

Eccles College

REPORT FROM
THE INSPECTORATE
2000-01

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

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FUNDING COUNCIL***

The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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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.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1999-2000, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	6	44	44	7	0
Cross-college provision	9	45	38	8	0

Source: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Sample size: 112 college inspections

Note: percentages subject to rounding

Student Achievements

Where data on student achievements appear in tables, levels of achievement are shown in three ways:

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 1996, would appear in the results for 1997-98 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

Summary

Eccles College

North West Region

Inspected January 2001

Eccles College is a sixth form college in the city of Salford. The self-assessment the college produced for inspection was its fifth such report. The college had been inspected previously as part of the Salford area inspection during May 2000 and had used the outcomes to inform its self-assessment. Inspectors agreed with almost all of the findings in the report but occasionally identified additional weaknesses and judged that some had been understated.

Eccles College offers provision in eight FEFC programme areas, mainly offering courses for full-time 16 to 19 year old students. The college has successfully developed a range of adult and community programmes and diversified its income through links with business. It works effectively with the local community and other partners in the Salford area. The college is well managed at all levels and managers are informed by accurate and reliable management information. An open management style

encourages staff participation. Governors are strongly committed to the college and governance overall is outstanding. The support provided for prospective students and for those on courses is good. Much of the teaching observed was of a high standard. Pass rates on many courses are good although the proportion of higher grade passes at GCE A level is lower than the average for sixth form colleges. Retention has been poor but is improving. There have been substantial improvements in accommodation and further improvements are planned. The college generally has good-quality resources to support learning. It has invested well in IT. Arrangements for quality assurance are good. Staff development arrangements are effective. In order to make progress the college should: continue to develop and implement its strategies to improve retention, pass rates and the proportion of higher grades; ensure all tutorials meet high standards; extend the use of IT; improve its library resources; and further develop its use of performance indicators and standards.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics and science	3	Support for students	2
Business studies	2	General resources	2
History, geography and psychology	2	Quality assurance	2
Modern foreign languages	3	Governance	1
		Management	2

Context

The College and its Mission

1 Eccles College is located on a single site in a residential area in the city of Salford. It was established as a sixth form college in 1972, formed from the merger of two grammar schools. Originally planned for 450 students, the college currently has 1,117 full-time and 756 part-time students. The college attracts 88% of its full-time students from Salford, 6% from Trafford and 5% from Wigan and the remainder from local areas. In 1999-2000, 28% of its full-time students were from disadvantaged areas as defined by the government's index of local deprivation. In the city of Salford there is one other sixth form college and a general further education college. The University of Salford also offers a small amount of further education provision. There is no post-16 provision in maintained secondary schools in the borough, other than at one school for students with severe learning difficulties.

2 According to the government's index of local deprivation for 1998, Salford is ranked as the 23rd most deprived local authority in the country, and the fourth most deprived in the North West. While there are some pockets of affluence in the city, other wards are characterised by levels of poverty, crime and benefit dependency that are well above average. In 2000, 35.5% of 16-year-old students in Salford achieved five or more higher grade general certificates of secondary education (GCSEs) compared with a national figure of 49.2%. In 1999, 55% of 16-year-old students stayed on in full-time education, well below the national figure of 68%. Provisional figures for 2000 indicate that the introduction of a pilot educational maintenance allowance in September 2000 has encouraged more students (56.7%) to continue in full-time education. Unemployment in Salford was 3.8% in December 2000.

3 The curriculum offered by the college caters predominantly for students aged 16 to 19.

It includes some 35 subjects at general certificate of education advanced level (GCE A level) and GCE advanced subsidiary (AS), as well as seven full-time vocational courses at levels 2 and 3. The college has expanded its provision at foundation level and entry level and has collaborated with the local high school for those with moderate learning difficulties to develop programmes which provide progression routes enabling students with learning difficulties and/or disabilities to continue their basic skills development. The college has responded positively to the flexibility provided by curriculum 2000 and the recognition for key skills, enrichment and tutorials. It established a learndirect centre in September 2000 and this complements a growing range of adult evening classes and short courses for community groups and business clients. It is diversifying its income source through its 'business ventures' training centre, opened in its new business and technology centre in March 1999, following a successful 'Skills Challenge' bid.

4 The college senior management team comprises the principal, two vice-principals and five directors with responsibility for finance, liaison, premises, student services and business enterprise. The curriculum is organised in four programme areas: science and mathematics; business and technology and social science; English, languages and performing arts; and humanities and arts. In November 2000, the college employed 90 full-time equivalent teaching staff and 41 full-time equivalent support staff.

5 The mission of the college is 'for all its students to achieve high standards in a structured and supportive learning environment and to prepare them for success through life'. In addition it 'aims to make a significant contribution to supporting local economic and community development'. The need to continue to develop local strategic partnerships to achieve its mission is recognised in its strategic objectives. It sees as key factors in achieving its

Context

mission its status as an associate college of the University of Salford and its collaboration with the other colleges in the city to tackle specific local issues.

The Inspection

6 The college was inspected during the week beginning 8 January 2001. The inspection team had previously evaluated the college's self-assessment report and reviewed information about the college held by other directorates of the Further Education Funding Council (FEFC). The college provided data on students' achievements for 2000 for the curriculum areas inspected using kitemarked software. Inspectors checked these data against primary sources of evidence, such as registers and pass lists issued by examining bodies. They found the data to be

accurate. College data for 2000 and data from the individualised student record (ISR) for 1998 and 1999 were used to compile the tables in the curriculum area reports.

7 The inspection was carried out by a team of 10 inspectors and an auditor working for a total of 43 days. They observed lessons, evaluated students' work and scrutinised college documents. Meetings were held with governors, managers, college staff and students.

