

**REPORT  
FROM THE  
INSPECTORATE**

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# **Wilberforce College**

**September  
1994**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **THE FURTHER EDUCATION FUNDING COUNCIL**

*The Further Education Funding Council has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector in England. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.*

*College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.*

### **GRADE DESCRIPTORS**

*The procedures for assessing quality are described in the Council Circular 93/28. In the course of inspecting colleges, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. The descriptors for the grades are:*

- grade 1 – provision which has many strengths and very few weaknesses*
- grade 2 – provision in which the strengths clearly outweigh the weaknesses*
- grade 3 – provision with a balance of strengths and weaknesses*
- grade 4 – provision in which the weaknesses clearly outweigh the strengths*
- grade 5 – provision which has many weaknesses and very few strengths.*

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# FEFC INSPECTION REPORT 63/94

## WILBERFORCE COLLEGE YORKSHIRE AND HUMBERSIDE REGION Inspected March - April 1994

### Summary

Wilberforce College is one of two sixth form colleges in Hull. The college provides a wide range of GCE advanced level and one-year GCSE courses. It is planning to offer a number of GNVQ programmes from September 1994. Students are well taught and receive sound guidance and support. The college has introduced a system of monitoring student performance at GCE A level based on value-added analysis and a mechanism for triggering subject review where there is weak performance in examinations. At GCE A level and GCSE there are good results in more than half of the subjects and overall pass rates are only marginally below the national figures for the sector. A majority of students perform well in relation to their levels of achievement on entry to the college. In over half the GCE A level subjects taken in 1993, value-added analysis indicates that students' results were better than those predicted from their performance at GCSE. The college's new management structure has provided improved co-ordination of cross-college functions. The college is in a pleasant location and much of the accommodation is modern and well-equipped. Its work is supported by well-qualified staff and good learning resources. Liaison with local schools is well established and effective but there are relatively few links with employers. The widening of access to its courses, a key college target, requires further development. The college is addressing the need for a formal policy for quality assurance and of criteria for success within its strategic plan. There are plans to put in place a full marketing strategy, consistent tutorial support and a staff appraisal scheme. There are weaknesses in some of the sport and recreational facilities. Technician support, adequate across most areas of the curriculum, is lacking in information technology.

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

<b>Aspects of cross-college provision</b>		<b>Grade</b>
Responsiveness and range of provision		3
Governance and management		2
Students' recruitment, guidance and support		2
Quality assurance		3
Resources:	staffing	2
	equipment/learning resources	2
	accommodation	2

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Sciences	3	Creative and technical arts	2
Mathematics	2	Humanities	3
Economics, business studies, computing	2	English	2
		Modern languages	4
		Social sciences	2

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## **INTRODUCTION**

1 The inspection of Wilberforce College, Hull took place in two stages during March and April 1994. Specialist curriculum visits took place in March and early April and aspects of cross-college provision were inspected in April. The inspection involved a total of 61 inspector days. Inspectors observed 110 teaching sessions, examined samples of students' written and practical work, and held discussions with staff, students, college governors, parents, teachers from partner secondary schools, and representatives from the Humberside Careers Service, Humberside Training and Enterprise Council (TEC) and Humberside Education and Business Partnership.

2 The inspection was carried out in accordance with the framework and guidelines set out in the Council Circular 93/28. The framework describes a four-year inspection cycle. When this cycle becomes fully established, colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspection and the subsequent published report. As the inspection of Wilberforce College occurred early in the cycle, the opportunity for such a response was not available.

## **THE COLLEGE AND ITS AIMS**

3 Wilberforce College, Hull is a sixth form college established in 1988 as part of the re-organisation of all the schools in the city. It is one of two sixth form colleges, founded with the intention of being the main providers of full-time General Certificate of Education (GCE) courses for the 16-19 age group in the city. Hull College, a large general further education college was to provide adult and vocational courses.

