

# Barton Peveril College

**REPORT FROM  
THE INSPECTORATE  
1997-98**

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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## Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Aggregated grades for aspects of cross-college provision, curriculum areas and lesson observations, for colleges inspected during 1996-97, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	59	30	2	–
Cross-college provision	18	51	27	4	–
Lesson observations	19	42	31	7	1

Source: *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report.* Grades were awarded using the guidelines in Council Circular 93/28, *Assessing Achievement*.  
Sample size: 122 college inspections

## Retention and Pass Rates

Where data on students' achievements appear in tables, levels of achievement are shown in two ways:

- as a retention rate, which is the proportion of students who completed a course in relation to the number enrolled on 1 November in the first year of the course
- as a pass rate, which is the proportion of students which passed examinations in relation to the number entered. Pass rates for GCE A level are quoted for grades A to E unless otherwise specified. Pass rates for GCSE courses are quoted for grade C or above unless otherwise specified. Pass rates for vocational and professional awards are for successful completion of the full award.

# Summary

## Barton Peveril College

### *South East Region*

#### Inspected November 1997

Barton Peveril College is a sixth form college in south Hampshire. The college produced a comprehensive self-assessment report, although the evidence to support judgements about teaching and learning was limited. Inspectors chose a sample of the college's work on which to base their validation of the self-assessment report. The sample omitted the following areas from the college's curriculum: geology; computing; business studies; leisure and tourism; home economics; health and social care; childcare; media studies; music; theatre studies; and some of the humanities subjects. In most respects, inspectors agreed with the strengths and weaknesses identified in the self-assessment report, but judged that, in some cases, insufficient weighting had been given to some significant weaknesses and that some strengths were overstated. Action plans arising both from departmental self-assessment reports and the college's overall self-assessment report contained few measurable targets for improvement. The college recognises that its self-assessment process needs strengthening.

The college has close and productive relationships with its partner schools and with local sixth form colleges. The standard of teaching and learning is good in many areas and there are some good examination pass rates

on GCE A/AS level subjects. Pass rates on GNVQ courses are very good. The quality of art and design, English, history, sociology and geography provision is good, and some teaching in these areas is outstanding. Governors have a good understanding of the distinction between governance and management and are knowledgeable about the college's academic work. Internal communication is good, and there is open and responsive college management. Pastoral care and learning support for students is good. Since the last inspection, the college has refurbished a significant proportion of its accommodation. The college should address: the average and below average examination pass rates in some subjects; falling student retention rates in several areas and some falling pass rates; the lack of observation of teaching and learning; the variability in implementing quality assurance procedures; the limited use of IT in the curriculum; and the underdeveloped accommodation strategy.

The grades awarded as a result of the inspection are given below.

Curriculum area	Grade	Cross-college provision	Grade
Science	3	Support for students	2
Mathematics	3	General resources	3
Art and design	2	Quality assurance	3
English	2	Governance	3
Geography, history and sociology	2	Management	2
Modern foreign languages	3		

# Context

## The College and its Mission

1 Barton Peveril College in Eastleigh, Hampshire, was established as a sixth form college in 1974 following the reorganisation of post-16 education in Hampshire. It occupies a single site in Eastleigh near the junction of the M27 and M3 motorways. The college serves mainly the borough of Eastleigh and neighbouring rural communities, and the residential areas north and east of Southampton, though recently it has attracted an increasing number of students from the Southampton area. The college offers a very wide range of courses for full-time 16 to 19 year old students. These include 44 general certificate of education advanced level (GCE A level) subjects; 30 GCE advanced supplementary (AS) subjects; and 24 general certificate of secondary education (GCSE) subjects. Since the last inspection, the college has introduced general national vocational qualification (GNVQ) courses in seven vocational areas. Seventy-five per cent of students at the college progressed to higher education in 1997. The college has strong working relationships with its 10 partner schools. It competes for students with six other colleges, one of which is less than half a mile away.

2 Eastleigh was once a prosperous railway town. Since the decline of its heavy industry, service industries have grown and account now for approximately 50 per cent of employment in the area. The construction and transport sectors are also strong. Employment prospects in the area are good and a 6.3 per cent increase in jobs is forecast over the next five years. In Hampshire, the percentage of students remaining in education after the age of 16 is 71 per cent, which is around the national average.

3 In 1996-97, the college had 2,149 students, consisting of 1,828 full-time students aged 16 to 18 years, and 321 part-time adult students. Most students were enrolled on GCE A/AS level

programmes; 176 full-time students were studying on GNVQ courses. The number of full-time students has increased steadily over the last four years, and there has been a considerable rise in the number of adult students at the college. In November 1997, the college employed 146 full-time equivalent staff, of whom 34 full-time equivalents were support staff. At the time of the inspection, the college was organised into seven curriculum areas: English studies; the arts; human and environmental studies; humanities; language and business; mathematics and computing; and science.

4 The college's revised mission statement states that 'the college provides the opportunity for students to engage in high-quality education and training programmes which enable them to realise their potential – academically, intellectually and vocationally'. A supporting statement includes the intention to maintain and develop the ethos of a sixth form college, to offer learning opportunities of the highest quality and mechanisms designed to assure improving quality, to encourage students to enhance their qualifications, and to implement a programme of professional development for all staff.

## The Inspection

5 The college was inspected during the week beginning 17 November 1997. The inspection team had previously evaluated the college's self-assessment report and information about the college held by other divisions of the Further Education Funding Council (FEFC). The college submitted students' achievements data for the three years 1995 to 1997 which were validated by an inspector against primary sources such as class registers and examination pass lists issued by examining bodies. The college was notified of the sample of its provision to be assessed approximately two months before the inspection. The inspection was carried out by 10 inspectors working for a total of 39.5 days

# Context

and an auditor working for four days.

They observed 78 lessons and a sample of tutorials, and examined students' work and college documents. Inspectors met governors, managers, college staff and students.

6 Of the lessons inspected, 60 per cent were judged to be good or outstanding and only 3 per cent were less than satisfactory. This profile shows significantly fewer poor lessons than the national average for 1996-97 quoted in *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report*.

