

# Strode's College

Inspection report

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## Contents

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Background information.....	3
Summary of grades awarded .....	5
Overall judgement.....	6
Key strengths and areas for improvement.....	7
Main findings .....	8
Sector subject area reports .....	12

## Background information

### Inspection judgements

#### Grading

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

The descriptors for the four grades are:

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

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

### Scope of the inspection

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

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: science and mathematics; information and communication technology (ICT); arts and media; and languages, literature and culture.

### Description of the provider

1. Strode's College is located in Surrey. It caters for full-time 16 to 18 year old students. It caters also for adults, most of whom study on a part-time basis. The college offers courses in 12 sector subject areas. Students reside in and around Egham in Surrey as well as Slough, Windsor and West London. Surrey and Windsor are affluent areas but the college attracts students from a range of socio-economic areas, some of which have relatively deprived wards. The college has 1,214 full-time students, approximately 90% of whom are studying at least one level 3 course, and 2,000 adult students, most of whom study in the community and pay their own fees. Approximately 6% of full-time equivalent students are adults and most of these study courses at level 1.

- Courses are provided from level 1 to level 3. Many students combine vocational and academic courses as part of their programme.
2. The overall profile of GCSE attainment by students on entry is significantly lower in about a quarter of General Certificate of Education (GCE) A-level subjects than in many other sixth form colleges. Some 19% of students are from minority ethnic heritage in comparison to 3% in the local population. The college provides courses for people with physical disabilities at the White Lodge and for people with mental health difficulties at Virginia Lodge.
  3. The college works closely with two partner schools but draws students from over 80 other schools, covering a wide area of North-West Surrey, Berkshire and some of the outer London boroughs. As part of its commitment to lifelong learning, the college has expanded opportunities for adult learners. Daytime provision includes a university foundation course. Evening class provision has grown rapidly, particularly in Skills for Life. Adult education is provided in 14 venues in the local community.
  4. In the past year the college has built a new student centre which provides pastoral and learning support, an improved café and leisure facilities for students and a new classroom block, which replaced old hatted accommodation.
  5. The college's mission is 'To provide an education of quality and breadth within a supportive environment, enabling individuals to fulfil their potential, further their ambitions and become effective lifelong learners. We are committed to encouraging more young people and adults into learning'.

## Summary of grades awarded

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

## Sector subject areas

<b>Science and mathematics</b>	<b>Satisfactory: Grade 3</b>
<b>Information and communication technology</b>	<b>Good: Grade 2</b>
<b>Arts and media</b>	<b>Good: Grade 2</b>
<b>Languages, literature and culture</b>	<b>Good: Grade 2</b>

## Overall judgement

### Effectiveness of provision

**Good: Grade 2**

6. The overall effectiveness of the college is good. Achievement and standards are good. Success rates improved faster than the national average for sixth form colleges, from well below average in 2004/05 to above average in 2007/08. Students achieve well irrespective of their ethnic heritage, gender and whether or not they have learning difficulties and/or disabilities. The proportion of high-grade passes at A level is lower than the national average.
7. Teaching and learning are good but the pace of improvement across curriculum areas is variable. The lesson observation system is rigorous in evaluating and improving the quality of practical teaching skills. It is not consistently effective in addressing lack of appropriate challenge for students in knowledge and skills on a minority of lessons. Individual support by teachers and specialist additional learning support contribute very effectively to students' success. Teachers are adept at creating an inclusive atmosphere and at promoting social and cultural diversity and equality of opportunity in lessons.
8. The college's response to meeting the needs and interests of students is good. The provision of A-level subjects is very broad. Curriculum enrichment is good but only a small proportion of female students take part in sporting activities. Educational and social inclusion are outstanding. The proportion of minority ethnic students is much higher than in the local population. Courses are provided for students with physical disabilities and mental health needs. Community provision for adults is wide-ranging.
9. Support and guidance are outstanding. Advice and guidance are highly effective at helping students to choose the right course for their needs. Reviews of student progress are frequent and comprehensive. Support for students with learning difficulties and/or disabilities is very effective at helping students to be successful. The wide range of support services is highly valued by students. Careers guidance is well focused and supported by very good materials.
10. Leadership and management are good. Success rates have risen steadily and the college supports its students very well. An open management style fosters a caring and supportive community. Arrangements for quality assurance are comprehensive. Equality of opportunity is good. The promotion of equality of opportunity is highly effective. Some objectives in the strategic plan are insufficiently specific and measurable. The outcomes of lesson observations are not integrated sufficiently into staff appraisals.