4 The population of Hull is approximately 266,000 of whom less than 1 per cent are of ethnic minority origin. The main business of the city has always been connected with its position as a principal maritime, commercial centre. The unemployment rate is 12.5 per cent for the city but is considerably higher in some outlying areas served by the college.

5 The college is located in the east side of Hull in a mixed area of private housing and five major council estates, which has a population of approximately 140,000. The college recruits mainly from seven 11-16 partner schools, located within four miles of the college. In 1993, 47 per cent of East Hull's 16 year olds in maintained schools stayed on in full-time education, 25 per cent attending Wilberforce College. Twenty-six per cent of East Hull's 16 year olds participate in youth training schemes funded by the local TEC.

6 The number of students has increased from 420 in 1988 to 731 in 1993, during a period in which the population of 16 year olds in the area declined by 23 per cent. It is a major part of the college's mission to continue to improve the low participation of the 16-19 age group in full-time education in the area. The college also plans to increase its range of General Certificate of Education advanced levels (GCE A Level), General

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National Vocational Qualification (GNVQ) programmes and part-time courses and to meet the needs of adult returners. Full-time equivalent enrolments by age and level of study are shown in figures 1 and 2, respectively. Full-time equivalent enrolments by curriculum area are shown in figure 3.

7 There is a full-time equivalent staffing complement of 59 teachers and 18 support staff (figure 4). A major re-organisation of the academic structure is currently being undertaken, and from 1 June 1994, the curriculum areas will be grouped into three faculties. These are mathematics, science and technology; communication and liberal arts; and humanities and business studies. Cross-college responsibilities are undertaken by four assistant principals, who together with the principal, two vice-principals and the finance and administrative manager form the senior management of the college.

8 The college's stated mission is to provide high-quality education, serving the community and enabling the fulfilment of individual potential. Its aims include commitment to extending the range of clients; improving access to courses; maintaining its caring, professional ethos; and extending the aspiration and achievement of all its members.

#### **RESPONSIVENESS AND RANGE OF PROVISION**

9 The staff are aware of the national targets and of government and Council policies for further education. This has been achieved through training days and faculty briefings. The college benefits from the principal's representation on the Humberside national targets for education and training working group. The college is responding to the national targets by introducing seven new GNVQ programmes in 1994 and an additional five GCE A level courses.

10 The college has a well-established, wide-ranging programme of over 30 GCE advanced level and General Certificate of Secondary Education (GCSE) courses and a small number of students take advanced supplementary (AS) subjects. The range of provision also includes a foundation programme, one GNVQ intermediate programme, a vocational secretarial course, open access awards, and evening classes for adults.

11 The foundation programme accounts for only 4 per cent of total students. Although each unit is accredited by the open college network the programme has limited vocational content and progression routes. The widening of access of courses to the whole community, a key college target, has so far met with limited success. However, the college is introducing a more flexible timetable for the next academic year, which is designed to attract a greater number of adult and part-time students.

12 All students take part in a general education programme at the college. It covers a wide range of activities including sport, music, drama, media awareness, creative writing and community work. About 80 students undertake community placements each year which range from working in a local hospice to helping in primary and special schools. The

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summer term programme is restricted and a small number of the options are more recreational than educational. GCE A level students in their second year have the option of taking A level general studies; the course involves a structured programme of topics taught by a team of specialist teachers. College collective worship is offered weekly by means of a lunch-time programme of religious activities.

13 The college encourages the recruitment of 16-18 year old students with learning difficulties and/or disabilities, particularly those who have physical disabilities but are able to benefit from mainstream courses. The college is not yet responding to the needs of adults with learning difficulties and/or disabilities.

14 Liaison with partner secondary schools is effective. College staff organise presentations and a range of other activities and events for pupils in their final two years of compulsory schooling (years 10 and 11). Opportunities for parents to make contact with the college are arranged through three student review meetings each year and a 'Welcome to Wilberforce' evening early in the autumn term. There are relatively few links with employers.

