

Joseph Priestley College

**REPORT FROM
THE INSPECTORATE
1997-98**

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL***

The Further Education Funding Council 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 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.

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

Joseph Priestley College

Yorkshire and Humberside Region

Inspected April 1998

Joseph Priestley College is a general further education college, located on four main sites across the southern edge of Leeds. The inspection took place just after significant changes to the senior management team had occurred, including the appointment of a new principal in May 1997. The self-assessment report, produced for the inspection, was detailed and thorough. All staff were involved in its production. Each section of the report contained an action plan for addressing weaknesses. Inspectors were in broad agreement with the judgements in the report. They considered, however, that the grades awarded by the college to one of its curriculum areas, and to one aspect of cross-college provision, were too high.

The college offers courses in nine of the 10 FEFC programme areas, although the amount of provision in agriculture, engineering, hotel and catering is very small. Provision in four programme areas was inspected. Most students attend part time and many are able to do so because courses are timetabled flexibly. Examination results on part-time courses and especially GCSE and GCE A level courses, are satisfactory. They are poor on a number of full-time advanced vocational courses. The

quality of teaching is better on part-time courses than on some full-time vocational programmes. Support for students is good. A particularly effective personal tutorial system has been introduced. The senior management team has been diligent in improving many aspects of the college's performance and it operates in an open and consultative way. Quality assurance arrangements have been significantly strengthened this year. Governors receive reports on the college's academic performance. The college needs to improve: some teaching; retention rates and achievements of students on vocational programmes; the financial health of the college; and the quality of some course reviews. In addition, the college should address: the large number of vacancies on the corporation; the lack of support for part-time students; and the low usage of accommodation.

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

| Curriculum area | Grade | Cross-college provision | Grade |
|---|-------|-------------------------|-------|
| Mathematics and information technology | 3 | Support for students | 2 |
| Business | 3 | General resources | 2 |
| Health and community care | 3 | Quality assurance | 3 |
| Adult basic education/students with learning difficulties and/or disabilities | 2 | Governance | 3 |
| | | Management | 2 |

The College and its Mission

1 Joseph Priestley College is a general further education college, founded over 40 years ago, which provides education and training principally for the areas of Morley, Rothwell, south Leeds and the wider West Yorkshire metropolitan area. The college is located at four main sites in or close to south Leeds; it has more recently opened a fifth centre in Wakefield. Additional courses are provided in community centres surrounding the south of Leeds.

2 Leeds, with a population of 750,000, is a major centre for financial and business services in the north of England. Other growing sectors in the city include retailing, tourism, hotel and catering, distribution, leisure, arts and recreation. A major retail development, the White Rose Shopping Centre, has recently opened in south Leeds. Unemployment in Leeds is falling: the unemployment rate in January 1998 was the same as the national figure of 4.9 per cent, and below the regional rate for Yorkshire and Humberside of 5.7 per cent. Unemployment is, however, much higher in some of the electoral wards close to the college, for example Beeston with a rate of 14 per cent, Hunslet with 11 per cent and Middleton with 8 per cent.

3 The college operates in a very competitive environment. Leeds has seven other further education colleges, a denominational sixth form college and 44 school sixth forms. Also, within a 10 mile radius of the main college sites, there are three other general further education colleges and a sixth form college. In 1996, the local participation rate in post-16 education was 62 per cent, which is below the national average of 68 per cent. In 1997, the percentage of 16-year-old pupils in Leeds gaining the equivalent of five or more general certificate of secondary education (GCSE) subjects at grade C or above was 37.4 per cent, compared with the average for England of 45 per cent. The proportion of 16-year-old pupils in south Leeds gaining the equivalent of grade C or above in

five or more GCSE subjects was considerably lower than the average for Leeds as a whole.

4 In November 1997, the college had 9,246 students enrolled. Ninety-six per cent of students are part time, 86 per cent are aged 19 and over. At the time of the inspection, there were 141 full-time equivalent staff at the college, of whom 61 per cent teach or directly support learning. In September 1997, the college completed a management restructuring. The senior management team comprises the principal, a deputy principal with responsibility for finance and planning, an assistant principal with responsibility for curriculum and quality, the director of human resources, and the director of college services. There is also a college management team which comprises members of the senior management team; the four managers responsible, respectively, for student services, finance, college information services, corporate business; the head of school for business and professional studies; and the head of school for general education. The two heads of school are responsible for the management of the curriculum across all programme areas and each is supported by two assistant heads. Learning programme co-ordinators oversee the implementation of the main areas of the curriculum.

5 The college has recently revised its mission statement. In this, the college states that it is 'dedicated to meeting customer needs by providing accessible education and training within the community in a friendly and supportive environment'. The college's main strategic aims are to:

- exceed the expectations of students, employers and clients and to attract new business
- provide a high-quality service at all times
- expand the availability of open learning arrangements which enable students to study on their own, at times of their choice, using materials designed to meet their needs

Context

- improve retention rates and students' achievements on all courses
- improve support for disadvantaged learners
- forge links with appropriate international, national and local organisations, and partnerships with employers
- motivate staff and provide them with support in order that they may fulfil their potential
- make cost-effective use of accommodation
- generate a financial surplus.

The Inspection

6 The college was inspected during the week beginning 27 April 1998. The inspection team had previously studied 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 data on students' achievements for the three years 1995 to 1997, which were checked by an inspector against primary sources such as class registers and pass lists issued by awarding bodies. It was notified two months before the inspection of the sample of provision to be inspected. The inspection was carried out by nine inspectors and an auditor over a total of 38 working days. It covered aspects of work in

four of the FEFC's programme areas. Inspectors observed 58 lessons and examined students' work and college documentation. They met college governors, staff at all levels and groups of students. They discussed the work of the college with representatives from the Leeds Training and Enterprise Council (TEC), head teachers from the local Rothwell Partnership, community and commercial partners.

