

Fareham College

General further education college

Inspection dates		29 April – 3 May 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- The proportion of students achieving their qualifications has risen significantly over the past two years and is high. The college focuses well on ensuring that students have a broad range of useful qualifications and a large number of students on advanced courses move on to further training or employment.
- Most lessons are good or better, with highly motivated students making good progress in lessons.
- Support for students is good. Teachers and tutors set challenging targets that ensure many more students will achieve higher grades than their prior attainment might predict.
- College leaders have been highly successful in improving the college profile in the local community and quality of provision through a strong clarity of purpose linked to high expectations.
- The effective monitoring of students' performance, linked to rigorous performance management arrangements, has had a significant impact in improving managers' and teachers' ability to take appropriate actions to successfully raise standards.

This is not yet an outstanding provider because:

- The proportion of lessons that are outstanding is not sufficiently high and small pockets of provision have too much teaching and learning that require improvement.
- English and mathematics provision are not good enough; too few students achieve a qualification and recent changes have yet to be fully developed and tested.
- Opportunities to raise students' awareness of equality and diversity beyond that of their local community are not sufficiently well planned in lessons and do not prepare students sufficiently well for the world of work.
- Self-assessment, mainly at course and departmental level, is not sufficiently judgemental, inclusive of all aspects of the student experience and views or used comprehensively to drive improvements.

Full report

What does the provider need to do to improve further?

- Improve the development and accreditation of students' skills in English and mathematics through thorough initial assessment and planning of vocationally relevant functional skills to inspire and meet individual students' needs.
- Ensure that all students' knowledge and understanding of equality and diversity take full account of the changing nature of society and employment beyond that of the local community.
- Improve the effectiveness of self-assessment at all levels to robustly evaluate and judge all aspects of the quality of provision leading to a constant and detailed drive for improvement.
- Ensure that the quality of teaching and learning continues to rapidly improve and a much greater proportion is outstanding and includes better sharing of best practice, increased emphasis on student progress and rigorous action planning.

Inspection judgements

Outcomes for learners	Good
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- Over the last three years, the proportion of students who complete their courses and achieve their qualifications has risen significantly and is now well above the national average for similar colleges. This improvement has been evident at all levels of study, mode, age group and nearly all subject areas. In 2011/12, full time provision in engineering, health and social care and arts and media performed particularly well. However, mathematics continues to be below and science well below the provider group national average for these subjects.
- Opportunities for full-time students to achieve a range of additional qualifications linked to their main programme are good and the vast majority of students achieve these additional qualifications. The development of skills is good with many students working to commercial and industry standards.
- As recognised by the college, the development of students' English and mathematical skills is not good enough and the rate at which students achieve their functional skill and GCSE grade A* to C qualifications is consistently very low. Recent changes, such as enrolling students on the most appropriate level and ensuring that more students benefit from the opportunity to gain these qualifications, have brought a sharper focus to improving qualification rates. However, it is too early to be fully confident of the impact of these changes.
- Previously, too few advanced students made satisfactory or better progress compared to their prior attainment, but this situation has much improved. Students are now well informed about challenging targets set and monitor their own progress closely, with many students exceeding the grades predicted at the start of their programme.
- A significant majority of advanced students' and pupils aged 14 to 16 progress to further or higher education, training or employment and college provision. Student progression between levels of study is satisfactory. The college's improving focus on preparing students for the world of work is encouraging. However, much work still needs to be done to capture comprehensive information on student destinations.
- Students enjoy college life, and they report that the college community is harmonious and a good place to study. Their behaviour at college is excellent and most are well motivated and enthusiastic in lessons.
- The standard of students' work observed during the inspection was at least satisfactory and good in many areas of the college. Students work conscientiously to produce assignments that meet the necessary criteria, and in a minority of cases the standard of work produced well exceeds that of the qualification requirements.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good and is a key factor in the improvement of students' achievements. Teaching is securely good in most subject areas, although in English and mathematics at foundation and intermediate level it requires improvement.
- Teachers are enthusiastic, well qualified and vocationally experienced. Many are industry practitioners who use their expertise well to motivate students through realistic and topical scenarios. A wide range of related vocational additional courses enhances students' employability. In most subject areas competitions, live briefs, external speakers or visits are used effectively to apply and extend students' understanding.
- Teachers are skilled in using a wide range of strategies to support learning. In most lessons they assess learning effectively and use questions well to probe and extend student understanding. However, in a few lessons the questioning techniques used by teachers are not sufficiently well developed. Teachers provide good verbal feedback, but written feedback varies too much in effectiveness. The college has recently adopted guidance in marking developed as a model of good practice in one curriculum area.
- Most teachers plan lessons well to meet the needs of all students. They prepare and use detailed profiles of students which give a very clear picture of students' educational, social and personal support needs. However, the inclusion of students' prior and current attainment and target grades on profiles is inconsistent and in the weaker lessons teachers do not use the full range of information about students to stretch and challenge those who are more able.
- Pastoral and academic support for students are good, both central support and that provided by teaching staff. The newly introduced assessment boards are ensuring rapid identification of students at risk of not achieving their targets and teachers intervene quickly and effectively to support students at risk of under performance. Parents and carers value the frequent and informative communication they receive on progress.
- Additional learning support needs are identified promptly and support put in place rapidly. In-class support is extensive and effective; support workers are attached to specific subject areas and know the students well. However, on courses such as foundation and intermediate English, where the support worker is not attached to a vocational team, teachers do not always plan the best use of these additional skills.
- Students value the personally tailored attention they receive through the study support centre that improves their confidence and enables them to achieve as well as their peers.
- Target setting with students has improved since the last inspection and is good. The use of challenging grades in many areas is having a positive impact on students' progress. Although, for a few students', targets are not always sufficiently measureable or challenging.
- Teachers provide good advice to students about the demands of their course and progression opportunities to apprenticeships, employment and higher education. Links to central admission services are strong, ensuring that interviewers have up-to-date information on programmes. Induction arrangements are thorough. However, initial and diagnostic assessment of functional skills is not sufficiently detailed to ensure all students study at a level high enough to challenge them.
- The development of students' English, mathematics and functional skills is satisfactory. Although the teaching and achievement of English and mathematics for foundation and intermediate students require improvement, subject areas develop these skills well in class. Here, students are motivated by vocationally relevant application of these skills. The correction of English on marked work is satisfactory.
- Learning resources are mostly of high quality. Since the last inspection and the subsequent introduction of wireless technology, teachers and students are making increased use of the virtual learning environment and alternative technology platforms. However, the information and