15 The marketing strategy describes a wide range of promotional activities; limited market research has been undertaken to establish the needs of the various client groups. There has been little attempt to define a marketing strategy for adults, although they have been identified by the college as a key target group. The college is aware of these deficiencies and is planning to strengthen both its internal and external communications.

16 The college has an equal opportunities policy, approved by the corporation, which is regularly updated. The policy is applied to all aspects of the work of the college. However, the degree to which the policy is promoted among staff and students varies; not all students, for example, are aware of the college's grievance procedures.

#### **GOVERNANCE AND MANAGEMENT**

17 The corporation has 17 members. It includes four representatives from industry and commerce, a representative from the local TEC, five representatives of the local community, the principal, two members of the college staff, and a representative from the student body. At the time of the inspection, there were three vacancies. The corporation has an appropriate gender balance. Meetings are held at least once a term and there are supporting documents and minutes. They are well attended and the committee structure makes good use of individual members' expertise. Members have participated effectively in the strategic planning process. However, the finance and general purposes committee which receives a financial report on income and expenditure only every four months has not had sufficient information to monitor adequately the college's affairs. Few members participate on a planned or regular basis in the activities of the various faculties.

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18 The strategic planning process is consultative and systematic. The college's ethos, aims and objectives are supported by staff and reflected in faculty and departmental plans. Progress towards strategic objectives has been reviewed. There is close collaboration with Hull College in strategic planning. The strategic plan itself, however, does not reflect the effectiveness of the planning process. It is not based on a wide enough audit of community needs, and it does not include timescales and success criteria relating to the strategic objectives.

19 Following incorporation, a review of the management structure was undertaken. This involved consultation with all staff and governors. The new management structure is due to be implemented in June 1994. The proposed structure will strengthen the co-ordination of the curricular and cross-college functions. Staff have a clear understanding of their roles and responsibilities in relation both to the existing and the proposed management structures. Members of the management team make themselves readily accessible to all staff.

20 In 1992-93, the unit of resource for the college was £2,797 per weighted full-time equivalent student. The median for sixth form colleges was £2,647. The college has a 16-month budget of £3.3 million of which 97 per cent is funded by the FEFC. The college's estimated income and expenditure for the 16-month period ending in July 1994 is given in figures 5 and 6.

21 Procedures for delegated financial management to heads of faculty are currently limited to the purchase of supplies and services. Financial reports are available to college management to monitor income and expenditure. There is an embryonic system for calculating unit costs of provision by faculty and course. Attention has been given to improving efficiency in the college: the staff to student ratio for example has increased from 1:12.8 in 1992 to 1:13.7 in 1994.

22 Staff at all levels make good use of the services provided by the schools information management system. Functional areas supported by the system include personnel, student and staff timetables, examinations, accounts and equipment management.

23 The college achieved 86 per cent of its enrolment target for 1993-94. Data on student retention and absences are monitored on a daily basis at course level by means of an electronic attendance registration system. The college monitors student destinations in collaboration with Humberside Careers Service and publishes an annual report.

24 Effective use is made of performance indicators relating to student enrolment, attendance, retention, examination success and destinations. For example, reasons are sought where examination success rates fall below 75 per cent for GCE A level and 50 per cent for GCSE courses or where attendance rates are less than 85 per cent. Appropriate corrective action is taken by tutors and programme leaders.



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## **STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT**

25 By using its well-established links with partner schools, the college has developed a thorough and effective system of information and guidance for prospective students. Taster days are held for pupils in the penultimate year of compulsory schooling (year 10), which introduce them to new subjects as well as to college life. These occasions also provide an opportunity to inform school staff about the college. Open evenings are held, and liaison tutors visit partner schools regularly, to ensure that all prospective students receive impartial guidance. Group discussions are held prior to interview at the college, and staff attend partner schools to offer counselling when GCSE results are issued.

26 The enrolment procedures are well organised and involve the careers service. Comprehensive guidance and training are given to interviewers. Students are encouraged to bring their records of achievement, and interviewers are encouraged to make use of them. At present, there are no systematic arrangements for the accreditation of prior learning, but a policy has been drawn up and appropriate staff training is being undertaken, in preparation for the planned expansion of adult and GNVQ provision.