8 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1999-2000. Of the lessons observed, 73% were judged to be good or outstanding and 2% were less than satisfactory. This compares with 62% and 6%, respectively, for all lessons observed by inspectors in colleges in 1999-2000.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level and GCSE	10	16	7	0	0	33
GNVQ	0	6	1	0	0	7
Other vocational	0	2	2	0	0	4
Other	0	4	3	1	0	8
Total (No.)	10	28	13	1	0	52
Total (%)	19	54	25	2	0	100
National average, all inspected colleges 1999-2000 (%)	17	45	31	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Note: percentages subject to rounding

Context

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1999-2000.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Eccles College	13.9	82
National average, all inspected colleges 1999-2000	10.3	76

Source for national average: Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report

Curriculum Areas

Mathematics and Science

Grade 3

10 Inspectors observed 11 lessons covering the range of provision. Inspectors agreed broadly with the strengths and weaknesses in the self-assessment report but considered that some weaknesses were understated.

Key strengths

- much good teaching
- good and improved achievements in sciences
- modern, well-equipped laboratories
- well-managed programme area
- effective arrangements for additional curriculum support

Weaknesses

- insufficient checks on learning in some lessons
- poor retention rates on most courses
- low percentage of higher grade passes at GCE A level
- consistently low achievements in GCSE mathematics

11 The college offers GCE A level courses in physics, biology, chemistry and mathematics and GCSE mathematics, as well as courses leading to the general national vocational qualification (GNVQ) at advanced and intermediate level and the advanced vocational certificate of education (AVCE) in science. Inspectors agreed with the self-assessment report that courses are well managed. The content and organisation of course files are consistently good. The quality of the provision is closely evaluated and progress on actions for improvement is monitored.

12 Most teaching is good. Teachers use a range of approaches to promote teaching and learning. This strength is recognised in the self-assessment report. In one lesson, students used modelling equipment to build a representation of a DNA molecule, which was linked to a video on genes. In another, a group of students used the Internet to search for questions to use in a quiz. Lessons are well planned and practical lessons are stimulating and varied. In mathematics lessons, teachers often use investigative approaches to add interest. In science, proper attention is paid to safety and the reasons explained. Students are often given gapped handouts to complete during a lesson, which supplement the students' own note-taking. In several lessons teachers did not check sufficiently that students understood and they moved to the next topic too soon. In a minority of lessons, the teacher dominated the lesson and students were reticent and unresponsive. These shortcomings were not noted in the college's own lesson observations.

13 Inspectors agreed that the specialist accommodation is excellent. Laboratories have been refurbished to a high standard and have a strong subject identity. One laboratory has a learning resource area containing relevant texts, past papers and photocopied handouts. Each subject area has a suite of networked computers linked to the Internet. Mathematics classrooms share a common entrance room containing several networked computers. Specialist equipment is good. In biology, a microscope linked to a television is a useful teaching tool. A spectrophotometer has recently been donated to the chemistry department. There are several good software packages in mathematics. Staff are enthusiastic and well qualified. Several have higher degrees and recent industrial experience.

14 Most of the students' work is of an appropriate standard and well presented. Teachers give useful and relevant written feedback. The college recognises in its

Curriculum Areas

self-assessment report that retention is significantly lower than average on most courses. Examination pass rates for GCE A level science subjects have been steadily improving over the past three years and are now higher than the national averages. In biology, 97% of students passed this year compared with a national average of 88%. However, the percentage of students gaining a higher grade pass at GCE A level is lower than average for sixth form colleges. In GCE A level mathematics, achievement fell by over 20% and retention by 10% in 2000; less than half of those who started the course passed. Pass rates in GCSE mathematics courses are consistently low, but results of the first module test this year show improvement. These weaknesses were understated in the self-assessment report.

Strategies have been developed to improve retention and the number of higher grade passes. Students identified as potentially at risk of failing are directed to additional subject support classes and closely monitored by teaching staff. Students value courses in 'mathematics for scientists' and 'chemistry for biologists'. Students who have potential for achieving a high grade are set targets and given encouragement at an early stage in their course. The enrichment programme for students is good. Students visit local universities to take part in specially organised science days. Some attend 'women in science and engineering' courses. Many GCE A level students progress to higher education. Last year, three former students were awarded a prize for excellence in the first year of their degree courses.

A summary of retention and achievement rates in mathematics and science, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GNVQ intermediate science	2	Number of starters	15	12	11
		Retention (%)	80	83	55
		Achievement (%)	100	100	100
GCSE mathematics	2	Number of starters	143	136	118
		Retention (%)	71	65	79
		Achievement (%)	37	29	33
GCE A level sciences	3	Number of starters	258	257	224
		Retention (%)	59	70	68
		Achievement (%)	86	91	95
GCE A level mathematics	3	Number of starters	99	78	59
		Retention (%)	63	78	68
		Achievement (%)	82	89	65

Source: ISR (1998 and 1999), college (2000)

Curriculum Areas

Business Studies

Grade 2

15 Inspectors observed 12 lessons covering the national vocational qualification (NVQ) in administration, GNVQ courses at intermediate and advanced level and AVCE and GCE A/AS levels in business studies. Inspectors agreed with the judgements contained in the self-assessment report. At the time of the inspection, good progress had been made in addressing weaknesses.

Key strengths

- high levels of achievement on most courses
- good standards of teaching
- strong emphasis on vocational relevance
- high levels of student participation
- well-managed courses

Weaknesses

- below average retention on some courses
- insufficient use of information and communications technology in GCE A/AS level courses
- instances of poor student punctuality

16 The business department offers a broad range of full-time courses. This includes GCE A/AS level business studies, GNVQ business studies at advanced and intermediate level, NVQ in business administration at level 1 and a newly introduced AVCE in business studies. There has been considerable growth in recruitment to courses for GCE AS and AVCE in business studies. Recruitment is low on GNVQ intermediate and NVQ business administration. A popular unit in accountancy is provided as part of the college's enrichment programme.