The average level of attendance in the lessons inspected was 79 per cent, a little above the national average according to the chief inspector's report despite the fact that a case of meningitis was reported at the college that week, and some students did not attend classes. The grades awarded to the lessons inspected are shown in the following table.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	14	26	19	2	0	61
GCSE	1	6	4	0	0	11
GNVQ	0	0	3	0	0	3
Other vocational	0	0	3	0	0	3
Total	15	32	29	2	0	78

# Curriculum Areas

## Science

### Grade 3

**7** Thirteen science lessons were observed. Although inspectors agreed with the majority of strengths identified in the self-assessment report, insufficient account had been taken of students' achievements, many of which were at or below the national average for sixth form colleges. Some significant weaknesses in classroom practice were omitted.

#### Key strengths

- high pass rates in GCE A level human biology
- generally good GCSE pass rates
- good accommodation and resources
- rigorous observance of health and safety procedures

#### Weaknesses

- failure of teachers in many lessons to take account of the needs of students of differing abilities
- lack of monitoring of students' progress in many lessons
- students' undeveloped basic scientific knowledge and information technology (IT) skills
- little sharing of good practice

**8** The college offers a wide range of GCE A/AS level and GCSE science subjects, including GCE AS environmental science, and some new syllabuses, such as the Salters chemistry syllabus. The GNVQ course did not run in 1997 because the college failed to recruit sufficient students. Courses are well managed. Schemes of work are often clear and detailed, but some lesson planning is poor. In the better lessons, teachers shared their lesson objectives with students and held students' interest effectively. Classroom observation is at a very early stage of

development and good practice remains unidentified. There has been little development of teaching methods to take account of the needs of students of differing ability. In some subjects, there is diagnostic testing of students' abilities. Staff provide some extra help for students outside timetabled classes but it is often insufficient for their needs. The learning support unit provides support in mathematical skills. However, the existence of this support is not widely known and it is underused by science students. This is acknowledged in the self-assessment report.

**9** The quality of students' written and practical work is generally good. There is good progression of science students to higher education. The college offers students field courses and industrial visits to complement their college work. It subscribes to a service which enables it to compare students' GCE A level results with those expected on the basis of their GCSE grades. This value-added measurement indicates that students' performance is in line with their expected scores. Pass rates on GCE A level subjects are at, or near, the national average for sixth form colleges, but in virtually all advanced level courses student retention rates are low. The pass rate in GCE A level human biology is well above the national average and the numbers enrolled have increased over three years. However, the proportion gaining grades C or above fell from 45 per cent in 1995 to 22 per cent in 1997. In chemistry the pass rate has fallen, and the proportion achieving grades C or above is just below the national average. In physics the pass rate is around the national average and the proportion achieving grades C or above is above the national average, but there has been a decline in student retention rates. The self-assessment report does not adequately reflect the significance of average or falling pass rates. The department has not measured its pass rates against the national averages for sixth form colleges. Pass rates for GCE AS



# Curriculum Areas

subjects are above the national average, but numbers of students are small. GCSE pass rates are generally good, except for the very low pass rate in biology in 1996.

10 The physics and chemistry laboratories have been refurbished extensively and they are much improved since the last inspection. A suite of computers is networked to the central college IT system allowing more use to be made of IT in lessons, which now addresses the weakness of little use of IT stated by the college at the time of writing the self-assessment report. Students and staff are fully aware of health and safety procedures when conducting practical work. There is a well-developed bank of teaching materials.

## Examples of students' achievements in science, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level biology	Retention (%)	98	66	74
	Pass rate (%)	74	94	91
GCE A level human biology	Retention (%)	80	63	84
	Pass rate (%)	79	88	86
GCE A level chemistry	Retention (%)	95	79	80
	Pass rate (%)	85	86	84
GCE A level physics	Retention (%)	93	88	79
	Pass rate (%)	82	87	84
GCSE biology	Retention (%)	81	81	88
	Pass rate (%)	39	16	58

Source: college data

# Curriculum Areas

## Mathematics

### Grade 3

**11 Inspectors observed 10 lessons, including GCSE, GCE A level, and GNVQ courses. Inspectors agreed with many of the strengths and weaknesses identified in the department's self-assessment report. However, the significance of some poor examination pass rates was underestimated, partly because the college has not always compared its pass rates with those of other sixth form colleges. Weaknesses in classroom practice had not been identified. The action plan to address weaknesses is insufficiently robust to ensure improvement.**

#### Key strengths

- effective teaching in some lessons
- the wide range of study options available for students
- additional mathematics workshops for students needing help
- appropriately-designed course handbooks and study guides
- effective course organisation and staff management

#### Weaknesses

- the failure of teachers to use an appropriate variety of methods
- examination pass rates at or below the national average
- poor retention rates on some courses
- insufficient liaison between mathematics teachers and those involved in GNVQ courses
- underdeveloped strategies for supporting students with different abilities
- failure to identify weaknesses in classroom practice

12 There is a wide range of mathematics courses for full-time 16 to 19 year old students. Students are encouraged to choose GCE A level modules to design a mathematics programme that best suits their requirements. The more able students take further mathematics, or single subjects in pure mathematics, mechanics or statistics. Mathematics with applications attracts students who prefer a greater degree of course assessment or who have less confidence in their mathematical abilities. Inspectors agreed with the college's assessment that its range of courses is a strength. A small number of part-time evening students follow GCSE courses. The importance of use of number as a key skill is recognised in the college through the introduction of GNVQ courses. However, insufficient liaison between mathematics teachers and teachers of GNVQ courses prevents the full integration of this key skill with the GNVQ programmes.

13 The mathematics department is well organised. Teaching takes place mainly in a mathematics block which offers a good standard of accommodation. Students receive well-designed course handbooks and subject study guides. There is no systematic diagnostic testing of students' numeracy skills. However, staff run mathematics workshops for students who need help. The self-assessment report includes the department's concerns about systematic diagnosing and support of students, but its action plan does not propose appropriate strategies for improving the situation.

14 The standard of teaching is generally satisfactory. There were several examples of good practice. In the more successful lessons, teachers moved the work along at a pace that challenged students appropriately and sustained their interest. In the less effective lessons, students were uninspired by teaching which lacked flair. The college's self-assessment report focuses on organisational and administrative changes and does not consider the need for different teaching methods. There is no

# Curriculum Areas

consistent approach to the sharing of good practice. Observation of teaching is underdeveloped. Schemes of work and lesson plans are thorough. However, there was an over-reliance on the use of standard textbooks and few strategies to help students learn on their own or to use IT.