7 Of the lessons inspected, 57 per cent were rated good or outstanding and 14 per cent were less than satisfactory. This profile of grades is not as good as the national average for all lessons observed during 1996-97, according to *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 67 per cent with an average class size of 8.4 compared with an average of 12.5 students on the register. The national profile for these figures in 1996-97, according to the chief inspector's annual report, was an average attendance of 77 per cent with 10.8 students per class against an average of 14 on the register. The highest recorded attendance during the inspection was 74 per cent in health and community care and the lowest, 57 per cent, was in business. The following table shows the grades given to the lessons inspected.

Lessons: inspection grades by programme of study

| Programme | Grade | | | | | Totals |
|-------------------------|-------|----|----|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 | |
| GCE A/AS level and GCSE | 1 | 5 | 1 | 1 | 0 | 8 |
| GNVQ | 0 | 4 | 6 | 4 | 1 | 15 |
| NVQ | 0 | 2 | 2 | 0 | 0 | 4 |
| Other vocational | 4 | 17 | 8 | 2 | 0 | 31 |
| Total | 5 | 28 | 17 | 7 | 1 | 58 |

Curriculum Areas

Mathematics and Information Technology

Grade 3

8 The inspection covered mathematics and information technology (IT), as specific courses, and also as supporting elements of other provision. Fourteen lessons were inspected. Inspectors broadly agreed with the college's assessment of this curriculum area but they considered that some weaknesses were understated.

Key strengths

- the detailed teaching scheme for GCSE mathematics
- the careful planning and effective teaching of most lessons
- good pass rates on GCSE mathematics courses and on most part-time vocational IT courses
- well-managed mathematics courses and part-time IT courses
- provision for a wide range of students

Weaknesses

- little use of IT or practical work to enrich mathematics
- classes too small to allow a full range of teaching and learning activities
- low retention rates on GCSE mathematics and GCSE IT courses
- poor recruitment, low retention and unsatisfactory pass rates on general national vocational qualification (GNVQ) courses
- unsatisfactory management of the GNVQ IT provision

9 There is a wide range of full-time and part-time courses. Some courses are provided in the evening and at weekends. Most part-time courses recruit well. Timetables are arranged to

suit the needs of individual students.

Mathematics workshops provide extra support and allow some 40 students to take GCSE mathematics through open learning. New courses on the use of the internet have been introduced recently. Some IT training is carried out for companies in the area. A new IT learning centre at Wakefield has recruited almost 1,000 part-time students. Some courses recruit poorly. For example there are only five students studying general certificate of education advanced level (GCE A level) mathematics, with three at one site and two at another.

Mathematics and most part-time IT courses are well managed, and the record-keeping and documentation for these are thorough. However, the management of the GNVQ IT course is unsatisfactory. Team meetings are ineffective and course reviews lack relevant analysis. The inspection team agreed with the college's identification of strengths and weaknesses in the way courses are managed and implemented.

10 Most teachers use appropriate schemes of work and clear lesson plans. Teachers of GCSE mathematics all use a detailed course plan which is linked to a series of well-written workbooks and carefully-designed assessments. Mathematics staff teach the numerical elements of vocational courses across the college. Overall, there is little use of IT or practical work in mathematics lessons. There is an appropriate balance between theory and practical work on IT courses. Students benefit from lucid learning materials, to support their use of IT software packages. In both mathematics and information technology, individual students receive effective support from their teachers. Some class sizes were too small to allow certain learning activities, such as group work, the sharing of ideas and discussion, to take place. This weakness was not fully identified in the self-assessment report.

11 The achievements of students vary considerably between courses. Retention and

Curriculum Areas

pass rates are good on most part-time courses including those courses with a high number of students. The proportions of students gaining grade C or above in GCSE IT and GCSE mathematics have increased and are well above the averages for the sector. Retention rates on these courses are low, however. Recruitment to the full-time GNVQ IT courses has been low. Retention rates on these courses have been poor. In 1997, only one student successfully completed the GNVQ intermediate course and no students completed the first year of the GNVQ advanced course. In September 1997, only four new students were recruited to the GNVQ advanced course and they joined four of the students from the previous year who had decided to repeat the first year of the course. The self-assessment report identifies most of the strengths and weaknesses in relation to retention rates and students' achievements on mathematics and computing courses. It does not, however, identify the low retention rate on the GCSE mathematics course as a weakness.

12 Teachers have appropriate academic, vocational and teaching qualifications. Many are part time. Most staff work effectively together and have good links with full-time co-ordinators. There has been a considerable

turnover of teachers. At the time of the inspection, there were several vacant posts. Some recently-appointed staff involved with the GNVQ courses lack relevant experience. The availability of learning materials is adequate. The college has updated one computer room to support the teaching of internet courses. Most teaching rooms have appropriate teaching aids but they contain little display of students' work.

Examples of students' achievements in mathematics and information technology, 1995 to 1997

| Course grouping | | 1995 | 1996 | 1997 |
|--|---------------|------|------|------|
| GNVQ advanced IT (full time) | Retention (%) | 70 | 50 | 85 |
| | Pass rate (%) | 57 | 80 | 36 |
| GNVQ intermediate IT (full time) | Retention (%) | 100 | 82 | 8 |
| | Pass rate (%) | 80 | 67 | 100 |
| GCSE mathematics | Retention (%) | 51 | 28 | 68 |
| | Pass rate (%) | 31 | 39 | 56 |
| Computer literacy and information technology | Retention (%) | 91 | 88 | 81 |
| | Pass rate (%) | 82 | 83 | 83 |

Source: college data

Curriculum Areas

Business

Grade 3

13 The inspection of this curriculum area covered GCSE, GCE A level and GNVQ courses, and the teaching of management and professional accounting. Fourteen lessons were observed. Inspectors concluded that the self-assessment report appropriately reflects the differing standards achieved in business studies, and management and professional studies.