17 Courses are well managed. There are regular and well-minuted course and subject team meetings. Detailed consideration is given to the quality of the provision and action points are followed up. Staff work effectively together to ensure proper standards of assessment and internal verification.

18 Inspectors agreed with the self-assessment report that much of the teaching and learning is good. Teachers plan their lessons well and deliver them with enthusiasm. Tasks are carefully developed to provide variety and to link theory and practice. Students play an active part in lessons and are able to develop oral and analytical skills. Current and relevant topics and case studies are used in lessons, a strength noted by inspectors. For example, students were asked to analyse the promotional strategies used in some current television advertisements. The teacher made skilful use of videos and questionnaires to analyse the material. The findings were then discussed as a group. On some courses, information and communications technology was not used sufficiently. The self-assessment report identified the need for development in this area and inspectors agreed. Students do, however, make good use of relevant business websites. They are well supported in their studies. Lesson plans identify ways to meet the needs of all students but these strategies were not effective in some larger classes. Students' work is of a good standard. Teachers assess coursework thoroughly and their feedback shows students how they might improve their performance.

19 The department maintains good contacts with local business. Arrangements for work experience on the GNVQ courses are well managed. A programme of speakers and visits provides good opportunities for students to relate their studies to the world of work. A trip to visit institutions of the European Union is organised jointly for vocational and GCE A level students. The department is developing links with the recently established 'business ventures'

Curriculum Areas

training centre. This has resulted in training packs for NVQ students and arrangements for cross-verification of assessment.

20 Inspectors agreed that achievement rates on most courses in the programme area are high and are improving. Pass rates for GCE A level, GNVQ advanced and NVQ administration were 100% in summer 2000. The proportion of higher grades achieved in GCE A level was 73%, well above the national average and a major improvement on the previous year. The proportion of higher grade passes on the GNVQ programmes is also above the national average. The self-assessment report notes that retention is an issue on some courses, and inspectors agreed. On the GNVQ advanced course, retention rates improved between 1998 and 2000 but remain below average. Teachers monitor retention and

attendance carefully. At the time of the inspection, retention on the new AVCE course was good. Average attendance for observed lessons was above the sixth form sector average but punctuality of students is poor in five out of the 12 lessons observed, a weakness not identified in the self-assessment report.

21 Teachers are well qualified and some have recent commercial experience. There are good arrangements for the industrial updating of staff. Most classrooms are good, although a few are too small. There are attractive and informative wall displays of material on business themes. The training office is small but well equipped. Students are well provided with textbooks and handouts by the department. However, the range of books and periodicals in the learning centre is insufficient.

A summary of retention and achievement rates in business studies, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
NVQ administration	1 and 2	Number of starters	16	9	10
		Retention (%)	56	100	80
		Achievement (%)	56	38	100
GNVQ intermediate business studies	2	Number of starters	19	15	9
		Retention (%)	74	73	67
		Achievement (%)	71	91	80
GNVQ advanced business studies	3	Number of starters	29	24	18
		Retention (%)	55	63	67
		Achievement (%)	94	93	100
GCE A level business studies	3	Number of starters	73	77	74
		Retention (%)	63	77	76
		Achievement (%)	91	88	100

Source: ISR (1998 and 1999), college (2000)

Curriculum Areas

History, Geography and Psychology

Grade 2

22 Inspectors observed 11 lessons covering GCE A/AS level provision. They agreed with most judgements in the self-assessment report. Actions to address some weaknesses had begun. One additional weakness was identified.

Key strengths

- high pass rates
- effective use of resources to support learning
- excellent lesson planning
- regular monitoring and assessment of students' progress
- high-quality teaching
- effective curriculum management and sharing of good practice
- good range of support and enrichment activities for students

Weaknesses

- low retention rates in geography and psychology
- low proportion of higher grades in geography
- some underachievement against target grades
- insufficient use of information technology (IT)

23 Inspectors agreed with the self-assessment report that courses are carefully planned. Effective use is made of departmental meetings to review courses and monitor students' progress. Good practice is shared. The

outcomes of meetings are recorded in course files. Inclusive learning and retention strategies are in place, especially in history. In geography and psychology, strategies to address gender imbalance in student recruitment are being developed. Progress towards the integration of key skills is slow. Teachers welcome student feedback and use it to improve the quality of the provision. The induction programmes for new students are well planned.

24 As the self-assessment report notes, there is good variety in teaching and learning. Nine of the 11 lessons observed by inspectors were judged to be good or outstanding. Some tasks which teachers set for students are not sufficiently demanding. Teachers' questioning of students in geography is challenging but less effective in history and psychology. Schemes of work and lesson plans are well conceived. Lesson aims are shared with students. Students work well, both individually and in small groups. In most lessons teachers use resources effectively. In history, a video extract on the Versailles peace conference helped students to understand the aims of the peacemakers. In psychology, carefully chosen photographs were used to illustrate observational research methodology. Insufficient use is made of IT. In history, students are referred to websites and in some psychology classes students use the library computers on Internet exercises. The four computers in geography are underused in classroom work. Little use is made of the college intranet. The college identified these weaknesses in the self-assessment report. Students are given good support outside of classes. Teachers set written assignments regularly, mark them well and provide detailed feedback. Students' progress is carefully monitored. As stated in the self-assessment report, the arrangements for individual study in geography are administered efficiently. Student visits are organised to enrich learning. For example, geography students make fieldwork visits to the Manchester Business Centre and

Curriculum Areas

history students use the Merseyside Maritime Museum in their introduction to American history.

25 Inspectors agreed with the self-assessment judgement that pass rates at GCE A level are high. Of 331 students completing in geography and psychology over the last three years, 326 achieved a pass grade. Pass rates for history have reached the national average. In psychology, the proportion of higher grades is markedly above the national average. However, it is consistently below national averages in geography and history. The self-assessment report identified this weakness in history but not in geography. In 2000, many students completing in history and geography achieved below the target grade they had been set. In history the shortfall was 53%. The college recognises that retention is low compared with

national averages in both geography and psychology. Action plans are being implemented to address this and some progress has been made. The proportion of students moving to higher education is good, reaching 77% of students in 2000.