communication technology infrastructure does not sufficiently replicate the industry standard expectations of some courses, such as, media and graphics.

- The promotion of equality and diversity remains an area for improvement since the last inspection. Although good examples are seen in some subject areas, in too many cases teachers lack the skill or confidence to fully plan and exploit opportunities, especially to raise students' awareness of ethnic diversity beyond their immediate locality and experience.

Health and social care and early years and playwork

Learning programmes for 16-18 Learning programmes for 19+

Good

- Teaching, learning and assessment are good, as reflected in the high success rates. Students enjoy their studies, make good progress and the majority exceed their initial expected grade. They gain in self-confidence and produce a good standard of work.
- Enthusiastic teachers are well qualified and vocationally experienced. They make good use of their expertise to provide realistic scenarios and examples that motivate and enhance learning well. A good range of additional short courses draws on teachers' knowledge and enhances student employability opportunities.
- Most lessons are planned well and work experience provides a number of creative ways to explore vocational topics that successfully engage students. In particularly effective lessons, teachers encourage students to reflect on their own progress and the implications for professional practice. Students are encouraged effectively to read widely and undertake research and present their findings in a variety of interesting formats that also provide useful evidence for the improvement of English and mathematics.
- Most teachers adopt a variety of useful strategies in lessons to check learning and encourage individuals to gain a deeper understanding of the subject and make good progress. However, in less effective lessons, open questions to the group fail to check fully that individual learning is taking place.
- Very effective initial information, advice and guidance ensure that students are directed to the most appropriate programme and level. Early identification of personal or learning needs ensures support is quickly put in place to help students stay on their programme and achieve their qualifications. However, this information is not always used sufficiently well to plan lessons effectively to meet the individual learning needs of all students.
- Personal and academic support for students are good. Students with additional learning needs have good access to adaptive technologies and learning resources. A drop-in study centre provides good further support and learning support assistants work effectively alongside teachers in lessons. Teachers have high expectations of students and set realistic, and often challenging, academic and personal targets.
- Assessment is accurate, timely and appropriate. Students value the detailed verbal feedback on the quality of their work enabling them to make immediate improvements. However, too often, written feedback lacks detail and does not sufficiently help the student to reflect on ways to improve further.
- Students develop appropriate attitudes, knowledge and employability skills when working on practical tasks. For example, health and social care students gain experience in a National Health Service 'leg care clinic' based at the college. Here, students support health care specialists in a variety of tasks whilst improving their communication skills with patients; in the college's nursery, childcare students prepare reports for parents and carers on their child's progress.