**Capacity to improve****Good: Grade 2**

11. The college's capacity to improve is good. The framework for quality assurance is comprehensive. The self-assessment report is very accurate, identifying appropriate strengths and areas for improvement. The college assiduously reviews targets from the previous year and has secured clear improvements. The college's progress towards achieving the targets in the quality improvement plan is monitored closely. It is not always clear from the improvement plan how objectives will be achieved. Lesson observations are thorough. A well-developed teaching and learning strategy supports further improvement. The quality of teaching has improved and success rates have risen.

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

12. The college has made good progress since the last inspection. The college has successfully addressed nearly all the weaknesses identified at the last inspection. Achievement on level 2 courses has improved. Strategies to improve the quality of teaching and learning and students' performance have been effective. The use of information and learning technology has improved. The college has built new social facilities for students and has recently opened a new teaching block. Arrangements for the teaching of key skills are more effective. Data on students, their achievements and progress are broadly accurate and used well. The proportion of students achieving high grades remains low.

**Key strengths**

- substantial improvement in success rates to above average
- excellent support which is highly valued by students
- outstanding educational and social inclusion
- good embedding of equality of opportunity in teaching and learning
- well-focused leadership and management on meeting individual needs.

**Areas for improvement*****The college should address:***

- low proportion of high grade pass rates
- insufficient progress made by students on a minority of courses
- insufficient challenge, in a minority of lessons, to raise attainment.

## Main findings

### Achievement and standards

**Good: Grade 2**

13. Achievement and standards are good and the grade awarded at inspection agrees with the college's self-assessment grade. Success rates have improved faster than the national average since the last inspection. They improved from well below average in 2004/05 to well above average in 2007/08. Success rates for adults are consistently high. Most students aged 16 to 18 study at level 3 and the majority of these study A levels. A-level success rates are consistently high and overall success rates are slightly above the national average. Both retention and achievement rates are above average and the current retention rate is high at 97%. All sector subject areas have success rates at or above the national average. Success rates in key skills have been variable but they were high in 2007/08, at 89%.
14. The progress made by students varies according to the subject. Overall, students make progress in line with expectations, based on their previous attainment at GCSE. Students taking a minority of A-level subjects have lower entry qualifications than normally found. The proportion of high grade passes at A level is lower than the national average, including in some subjects where students have average entry qualifications. The proportion of high grade passes in GCSE English and mathematics was above average in 2007/08 but it was below average in science.
15. The college has successfully closed the gap between the success rates of male and female students. The achievement of students of minority ethnic heritage is in line with the college average, except for those of Chinese heritage. Measures to improve the performance of this group are having a significant impact. Students with learning difficulties and/or disabilities have success rates at the college average.
16. A high proportion of students progress to higher education. Overall, the standard of students' work is good but it is not consistently good in all areas. Attendance is satisfactory.

### Quality of provision

**Good: Grade 2**

17. The quality of provision is good. Inspectors agree with the college's self-assessment grade. Teaching and learning are good and inspectors broadly agree with the college's judgements on teaching and learning in the self-assessment report. The college's analysis indicates that around 75% of lessons are good or better and the rest are satisfactory. Very few lessons are judged to be inadequate and, when they are, appropriate support is given.
18. Although the quality of teaching and learning is good overall, the pace of improvement across curriculum areas has been variable. For example, there is a much higher proportion of good or better teaching in languages, literature

and culture and arts and media than there is in science and some students have been disadvantaged by weaknesses in the teaching of psychology. This variation is reflected in students' progress and achievement. The lesson observation system is rigorous, particularly in relation to evaluating and improving the quality of practical teaching skills. It is not consistently effective in identifying and addressing lack of appropriate challenge in specific knowledge and skills.