26 Classroom resources are a strength. Teaching takes place in comfortable rooms where good use is made of audiovisual aids. Inspectors agreed with the self-assessment report that staff are experienced, hard working and dedicated to professional development. Psychology teachers have had work placements in occupational therapy, clinical psychology and health psychology and a geography teacher has worked on research into the effectiveness of GCE A level coursework. There are good links with the library. Bookstocks are modern and adequate in all subjects except psychology.

A summary of retention and achievement rates in history, geography and psychology, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCE A level geography	3	Number of starters	47	44	44
		Retention (%)	77	64	75
		Achievement (%)	100	96	100
GCE A level history	3	Number of starters	43	43	20
		Retention (%)	65	67	85
		Achievement (%)	93	69	88
GCE A level psychology	3	Number of starters	138	105	108
		Retention (%)	62	70	71
		Achievement (%)	100	97	97
GCE AS psychology (two-year course)	3	Number of starters	*	*	10
		Retention (%)	*	*	80
		Achievement (%)	*	*	100

Source: ISR (1998 and 1999), college (2000)

*course not running

Curriculum Areas

Modern Foreign Languages

Grade 3

27 Inspectors observed 10 lessons, and agreed broadly with the strengths and weaknesses that were identified in the self-assessment report. One weakness was not identified.

Key strengths

- well-managed provision
- much good teaching
- good retention in GCE A level Spanish
- effective range of support and enrichment opportunities for students

Weaknesses

- poor retention in GCE A level German
- unsatisfactory pass rates in GCE A level Spanish
- low proportion of higher grades in GCE A level French and Spanish
- insufficient development of oral skills

28 GCE A/AS level courses are offered in French, German and Spanish and there is a GCSE course in Spanish. A joint venture with a local high school has led to the introduction of a GCE AS course in Japanese. There are three evening courses for adults, all in Spanish.

29 The department of modern languages is managed effectively, a strength noted in the self-assessment report. There are detailed schemes of work for most courses but some lack important details. All management information is available on the college intranet. Quality assurance processes are well established. Meetings at department and programme area level are scheduled regularly and are minuted. Course review is thorough;

important issues are discussed frequently and action plans drawn up and implemented.

30 Much of the teaching is good. All lessons are thoroughly planned. Teaching materials are varied and of high quality. Teachers use a wide range of teaching methods, including frequent group and pair work. The target language was the principal medium of communication in all lessons observed. In one lesson on the education system in a European country, students listened to an audiotape and completed a table in the target language, indicating the duration of each stage of education and whether it was statutory. The students' work was corrected orally in a class discussion. Students were then divided into groups to discuss questions related to the subject. Finally, the teacher questioned each student to ensure that all had understood. Students' answers were good. In some lessons, however, students remained passive, producing short replies to questions which needed much fuller responses. These underdeveloped oral skills were not identified in the self-assessment report. Key skills are integrated well with other parts of the curriculum. Students are able to complete an IT level 2 qualification through the medium of all the languages on offer, including Japanese.

31 The support for students provided by the department is good. Teachers mark students' written work carefully and return it promptly with useful comments. A carefully produced induction programme, including a diagnostic test, is effective in introducing students to courses and helping them to settle into the college. Students with difficulties are identified quickly, and are placed on an 'at risk' list. Individual support is provided and 'drop-in' sessions in language workshops are available weekly. Regular lessons with foreign language assistants help students develop their conversational skills. Staff organise visits to see foreign films and to conferences organised by universities for language students. There is also a regular trip to Aachen for German students.

Curriculum Areas

Exchanges are offered but few students choose to go.

32 Inspectors agreed with the self-assessment report that some retention and achievement rates are poor. Whilst retention in GCE A level Spanish has been above the national average for the last three years, GCE A level French remains below the national average, although it is improving. Retention has been poor for three years in GCE A level German. Achievement rates vary from year to year and subject to subject. In June 2000, all five GCE A level German students obtained a higher grade pass. GCE A level French results in 1998 and 1999 were above the national average at pass rates of 90% and 100%, respectively. However, GCE A level Spanish pass rates were poor in 1999

and 2000, at 45% and 62%, respectively, and higher grades in both French and Spanish GCE A level have been poor for three years. The department has taken action to address these weaknesses. There are indications of a positive impact on this year's intake of students.

33 Resources are good and staff are well qualified. The language laboratory has 20 stations to which eight computers have recently been added. A languages website is being developed. All specialist rooms are equipped with television/video, audio and overhead projector facilities. Dictionaries and reference books for all languages are readily accessible. Wall displays are attractive and informative, and the library provision is good, with a range of magazines available to all language students.

A summary of retention and achievement rates in modern foreign languages, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE Spanish	2	Number of starters	26	14	8
		Retention (%)	54	79	62
		Achievement (%)	31	45	100
GCE A level French	3	Number of starters	46	35	30
		Retention (%)	65	73	76
		Achievement (%)	90	100	79
GCE A level German	3	Number of starters	13	16	5
		Retention (%)	38	53	40
		Achievement (%)	80	75	100
GCE A level Spanish	3	Number of starters	22	16	10
		Retention (%)	68	73	100
		Achievement (%)	87	45	62

Source: ISR (1998 and 1999), college (2000)

Cross-college Provision

Support for Students

Grade 2

34 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report.

Key strengths

- effective arrangements for pre-enrolment information and guidance
- excellent school links
- successful induction
- good individual support for students
- effective guidance on progression to higher education
- extensive and imaginative enrichment programme

Weaknesses

- inconsistent quality of tutorials
- lack of a coherent careers education programme

35 Support for students is good. Inspectors agreed with the college's self-assessment that arrangements for providing information and guidance to potential students are effective. Students are involved in the design and content of promotional materials. Prospectuses and course leaflets provide clear information about college courses and services. A central team of staff guides students to courses that match their needs.