Key strengths

- good-quality teaching in management and professional classes
- effective reference to students' work roles and experience on part-time courses
- detailed and constructive assessment of students' work
- good pass rates on most management and professional programmes

Weaknesses

- insufficiently demanding teaching strategies in business studies
- poor pass rates on GNVQ and GCE A level business programmes
- unsatisfactory attendance by students
- significant changes of teaching staff causing discontinuity in course planning and implementation

14 As the self-assessment report indicates, business, accounting and management courses are available at times to suit students. The GNVQ advanced business programme can be studied on a part-time or full-time basis. Accountancy and management courses may be studied through open learning. Course files are detailed and contain minutes of regular team meetings, guidance on the principles of

assessment, planning details and the findings of course reviews. As external verifier reports confirm, improvements have been made to GNVQ courses in relation to the design of assignments, the integration of key skills with course content, and assessment methods. Assessment methods on management and professional programmes are rigorous. On Association of Accounting Technicians courses, the internal verifier makes regular visits to students in the workplace.

15 The quality of teaching in most lessons on professional and management courses is good. Inspectors agreed with the judgement in the self-assessment report that the wide range of teaching and learning activities represents a strength in this curriculum area. In lessons, teachers frequently made useful reference to students' work roles and experiences in order to help the class to develop an understanding of new concepts. Overall, the teaching of business studies was satisfactory. In some poorer lessons, however, the work set was insufficiently demanding. In some instances, the teacher made a false assumption about the extent of the students' prior knowledge with the result that some students did not fully understand the business concepts being taught. Some lessons were conducted in too informal and relaxed a manner with the result that students did not concentrate on their tasks fully. Attendance in the classes observed was unsatisfactory at 57 per cent. The assessment of students' work is thorough and teachers provide students with detailed and constructive comments on the quality of their work.

16 The self-assessment report acknowledges that low pass rates on GNVQ and GCE A level business studies programmes are a weakness. For example, no student successfully completed the full-time GNVQ advanced programme in 1997 and only one part-time student gained a qualification. Pass rates on GCSE programmes are consistently above national averages for further education colleges. The good results on

Curriculum Areas

the Association of Accounting Technicians courses, which have improved significantly over the last three years, are recognised in the self-assessment report as a strength. Results are also good on courses leading to national vocational qualifications (NVQs) at all levels. Pass rates on most management programmes are satisfactory, particularly on supervisory and medical secretaries courses. Some students' achievements are poor on courses leading to the Chartered Institute of Marketing qualifications. For example, in 1997, the pass rate on the diploma course was below 30 per cent although it was better on the certificate course.

17 The accommodation and resources for most of the business courses are good. Students have access to appropriate textbooks, workbooks and other resource material. IT facilities are readily available for all programmes. An internet connection is also provided, although not all students were aware of this facility. Only four staff out of 15 are full time. Almost all staff have vocationally relevant qualifications. Students confirmed that some significant staff changes during this academic year had caused discontinuity in course planning and implementation. The self-assessment report did not acknowledge the adverse effects of this turnover in staff.

Examples of students' achievements in business, 1995 to 1997

| Course grouping | | 1995 | 1996 | 1997 |
|--|---------------|------|------|------|
| Chartered Institute of Marketing certificate | Retention (%) | 39 | 80 | 60 |
| | Pass rate (%) | 5 | 63 | 67 |
| Association of Accounting Technicians intermediate | Retention (%) | 73 | 76 | 89 |
| | Pass rate (%) | 32 | 44 | 62 |
| GNVQ advanced business (full time and part time) | Retention (%) | 68 | 46 | 61 |
| | Pass rate (%) | 48 | 53 | 1 |
| GCSE accounting | Retention (%) | 59 | 83 | 45 |
| | Pass rate (%) | 60 | 90 | 60 |

Source: college data

Curriculum Areas

Health and Community Care

Grade 3

18 Ten lessons were observed, principally on courses in health and social care, and childhood studies. Inspectors agreed with the college's identification of strengths and weaknesses in this curriculum area but they found some weaknesses which were not mentioned in the self-assessment report. Judgements in the different sections of the self-assessment report were well supported by extensive evidence.

Key strengths

- varied teaching and learning methods
- effective integration of key skills with the vocational content of courses
- appropriate assessment procedures
- good pass rates on GNVQ programmes
- flexible arrangements for students' attendance

Weaknesses

- insufficient links with employers and outside agencies
- some poor teaching and inadequately-planned lessons
- the poor organisation and unsatisfactory preparation of students for work experience
- low retention rates on some courses
- the adverse consequences, for course co-ordination and course development, of relying on a high number of part-time staff

19 The college offers full-time and part-time GNVQ courses in health and social care at advanced and intermediate levels, and BTEC national diploma and certificate courses in childhood studies. The childhood studies course was introduced in September 1996 and the first

intake is due to complete the course in June 1998. Inspectors agreed with the finding in the self-assessment report that health and community care courses are timetabled flexibly. Part-time students can join full-time courses, combine day and evening study or attend solely in the evening. Courses leading to NVQs at levels 2 and 3 in direct care, first aid, and counselling courses are also available. Students on the GNVQ course can gain accreditation in first aid, counselling, sign language, and additional key skills. Inspectors agreed with the finding in the self-assessment report that staff need to establish closer links with employers and outside agencies in this vocational area, in order to strengthen their knowledge of career pathways for students.

20 The quality of teaching is satisfactory. Schemes of work are brief and mainly comprise a list of topics. The better lessons are well planned. In these a participative approach to learning on the part of students is encouraged, which they find demanding and stimulating. Key skills teachers work closely with course tutors to ensure that key skills are taught within a clear vocational context. In its self-assessment report, the college failed to identify the features of some weak and poorly-planned lessons. In these, teachers do not share the lesson's aims and objectives with the students, and they fail to go over lesson content, or carry out checks, to make sure that the students fully understand what is being taught. Work experience placements are an integral part of the national diploma course in childhood studies but they are optional for students on GNVQ courses. The organisation of some work placements is unsatisfactory, however. Students are not always well prepared for their placements and these are sometimes arranged hurriedly and at short notice.