19. Typically, teachers are confident and effective in the use of starter activities to ensure that students participate in the lesson as soon as they arrive. Teachers plan their lessons carefully to take account of students' differing backgrounds and abilities and adapt materials, activities and tasks accordingly. They are adept at creating an inclusive atmosphere and promoting social and cultural diversity. The excellent individual support given by teachers, both in and out of lesson time, is valued highly by students. Specialist additional learning support is very effective in contributing to students' success. Students enjoy their lessons and achieve well.
20. The best lessons are stimulating and challenging for all students in the group. Students demonstrate very good analytical skills and participate enthusiastically in a wide range of well-devised activities. In less successful lessons, though, not all students achieve as well as they should, often due to insufficiently high expectations by the teacher. Students receive constructively critical feedback on their work and assessment is good. Good use is made of electronic individual learning plans to review and monitor progress. The use of technology in lessons, whilst improved, varies considerably in its positive impact on learning.
21. The college's response to meeting the needs and interests of students is good. The college provides a very wide range of GCE AS and A-level subjects and a small number of GCSEs and vocational courses at levels 1 to 3. There is a wide range of enrichment courses that complements students' main courses and take-up is high. Participation by female students in sports is low. Work experience for students is not formally organised on most vocational courses. The college has useful links with schools, local authorities and local businesses and it responds to employers' needs well. Students make a very positive contribution to the college and local communities.
22. Educational and social inclusion are outstanding. The college has made significant progress in widening participation. Adult provision has grown over the last three years to around 2,000 students, most following part-time community-based courses. The college provides courses for students with physical disabilities and mental health needs. There is an extensive English for speakers of other languages programme. The recruitment of students of minority ethnic heritage is good and is very much higher than in the local population. The college provides a broad range of community courses aimed at people who have lost their jobs.
23. Guidance and support are outstanding. The college provides a wide range of high quality support services that include welfare guidance and support,

careers advice and guidance, additional learning support and confidential counselling services through a counsellor and a multi-faith chaplain. Students appreciate these services highly and make good use of them. Advice and guidance ensure that students have a clear understanding of the course requirements so that they make appropriate choices. Weekly tutorials meet the needs of students studying at each level. They cover topics on personal development very effectively and enable students to stay safe and to develop skills for achieving economic well-being and being healthy. Personal tutors undertake individual reviews with students frequently and closely monitor all aspects of student performance. This contributes to students' success. Students value the opportunity to discuss confidential issues with personal tutors outside of tutorial sessions. Careers guidance provides very good textual resources and the latest careers software. Group tutorial activities focus attentively on preparing students for progression. Students at risk of not completing courses are identified early and supported very effectively. In-year retention is very high. Students receiving additional learning support and with learning difficulties and/or disabilities achieve very well.

## **Leadership and management**

**Good: Grade 2**

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

#### *Equality of opportunity*

*Good: grade 2*

24. Leadership and management are good, as stated in the self-assessment report. Success rates have risen steadily and support for students is outstanding. An open management style fosters a caring and supportive community. Staff wholeheartedly support the college's mission and values. Strategic priorities draw on the views of staff and take account of the needs of the local community. Governors are fully involved in setting the strategic direction of the college. While some objectives in the strategic plan have measurable outcomes, others are more qualitative in nature. It is harder to monitor their achievement as a result.
25. Arrangements for quality assurance are comprehensive. The self-assessment report is very accurate. The college assiduously reviews targets from the previous year. Learners' views are used extensively to enhance the college's work. Externally validated internal quality reviews inform planning well. Lesson observations are thorough, focus on meeting individuals' needs and explore the promotion of equality of opportunity in lessons. They are aligned closely with the identification of priorities for training but are not integrated effectively into teachers' appraisals. These are not always sufficiently rigorous. The performance management of subject leaders, however, provides a sound framework of accountability. Data about learners, their progress and achievements are generally accurate and used well.
26. Equality of opportunity is good. The promotion of equality of opportunity is highly effective. Leadership and management have been well focused on meeting individual needs. The proportion of students from minority ethnic heritage is much higher than in the local community. The student council

reflects the diversity of the college. The college recognises that the ethnic profile of staff, managers and governors does not and is trying to improve this match. Equality of opportunity and diversity are painstakingly embedded within the curriculum, lessons and tutorials. Numerous events and activities illustrate how fundamental equality of opportunity is to the college community. Discrimination, harassment and bullying are not tolerated. Training is comprehensive. Impact assessments are thorough. Achievement data and complaints are analysed for equal opportunities issues. The scrutiny of data relating to staff and staff recruitment is underdeveloped. The college's response to race, gender and disability equality legislation is good. There are appropriate arrangements for the protection of children and vulnerable adults. However, the training of staff working with vulnerable adults is insufficiently prompt.

27. Staff are suitably qualified. Continuing professional development is comprehensive, well planned and supports college priorities. Its impact on the work of the college is evaluated carefully. The induction and mentoring of new staff are well organised and thorough. Accommodation, specialist equipment and learning resources are satisfactory overall but significant recent improvements are noteworthy. Financial management is effective. With improved success rates, the college provides good value for money.
28. Partnerships with other providers, services and organisations are very fruitful. Governors are highly effective. They are closely involved with the life of the college and they have productive links with curriculum teams. Governors know the college very well. They work ably with senior managers, providing a very good balance of support and robust challenge.