A level have a good record of progression to higher education and many study mathematics. The department's self-assessment report fails to identify the significance of some poor students' achievements or to set targets that adequately address low student retention and low examination pass rates.

15 There was evidence of regular homework and testing. GCE A level pass rates are generally at or below the national average for sixth form colleges; GCE AS pass rates are falling sharply. Pass rates in further mathematics and statistics are good, but in mathematics with applications they are low. Pass rates in GCSE mathematics at grades C or above are consistently above the national average. Value-added measurements indicate that students' performance in GCE A level subjects is either adequate or below what is expected. Students who are successful at GCE

## Examples of students' achievements in mathematics, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level further mathematics	Retention (%)	95	73	69
	Pass rate (%)	94	92	100
GCE A level mathematics with applications	Retention (%)	77	94	81
	Pass rate (%)	70	64	78
GCE A level mathematics and mechanics	Retention (%)	83	92	65
	Pass rate (%)	94	78	90
GCE A level mathematics and statistics	Retention (%)	100	85	73
	Pass rate (%)	77	80	67
GCE A level pure mathematics	Retention (%)	93	79	90
	Pass rate (%)	100	100	100
GCE A level statistics	Retention (%)	82	86	69
	Pass rate (%)	100	100	100
GCE AS mathematics	Retention (%)	95	88	75
	Pass rate (%)	60	43	26
GCSE mathematics	Retention (%)	89	83	89
	Pass rate (%)	48	50	58

Source: college data

# Curriculum Areas

## Art and Design

### Grade 2

**16 Inspectors observed 12 lessons, including GCE A level and GCSE subjects, and GNVQ courses. Inspectors agreed with the majority of the strengths and weaknesses identified in the college's self-assessment report but considered that its assessment of students' achievements was over-generous. There is insufficient rigour in the analysis of examination grades achieved and in the comparison with national averages for sixth form colleges. Although there has been no formal observation of teaching, teachers often share combined classes and this team approach allowed staff to comment on the quality of teaching and learning.**

#### Key strengths

- effective planning and organisation of the curriculum
- a wide range of specialist resources
- teachers' use of an appropriate variety of teaching methods
- effective assessment processes
- extensive displays and exhibitions of students' work
- innovative use of accommodation to make maximum use of space
- some examination pass rates which are above national averages

#### Weaknesses

- low pass rates in some GCE A level subjects at grades A to C
- no internal moderation of students' work in the GNVQ advanced level courses
- overcrowded accommodation
- insufficient computing resources for art and design

17 The wide variety of provision which includes GCE A level, GCSE, and GNVQ courses offers full-time students an extensive choice of programme. Students can choose to study subjects over one, two or three years. There is also a limited range of evening courses for part-time adult students. Courses are well planned and managed, and include arrangements for overseas trips and educational study visits for students. Teachers have a disciplined approach to the teaching of fundamental art and design principles and emphasise the value of drawing. They ensure that students develop the skills, knowledge, understanding and critical faculties which are essential to their studies. They encourage students to experiment creatively and students often produce work of a high standard. Working relationships between teachers and students are very good.

18 Lessons are well planned and teachers use effectively an appropriate variety of teaching methods. Assessment of students' work in GCE A/AS level and GCSE courses is consistent and fair, and teachers' comments help students to improve their work. In addition, students assess each other's work. Marking of students' work on GNVQ courses, however, is over-generous, and there is no internal moderation of assessed work. This weakness was not mentioned in the self-assessment report. Course documents are clear and helpful to students.

19 The quality of students' written and practical work is generally good and some of the practical work is excellent. The art and design area and college public spaces contain extensive and well-presented displays of students' work. Examination pass rates generally are at, or above, the national average for sixth form colleges, and pass rates in GCE A level graphical communication and art (graphics) are particularly good. There is a 100 per cent pass rate in history of art, and design and technology, but the proportion achieving grades C or above is significantly below the national average.

# Curriculum Areas

Retention statistics for this area are unreliable. The college's computerised information system does not cater for the department's flexible course design and it is not able to provide accurate data.

20 Maximum use is made of space and resources. Many rooms, however, are too small for the number of students on the courses. Although there is a wide variety of equipment, the number of computers and quantity of relevant art and design software is inadequate. There is also insufficient specialist technician support. The college timetable divides the day into lessons of 70 minutes. Single lessons of this length do not allow students enough time to develop or complete practical work. Although other weaknesses were identified in the self-assessment report, few of these significant weaknesses were acknowledged appropriately and some were missed.

## Examples of students' achievements in art and design, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level history of art	Retention (%)	100	40	100
	Pass rate (%)	83	75	100
GCSE history of art	Retention (%)	100	40	100
	Pass rate (%)	88	75	100
GNVQ advanced	Retention (%)	+	90	74
	Pass rate (%)	+	89	95
GCE A level (including textiles, art, three-dimensional art, graphics and photography)	Retention (%)	100	80	82
	Pass rate (%)	87	88	93
GCSE (including art, photography and design)	Retention (%)	83	80	83
	Pass rate (%)	85	89	85

Source: college data  
+course not running

# Curriculum Areas

## English

### Grade 2

**21 The inspection covered GCE A level courses in English language, English literature, and communication studies, and GCSE courses in English and English literature. Inspectors observed 13 lessons. The college's self-assessment focuses extensively on perceived strengths and inspectors agreed with many of them. However, the report does not identify some major weaknesses. Inspectors considered that where concerns are mentioned they are often attributed to external factors such as changes in the syllabus. Issues raised by falling examination pass rates and student retention rates in some subjects have not been addressed adequately in the department's action plan.**

#### Key strengths

- lively and well-planned teaching in the better lessons
- sustained high pass rates at grades A to E in GCE A level English language, and improved pass rates at grades A to E in GCE A level communication studies
- a wide range of extra-curricular activities
- appropriate and carefully-assessed assignments
- productive links with staff and pupils in local secondary schools

#### Weaknesses

- little sharing of good classroom practice
- a fall in pass rates at grades A to C in GCE A level subjects
- lack of strategic thinking and action planning in the department

22 There were some well-planned lessons where the teachers' lively approach to the work

successfully aroused students' enthusiasm for the subject. Students are set appropriately-challenging assignments, which are marked promptly and thoroughly and contain helpful advice to students on how they might improve their work. Students benefit from an extensive range of additional activities, including visits to theatres and conferences, and courses in creative writing. Most students enjoy their courses and respond well to opportunities to contribute in class. There is additional tuition for students who intend to study English in higher education. Teachers give ample support to students who require extra help to cope with their courses. However, in some lessons teachers cover the work too slowly, fail to vary activities sufficiently, and give students little opportunity to contribute their own ideas in discussion or group work. Weaknesses in classroom practice are not identified in the self-assessment report.