21 Assignments are clearly written and they are vocationally relevant. Teachers use a variety of methods to develop and assess students' skills and knowledge. Students are given the

Curriculum Areas

opportunity to work in groups to complete assignments. As a matter of routine, they make use of IT in much of their assignment work. Students on GNVQ courses at advanced and intermediate levels have undertaken joint assignments with students on independent living skills courses. Overall, the standard of students' work is good. Marking is rigorous and teachers give students detailed and constructive feedback on the quality of their work. Pass rates on the full-time GNVQ advanced and intermediate courses are above sector averages. Pass rates on the part-time GNVQ advanced course are less satisfactory, however. The self-assessment report failed to acknowledge the declining retention rates on the GNVQ advanced courses.

22 Most courses in this programme area are well managed. Course teams meet regularly. Minutes of course team meetings are circulated to part-time staff to ensure that they are properly informed. Feedback from students is also closely considered and appropriate action is taken on students' comments. There are clear and informative handbooks for all courses. Staff are well qualified and experienced. A high number of part-time staff are employed and they have valuable up-to-date experience in the field of health and social care. The heavy reliance on part-time staff, however, has had an

adverse effect upon the co-ordination and planning of courses because few part-time staff are able to attend course team meetings or participate in course planning. One member of staff has been supported in updating professional skills through a work placement. As the self-assessment report identifies, there are insufficient learning resources available to meet the needs of all students.

Examples of students' achievements in health and community care, 1995 to 1997

| Course grouping | | 1995 | 1996 | 1997 |
|--|---------------|------|------|------|
| GNVQ advanced health and social care | Retention (%) | 70 | 68 | 53 |
| | Pass rate (%) | 57 | 77 | 56 |
| GNVQ intermediate health and social care (full time) | Retention (%) | 67 | 50 | 82 |
| | Pass rate (%) | 75 | 67 | 78 |
| GNVQ intermediate health and social care (part time) | Retention (%) | * | 60 | 100 |
| | Pass rate (%) | * | 0 | 100 |
| NVQ level 2 direct care | Retention (%) | * | 73 | 60 |
| | Pass rate (%) | * | 88 | 50 |

Source: college data

*course not running

Curriculum Areas

Adult Basic Education/Students with Learning Difficulties and/or Disabilities

Grade 2

23 The inspection covered provision for adult basic skills, English for speakers of other languages (ESOL), and courses for students with learning difficulties and/or disabilities. Inspectors observed 20 lessons. They broadly agreed with the findings of the college's self-assessment report although some weaknesses, particularly in basic skills provision, were overstated.

Key strengths

- some effective and creative teaching
- comprehensive initial assessment procedures for students with learning difficulties and/or disabilities
- the regular completion of records of students' work
- the individual progress made by some students in ESOL and basic skills
- the encouragement of students on basic skills courses to take accredited awards
- well-managed and flexibly-arranged basic skills provision
- productive links with a range of external agencies

Weaknesses

- insufficient use of initial assessment on adult basic education courses
- the failure of some lessons to meet the needs of students with learning difficulties and/or disabilities
- inadequate information on students' achievements on basic skills and ESOL courses
- an overemphasis on external accreditation for students with learning difficulties and/or disabilities

24 The quality of teaching in basic skills and ESOL is good. Teachers support students well. In almost all lessons, students were making good progress and they were increasing in confidence and self-esteem. Lessons were well planned. Teachers made the aims of lessons clear to students. As the self-assessment report states, good records are kept of students' work and there is a well-managed routine of recording progress in all classes. Each student undergoes initial assessment in order to determine his or her level of ability. Insufficient use is made of this assessment, however, when identifying an individual learning programme for each student. Inspectors agreed with the finding in the self-assessment report that basic skills courses are flexibly arranged to meet students' needs and that they represent a strength of the college's provision. For example, the college regularly holds basic skills classes on each site on mornings, afternoons, during the twilight period, in the evenings, and at weekends. Courses with a substantial component of basic skills take place at locations in the local community and their aim is to encourage and enable students to progress to further study.

25 Since the last inspection, students have been increasingly encouraged to achieve external qualifications. The self-assessment report identifies the lack of opportunities for students to acquire qualifications as a weakness. The college has little information about students' achievements in this area of work and it is addressing this weakness. Students are now offered the opportunity to gain accreditation for their learning. An increasing number choose to supplement their basic learning programme with work towards obtaining this accreditation. On most courses, students make good progress. The management of basic skills courses is good but this was not identified as a strength in the self-assessment report. Staff hold regular team meetings to co-ordinate their implementation of the curriculum. 'Tutor contact sheets' provide a record of briefings given to staff who are not

Curriculum Areas

able to attend meetings. Staff are appropriately qualified for the classes they teach.

26 The college has a strong commitment to making provision for students with learning difficulties and/or disabilities, including those with profound and multiple learning difficulties and students with mental health problems. Productive links with external agencies enable the college to provide students with appropriate specialist support. Much of the teaching is good. In the better lessons, the teaching is imaginative and the teachers' attention to detail enables students to learn effectively. Detailed supplementary pictorial materials help students with severe cognitive impairment to achieve realistic goals. A diary is used effectively to communicate learning objectives to parents and carers with the aim of enabling the students to continue their learning at home. In a preparation-for-work course, students learn the skills necessary to progress to other courses or employment. They are also provided with work experience to extend their learning and strengthen their skills. Key skills are an integral part of projects. Students are encouraged to develop key skills in order that they may work more confidently and effectively with others. Initial assessments of students' learning needs are comprehensive. Learning plans in this area are insufficiently detailed to enable teaching to be focused on the requirements of individual students, however, and this weakness is not identified in the self-assessment report. Some students have narrow learning goals because they are aiming for a particular qualification rather than pursuing the broader aims of an individual learning programme. The self-assessment report fails to acknowledge that some students' primary learning goals are not precisely stated and, as a result, it is difficult for staff to plan a student's learning programme in detail and evaluate its effectiveness.

