSEs	05/06								
	06/07								
	07/08			N/A				N/A	
GNVQs and precursors	05/06	66	66.7			46	60.9		
	06/07	72	77.8	79.1	-1.3	47	78.7	73.1	5.6
	07/08	58	84	N/A		41	76	N/A	
NVQs	05/06	22	68.2	51.5	16.7	10	60.0	63.5	-3.5
	06/07	27	77.8			8	62.5	72.7	-10.2
	07/08	50	64	N/A		3	33	N/A	
Other	05/06	145	55.9	74.8	-18.9	164	56.1	65.8	-9.7
	06/07	170	70.0	78.4	-8.4	192	62.0	70.2	-8.2
	07/08	190	75	N/A		152	70	N/A	

* college data

Table 3

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	05/06	180	58.9	73.8	-14.9	220	58.2	59.6	-1.4
	06/07	164	62.2	76.7	-14.5	228	58.3	64.8	-6.5
	07/08	219	68	N/A		142	65	N/A	
A/A2 Levels	05/06								
	06/07								
	07/08			N/A				N/A	
AS Levels	05/06								
	06/07								
	07/08			N/A				N/A	
GNVQs and precursors	05/06	18	50.0						
	06/07								
	07/08			N/A				N/A	
NVQs	05/06	1	0.0			36	52.8	52.3	0.5
	06/07					24	20.8	58.2	-37.4
	07/08			N/A		17	82	N/A	
Other	05/06	161	60.2	73.2	-13	184	59.2	61.3	-2.1
	06/07	164	62.2	75.7	-13.5	204	62.7	66.3	-3.6
	07/08	219	68	N/A		125	63	N/A	

* college data

Table 4

Success rates on work-based learning apprenticeship programmes managed by the college, 2005 to 2008

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced apprenticeships	05/06	overall	11	54.5	52.3	27.3	42.9
		timely	14	7.1	34.0	7.1	27.3
	06/07	overall	29	79.3	62.8	72.4	56.4
		timely	22	31.8	42.7	27.3	38.1
	07/08	overall	11	90.9	67.8	81.8	62.8
		timely	10	70.0	48.2	60.0	44.0
Apprenticeships	05/06	overall	72	63.9	57.2	52.8	51.5
		timely	68	26.5	37.1	23.5	33.4
	06/07	overall	56	66.1	64.4	62.5	60.2
		timely	50	56.0	47.1	54.0	44.5
	07/08	Overall	68	76.5	67.3	73.5	64.4
		timely	67	64.2	52.4	62.7	50.1

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College/provider and national qualification success rates are calculated using LSC published data derived from the Individual Learning Record (ILR)

Table 5a

Success rates on work-based learning Train to Gain NVQ programmes managed by the college, 2007 to 2009

Programme	End Year	Success rate	No. of learners*	college/provider NVQ rate**
Train to Gain NVQ	2006/07	overall	16	88
		timely	14	70
	2007/08	overall	11	45
		timely	0	0
	2008/09 (5 months)	overall	3	0
		timely	0	0

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

- * Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- ** NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider prior to inspection