- Students feel safe and adopt safe working practices. The promotion of equality and diversity is satisfactory, but students' understanding is not sufficiently focused on the need to have a clear understanding of their vocation in its wider social context.

Engineering and motor vehicle

Learning programmes for 16-18

Learning programmes for 19+

Good

- The quality of teaching, learning and assessment is good. Success rates have improved significantly over the past two years on the majority of courses and are high. Students make good progress in lessons and benefit well from the development of well-crafted vocational skills. In particular, students have a good understanding of health and safety, risk assessment and hazard identification.
- Teaching and learning in most lessons is planned well, with a strong emphasis placed on developing good vocational skills. Teachers are enthusiastic ex-practitioners who use their experience effectively to promote industry best practice. In practical lessons, students use technical machinery with confidence and accuracy and in one theory session students employed high levels of reasoning skills to write programmes effectively for computerised manufacturing machines.
- In the better lessons, question and answer techniques are used well to promote reflection, problem solving skills and to check students' understanding. Learning support assistants effectively support students' learning. However, in a few lessons, teachers allowed some students to lose interest and they made insufficient progress. The use of interactive learning technologies to further stimulate interest and enhance students' understanding in lessons is under developed.
- Students have good access to a good range of learning materials. They make much use of the resource centre and library that provide good provision for private study. There is a broad range of practical resources for students to develop their skills. Motor vehicle students benefit from industry standard tools and equipment that is comparable to a modern garage. Resources in engineering are satisfactory and meet the needs of the qualification requirements.
- Students' prior attainment and additional learning needs are accurately assessed at the beginning of their course. Support is quickly arranged and progress is monitored well. For many students the setting of targets to improve their performance is appropriate. However, for others target setting is not sufficiently effective. For example, some targets are not specific or measurable and do not provide sufficient stretch and challenge to ensure students achieve their full potential.
- Students receive good pastoral support throughout their time at college. All staff work well to support students experiencing personal difficulties and those at risk of withdrawal. Themed tutorials help to develop students' life skills and to have a greater understanding of those less fortunate; for example, through charitable fundraising.
- The development of students' English and mathematics is good and effectively enhances their employability opportunities. Teachers plan vocational lessons effectively to integrate English and mathematics that quickly helps students to make progress and achieve well.
- Assessment is timely, rigorous and well organised. Teachers return marked work promptly and written feedback gives students opportunities to reflect on how to improve their work even further. Teachers pay close attention to the correction of poor English.
- Students work collaboratively. They are respectful, share their ideas and help each other to learn. However, too often the promotion of equality and diversity in lessons fails to develop students' understanding of the range of customers they will encounter at work, and how to respect and understand the needs of those from diverse groups.

Hairdressing and beauty therapy

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good. Success rates are high on most courses and have improved consistently and rapidly over the last three years. However, on a few courses, too many students do not complete their courses. The majority of students make good progress in lessons and they effectively develop essential technical client-care and team working skills. The progression of students onto higher levels of study at the college and into employment is particularly good. Students' attendance is satisfactory.
- Many students achieve additional industry related qualifications that increases their employability opportunities. Prominent displays of ex-students' international workplace settings promote students' aspiration. Most students work towards an annual showcase event that attracts regional employers and raises the students' profile. Alongside their studies, many students develop their practical skills even faster through working part time in the industry.
- Most lessons effectively develop students' skills and knowledge. In the best lessons, teachers imaginatively plan a variety of learning strategies that include 'true or false' games and the development of creative 'storyboards' that interest and motivate students well. Students work enthusiastically and develop good collaborative working practices that enable them to improve their understanding. Teachers reinforce high standards in the salons and ensure students develop good safe working practices.
- Teachers use detailed questioning effectively to test learning and provide intellectual challenge. Students develop skills of self-assessment by giving mini-presentations that build their confidence and help them to express themselves more clearly. However, in the less successful lessons, some students are not sufficiently motivated or encouraged and spend too little time improving their skills.
- Assessment is thorough and rigorous and meets the needs of most students. However, for a minority of more able hairdressing students, the skills they develop are not appropriately recognised and their progress in gaining a higher level of qualification is delayed for too long.
- Care and support for students are very good and tutors effectively work with students at risk of withdrawal. Challenging targets are set and students work hard to meet them. Students' progress is carefully monitored. Teachers provide very detailed feedback that enables students to reflect and improve on their performance.
- Initial advice and guidance and the use of initial assessment results are satisfactory. Many students successfully achieve a range of additional qualifications, such as nail art or barbering, which enhance their access to a variety of jobs.
- English and mathematics are embedded well in lessons and teachers and learning support assistants use techniques effectively to develop speaking and writing skills in lessons. However, too few students gain English and mathematics qualifications. Equality and diversity are promoted well in lessons and salons. Teachers plan training to enable students to develop intelligent and informed approaches to diverse client groups including Asian skin types and clients undergoing gender reassignment.