27 There are some good achievements by students. Many students with learning difficulties and/or disabilities develop

competencies and confidence. Retention rates are consistently over 80 per cent. At the end of their course, some students join further courses at the college or obtain employment. Within the last three years for example, 50 per cent of the vocational preparation course students have gained employment.

Cross-college Provision

Support for Students

Grade 2

28 Inspectors mostly agreed with the college's assessment of the support provided for students. They identified some weaknesses in this aspect of cross-college provision which were not mentioned in the self-assessment report.

Key strengths

- the clear information and useful advice available to prospective students
- an effective careers and counselling team
- effective arrangements for personal tutoring
- a systematic approach to reviewing students' progress
- careful support for students with learning difficulties and/or disabilities

Weaknesses

- inadequate support for part-time students
- inadequate provision for students with additional needs on mainstream courses
- the lack of integration of student support with the curriculum

29 Support for students is co-ordinated and implemented by a recently-established and centrally-organised student services team. Rapid improvements have since been made in the provision of support. An internal service level agreement describes the scope of support to be provided by the student services team. In its self-assessment report, the college recognises that there is a need for student support to be an integral part of learning programmes rather than a separate component of them. The support systems meet the needs of the growing number of full-time students effectively.

Students said that they found the college supportive. There is, however, no clear system for providing part-time students with support.

30 Before joining the college, prospective students receive good-quality information and advice to help them to choose a course which is appropriate for them. Each college site has a reception area where publicity materials are available and where staff provide initial guidance about the different programmes available. Visitors can subsequently make appointments to speak in more detail with careers and counselling staff or course tutors. Most full-time students receive an interview before enrolment. Interviewers are given a comprehensive checklist of important issues which they must cover. The self-assessment report recognises that the absence of a centralised admissions system has led to some variation in the way students are recruited to courses. The college is now addressing this issue. For example, it has publicised a telephone helpline and aims to respond to callers in a more systematic way. Findings from a recent and extensive survey of students' views demonstrate that students are highly satisfied with the quality of the information and advice they receive before joining the college.

31 An induction programme is available for all students who study for more than eight hours a week. There is a checklist of induction topics which staff have to cover with all part-time students. Student handbooks are widely circulated and these contain relevant information about courses and college services. Findings from surveys of students' opinions show that only 60 per cent of students found induction useful.

32 The personal tutorial system is a key feature of support for students and it is recognised as a strength in the self-assessment report. All full-time students and those on the more substantial part-time programmes have a personal tutor whose role is clearly defined. There are clear objectives for tutorials and

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progress towards achieving these is closely monitored. Tutors keep a record of the activities they cover in tutorials and this forms the basis of the evidence they present when they are appraised. Tutors appreciate the strong support they receive from the careers and counselling team which provides training, resources and advice. Tutors meet regularly with their students in order to carry out reviews of their progress. The findings from the reviews contribute towards a computerised summative record of each student's achievements. Records of students' achievements are thorough and detailed.

33 The careers and counselling team works effectively. Careers officers are in regular contact with individual students and with groups of students. There is a careers development programme which is designed to meet students' needs. The team's poor contact with part-time students was identified as a weakness in the self-assessment report, and effective action has been taken to remedy this. The college has a service level agreement with Leeds Careers Guidance which provides information on employment opportunities and specialist careers support for students on the foundation studies programme. Careers education resources and careers advice are available on all sites. Qualified counsellors work closely in supporting personal tutors. There is a system whereby students may be referred to appropriate specialist counsellors outside the college.

34 A handbook for non-teaching assistants provides them with constructive guidance on their role in supporting students with learning difficulties and/or disabilities. Assistants are well qualified and experienced and enjoy close working relationships with personal tutors and teaching staff. There is, however, almost no extra support provided for students with additional needs who are studying on programmes other than the foundation studies course. All full-time students are given literacy and numeracy tests to ascertain whether they

need assistance with basic skills. The self-assessment report notes that students who receive such assistance are retested later. Some of the learning support plans for students were insufficiently detailed or did not include action to address students' weaknesses which had been identified through the literacy and numeracy tests.

General Resources

Grade 2

35 The inspection team broadly agreed with the college's identification of strengths and weaknesses in general resources.

Key strengths

- the attractive learning environment provided by the main buildings
- good provision of IT equipment
- the services and facilities provided by the learning resource centres
- the high priority given to facilities for students with disabilities

Weaknesses

- the under utilisation of accommodation
- the poor sport and recreational facilities for students
- the small number of study spaces for students

36 The buildings on three of the college's four main sites, those at Peel Street and Elmfield in Morley, and the Alec Beevers Centre in Beeston, south Leeds, are former Victorian primary schools. The Rothwell Centre was erected in 1996. It is a high-quality, two-storey demountable building, containing classrooms. An adjacent administration block is of poor quality. The Wakefield Centre was opened in January 1998, and comprises a refurbished floor in a city centre office block. The college

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also operates across a number of smaller sites. Although the under utilisation of accommodation is not mentioned in the self-assessment report, the college recognises that this is an important issue. Since the last inspection, it has disposed of a number of buildings. Further action over accommodation is taking place, including the sale of the Elmfield Centre. The college continues to make improvements to its existing buildings. For example, the Alec Beevers Centre has been recently redecorated. A 10-year maintenance programme is reviewed and updated annually.

37 The reception areas at the main sites are welcoming and attractive. As the self-assessment report acknowledges, these areas also have pleasant dining facilities and a common social area for both staff and students. Sports and recreational facilities for students are poor. A student development officer has recently been appointed to promote recreational activities. Classrooms in the main centres are bright, comfortably furnished and they are equipped with appropriate teaching aids. Corridors and other circulation areas are pleasantly decorated. The walls of these, and of the classrooms which serve as a base for specific courses, carry attractive display materials or relevant information for students. Staff work rooms are often too small, although all have IT facilities. The college employs its own caretaking and cleaning staff and standards of cleanliness throughout the buildings are high. The college has worked hard to ensure that most parts of its buildings are accessible to students with restricted mobility. For example, ramps have been added to all buildings to assist wheelchair users. Provision for car parking is adequate at all sites. Signposting to, and within, the sites is good.