## Sector subject areas

### Science and mathematics

**Satisfactory: Grade 3**

#### Context

29. The college provides GCE AS and A2 courses in mathematics, physics, chemistry, biology, psychology and environmental and applied sciences. It provides also GCSE courses in mathematics and science (single award) and supporting mathematics programmes at levels 1 and 2. There are 697 enrolments, almost all for students aged 16 to 18. Some one in five students are from a minority ethnic background. Twenty-one students study part time.

#### Strengths

- good retention and attendance
- highly effective and constructive feedback on marked work
- good curriculum enrichment
- excellent individual and pastoral support for students.

#### Areas for improvement

- insufficient progress made by students in A2 chemistry, A2 environmental science and AS psychology
- low achievement of high grades for most level 3 subjects
- much uninspiring teaching with insufficient challenge in theory lessons.

#### Achievement and standards

30. Achievement and standards are satisfactory. Success rates have steadily improved in most subjects over the last three years. They are still low for GCE AS biology, human biology and psychology. Retention is generally high, with marked improvement in GCSE mathematics and A2 applied science. Attendance is good at 90%. Students make insufficient progress in GCE A2 chemistry and environmental science and AS psychology. Pass rates at high grades are well below average except in AS further mathematics. The standard of students' work is generally satisfactory. Students attain well in regional and national competitions and awards in mathematics and the physical sciences. Progression to higher education is good.

#### Quality of provision

31. Teaching and learning are satisfactory. Equality and diversity are promoted effectively in teaching and assessment. The better lessons are well structured and stimulating. Teachers use information learning technology (ILT) imaginatively and check students' learning appropriately. In weaker theory lessons there is insufficient pace, teaching is uninspiring and lessons lack variety. Teachers do not include students sufficiently or provide appropriate

challenge for more able students. Teachers provide highly constructive feedback on marked work and assessment is good.

32. Provision satisfactorily meets the needs and interests of students. The comprehensive range of AS and A2 programmes is supported by bridging and preparatory mathematics courses at levels 1 and 2 but there is little vocational provision. Entry requirements are flexible to promote inclusion. Curriculum enrichment is good. Students visit a good range of institutions related to their subject areas, such as the Leicester Space Centre, and they successfully participate in competitions. Work experience is too limited.
33. Guidance and support are good. Students are provided with excellent individual support from teachers both in lessons and out of the classroom including through e-mails. Students make effective use of shared intranet drives and the virtual learning environment. The wide range of pastoral support is excellent. Students value the key skills and tutorial programmes. Targets set in individual learning plans, while monitored regularly, are often insufficiently personalised and specific.

### **Leadership and management**

34. Leadership and management are satisfactory. The areas for improvement from the last inspection have been addressed. Success rates have steadily improved in most subjects over the last three years. Quality assurance procedures are followed rigorously. Self-assessment is evaluative and broadly accurate. Improvement plans have clear targets which are monitored regularly. Underperformance in biology and psychology has been specifically targeted. There is a strong emphasis on improving teaching and learning but there has been too little improvement in student performance. The area is well resourced and has highly qualified teaching and technician staff.

**Information and communication technology****Good: Grade 2****Context**

35. There are 261 enrolments by students aged 16 to 18 studying GCE AS and A2 courses in computing and ICT and a Business and Technology Education Council (BTEC) first diploma in ICT. There are 46 enrolments by adult part-time students who are studying Computer Literacy and Information Technology (CLAIT) Plus at level 2. There is a range of short enrichment courses in Java and multimedia.

**Strengths**

- high success rates on GCE AS and A2 computing and on BTEC first diploma in ICT
- excellent support for students
- rigorous monitoring of students' progress
- good curriculum management.

**Areas for improvement**

- insufficient challenge in a minority of lessons
- insufficient employer links to improve the vocational relevance of the curriculum.

**Achievement and standards**

36. Achievement and standards are good. Success rates on most full-time courses in 2007/08 were high. On A2 computing the success rate was 100%. It was high on AS computing and for the small number of students on the BTEC first diploma. Success rates on AS IT improved over three years to above average in 2007/08. The proportion of high grade passes is higher than the national average. Overall, students make the progress expected based on their previous attainment at GCSE. The standard of students' work is good. Students' progression to further study is good.