23 Courses are generally well managed. There are comprehensive course files for most courses, and staff work well together. Students are given clear written information about courses. However, there is a lack of strategic planning in the department. Regular weekly meetings during morning break time are too brief to address the many operational and administrative issues that occur. These consequently accumulate and come to dominate the agenda of the timetabled meetings which are held each half term. As a result, the department gives little time to the consideration of teaching methods or how it might respond effectively to deteriorating students' achievements on some courses. There has been limited classroom observation.

24 The self-assessment report identifies strengths in examination results. The pass rate for GCE A level English language has been consistently above the average for sixth form colleges for the last three years, and the pass rate in GCE A level communication studies improved substantially in 1997. The pass rate

# Curriculum Areas

in GCE A level English literature has fallen from well above the national average in 1995 to around the national average in 1997.

The proportion of students achieving grades C or above is falling in all three subjects. In 1995, the pass rate in GCSE English was well above the national average for sixth form colleges but in 1997 the pass rate was the same as the average. Retention rates in GCE A level communication studies and GCE A level English literature are lower in 1997 than in 1995. The full implications of these performance indicators are not recognised in the self-assessment report.

25 The department has its own computing suite which gives students ready access to IT. Teachers have a wide range of expertise, including experience of examining at GCE A level and GCSE, and of writing for publication. They have continued to update their skills through in-service training. There is a good display of materials in corridors and in rooms. Most rooms are large enough for the numbers in classes. However, the layout of furniture in some rooms restricts best use of the space.

## Examples of students' achievements in English, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level communication studies	Retention (%)	79	70	68
	Pass rate (%)	80	77	88
GCE A level English language	Retention (%)	85	79	85
	Pass rate (%)	96	100	98
GCE A level English literature	Retention (%)	91	81	84
	Pass rate (%)	100	92	95
GCSE English	Retention (%)	82	82	85
	Pass rate (%)	70	60	57
GCSE English literature	Retention (%)	100	100	70
	Pass rate (%)	48	72	100

Source: college data

# Curriculum Areas

## Geography, History and Sociology

### Grade 2

**26 The inspection included GCE A level and GCSE courses. Inspectors observed 16 lessons. The three departmental self-assessment reports are reasonably comprehensive, and inspectors agreed with the college's assessment of this provision. The reports are at their best when identifying strengths, but inspectors concluded that strengths of some aspects of the work in the departments were exaggerated. The reports are less accurate and comprehensive when dealing with weaknesses.**

#### Key strengths

- a broad range of GCE A level courses for full-time 16 to 19 year old students, particularly in history
- well-structured and well-planned courses and lessons
- consistently good teaching and effective use of an appropriate variety of methods
- good resources especially in history and sociology
- improving examination pass rates on most courses

#### Weaknesses

- failure to explain clearly aims and objectives to students
- insufficient analysis of implications of falling retention rates and erratic pass rates
- limited access to IT facilities

27 There is a broad range of courses at GCE A level, particularly in history, for full-time 16 to 19 year old students. The provision of GCE AS and GCSE courses is less wide and provision for

adults is restricted to one class in history and one in geography. Flexible arrangements allow full-time students to follow history and sociology at either GCE A level or GCE AS, over one or two years. Courses are well structured and well managed. Schemes of work are comprehensive and detailed, though in some subjects they are stronger on content than on teaching and learning methods. Their clear structure enables effective co-operation between teachers, which is essential where the same subject is often taught by two teachers. Departmental meetings are well managed. Meetings are regular, deal with a range of matters and are well documented. They pay insufficient attention, however, to teaching and learning methods. The quality of teaching in most lessons is consistently good. Class discussions are important in these subjects and when given the opportunity, students enjoy participating. However, in some lessons there is scope for more student involvement and less teacher input. There is also scope for the objectives of lessons or group work to be made clear to students.

28 The quality of students' written work is generally good and it is marked regularly and fairly. In GCE A level sociology, the pass rate and the proportion achieving grades C or above improved from below the national average for sixth form colleges in 1995 to above the national average in 1996 and 1997. In GCE A level geography, the pass rate was above the national average in 1995 and in 1997, but below it in 1996. The implications of this erratic pattern in students' achievements have not been addressed in the self-assessment report.

29 Resources to support the curriculum in these subjects are satisfactory, with the exception of resources for IT. Departments are beginning to use CD-ROMs with students, but this development is still in its early stages and it cannot yet be regarded as a strength, though it is identified as one in the self-assessment report. Library resources are generally good.



# Curriculum Areas

Accommodation is generally satisfactory, but there is no resource room for geography.

## Examples of students' achievements in geography, history and sociology, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level geography	Retention (%)	99	99	91
	Pass rate (%)	89	71	95
GCSE geography	Retention (%)	100	78	+
	Pass rate (%)	50	83	+
GCE A level history	Retention (%)	87	74	90
	Pass rate (%)	83	86	88
GCSE history	Retention (%)	92	76	+
	Pass rate (%)	42	38	+
GCE A level sociology	Retention (%)	102	77	77
	Pass rate (%)	64	81	90

*Source: college data  
+no entries in 1997*

# Curriculum Areas

## Modern Foreign Languages

### *Grade 3*

**30 The inspection covered all languages offered at the college, including GCE A/AS level and GCSE subjects, vocational language courses, and a sample of the small amount of evening class provision. Inspectors observed 14 lessons. Inspectors agreed with many of the strengths and weaknesses identified in the department's self-assessment report which was supported by carefully cross-referenced evidence. However, inspection findings indicate that some students' achievements had been overstated and the college's judgements on teaching and learning, which were not based on observation of lessons, were over-generous.**

#### **Key strengths**

- a good range of well-organised provision for full-time students
- appropriate homework set and helpfully marked
- examination pass rates in some subjects well above the national average for the past three years
- good specialist resources and accommodation