36 Links with local schools are strong. College staff and students provide a good range of information to pupils about opportunities in college. At least 98% of students surveyed felt that promotional events including careers information evenings, open evenings and 'taster' sessions helped them to choose a route to follow when they left school. Curriculum links between

the college and schools are effective. Over the last year, IT pupils attended some lessons in college, and art students and teachers contributed to a successful school project. The college recognises these strengths in the self-assessment report.

37 Induction arrangements and programmes are successful. A conference for new students provides opportunities to sample subjects before making choices. They also obtain information on college facilities, services and financial support available. The induction programme covers both the college and the course. Most students found that induction helped them to settle into the college and their course. A useful student diary and planner summarises essential information. These strengths were noted in the self-assessment report.

38 Arrangements for providing individual support for students have recently been more clearly defined and are now good. Each student's key skills levels and individual subject and study support needs are assessed during induction. Specialist staff provide effective study skills support. Personal tutors receive regular reports on the progress students make. Effective subject support is available through 'drop-in' workshops and planned one-to-one sessions. Support for high achievers includes opportunities to increase research skills and additional materials to support extended learning. Although students speak highly of the support they receive, it has yet to make a significant impact on retention rates in many areas.

39 The support needs of students with learning difficulties and/or disabilities are carefully assessed and met. A support assistant contacts all feeder schools to obtain information on individual students' needs. This ensures that appropriate arrangements are in place when students start college. Links are established with students before they start their course in order to ease the transition from school. The

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range of support provided includes specialised equipment, and one-to-one and whole-group support. These strengths are noted in the self-assessment report.

40 The quality of group tutorials is inconsistent. All students are allocated a personal tutor and they have a 90-minute weekly timetabled session for group and individual tutorials. Inspectors observed some effective group tutorial sessions in which activities were well planned and students took part in demanding activities. However, in half the tutorials observed, there were instances of poor planning, and the activities did not motivate or sufficiently challenge students. Those who finished early were not given further work to do. Some tutorials were not well attended and students saw little purpose in some activities. In individual tutorials, personal tutors effectively track and record students' progress on their courses and with key skills. They agree targets with each student to improve performance and then monitor rigorously students' achievements against the targets set. Students speak highly of the individual tutorials.

41 Guidance for students wishing to progress to higher education is effective. Students explore course options, attend higher education information evenings, visit universities and make use of the range of guidance materials available. They have the opportunity to develop interviewing skills through mock interviews. College data indicate that 87% of students who applied for higher education courses in 2000 were accepted on their first choice of course. Students' progression to higher education is carefully monitored. The college analyses students' destinations in order to decide which universities should be represented at higher education information evenings.

42 The college's self-assessment report indicated weaknesses in careers education. There is no coherent careers education programme. Fragmented elements of careers

education are provided through the tutorial system. Students' feedback indicates they consider these activities of little value. Some careers education materials seen by inspectors were uninteresting and the activities too easy. Students speak highly of one-to-one careers interviews with specialist staff and senior tutors.

43 The long-standing and well-attended college enrichment programme provides an extensive and innovative range of opportunities for students. The range includes sports, leisure, drama, music, concert and theatre visits, photography, producing a newspaper, discussions on world news, fund-raising activities and work experience. Innovative activities include training students to mentor disaffected school pupils, community service programmes and a joint project with the University of Salford in which students attend summer school.

General Resources

Grade 2

44 Inspectors broadly agreed with the strengths in the self-assessment report and identified one additional weakness. Since the report was produced, the college has begun to address the weaknesses.

Key strengths

- thorough and well-researched accommodation strategy
- good progress in improving accommodation and facilities
- the high quality of most learning resources
- good IT facilities with excellent student access
- well-maintained and secure premises

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Weaknesses

- limited on-site sport and recreational facilities
- poor learning environment in some demountable classrooms
- lack of library resources to support independent study

45 The college is situated on a single campus. It has one main building, constructed in 1972, and two blocks of temporary accommodation. The main building is largely single storey except for the recently added library mezzanine area. Inspectors agreed with the self-assessment that the college has made significant improvements to its accommodation and facilities. A recent and extensive refurbishment of the main building has greatly improved the classroom and laboratory facilities and provided a welcoming reception area. Some accommodation is still poor. Some of the rooms in the demountable classrooms have thin walls, and classes are adversely affected by noise in corridors and adjoining rooms. The self-assessment report recognises this weakness, which the college is seeking to address through its accommodation strategy. Inspectors agreed that the accommodation strategy is clear, and focuses on curriculum needs and facilities for students. A capital bid to finance new accommodation has been approved by the FEFC.

46 Effective measures have been taken to ensure a safe and secure environment for staff and students as well as the security of equipment. As stated in the self-assessment, the buildings are generally well maintained and in good condition. Site management is good. Day-to-day requests for maintenance are dealt with quickly. A comprehensive planned preventative maintenance programme is prepared annually. Standards of internal and external decoration and cleanliness are good.

47 Classrooms and laboratories are well furnished and well equipped. All have whiteboards and overhead projectors, many have computers, and there is a good supply of televisions and video projectors. Classrooms are clustered by curriculum area with adjacent staff work areas. Attractive displays in corridors and classrooms contribute to the subject identity. Timetabling is carried out centrally, room utilisation is monitored regularly, and the findings indicate that the college makes efficient use of its space. With the exception of the first floor of one of the temporary buildings, access to teaching rooms on the main site by students with limited mobility is good. The college ensures that these students are not disadvantaged by relocating classes to the ground floor as necessary. Doorways to some buildings pose difficulties for wheelchair users.