Visual arts and media and communication

Learning programmes for 16-18 Learning programmes for 19+

Good

- The quality of teaching, learning and assessment in visual arts and media and communication is good. Success rates are now very high on all courses. In lessons, students at all levels progress well and many progress to higher level courses. Many achieve high grades.
- Teachers are professionally skilled and provide students with a good breadth of creative experiences. They respond enthusiastically and produce work of a good standard. The coaching style adopted by teachers and the attention to the whole creative process, from conception through research and development to final pieces, is highly effective and much valued by students.
- The development of technical skills and knowledge is particularly effective. Students experience a broad range of techniques and genres through assignments and additional related courses such as jewellery making. Teachers successfully develop activities which enable students of all abilities to become independent learners and, at the same time, gain essential team working skills. Teachers plan lessons carefully and pay much attention to the needs of all students.
- The development of work skills and their use in the creative industries is highly beneficial for students. For example, teachers and visiting specialists use their professional industry status to enliven and motivate learning. Some students are assigned to real briefs, cross department collaborations and successful local and national competition entries that effectively support them to gain an essential insight and valuable understanding of industry expectations and workplace practices. Accommodation is good and students benefit from access to professional studios and media environments. Technical and consumable resources are used well and effectively support student projects. Appropriately qualified technical staff provide excellent in-class support.
- Personal technologies, for example tablets and smart phones, are used well by media students who record their diaries and projects through college based blogs, video and other social media sites. However, the information and communication technology infrastructure does not sufficiently replicate the industry standard expectations of some courses in media and graphics.
- Teachers use a wide range of effective assessment methods, including peer review, that motivate students and supports their progress. Induction effectively includes students completing a faculty based project, which provides an opportunity for them to understand the expectations of the course better.
- Students benefit from immediate and detailed feedback from teachers. Much of the feedback is verbal and creates further and immediate challenge for students to develop their ideas and evaluations. This is reinforced by formal individual reviews, tutorials and assessment boards where targets are formally reviewed to promote the achievement of improved skills and higher grades.
- English and mathematics are taught well within a vocational context by creative and media staff. The use of wider imaginative language in descriptive work and evaluations is encouraged at all times. Mathematics is successfully integrated within technical tasks. However, mathematics lessons taught outside the vocational context are much less effective and too few students achieve English and mathematics qualifications.
- Pastoral care is very good and learning support in classrooms is highly effective and enables all students to fully participate in all activities and complete assignment briefs to the required standards. Students benefit from clear information and advice throughout their courses and are well supported and encouraged during their application process for university or higher study.
- In the best lessons, teachers' skilfully broaden students' understanding of diverse and controversial issues within class discussions. Equality, culture and diversity are seen within

projects where they naturally occur but are not fully promoted. Students successfully participate in projects within the community and use their creative skills for charitable events.