#### **Weaknesses**

- failure of teachers in many lessons to take account of the differing abilities of students
- lack of opportunities for students to contribute to oral work
- failure of students to use the language being learned to ask questions or to respond to teachers
- declining pass rates in GCE A/AS level subjects over the past three years and declining retention rates on non-advanced courses
- little access to appropriate IT

31 There is a good range of languages provision for full-time students in French, German, Italian, Spanish and Japanese. The college has been less successful in recruiting to part-time evening classes. The modern languages provision is well organised and carefully planned. There are good opportunities for students to participate in international exchanges, work experience and language competitions. Most teachers make extensive use of the language being taught in their lessons. They use a variety of activities to sustain students' interest and to extend their language skills. In the best examples, lively teaching and clear explanation of the purpose of the lesson encouraged students to participate fully. In most lessons, however, teachers followed published course material too closely, and made little use of supplementary materials and visual aids to add interest or to take account of the differing abilities of students. Few students used the language being learned to ask questions or to respond to teachers' questions. In some lessons, teachers failed to provide enough opportunities for students to contribute to oral work. In a small minority of lessons, teachers used English extensively.

32 Teachers set homework regularly and mark it conscientiously. They provide helpful corrections and advice on how students may improve their performance. Students' written work is generally at an appropriate level and it is well presented. Some is carefully wordprocessed. The self-assessment report identified most of these strengths.

33 The self-assessment report identifies some good results in 1995 in French and German GCE A/AS level, which were well above the national average for sixth form colleges. Results in vocational language courses have been consistently good. The pass rate in German has improved steadily over the last three years, but the proportion achieving grades C or above has fallen to below the national average. Pass rates in other GCE A/AS level subjects have shown a

# Curriculum Areas

steady decline over the past three years and student retention rates on GCSE and other intermediate courses have fallen. The college is corresponding with an examination board over some GCE A level French results for 1997, when the pass rates at grades A to E and at grades A to C were lower than expected. Value-added measurements show that most students achieve results in line with their expected scores. The self-assessment report does not mention the good results in vocational courses and, although it refers to some poor results in 1997, it fails to identify the general decline both in pass rates and on student retention rates on these courses.

34 Foreign language assistants give additional valuable support to students. Teachers devote much of their own time to helping students, but there are no formal systems for providing additional support. Specialist resources in the department are good, but there are few facilities for students to study on their own. The lack of access to IT is acknowledged in the department's self-assessment report.

## Examples of students' achievements in modern foreign languages, 1995 to 1997

Course grouping		1995	1996	1997
GCE A/AS level	Retention (%)	89	67	81
	Pass rate (%)	91	84	79
GCSE	Retention (%)	91	83	79
	Pass rate (%)	74	68	81
Intermediate and other vocational (certificate of further studies, Japanese Institute of Linguists)	Retention (%)	98	88	74
	Pass rate (%)	75	76	100

Source: college data

# Cross-college Provision

## Support for Students

### Grade 2

**35 Inspectors agreed with the strengths and weaknesses identified in the college's self-assessment report.**

#### Key strengths

- good links with partner schools
- effectiveness of group tutors in providing pastoral support for students
- ready availability of careers advice and of guidance on higher education
- good quality of learning support provided
- effective arrangements for induction
- strengthened procedures for monitoring students' attendance
- comprehensive recording and monitoring of students' progress

#### Weaknesses

- lack of diagnostic testing of students' basic literacy and numeracy skills
- lack of clarity about the purpose and value of the newly-accredited tutorial programme
- insufficient arrangements for counselling
- underdeveloped support for part-time evening students

36 All aspects of student support are managed by the vice-principal. She manages a team of five senior tutors who jointly have responsibility for students' recruitment, guidance and support. Each senior tutor manages a team of 18 group tutors. Full-time students are allocated to a tutor group. Group tutors work well with subject teachers to support students and monitor their progress.

37 The arrangements for enrolling students are generally effective. Each senior tutor has

useful links with a group of schools from which the college recruits students. There are informative college open evenings for prospective students and their parents, and the college produces an attractive prospectus for full-time students. The college operates an open access policy and makes strenuous efforts to place students on appropriate courses. Some schools provide information on predicted GCSE grades and students' current abilities, but most do not provide individual references. Since the last inspection, the college has introduced systematic guidelines for interviewing students and has recently reviewed these. Induction programmes for full-time students help them to settle quickly into the college. In July, prospective students are invited to the college to experience a typical college day. This includes meeting group tutors and attending lessons. In September, new students receive further information about the college and its facilities, for example, the library, and about services such as learning support.

38 The college makes suitable arrangements to help students with learning difficulties and/or disabilities to transfer easily from school to college and to support them on their courses. The additional help in study skills provided for students who are referred to the learning support unit is good. Most students are referred for learning support by their subject teachers. The college is aware that there is significant variation in the number of students referred by different subject departments. A small number of students seek learning support on their own initiative. There is no diagnostic testing of students to identify whether they require help with basic skills and, therefore, the college does not know how many students require such support. This weakness is not identified in the self-assessment report.

39 Pastoral support for 16 to 19 year-old full-time students is effective. There are daily tutorial periods, a sample of which were observed by inspectors. The college has a new

# Cross-college Provision

accredited tutorial programme which tutors follow. It is at an early stage of implementation and not all tutors or students are clear about its educational purpose or value. The inconsistent delivery of the tutorials is acknowledged in the self-assessment report. The college needs to monitor the programme carefully. However, students value the support and guidance they receive from their tutors. Full-time students address queries or problems to group tutors in the first instance. The arrangements for supporting the small but increasing number of part-time evening class students are less well developed. The college has acknowledged this and is developing a handbook for part-time students, together with guidelines for teachers, to ensure that these students are made aware of college services and facilities. Students' progress is monitored carefully. Subject teachers and group tutors complete records of students' achievements and students complete related action plans for learning. Students are encouraged to take their records of achievement home to parents. There are also parents' evenings when parents can discuss students' progress with teachers. The procedures for monitoring attendance are clear and well understood. Students who fail to achieve 80 per cent attendance at classes are interviewed and, in some cases, parents are informed.