48 The library provides an attractive learning environment. It seats 125 learners and houses the careers library, learning support staff and student services. There are three library staff, one of whom is a qualified librarian. They maintain a close working relationship with academic staff. Mechanisms for identifying needs are largely informal. Annual expenditure is low. There is an opportunity to bid competitively for funds for new developments. There are nine computers in the library and students using them are well supported. The library is crowded at times and there are insufficient private study spaces. Facilities for private study are poor throughout the college.

49 As the college identifies in the self-assessment report, information and learning technology resources are of high quality and easily accessible. In implementing its information and learning technology strategy, the college has increased and improved computing resources in response to increased enrolments and the demand for key skills. This has resulted in a significant improvement in the ratio of full-time equivalent students to computers, currently 3:1. Students have easy

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access to computers. In addition to computers in the library, classrooms and staff rooms, there are eight specialist computer rooms equipped to industry standard. All student computers are networked and have Internet access.

A well-qualified team of technicians provides a responsive service to staff and students.

A college intranet is being developed.

Inspectors agreed with the self-assessment report that the use of information and learning technology in teaching and learning is underdeveloped in some subject areas. A programme of staff training has been planned to help overcome this.

50 The college recognises that on-site sports facilities are inadequate. There is a sports hall and a large but poorly drained sports field which is unsuitable for use for much of the year. The college makes effective use of off-site facilities. The dining room has recently been refurbished and redecorated. It provides an appropriate range of economically priced food, and is well used by students. It is overcrowded at peak periods. A new shop has been welcomed by staff and students. There is no student common room. The dining room and the learning centre are used as a venue for students to socialise. Staff workrooms are adequate or better, and the attractive staff common room is well used by all staff. There is adequate car parking for staff, students and visitors. The college is well signposted, both externally and internally.

Quality Assurance

Grade 2

51 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report although they considered some were overstated. An additional weakness was identified. Progress has been made to address the weaknesses.

Key strengths

- rigorous and accurate system of self-assessment
- comprehensive programme of lesson observations
- successful arrangements for staff development
- well-developed process of staff annual review

Weaknesses

- underdeveloped use of performance indicators and standards in some areas
- insufficient evaluation of the effectiveness of quality assurance procedures

52 The self-assessment process is well established in the college and involves all staff. Reports are produced for individual curriculum and service areas. Service area reports are aggregated into cross-college reports. Curriculum area reports make good use of performance indicators that measure students' achievements. However, targets to improve other areas of performance are underdeveloped. The college's self-assessment report includes sections on the context of the college, strategic objectives and action plans to address weaknesses. Action plans are monitored. There is insufficient evaluation of the actions to ensure they have produced the desired outcomes. The college recognised this weakness in its self-assessment, and it has strengthened the monitoring of action plans through the involvement of the principal. Rigorous internal validation of self-assessment reports was introduced in 1999. Clear guidance is given to validation panels which comprise staff and external members, including headteachers from local schools, a quality consultant and senior managers from a local accredited college.

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53 The comprehensive framework for quality assurance includes a quality policy, quality statements and standards. The policy and standards have recently been extensively revised and improved. Guidelines have been produced and regularly updated for key processes including annual review, lesson observation, self-assessment and target-setting. The college has developed a comprehensive range of quality statements and standards. These are monitored annually in curriculum areas. This enables the curriculum areas to collect evidence to support self-assessment. New standards are developed as appropriate; recent examples include key skills and inclusive learning. Although standards exist for service areas, their use is not actively monitored. This weakness was not identified in the self-assessment report.

54 A strength noted in the self-assessment report is the comprehensive programme of lesson observations, now in its third year of operation. The process is reviewed and revised annually and has been extended to include tutorials. Effective guidance and training are given to observers to ensure consistency. A programme of observations is planned at the beginning of the year so that each area is examined in a defined week to mirror the inspection process. All teachers are observed at least once during the year and all new teachers are observed each term. Subject co-ordinators review all observations and devise departmental action plans to address weaknesses. Good practice is disseminated in a number of ways, both formal and informal, for example in department meetings and through the circulation of papers across programme areas. The profile of lesson observations is good. However, since the last inspection, while the proportion of less than satisfactory grades has been reduced, the proportion of lessons graded by inspectors as good or outstanding has declined from 88% to 73%. No targets are set to ensure the continuous improvement of teaching and learning. Links between lesson

observations and staff development for individual teachers are not strong. This weakness was not identified in the self-assessment report.

55 The college has successful arrangements for staff development, a strength identified in the self-assessment report. It was successful in retaining Investor in People status in 1999. New members of staff receive a good induction to the college and staff value the assignment of a mentor for their first year. Subject co-ordinators and outstanding teachers are selected as mentors. They are responsible for the staff induction programme. New staff are introduced to key members of the college and attend workshops on cross-college policies. The annual review process for all staff has been well developed. Staff meet with line managers at the beginning of each academic year to discuss their self-evaluation and progress against targets, to comment on lesson and task observations and to identify targets and development needs linked to strategic objectives. A mid-year review of progress is held in February. The vice-principal develops an annual training plan. Budgets are allocated to departments and administered by programme managers. Staff members evaluate activities and training records are maintained in each department and centrally. Annual reports are produced to evaluate the impact of training and development activities. The evaluation of both annual review and staff development procedures does not include consideration of their effectiveness in improving individual performance.

56 The students' charter, issued to students at the start of each academic year, is monitored and reviewed annually. All complaints are investigated and appropriate action taken. The principal prepares a report on complaints, which is presented to the governors. The college recognised in its self-assessment that the use of end-of-course questionnaires to obtain student feedback was insufficient and in response introduced the use of focus groups. It

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is too early to evaluate their effectiveness. Actions taken by the college to address students' concerns are not well publicised. Members of the student executive have recently begun to meet with members of the standards committee to discuss any concerns.