38 Each main site has a learning resources centre. As the self-assessment report indicates, the centres are open at times which suit the needs of both full-time and part-time students. The Peel Street Centre is open on Saturdays.

The centres are attractive and adequately equipped. There are, however, a small number of study spaces relative to the number of students enrolled. The self-assessment report gives details of the extensive qualifications held by the library staff. Students and staff expressed their appreciation of the useful advice which the librarians provide. They valued their contributions to the induction programme and their regular newsletters. The college is well equipped with modern computers and software. Overall there is a ratio of computers to full-time equivalent students of 1:9. Many computers are available for use without prior booking. The college lacks specialist staff to support students in their use of computers. The college has addressed this problem at the Alec Beevers Centre by employing a technician there. Inspectors agreed with the judgement in the self-assessment report that the learning centres and the IT equipment are strengths of the college's resources. All staff have ready access to audiovisual facilities and a central reprographics service. Teachers value the efficiency and quality of this service. Additional photocopying facilities for staff and students are available at each site.

Quality Assurance

Grade 3

39 Inspectors agreed with the college's judgements about the strengths of the quality assurance arrangements. They identified some weaknesses, however, which were not mentioned in the self-assessment report.

Key strengths

- rigorous self-assessment processes
- an extensive quality assurance system
- good arrangements for collecting and considering students' views
- good arrangements for observing teaching

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- effective systems for the induction, appraisal and professional development of staff

Weaknesses

- unproven quality assurance arrangements
- underdeveloped use of performance targets
- insufficient evaluation in course reviews
- the failure of the quality assurance systems to facilitate measurable improvements over recent years

40 The inspectors agreed with the college's judgement that the self-assessment process is rigorous. Staff teams developed draft self-assessment reports on their respective areas of work which were then moderated by senior managers. Subsequently, each area of provision was internally inspected and was the subject of a written report. Action plans to improve provision in each area were developed. Shortly before the inspection, a second internal inspection was carried out in order to determine the extent to which the self-assessment report might be updated as a result of the implementation of these action plans. The self-assessment report included a substantial body of evidence and was useful to inspectors. Data on students' achievements proved reliable.

41 The college has an extensive quality assurance system which has been significantly strengthened this year. This is detailed in a draft quality manual. The quality assurance process involves course teams, school boards of study and the academic board. These groups have appropriate terms of reference. Course teams complete a termly report. This includes extensive performance data and an action plan to address weaknesses in provision. Issues emerging from these reports are first considered by the board of study, then by the academic board and finally by the governors' curriculum

and quality committee. Action plans for improving provision are then developed and progress in implementing these is regularly monitored. The quality assurance process is well conceived. However, as the self-assessment report indicates, many of its features are new and some have not yet been fully implemented. For example, the use of performance targets is still at an early stage and an internal verification process which has proved successful in one curriculum area has yet to be implemented across the college. The draft manual on quality assurance does not presently include details of some important features of quality assurance, such as internal verification.

42 Some end-of-year course reports are of poor quality. Some give a thorough account of how courses are implemented and they include a detailed action plan for improving provision. Others fail to address important issues such as poor pass rates and do not complete the requisite statistical record. The self-assessment report failed to identify weaknesses in course reports fully. The quality assurance systems which the college has operated in recent years have not enabled it to improve its performance in curriculum areas, when this is measured by students' achievements and inspection grades.

43 The observation of staff in the classroom has been in operation at the college for some years. The observation process has been recently revised and strengthened. Individual lessons are graded. A summary of their main strengths and weaknesses and the staff development needs of the teacher are recorded. If the classroom performance is judged to be poor, a staff development plan is drawn up for the teacher in question and his or her work is observed for a second time. The inspectors agreed with the judgement in the self-assessment report that the classroom observation process represents a strength of the college's quality assurance procedures.

44 The views of students on the quality of the college's provision are gathered in various ways.

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For example, they are obtained at consultative meetings with students and through students' responses to termly questionnaires. College managers ensure that appropriate action is taken to address significant problems and issues raised by the students' responses. The complaints procedure and the student charter are contained in the student handbook. Complaints are considered by the principal who ensures that prompt action is taken to address them. The college monitors the extent to which it meets the targets specified in its charter. A report on the college's effectiveness in meeting these targets is made to the academic board. Managers are aware that the charter needs to be reviewed. The college has established a committee which has links with the local community and with industry. However, the views of these groups on the quality of the college's provision are not gathered as a matter of routine.

45 Service level agreements have recently been established between several of the college's support services and curriculum managers but it is too early to judge their effectiveness. A comprehensive and rigorous annual report on the operation of the college's learning resources is produced.

46 There are good arrangements for the induction, appraisal and professional development of staff. The college obtained the Investor in People award in 1997. Staff speak highly of the induction processes which have been recently strengthened by the inclusion of a mentoring system for new staff. Staff are appraised by their line manager. The appraisal process includes an assessment of the teaching of the member of staff in question and the identification of his or her professional development needs. The college's staff development programme reflects the college's operational objectives. It also meets staff development needs which have been identified in course reviews and through the appraisal process. There is an appropriate range of staff

development activity and this includes training which aims to improve the teaching methods of staff. The annual report on staff development is insufficiently evaluative. Inspectors agreed with the judgement in the self-assessment report that the staff appraisal system and the staff development programme represent strengths of the college's provision.

Governance

Grade 3

47 Inspectors agreed with the majority of the strengths and weaknesses identified in the self-assessment report. However, the report did not refer to the governors' failure in 1996-97 to address a deteriorating financial position. The quality of governance has improved in recent months.

Key strengths

- the governors' involvement in revising the mission statement and in setting strategic aims
- an appropriate committee structure
- high levels of attendance at corporation and committee meetings
- effective clerking arrangements
- the presentation of detailed information to governors by college managers

Weaknesses

- the failure of the corporation to address the deteriorating financial position of the college
- the lack of a formal process for reviewing the corporation's composition and for recruiting new governors
- insufficient contact between governors and staff
- no formalised procedure for self-evaluation

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48 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is adequate. Excepting the governors' failure to address the financial difficulties of the college, referred to below, 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.