Foundation English

Learning programmes for 16-18 Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement. The majority of students work towards entry level qualifications and success rates are satisfactory. However, on foundation and intermediate levels, success rates are very low as students are not fully motivated and encouraged to achieve their qualifications. The college has recognised that previous arrangements were not effective and strategies have been put in place to improve achievements and the quality of teaching, learning and assessment.
- Teachers are well qualified and experienced and plan learning programmes well to ensure that students are prepared for the assessment tasks. In the better lessons, teachers' use their skills and expertise to promote the development of reading and writing skills well. They give students clear explanations on the differences between formal and informal language so that students can write documents including letters of application and curriculum vitae.
- The reinforcement of communication skills required by employers and students is good and students gain much confidence in developing their English language skills. In lessons, students use dictionaries well to help them to extend their vocabulary. However, teachers do not sufficiently develop students' independent study skills by, for example, giving them homework or responsibility for their work folders.
- Learning support assistants are well informed about students' individual learning needs and support teachers and students well. However, teachers do not always provide learning support assistants with sufficient guidance on planned activities or on how best to support specific students in achieving the planned learning objectives.
- Vocational teachers engage students in lively group activities which help them to develop their English skills within the context of their vocational qualification. However, too many specialist English teachers do not plan lessons sufficiently to meet the varied needs of students. Too many of their lessons are too teacher centred and do not provide students with sufficient interactive and challenging opportunities to fully engage them in developing their English skills in a meaningful context.
- Learning materials are well presented, well structured and many are topical and provide an opportunity for students to distinguish fact and opinions. However, too many specialist English teachers rely heavily on learners completing paper-based handouts. They do not use information and learning technologies sufficiently to enhance learning and students do not systematically make sufficient use of the virtual learning environment to prepare for assessment tasks through practice activities.
- The initial assessment process requires improvement. Assessment information is not fully used to plan students' English language learning needs. The individual learning plan does not contain specific targets and gives students little information on what they must do to improve. The college has recently purchased a dedicated software package for diagnostic assessment which provides students with individual learning targets, but it is too early to judge its impact.
- Teachers give students much praise and feedback on performance in lessons, but written feedback on students' work varies in its effectiveness. Students on foundation level courses do not keep copies of their written work and have little guidance on what to do to improve. Teachers do not sufficiently set students individual targets or review learning at the end of lessons.

- Equality and diversity are well promoted in lessons. Students work well together and support each other in class. In the better lessons teachers very effectively discuss pertinent issues on, for example, attitudes to older people and women in the work place.

Accounting and finance and business management

Learning programmes for 16-18 Learning programmes for 19+

Good

- Teaching, learning and assessment are good. Success rates are high on nearly all courses. Effective management action is remedying the low success rates in some accounting courses and low retention on a minority of courses. Students' progress, in relation to prior attainment, is very good on vocational courses at advanced level. Childcare students prepare reports for parents and carers on their child's progress.
- Teachers are well motivated, enthusiastic and encourage students to participate through well designed activities. Students enjoy their studies and appreciate the high level of care and support that teachers and other staff provide. Students make good progress and the standard of work is good.
- Teachers use work related activities, visits, scenarios and recent news items very effectively so students gain an understanding of the business environment. This strong focus on current business practices contributes well to the development of students' personal and employability skills. For example, one group explored the importance of setting standards when being a team leader.
- Teachers plan their lessons well using learning outcomes and assessment strategies which are clear, comprehensive and successfully support the development of students' knowledge. Detailed profiles of students enable teachers to structure their teaching and learning activities according to the needs of individuals in most lessons.
- In the best lessons, students acquire a fluent understanding of business concepts through a range of teaching strategies and learning activities. Use of collaborative learning is particularly strong. For example, students collated the findings from their health and safety risk assessments which they had undertaken around the college. In the small number of less successful lessons, the more able students are insufficiently challenged.
- Students' English language, listening skills and presentation techniques are developed well in the majority of lessons. Classrooms and public areas are lively and vibrant with much student work, business information and photographs of visits.
- Students and teachers use a wide range of resources and technology very effectively. For example, each student used a tablet computer and, in groups, students were able to research and present evaluative arguments for and against the ethics of recently publicised business practices. The virtual learning environment is a rich source of learning materials; however, too few are interactive to enable immediate feedback on learning.
- Teachers assess learning well in lessons, often using activities where students effectively assess themselves and their peers. Teachers frequently use thorough questioning to challenge and encourage deeper understanding. Assessment of students' work is good. Feedback on marked work is helpful, constructive and encouraging, with clear targets indicating areas for improving the quality of work.
- Students' progress is closely monitored through the use of short-term targets which ensure that the majority of students are meeting or exceeding their target grades. This is augmented very well by students' self-assessment of their own progress and assessment boards to scrutinise each student's progress carefully, giving actions where necessary. Support for students is good and they know how to get support when needed.