Governance

Grade 1

57 Inspectors and auditors agreed with the strengths identified by the college in its self-assessment report, but found that some strengths had been understated. Weaknesses identified in the self-assessment had been addressed by the time of the inspection.

Key strengths

- governors' wide range of skills and experience well used by the college
- effective determination of the strategic direction of the college
- successful arrangements for reviewing the performance of the college and the corporation
- effective selection, induction and training of new governors

Weaknesses

- there are no significant weaknesses

58 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

59 The corporation has 20 members, which include the principal, independent governors, community representatives, co-opted members,

three staff governors and one student. There were no vacancies at the time of the inspection. As stated in the self-assessment, attendance at scheduled corporation meetings is good, averaging 83% over the past 12 months.

60 Inspectors agreed with the self-assessment report that governors bring a broad range of skills and experience to the college. Their experience in accountancy, law, education, business and public service is put to good use by the college. Liaison with local universities has been strengthened by governor contacts. Their extensive local knowledge informs the college's mission and the development of its role in the local community. They regularly and thoroughly review major college policies.

61 Governors and senior managers are clear about their respective roles and work effectively together. Governors are effective in setting the strategic goals of the college, as stated in the self-assessment. They review the college's mission, strategic plan and operating statements at an annual strategic planning seminar. Governors are involved in college social activities and keep themselves informed about college matters. Individual governors each have a link with one aspect of college provision; they meet with the respective manager and report the outcomes of these meetings as appropriate to the corporation. The student governor presents a report at corporation meetings. Governors scrutinise information on retention, achievements, destinations and complaints through clear reports which are prepared for them. They are active in seeking further information.

62 A search committee carefully identifies the needs of the corporation before filling vacancies. Governors have approved a nomination and appointment procedure that is well publicised. Each governor's performance is reviewed before re-appointment is considered. As stated in the self-assessment, the induction for new governors is thorough and includes a well-judged

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information pack and a programme of meetings with the chair, senior managers and the clerk. Governors have good opportunities for further development. The training needs of individual governors are reviewed annually to help develop an appropriate programme.

63 The corporation is scheduled to meet four times a year. There are six committees: finance, standards, remuneration, search, audit and appeals/special. Each has recently revised terms of reference and evaluates its performance against indicators that are reviewed by each committee and by the standards committee. Their work is overseen, but not duplicated, by the corporation. Members of the finance committee meet termly to consider the management accounts. All governors receive monthly management accounts, as well as comprehensive minutes from the finance committee and formal feedback from the chair of the committee. Both the corporation and finance committees are appropriately involved in financial planning. The audit committee has operated substantially in accordance with its terms of reference and the requirements of the FEFC.

64 The independent clerk is directly accountable to the chair of corporation. Clerking is efficient. Corporation and committee agendas and papers are sent out in good time. Minutes are prepared and distributed promptly. The chair carries out the principal's and the clerk's appraisals and contributes to those of other senior postholders. The process involves the agreement of targets and assessment of achievement against those targets.

65 The corporation conducts its business openly. Minutes of corporation and committee meetings, the register of governors' interests and a comprehensive governors' handbook are available in the learning centre. Their availability is advertised. The college holds an annual corporation meeting that is open to the public and advertised in the local press. The

corporation has adopted a code of conduct and recently amended standing orders to guide the conduct of corporation and committee meetings. It has approved a 'whistleblowing' policy but has not yet prepared a procedure for dealing with alleged fraud or irregularity. The register of interests has been completed by all governors and those staff who have significant financial responsibility.

66 All governors are involved in rigorous annual self-assessment of the performance of the corporation, its committees and the college. At the annual governors' strategic planning seminar, governors analyse their action plan produced for the previous year and evaluate the outcomes of actions taken to address weaknesses and build on strengths. Governors have been active in improving their information about, and communications with, staff and students.

Management

Grade 2

67 Inspectors agreed with most of the judgements included in the self-assessment report and found evidence of progress in addressing weaknesses.

Key strengths

- effective management at all levels
- open, responsive management with clear lines of communication
- good strategic and operational planning, with strong links to the college mission
- accurate and reliable management information
- effective implementation and monitoring of key college policies
- extensive and productive external links
- good financial management

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Weaknesses

- tardiness in addressing unsatisfactory retention rates
- insufficient attention to inconsistencies in students' achievements

68 The college is well managed. As noted in the self-assessment report, the college has a clear and effective management structure, which is understood by staff. The senior management team comprises the principal, two vice-principals and five directors with responsibility for finance, premises, liaison, student services and business enterprise. There is an annual review of curriculum and staffing needs. New posts are carefully considered, they include a vocational courses co-ordinator and a manager for projects and business development. These reflect the college mission and strategic direction. Curriculum management is good. Courses and lessons are well planned. Detailed subject files document regular review of performance indicators and effective use of management information. Action points arising from course and subject meetings are carefully monitored.

69 Inspectors agreed with the college's assessment that the style of management is open and responsive. A published calendar of meetings, weekly staff briefings and termly staff meetings all contribute to good communication. A yearly meeting for all staff focuses on the national, regional and local context. Committees and working groups provide opportunities for consultation and participation by staff at all levels in the college.

70 The college benefits from a well-established strategic planning process. The strategic plan is widely shared with staff. An operational plan is developed in each subject area to help deliver the strategic objectives. These plans are completed to a common format, identifying those responsible for carrying out actions and

target dates for completion. Actions are prioritised and monitored. They are closely related to the college mission, which is kept under regular review. The principal meets twice yearly with programme area managers to discuss progress towards their operational targets.

71 Inspectors agreed with the college's self-assessment that there is accurate and reliable management information. A range of reports is produced to help monitor enrolments, attendance, retention and achievement. Statistical returns to FEFC are prompt and reliable. However, many managers do not have direct access to management information on the computer network. The college is addressing this.