49 The turnover of governors since incorporation has been low. The corporation currently has 10 members, including one woman. Following the recent expiry of the term of office of five governors, and difficulties in recruiting a student member, there are six vacancies. Although the corporation has a search committee, this has not met for over two years. As noted in the self-assessment report, the recruitment of new governors has not been carried out as part of a co-ordinated process of reviewing the composition of the corporation. Whilst existing members have a range of skills, the corporation lacks, in particular, governors with financial and marketing expertise.

50 The corporation meets approximately four times a year and is clerked effectively. Agendas and minutes are produced to a very high standard, and governors receive a wide selection of papers. The corporation is supported by the finance; employment; audit; curriculum and quality; and remuneration committees. All committees have detailed terms of reference. Arrangements whereby the committees report to the corporation are good. Average attendance at corporation and committee meetings is in excess of 85 per cent. The finance committee meets quarterly and reviews the college management accounts at each of its meetings. During 1996-97, however, governors failed to address adequately the deteriorating financial position of the college. As a consequence of the college's weak financial position, management accounts are now sent to members of the finance committee every month.

The governors acknowledge in the self-assessment report that they need to adopt a more pro-active approach to financial matters.

51 A register of governors' interests, which has recently been updated, is open to public scrutiny. Corporation agendas and minutes are placed in the college library. Corporation papers are not, however, freely available, and the corporation has deemed that all committee minutes should be confidential. A code of conduct was agreed by the corporation in July 1995. Governors produced the section on governance in the self-assessment report. As the report recognises, however, governors have no formalised procedure for evaluating their own performance.

52 A college timetable for strategic planning ensures that governors consider strategic aims and objectives at an early stage and that they give their final approval to the strategic plan. Governors were instrumental in revising the college's mission. At each meeting of the board, the principal presents a detailed report which includes data on students' attendance, retention rates and achievements. The curriculum and quality committee, established in November 1997, receives termly reports from the academic board. Both these reports enable the board to monitor the college's academic performance. Between meetings of the full board, the principal writes to governors and keeps them properly informed of college developments.

53 Although governors hold training events approximately once each term, they have not carried out an analysis of their individual training needs. The lack of a formal system for the induction of new members was identified as a weakness in the self-assessment report and this has since been addressed. Governors now receive an induction handbook and undertake a one-day tour of the college where they are given briefings by managers. There is no programme to support new governors during the early stages of their appointment. Contact between governors and staff is restricted mainly to social

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meetings which take place once a term. The number of staff attending these meetings varies considerably and is often low.

Management

Grade 2

54 Inspectors broadly agreed with the judgements about management in the self-assessment report. However, the report makes no reference to the strategies adopted to address the weak financial position of the college. The new senior management team has taken appropriate action to improve many aspects of the college's performance.

Key strengths

- the successful action by the new management team to improve the college's financial position
- the open and consultative management style
- the clear line-management structure
- the effective committee structure
- systematic strategic and operational planning
- the college's responsiveness to the local community
- the effective promotion of equality of opportunity across the college

Weaknesses

- the poor financial health of the college
- lack of budgetary delegation
- underdeveloped use of the computerised information system

55 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. In March 1997, it became apparent that the college was in serious financial difficulties with an increasing deficit. The college was not required by the FEFC to submit a formal recovery plan.

However, the new principal, who took up appointment in May 1997, immediately instigated an action plan, including a restructuring, which aimed to improve the position. As a result, the college is on target to break even in 1997-98. The finance team is led by a deputy principal supported by a finance manager, both of whom have appropriate financial qualifications. Detailed management accounts are produced monthly, in accordance with required deadlines, although not directly from the accounting system. As noted in the self-assessment report, the management accounts are reviewed by the college's senior management team. The college is planning to introduce delegation of budgets to middle managers in 1998-99, and is providing staff with appropriate training. There are currently no instructions to guide budget holders, nor is the budget accurately profiled. The reports of the internal and external auditors do not indicate any significant internal control weaknesses at the college.

56 The restructuring of the college was carried out in full consultation with staff and was substantially complete by the beginning of the autumn term 1997. As a result of the restructuring, a number of staff were made redundant. The more rational grouping of curriculum areas has increased dialogue between staff from related areas. Staff welcome the new structure and comment that it has clarified lines of responsibility. However, the co-ordination of some aspects of the curriculum remains underdeveloped. Weekly reports on staffing indicate that staff are efficiently deployed. The college has drawn up a human resources operating plan for increasing further the efficiency with which staff are deployed, for improving communications within the college, and for promoting teamwork and delegation of responsibility. The college has succeeded in reducing the proportion of its income spent on staffing and it is anticipated that this will fall from 82 per cent in 1996-97, to 66 per cent in 1997-98.

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57 The management style is open and consultative. Managers have fostered a sense of purpose and co-operation amongst staff during the recent difficult period. They have established a communications policy and have given considerable attention to addressing the difficulties inherent in a multi-site college which employs a large proportion of part-time staff. Each month, for example, all staff receive a copy of the college newsletter and a letter from the principal informing them of college developments. Management advisory groups involve staff at all levels in discussions about the future development of the college. The academic board plays a pivotal role in the college. It receives reports from committees representing the college's main areas of operation, and reports to the senior management team and governors. Equality of opportunity is promoted and managed by an equal opportunities board. It reports to the academic board, and has subgroups concerned with students with learning difficulties and/or disabilities, gender, race, and social exclusion. Planning timetables give governors, managers and staff a clear outline of their respective roles in the production of the strategic plan and operational objectives. All areas of the college establish termly operational objectives, and progress towards achieving these is carefully monitored.