**Quality of provision**

37. Teaching and learning are good. In the better lessons teachers work productively with students, supporting their individual needs. Good quality materials are used and activities motivate, engage and enable students to develop well. Complex tasks are managed very effectively, enabling most students to achieve their potential. Teachers monitor the progress made by individual students very effectively and record their progress on electronic individual learning plans. In less effective lessons, teachers fail to provide learning activities which challenge learners sufficiently. The checking of students' understanding is insufficiently frequent or thorough. Overall, the suitability and rigour of assessment are good. Feedback provided by teachers on students' assessed work is helpful and well focused. Teachers provide clear

- feedback on progressive drafts of each assignment, thereby allowing students to monitor their progress.
38. The college offers a good range of academic and vocational computing and ICT courses for students aged 16 to 18. They offer also CLAIT Plus for adults. There are clear and appropriate progression routes.
  39. Guidance and support for students are outstanding. Students are enrolled on courses appropriately matched to their needs and their prior attainment. Pastoral and academic support is particularly good and the monitoring of student progress is rigorous. Tutorials include activities which provide very good personal development for students.

### **Leadership and management**

40. Leadership and management are good. The use of management information for target setting and monitoring performance at course team level is good. Accommodation and resources are good and they are used well. The self-assessment report accurately identifies strengths and areas for improvement. Outcomes of graded lesson observations are not always used effectively in staff appraisals. Teachers are well qualified. Links with employers to update staff vocational skills and provide work experience for students are underdeveloped. The promotion of equality and diversity is generally good.

**Arts and media****Good: Grade 2****Context**

41. The college provides GCE AS and A2 courses in art and design, photography, media, drama and theatre studies, music, music technology and textiles. A small number of courses are offered at level 2, including BTEC art and design. There are 859 enrolments, almost all for students aged 16 to 18.

**Strengths**

- high success rates in most subjects
- good standard of students' work, particularly in drama and theatre studies
- much good teaching
- excellent support for students
- good curriculum management.

**Areas for improvement**

- insufficient achievement of high grades in A2 media and A2 art and design
- insufficient challenge for more able students in a small number of lessons.

**Achievement and standards**

42. Achievement and standards are good. Success rates are high in most subjects. They are consistently very high in A2 art and design and A2 film studies. Generally students make the progress expected based on their previous attainment at GCSE. In 2007/08 students made significantly better progress than expected in A2 music technology but they did not achieve their potential in A2 media. There is insufficient achievement of high grades in A2 media and A2 art and design. The standard of students' work is good, particularly in drama and theatre studies. Students progress to prestigious universities. Attendance is good at 90%.

**Quality of provision**

43. Teaching and learning are good and there is much good teaching, particularly in drama and theatre studies. Lessons are well planned with motivating activities. Teachers check students' learning regularly through questioning and the completion of written work. The virtual learning environment is well developed in dance and drama. Students' progress is monitored closely. Strategies to improve students' analytical thinking skills have resulted in improved standards of essays and discussions and better annotation of sketchbooks. However, in a small number of lessons there is insufficient challenge for more able students. Weaker lessons have too slow a pace with too little involvement of students. Teachers assess students' work well.
44. The range of courses is good at level 3 and there has been recent development of the vocational curriculum at level 2. Curriculum enrichment is good. Visiting speakers include a producer and an ex-student working in a

West End musical. Students take productions to the Edinburgh Festival every year and there are regular trips to galleries and exhibitions.

45. There is excellent support for students. This ranges from pastoral and academic support to effective e-mail contact with teachers. Students' work is marked promptly with extensive and detailed written feedback which enables students to make improvements. Teachers support students very well and are sensitive to individual needs. Additional learning support is very effective and highly valued by students.

### **Leadership and management**

46. Leadership and management are good. Communication is good and there are clear lines of responsibility. Staff are well supported and keen to implement strategies for improvement. Lesson observations focus on learning and staff regularly share good practice in teaching. Newly-qualified staff receive very good mentoring and support. The promotion of equality and diversity is good. Lessons include work featuring different cultures. Specialist accommodation is satisfactory, although some rooms are crowded. Drawing strategies in one specialist room are limited due to lack of space and in drama rehearsal space is difficult to allocate due to the number of groups timetabled to use the facilities. The self-assessment report is self-critical and broadly accurate. Strategies for improvement have successfully improved provision since the last inspection.