40 There is a comprehensive careers library. Careers and higher education interviews are arranged with officers from the local careers service and are available for students intending to go on to higher education and for those seeking employment. The arrangements for organising work experience for students are not co-ordinated but they are largely effective. For example, the head of careers organises work experience for some students and course leaders organise work experience for students on GNVQ courses; sometimes, employers are contacted by more than one person from the college. The counselling service is inadequate. The college has recognised this weakness in its self-assessment report, but has yet to address it.

41 The college enables students to broaden their studies by providing a range of complementary studies and activities outside their main course programmes. The activities include sporting and recreational courses, study leading to community sports leader awards, first aid courses, and IT courses. Staff and students are represented on a well-organised student committee, which provides a forum for students to air their concerns. The committee also organises a range of student social events and its work is well supported by students.

## General Resources

### *Grade 3*

**42 Inspectors generally agreed with the college's self-assessment report on the strengths and weaknesses of its general resources. However, the resultant action plan does not take account of all the resource and accommodation issues facing the college.**

#### **Key strengths**

- the good quality of new building and refurbishments
- high reliability of the IT used by students
- responsiveness of staff in the information centre to staff and students' needs
- high use of teaching space
- well-planned maintenance of the premises

#### **Weaknesses**

- severe overcrowding in public areas at certain times of day
- the inadequate accommodation strategy
- under-investment in the library
- the lack of formal liaison between library and teaching staff
- slow implementation of the IT policy

# Cross-college Provision

43 The college's buildings, car parks, enclosed area for tennis and netball and three sports pitches occupy an area of 5.87 hectares.

The college inherited from the local education authority (LEA) some poor buildings which have long-standing maintenance problems. Teaching continues to take place in some unsightly mobile classrooms which account for 15 per cent of the teaching accommodation. Since incorporation, the college has expanded its accommodation and, since the last inspection, it has undertaken some extensive refurbishments. They include the construction of a well-equipped fitness suite and classroom dedicated to physical education teaching and the refurbishment of the science laboratories to a high standard. Inspectors agreed with the college's self-assessment that this work has improved the learning environment for students and has alleviated partially the urgent accommodation problems arising from an increasing student population.

44 The draft accommodation strategy does not explore fully the options for dealing with the college's future requirements and it fails to consider alternative plans for its present buildings. This weakness is not acknowledged in the self-assessment report. Issues which the college faces include: some severe overcrowding at various times of the day particularly in public areas; the shortage of private study space; restricted access to buildings and some floors for students with restricted mobility; inflexible timetabling arrangements which prevent further improvements in space utilisation; the lack of a staff workroom for geography teachers; and a shortage of toilets, especially for female students. The external appearance of the college in parts is drab. There are several entrances to the college and, because signs are insufficiently visible, the main entrance to the college is not obvious. There is scope for the college to analyse more fully its future requirements and review its accommodation strategy accordingly. Plans to apply for funding for a sports hall which can be used also by the

local community are sound, not least because of the college's extensive physical education programme. Sports pitches are kept in a reasonable condition.

45 The new information centre, built in 1995, has provided many benefits for students. It comprises the library, computing facilities on open access for students, the learning support unit, and the careers advice and support centre. The staff encourage a purposeful working ethos and the centre is the one quiet place where students can work. Demand is, however, already outstripping supply and the centre is understaffed. The priority of the information centre staff is to meet the needs of students and teachers, and they have insufficient time for analysing the trends in service satisfaction.

46 The library has a good range of resources, but subject coverage is uneven and many books are out of date. Most curriculum areas have their own bookstock but the library has only the most basic computerised cataloguing system which does not include details of the stocks held around the college and the total bookstock in the college is unknown. There is no formal liaison between teachers and library staff. The college recognises that the library budget of £19,000 is modest. It amounts to £10.50 per full-time equivalent student. Library opening hours extend to 19.00 hours on two evenings a week and access for evening students is limited.

47 Since the last inspection, the college has improved its IT resources for students and maintenance of the equipment is very good. The college now has 182 computers for students to use; a ratio of machines to full-time equivalent students of 1:10. This ratio, although an improvement, is barely adequate and there is still insufficient access to IT facilities in curriculum areas. Nearly 80 per cent of the machines are modern and the older ones are being phased out. Some students find it difficult to gain access to a computer and are reluctant to use those located in subject areas, despite the

# Cross-college Provision

fact that all workstations operate with the same user software. There is an updated IT policy to addresses these weaknesses, but much remains to be done.

## Quality Assurance

### Grade 3

**48 Inspectors agreed with the college's overall self-assessment of the strengths and weaknesses of its quality assurance but considered that some of the strengths were overstated, that some weaknesses had not been given adequate weighting, and that some significant weaknesses, for example, the lack of any mention of the student charter, had been omitted.**

#### Key strengths

- involvement of a range of staff in producing the college self-assessment report
- a strengthened quality assurance committee to oversee course review and self-assessment procedures
- use of standardised documentation for reviews
- some well-developed means of gathering students' views of their experiences
- the strong commitment to continuous staff development

#### Weaknesses

- the lack of rigour in implementing quality assurance procedures in some departments
- ineffective action planning at course and departmental levels
- the failure of some departments to analyse relevant data in sufficient detail
- ineffective setting of targets for improvement
- the slow development of observation of teaching and learning

- the lack of arrangements for monitoring and reviewing the college charter

49 Since the last inspection, there is a new quality committee consisting of the principal, vice-principal and director of resources; the quality assurance manager; the two staff governors on the corporation; a senior tutor representative; a representative from the curriculum managers' group; and an independent governor. The committee moderates the college's reviews of courses and support areas, and oversees its self-assessment process. Although some aspects of the systematic review and evaluation of courses have improved since the last inspection, some of the college's quality assurance procedures still leave room for improvement.

50 New standardised documentation is used for course reviews, based on the headings in Council Circular 97/12, *Validating Self-assessment*. Some teams are more thorough than others in completing the necessary documentation and following the procedures, and the resulting reports are of varied quality. Course reviews are expected to contain analysis of students' views, of attendance and student retention rates, of examination pass rates and, where available, of value-added measurements, but not all course reviews analyse these aspects in detail. Although departmental reviews contain comments on student retention and examination pass rates, insufficient attention is paid to trends, and departments do not necessarily compare examination pass rates with the national averages for sixth form colleges. Value-added measurements are used with varying degrees of thoroughness. Findings are aggregated into departmental end-of-year reviews, and action plans are drawn up to address issues. Reports resulting from course reviews often concentrate on practical, administrative and resource issues. There is a small amount of classroom observation, but this

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does not contribute either to course reviews or to departmental self-assessment reports. The resultant departmental action plans tend not to contain quantified targets for improvement. Monitoring progress in achieving improvements is, therefore, difficult.