58 The college works closely with external groups to provide education and training within the community. An external-links group oversees college-wide liaison with employers and the local community. The college's commercial training arm, JP training, had a turnover of £140,000 in 1996-97. Its programmes include customer care courses for 350 staff at the White Rose Shopping Centre. The college has developed a number of successful partnerships. It has, for example established one with two 11 to 18 schools and with the Leeds library service. As a result of this, provision is offered jointly in the two schools and in the college.

59 The college is addressing the weaknesses in marketing identified in the previous inspection report and in its own self-assessment report. In August 1997, a corporate business manager was appointed with responsibility for marketing and commercial training. A strategic marketing plan, linked to the college's aims and objectives, was approved in March 1998. Market research, including labour market information, is increasingly used in curriculum planning, but it is too early to assess its effectiveness.

60 Staffing changes and the need for staff to familiarise themselves with new software have impeded the development of the college's computerised information systems. Nevertheless, these have been considerably improved and computerised data are effectively used in curriculum planning. The self-assessment report indicates that staff consider the student records section to be weak. The college recognises that further training of staff is required before the information on students can be used effectively at all levels.

Conclusions

61 The self-assessment report was produced at a time when significant changes to the senior management team of the college had recently taken place. The report is integral to the college's quality development process. Its production involved staff at all levels and governors. The section of the report on the curriculum contains an analysis of strengths and weaknesses, and a grade for each part of a curriculum area. This analysis was useful because it indicated the differing standards in provision within a broad curriculum area such as business. It helped to justify the grade given to the curriculum area as a whole. The analysis was complemented by a substantial evidence base. This did not include, however, the findings from lesson observations because the revised programme of classroom observation had only been recently introduced. The report

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contained an action plan for addressing weaknesses and this was cross-referenced to the college's strategic objectives. In February 1998, the college produced an updated version of the self-assessment report which illustrated the progress made in implementing the action plan. Inspectors judged that the college's grading of one of the curriculum areas was overgenerous. They broadly agreed with the college's judgements on cross-college provision although they identified some weaknesses in these which were not mentioned in the self-assessment report. Inspectors agreed with all the grades for cross-college aspects in the self-assessment report except one, for which they considered the college was overgenerous.

62 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 1997)

| Age | % |
|-------------|-----|
| Under 16 | 3 |
| 16-18 years | 8 |
| 19-24 years | 18 |
| 25+ years | 68 |
| Not known | 3 |
| Total | 100 |

Source: college data

Student numbers by level of study (November 1997)

| Level of study | % |
|-------------------------------------|-----|
| Foundation | 22 |
| Intermediate | 49 |
| Advanced | 14 |
| Higher education | 2 |
| Leisure/recreation (non-schedule 2) | 13 |
| Total | 100 |

Source: college data

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

| Programme area | Full time | Part time | Total provision % |
|---------------------------|-----------|-----------|-------------------|
| Science | 16 | 1,531 | 17 |
| Agriculture | 0 | 79 | 1 |
| Engineering | 0 | 92 | 1 |
| Business | 34 | 1,480 | 16 |
| Hotel and catering | 20 | 61 | 1 |
| Health and community care | 82 | 672 | 8 |
| Art and design | 6 | 885 | 10 |
| Humanities | 134 | 3,524 | 39 |
| Basic education | 100 | 530 | 7 |
| Total | 392 | 8,854 | 100 |

Source: college data

Staff expressed as full-time equivalents (March 1998)

| | Perm- anent | Fixed term | Casual | Total |
|------------------------------------|----------------|---------------|--------|-------|
| Direct learning contact | 31 | 37 | 0 | 68 |
| Supporting direct learning contact | 15 | 3 | 0 | 18 |
| Other support | 54 | 1 | 0 | 55 |
| Total | 100 | 41 | 0 | 141 |

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

College Statistics

Three-year Trends

Financial data

| | 1994-95 | 1995-96 | 1996-97 |
|-------------------------------------|------------|------------|------------|
| Income | £3,268,000 | £3,548,000 | £3,760,000 |
| Average level of funding (ALF) | | | |
| Out-turn to 1995-96; funded 1996-97 | £15.45 | £15.60 | £16.06 |
| Payroll as a proportion of income | 77% | 70% | 81% |
| Achievement of funding target | 99% | 96% | 104% |
| Diversity of income | 27% | 20% | 20% |
| Operating surplus | -£280,000 | £34,000 | -£784,000 |

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), college (1996-97)

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)

Performance data for students aged 16 to 18

| Qualifications | | 1994-95 | 1995-96 | 1996-97 |
|-------------------------|------------------------------------|--------------|--------------|--------------|
| GCE A level | Number of candidates | 15 | 20 | 20 |
| | Average point score per entry | 2.4 | 2.6 | 3.0 |
| | Position in tables | bottom 10% | bottom third | bottom third |
| Advanced vocational | Number in final year | 24 | 19 | 18 |
| | Percentage achieving qualification | 58% | 63% | 39% |
| | Position in tables | bottom third | bottom third | bottom 10% |
| Intermediate vocational | Number in final year | * | 21 | 21 |
| | Percentage achieving qualification | * | 62% | 62% |
| | Position in tables | * | middle third | middle third |

Source: DfEE (1994-95, 1995-96, 1996-97 GCE A level), college (1996-97 vocational)

Note: the majority of the college's students are 19 years of age or older

The achievements of these students are not covered in published DfEE performance tables

*1994-95 intermediate vocational results not available

College Statistics

Three-year Trends *continued*

Students' achievements

| | | 1994-95 | 1995-96 | 1996-97 |
|-------------------------|---------------|---------|---------|---------|
| Advanced academic | Pass (%) | 78 | 76 | 79 |
| | Retention (%) | 68 | 70 | 75 |
| Intermediate academic | Pass (%) | 52 | 74 | 66 |
| | Retention (%) | 63 | 46 | 60 |
| Advanced vocational | Pass (%) | 54 | 67 | 30 |
| | Retention (%) | 67 | 57 | 61 |
| Intermediate vocational | Pass (%) | 76 | 67 | 68 |
| | Retention (%) | 91 | 68 | 66 |

Source: college data

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