72 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The college has achieved an operating surplus in six of the seven years since incorporation and surpluses are predicted for the period of the current three-year financial forecast. There are positive general reserves. The college's financial plans contain clearly defined financial objectives against which performance is monitored each month. The financial regulations were recently updated. Budget holders receive timely monthly reports on actual and committed expenditure. Management accounts with an appropriate commentary are prepared monthly for review by all governors and the senior management team. The college has reduced dependency on FEFC funding in the past three years and is committed to diversifying income further.

73 As stated in the self-assessment report there is a comprehensive range of college policies which each include a review schedule and criteria for monitoring. The college actively seeks to widen participation and implement the principles of inclusive learning and equal opportunities. Equal opportunities issues are considered in teaching, recruitment and

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selection, and induction. Inappropriate behaviour and language are challenged. All departments are involved in inclusive learning projects. One of these focuses on male underachievement. There are clear policies and structures for implementing health and safety requirements. The health and safety committee, which includes a governor, meets regularly. Regular reports on key policies go to the board.

74 The range and quality of the links with external organisations are strengths identified by the college in its self-assessment. Its mission statement commits the college to contributing to economic and community development, and it is involved in a variety of local initiatives, including projects with partner high schools and collaborative work with other local colleges. The principal and other members of staff sit on external bodies such as the Salford Lifelong Learning Partnership, the local secondary heads association and local economic development groups. The college is perceived by its partners as responsive, honest and supportive. It makes good use of its external links and of a range of local labour market information to inform curriculum development. It has recently introduced courses in media and a certificate in childcare and education in response to demand. Provision in its 'business ventures' training centre is closely linked to its commitment to help develop the local business community.

75 In its self-assessment report, the college acknowledges weaknesses in student retention and achievement. Only for the past two years has there been a sufficiently strong focus on addressing student retention. It is now central to the college's strategic plan. A range of well-considered cross-college and departmental strategies and action plans are beginning to have an impact. There are improvements, but retention remains below national averages at level 3. While student achievement rates are often good, there are inconsistencies between subjects and departments and between years. Strategies to improve achievements where they

are weak, and to increase the proportion of higher grades at advanced level are being implemented. The college management is taking vigorous action to deal with the weaknesses identified.

Conclusions

76 The self-assessment report provided an effective basis for carrying out the inspection. Useful information was provided in the first part of the report, which set the college and the self-assessment process in context. The report was detailed and self-critical, identifying strengths and weaknesses with associated actions. Good progress had been made on many of the actions by the time of the inspection. Inspectors agreed with most of the strengths and weaknesses identified in the report. They found some additional ones and judged that some strengths and some weaknesses had been understated. Inspectors agreed with three out of the four grades awarded by the college in the curriculum areas inspected. In one area, inspectors awarded a lower grade than that of the college. Inspectors also agreed with four of the five cross-college grades. In one cross-college area they judged that the college underestimated its grade.

77 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 (November 2000)

Age	%
Under 16	0
16-18 years	61
19-24 years	4
25+ years	34
Not known	1
Total	100

Source: college data

Student numbers by level of study (November 2000)

Level of study	%
Level 1 (foundation) and entry level	7
Level 2 (intermediate)	8
Level 3 (advanced)	82
Level 4/5 (higher)	0
Level not specified	0
Non-schedule 2	3
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (November 2000)

Programme area	Full-time	Part-time	Total provision (%)
Science	258	238	26
Engineering	16	0	1
Business	101	21	7
Hotel and catering	77	42	6
Health and community care	68	63	7
Art and design	59	49	6
Humanities	516	336	45
Basic education	22	7	2
Total	1,117	756	100

Source: college data

Widening participation

Based on a postcode analysis of 1998-99 ISR data, the college recruited 26% of students from disadvantaged areas defined in relation to the Department of the Environment, Transport and the Regions' Index of Local Conditions.

Staff expressed as full-time equivalents (November 2000)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	56	33	1	90
Supporting direct learning contact	9	4	0	13
Other support	26	2	0	28
Total	91	39	1	131

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

College Statistics

Three-year Trends

Financial data

	1998	1999	2000
Income	£2,735,000	£3,029,000	£3,611,000
Average level of funding (ALF)	£15.96	£16.20	£16.64
Payroll as a proportion of income	73%	77%	72%
Achievement of funding target	102%	100%	101%
Diversity of income	7%	11%	19%
Operating surplus	£115,000	-£13,000	£9,000

Sources: Income – Council Circular 00/10 (1998), college (1999 and 2000)

ALF – Funding Allocations 1997-98 (1998), Funding Allocations 1998-99 (1999), college (2000)

Payroll – Council Circular 00/10 (1998), college (1999 and 2000)

Achievement of funding target – Performance Indicators 1998-99 (1998 and 1999), college (2000)

Diversity of income – Council Circular 00/10 (1998), college (1999 and 2000)

Operating surplus – Council Circular 00/10 (1998), college (1999 and 2000)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1998	1999	2000	1998	1999	2000
1	Number of starters	332	411	267	204	225	234
	Retention (%)	68	80	79	64	34	65
	Achievement (%)	52	52	79	34	64	86
2	Number of starters	567	515	834	55	45	101
	Retention (%)	69	71	80	42	87	76
	Achievement (%)	80	83	92	62	87	50
3	Number of starters	2,067	1,797	1,715	44	32	95
	Retention (%)	56	64	66	34	41	59
	Achievement (%)	88	87	85	80	73	74
4 or 5	Number of starters	0	0	0	0	0	0
	Retention (%)	n/a	n/a	n/a	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a
Short courses	Number of starters	700	278	361	36	275	1,305
	Retention (%)	83	84	89	92	93	94
	Achievement (%)	60	64	81	68	56	92
Unknown/unclassified	Number of starters	10	95	44	11	4	0
	Retention (%)	50	67	84	n/a	75	n/a
	Achievement (%)	60	41	77	n/a	33	n/a

Source: college

n/a not applicable

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