- Students' understanding of equality and diversity is satisfactory. Planning to promote equality and diversity lacks detail and as a result teachers do not always promote these aspects sufficiently well in discussion of business practices.

The effectiveness of leadership and management

Good

- The Principal and governors have set a clear strategic direction for the college with the key aims to place the 'quality of teaching and learning' and 'student and staff experience' at its heart. Since the previous inspection two years ago, the college has significantly improved outcomes for students and the quality of teaching and learning is now good.
- Governors are astute and well informed. They effectively monitor strategic objectives and other key performance indicators. They have ensured that the college has remained financially strong in order to pursue the development of a new skills centre. Effective partnership arrangements benefit students well. However, while strategies are now in place, the college has been too slow to improve areas of weaker performance such as English and mathematics.
- The management of the college is good. Senior managers carefully monitor departmental performance against a wide range of suitable targets. A culture of high expectations is developing well, with heads of department clearly accountable. Faculty directors carry out less formal, but valuable, departmental 'walk through' and peer observations. Change has been achieved while maintaining teachers' goodwill.
- Performance management of teaching is rigorous, with unannounced graded observations being introduced to gauge more accurately the quality of teaching and learning. As a consequence of this more rigorous approach, the number of lessons judged outstanding has declined this year.
- Support arrangements to improve teaching and learning are effective, with staff benefiting from good professional development. Teachers are keen to improve their practice. They make good use of the helpful staff development opportunities which enhance teaching and learning, especially those led by colleagues who have developed good practice in their area. These opportunities have increased since the last inspection with the introduction of learning champions across the college.
- Since the previous inspection, the college has successfully attended to many key inspection recommendations. For example, the observation of teaching and learning process is much improved, more students are now placed on the right courses, more stay to complete their qualifications, and students are making much better progress compared to their prior attainment. However, as recognised by the college, self-assessment is not sufficiently robust and the promotion of equality and diversity in lessons is not yet consistently effective across all subject areas.
- Managers and staff know their college well and plan appropriate action to improve provision. However, the college wide self-assessment report is too descriptive and curriculum reports lack sufficient detail to clearly justify grades awarded and provide details of how course teams will improve their provision further. The college has a wealth of students' views at hand, but they are not explicitly taken into account for self-assessment. The quality of subcontracted provision does not feature in self-assessment.
- Astute management of the curriculum offer ensures that students on vocational courses achieve a broad range of additional qualifications to improve their employment prospects. The very high success rates on these courses have contributed to the significant improvements in overall long and short course success rates. Teachers have high expectations for their students, but inspectors observed isolated examples of students working below their ability.
- The management of the promotion of equality and diversity is good. The college has an active committee, appropriate policies and adequate training. There are no significant differences in achievements based on gender, age, ethnicity or level of qualification. Managers and staff work effectively to maintain the college as a calm and pleasant place to study and work. However, in

some lessons, opportunities are missed to extend students' understanding beyond that of their local environment.

- Safeguarding is good. Procedures to protect students are well established and thorough. Governors are well informed and sound judgements are made about how to respond to reported incidents and disclosures. Links with external agencies, schools and parents are effective.

Record of Main Findings (RMF)

Fareham College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes
Overall effectiveness	2	2	2
Outcomes for learners	2	2	2
The quality of teaching, learning and assessment	2	2	2
The effectiveness of leadership and management	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Engineering	2
Motor Vehicle	2
Hairdressing and beauty therapy	2
Visual Arts	2
Media and communication	2
Foundation English	3
Accounting and finance	2
Business management	2

Provider details

Fareham College	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 2122
	Part-time: 2163
Principal/CEO	Mr Nigel Duncan
Date of previous inspection	27 May 2011
Website address	Fareham.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	184	9	579	55	961	148	6	4
Part-time	22	94	68	310	30	214	8	195
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	124	69	60	79	0	0		
Number of learners aged 14-16	178							
Number of community learners	NA							
Number of employability learners	NA							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ St Mary's Training ■ Event Training Company ■ Ground Works ■ Steve Willis Training 							

Additional socio-economic information

Fareham College is a large general further education situated on the south coast of Hampshire. More young people in Fareham and Gosport achieve better GCSE results than the national and county average and a large majority continues into further education. Unemployment is relatively low. The college offers mainly vocational provision to students from the age of 14 years.

Information about this inspection

Lead inspector

Richard Beaumont HMI

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the Assistant Principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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