51 Some departments use well-established procedures for collecting students' views, including detailed questionnaires and specific groups working to agreed guidelines. Surveys of students' satisfaction are being introduced during the college year 1997-98 to find out the reasons why students leave before the end of their course. Other questionnaires are used at different times for different purposes but their effectiveness is erratic, and there are too many of them. There is no means of collating and analysing the findings centrally and the information gathered from them is not capable of being used at college level.

52 There was widespread consultation and dissemination of information on the self-assessment process and changes in the quality assurance system, mainly through team meetings. Governors and managers are beginning to acknowledge their respective roles in improving the quality of the college's provision. Staff at all levels contributed to the college's self-assessment report, mainly through the process of course reviews. Grades were moderated by the college quality committee, and the report was approved by the corporation. Evidence supporting the college's report was clearly referenced and subsidiary departmental self-assessments were available to inspectors. However, several departmental self-assessment reports tend to overstate the importance of some average examination pass rates. In some departments, disproportionate weighting is given to good results in sets with small numbers of students compared with the weighting given to deteriorating examination pass rates and student retention rates in sets with substantial numbers of students. Strategies to overcome these weaknesses are slow in emerging. In the

college's self-assessment report on cross-college provision, some strengths were overstated and a few substantial weaknesses were missed. The action plan accompanying the report addressed most of the weaknesses identified by the college, but several important weaknesses had been missed both at college level and at departmental level. The college acknowledges that its self-assessment process is at an early stage of development and intends to strengthen it.

53 There is a diagrammatic representation of the intended links between the quality assurance and self-assessment cycles and the strategic planning process, which is contained in the staff handbook. In reality, this formal and systematic connection has yet to be made. Action plans arising from course reviews and self-assessment are often not robust enough to be used for strategic planning.

54 An abridged version of the student charter is issued to students and is contained in a student handbook. Students are aware of the complaints procedure in the charter, though most problems are solved by students speaking to group or senior tutors. Written complaints are monitored by the vice-principal. These tend to be from parents on behalf of students. There are no formal mechanisms yet for monitoring performance against standards in the charter.

55 The college is working towards achieving Investor in People status, and is due to undergo assessment for this in January 1998. The college is strongly committed to ensuring that both academic and support staff have access to staff development. The modest staff development budget amounts to 0.5 per cent of the total college budget, but this excludes an extensive programme of training events organised internally by the college. Inspectors agreed with the college's assessment that the budget is carefully managed, and development activities are evaluated. The system for accessing staff development funds and programmes is widely understood by staff. There is a biennial appraisal system but it is



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thought to be too time consuming and is being revised to become an annual staff development interview, with classroom observation as an optional feature. The college recognises in its self-assessment report that it needs effective and regular classroom observation as part of the self-assessment process.

## Governance

### Grade 3

**56 The self-assessment report identifies the major strengths of governance and some of its weaknesses but other more significant weaknesses are underestimated. Governors were unaware at the time of producing the self-assessment report of a serious omission in constitutional procedures which was identified during the inspection.**

#### Key strengths

- governors' clear understanding of the distinction between governance and management
- governors' productive involvement in strategic planning
- good attendance at corporation meetings
- governors well informed about the business of the college
- good communication with senior managers and college staff
- regular reviews of corporation's own performance
- effective arrangements for the appraisal and development of the principal and senior postholders

#### Weaknesses

- failure to confirm the appointment of six out of 11 governors on the board
- need to review and formalise the clerking arrangements

- lack of rigorous analysis by the corporation of the college's academic performance
- failure to review retention rates
- lack of a systematic training plan for governors

57 The board membership includes eight independent governors, two staff members, three co-opted members, a representative of the local training and enterprise council (TEC) and the principal. Four of these positions were vacant at the time of the inspection, though two were in the process of being filled. As identified in the college's self-assessment report, governors have an appropriate range of professional and business expertise and the search committee actively seeks to maintain this when filling vacancies. The average attendance at corporation meetings is good. Agendas and minutes are well presented and there are clear distinctions between papers to be used for decisions and those that are for information. Resolutions are clear. Governors' understanding and observance of the distinction between governance and management ensure a successful working relationship with senior managers. Governors have adopted a code of conduct and have a register of interests. The content of these should be kept updated if the college is to follow current best practice. The newly appointed clerk is a senior postholder and has appropriate qualifications and background for the role. Separate job descriptions for the two functions should be produced, and arrangements reviewed for the clerking of the audit committee, where there is potential for a conflict of interest. There is no governors' handbook or similar document which provides easy reference to a regularly updated set of standing orders. This is not included in the self-assessment report.

58 The FEFC's audit service concluded that, within the scope of its assessment, the

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governance of the college was weak. The corporation was not substantially conducting its business in accordance with the instrument and articles of government. This relates specifically to the failure of the corporation to appoint those governors whose terms of office expired in October 1996. This concern was brought to the attention of the principal during the inspection and the necessary remedial action has been initiated. The corporation substantially fulfils its responsibilities under the financial memorandum with the FEFC.

59 Governors have approved a revised mission statement and play a productive part in the strategic planning process. They are well informed about the business of the college through regular briefings presented by college staff, information seminars organised by senior managers, and visits to curriculum and support areas in the college. The chairman and principal meet frequently. The board has effective arrangements for the appraisal and development of the principal and senior postholders. The corporation monitors financial performance well, but it does not set targets other than those for student enrolments and this is acknowledged in the self-assessment report. It does not review retention rates and neglects their significance for funding purposes or for the college's academic standing. Although the self-assessment report mentions that the board reviews examination results, it does not analyse the college's academic performance sufficiently to ensure the college achieves its mission. A more rigorous scrutiny of examination results is required.