**Languages, literature and culture****Good: Grade 2****Context**

47. The college provides GCE A-level and AS courses in English language, English language and literature, English literature, French, German and Spanish. It provides also GCSE courses in English, French and Spanish, an Adult Literacy course and a vocational Spanish course. There are 488 enrolments on English courses and 124 enrolments on modern foreign language courses, almost all of which are for 16 to 18-year-old students.

**Strengths**

- high success rates in A2 English language and literature, A2 French and GCSE English
- good teaching and learning
- excellent support for students
- good curriculum management.

**Areas for improvement**

- low retention in AS Spanish and AS French
- low pass rates in GCSE Spanish
- underdeveloped use of ILT in lessons.

**Achievement and standards**

48. Achievement and standards are good. Success rates in A2 English language and literature, A2 French and GCSE English have been high over the past three years. On most AS and A2 courses students make their expected levels of progress but do not exceed them. However, students make significantly better progress than expected on A2 English literature and A2 English language and literature based on their previous attainment at GCSE. Retention rates in AS Spanish and French and pass rates in GCSE Spanish are low. Overall, students gain high grade pass rates on few courses. Students demonstrate good standards of work in lessons. They demonstrate a good grasp of complex concepts and well-developed analytical skills. In English, students use specialist terminology confidently and language students communicate their ideas fluently in the taught language. Attendance is satisfactory.

**Quality of provision**

49. Teaching and learning are good on all courses, meeting the diverse needs of students. Teachers are expert in their subject areas and are very enthusiastic. They structure lessons well with a variety of stimulating activities and promote issues of equality and diversity in an effective and engaging way. In a few cases teachers do not ensure that all students participate sufficiently in discussion and in a few instances students are inactive for too long, listening to individual feedback. Assessment is good. Helpful assignment briefs provide

- detailed feedback for improvement and enable students to evaluate their own work. The use of ILT is underdeveloped in lessons. Interactive whiteboards are available in classrooms and teachers have received training. Teachers do not use them innovatively or interactively with students and opportunities to further enhance learning are lost.
50. The range of courses is good. A wide range of English and language courses meets the needs and aspirations of students well and there are good progression routes to higher learning. A wide range of enrichment activities and productive links with a local university and local schools enhance learning.
51. Support for students is excellent. Teachers have detailed understanding of students' individual learning needs. They provide frequent individual support which students value very highly. Individual learning plans are used well to improve students' performance.

### **Leadership and management**

52. Curriculum management is good. Regular departmental meetings focus clearly on teaching and learning, quality assurance and student support. A comprehensive course review process enables teachers to rigorously monitor and review student progress. The stimulating virtual learning environment encourages and supports independent learning. It is well established in modern foreign languages and developing well in English. Accommodation and resources are good with lively displays of students' work. The self-assessment report accurately identifies key strengths and areas for development.

## Learners' achievement \*\*

**Table 1**

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

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 1	05/06	154	71	71	0	106	81	57	24
	06/07	171	78	73	5	284	88	64	24
	07/08*	71	87			144	82		
Other	05/06	135	70	71	-1	106	81	57	24
	06/07	171	78	72	6	284	88	64	24
	07/08*	71	87			144	82		

**Table 2**

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

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 2	05/06	1133	81	78	3	15	60	65	-5
	06/07	1204	82	82	0	22	64	65	-1
	07/08*	1239	91			46	89		
GCSEs	05/06	872	86	82	4	10	70	67	3
	06/07	778	87	83	4	5	80	68	12
	07/08*	734	89			19	95		
Other	05/06	211	67	70	-3	3	67	62	5
	06/07	371	83	79	4	15	67	62	5
	07/08*	504	93			27	85		

**Table 3**

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

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 3	05/06	3384	82	84	-2	89	74	65	9
	06/07	3584	85	85	0	52	87	69	18
	07/08*	3342	87			47	89		
A/A2 Levels	05/06	988	93	93	0	29	86	78	8
	06/07	1154	94	93	1	23	100	80	20
	07/08*	1034	96			34	97		
AS Levels	05/06	2265	77	79	-2	50	64	58	6
	06/07	2264	81	81	0	26	77	61	16
	07/08*	1809	84			9	56		
Other	05/06	25	80	79	1	7	86	62	24
	06/07	166	76	80	-4	3	67	66	1
	07/08*	499	81			4	100		

\* college data

\*\* where there are small numbers of learners or where course types have been discontinued, these have been removed from the tables to improve clarity