## Management

### *Grade 2*

**60 The college's self-assessment report provides a realistic analysis of the quality of management and inspectors agreed with the strengths and weaknesses identified in it.**

#### **Key strengths**

- extensive consultation with staff in developing the strategic plan
- open and responsive management
- good internal communication
- the effective reorganised college structure
- senior and middle managers' clear understanding of their roles
- sound course costing which ensures effective deployment of teaching staff
- increasing involvement of support staff in the college's decision-making processes

#### **Weaknesses**

- insufficient connection between the quality assurance process, college self-assessment and strategic planning
- modest targets and poor objective setting at all levels of college plans
- barely adequate management information system

61 Following the last inspection in 1994, the college has been reorganised. The previous structure of four divisions was replaced by seven curriculum area groupings. This has led to a more suitable grouping of subject areas. The number of senior tutor posts has also been reduced recently. In addition, a new principal, a professionally-qualified director of resources and a new well-qualified information systems manager have also been appointed. Senior and middle management roles in the revised

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management structure are clear and effectively fulfilled, and there is good communication between managers. The management style is open and responsive and staff are kept fully informed about important matters which affect the college's future. As a result of the management style and good internal communication, support staff are now more involved in decision-making. Inspectors agreed with the college's assessment that it has an effective equal opportunities committee which ensures that good equal opportunities practice is developing in most aspects of college life. This includes: strategic planning; the employment policy and the recruitment and selection of staff and students; tutorial support; course evaluations; and the development of course materials.

62 The college reviewed its mission statement recently, following extensive consultation with staff. It is a lengthy statement which commits the college to maintaining the distinctive character of a sixth form college. The strategic plan is supported by a detailed analysis of statistics on school-leavers, general labour market trends, and some original market research which suggested that the college could offer new opportunities and services to its local community. Planning is underpinned by information that is obtained from strong external links, particularly with the main partner schools and other sixth form colleges. There is productive liaison between teaching staff at the college and at partner schools. The college also maintains good links with the TEC, local universities, and with many companies through the Hampshire Education Business Partnership. The strategic planning process involves staff at all levels but effective connections between the college's quality assurance system and its self-assessment process have yet to be forged, and the latter do not yet contribute sufficiently to the planning cycle. Many of the objectives both in the strategic plan and in the related departmental

plans are poorly defined or quantified, and they are frequently unchallenging. It is, therefore, difficult for the college to monitor and review its performance. This weakness is not acknowledged in the self-assessment report.

63 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The procedure for delegating budgets is well understood by staff and it is considered to be fair. Sound course costing informs effective deployment of teaching staff. Staffing costs are 69 per cent of income, a reduction of 6 per cent over the last three years. The existing monthly financial reports meet the needs of the college, but their content and style is being re-assessed to improve their usefulness to governors and managers. The average level of funding for 1997-98 is £16.61 per unit. The median for sixth form colleges is £17.50 per unit. The college has achieved its growth targets over the past three years.

64 Although the college's management information system has been improved since the last inspection, the students' records information is only just adequate to meet the college's needs. There is a management information network accessible to most senior and middle managers. The timing of statistical returns to the FEFC has improved over the last year. Personnel management is good, though the computerised facilities for managing the personnel database remain basic.

## Conclusions

65 The inspection team found the college's self-assessment report useful in planning and carrying out the inspection. Many of the findings in the report are in agreement with those of the inspectors. However, some significant weaknesses identified by inspectors were missed by the college. Inspectors considered that the significance of some of the strengths identified by the college were

# Cross-college Provision

exaggerated and, conversely, that some key weaknesses were not given the weighting they deserved. Although inspectors were in general agreement with the findings in most curriculum areas and in most areas of cross-college provision, there was less agreement about the significance given to them. Therefore, about half of the grades awarded by the college were judged by inspectors to be generous.

66 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

# College Statistics

## Student numbers by age (July 1997)

Age	%
Under 16	0
16-18 years	86
19-24 years	4
25+ years	10
Not known	0
Total	100

Source: college data

## Student numbers by level of study (July 1997)

Level of study	%
Foundation	0
Intermediate	8
Advanced	90
Higher education	1
Leisure/recreation (non-schedule 2)	1
Total	100

Source: college data

## Student numbers by mode of attendance and curriculum area (July 1997)

Programme area	Full time	Part time	Total provision %
Science	394	50	21
Engineering	9	0	0
Business	117	48	8
Hotel and catering	31	0	1
Health and community care	20	1	1
Art and design	285	79	17
Humanities	972	143	52
Total	1,828	321	100

Source: college data

## Staff expressed as full-time equivalents (November 1997)

	Permanant	Fixed term	Casual	Total
Direct learning contact	108	0	4	112
Supporting direct learning contact	12	0	0	12
Other support	22	0	0	22
Total	142	0	4	146

Source: college data, rounded to nearest full-time equivalent

# College Statistics

## Three-year Trends

### Financial data

	1994-95	1995-96	1996-97
Income	£4,597,000	£4,929,000	£5,245,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£17.62	£17.49	£17.66+
Payroll as a proportion of income	77%	76%	71%
Achievement of funding target	97%	97%	*
Diversity of income	3%	8%	9%
Operating surplus	-£5,000	-£201,000	£173,000

Sources: Income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

ALF – Performance Indicators 1995-96 (1994-95 and 1995-96), Funding Allocations 1996-97 (1996-97)

Payroll – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Achievement of funding target – Performance Indicators 1995-96 (1994-95 and 1995-96)

Diversity of income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Operating surplus – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

+provisional data

\*data not available

### Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	930	929	962
	Average point score per entry	5.3	5.1	5.0
	Position in tables	top 10%	top third	top third
Advanced vocational	Number in final year	+	28	52
	Percentage achieving qualification	+	93%	81%
	Position in tables	+	top 10%	top third
Intermediate vocational	Number in final year	*	22	26
	Percentage achieving qualification	*	64%	96%
	Position in tables	*	middle third	top 10%

Source: DfEE

\*1994-95 intermediate vocational results not available

+course not running

# College Statistics

## Students' achievements

		1994-95	1995-96	1996-97
Advanced academic	Pass %	77	86	85
	Retention %	71	68	69
Intermediate academic	Pass %	61	63	60
	Retention %	86	83	83
Advanced vocational	Pass %	+	86	75
	Retention %	+	91	64
Intermediate vocational	Pass %	100	82	97
	Retention %	100	82	97

*Source: college data  
+courses not running*

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