27 On their first day in college all new students are welcomed by the principal and senior staff, and take part in a balanced programme of activities to introduce them to the college. They are helped by second-year students' participation in these activities. New students are issued with a clear and informative student handbook and sign a college agreement which outlines their rights and responsibilities.

28 Early in the course each student draws up an individual plan of action for each subject they are studying, which they discuss with their personal tutor. This provides an opportunity for tutors to check that students are on a suitable course and to review their future plans and learning needs. There are well established arrangements for transfer between subjects where this is considered appropriate.

29 A system of action planning has recently been introduced, to help students assess their own progress and set targets. It is at an early stage of development, and its value is not yet sufficiently appreciated by students, who find some aspects unduly repetitive and cumbersome. The completion of the documents is not always accompanied by detailed individual discussion with subject teachers. Despite encouragement from the college to complete a record of achievement, few students do so.

30 There is a well-structured college-wide tutorial system. Each student belongs to a tutor group which brings together students from different courses and years. The tutor group meets three times each week, for a short information-giving session, a college meeting, in which half the student body meets together at a time, and a group tutorial. All groups follow a tutorial programme which has been designed to promote personal and social development. Tutors are provided with materials and meet

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regularly with senior tutors who provide co-ordination and support. Students are also involved in the evaluation of the programme.

31 The quality of delivery of the tutorial programme varies across the college. Although much of the activity is of a high standard, there is also some unproductive use of tutorial time. Levels of student attendance in some groups are unsatisfactory. The college is planning to ensure consistency by concentrating the delivery of the programme on a small team of specialist tutors.

32 A strong feature of the college's provision of careers education and guidance is the close partnership between the college and the Humberside Careers Service. Students benefit from good opportunities for individual guidance, as well as structured programmes to help them in their career and higher education decisions. They are further helped by a well-resourced careers and higher education area, which includes the use of information technology. Few students are offered the opportunity for work experience or work shadowing to help them in their career choices, although the college responds positively to individual requests.

33 Students with learning difficulties and/or disabilities are well integrated and receive a high level of support from other members of the college. Good links have been developed with local schools to aid their transition to college, and the college has secured access to external specialist support. All staff have participated in awareness-raising training events.

34 Confidential personal counselling is available. The service is well advertised and is valued by the students. The student counsellor has useful contacts with external agencies, from whom students can receive additional help where necessary. Staff-student relationships are marked by mutual respect and concern for the individual. Students speak warmly of the help they receive, and there is an open and friendly atmosphere in the college.

#### **TEACHING AND THE PROMOTION OF LEARNING**

35 Of the 110 sessions inspected, 56 per cent had strengths which clearly outweighed weaknesses. Ten per cent of sessions were judged to have more weaknesses than strengths. The following table shows the grades awarded by type of course as a result of the inspection.

##### **Teaching sessions: inspection grades by programme of study**

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE A/AS level		8	37	26	8	0	79
GCSE		4	4	9	3	0	20
GNVQ		0	1	1	0	0	2
Other		4	4	1	0	0	9
<b>Total</b>		<b>16</b>	<b>46</b>	<b>37</b>	<b>11</b>	<b>0</b>	<b>110</b>

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36 Students of English and communications spoke appreciatively about the relevance of their studies to everyday life. Their lessons were well planned and supported by comprehensive schemes of work. In a media studies lesson, for example, the students worked to tight deadlines with the objective of creating a storyline for a proposed new television series. They were required to draw on their own experience and to work as part of a team and communicate effectively with others. The teacher's comments to students were constructive. The marking of students' work was thorough and fair. Written comments from teachers helped students to realise their strengths and weaknesses. A small number of lessons were characterised by poor preparation or by teaching methods which did not always support those students who lacked basic written skills.

37 A characteristic of mathematics teaching was the use of practical applications to demonstrate and simplify otherwise complex mathematical concepts. The standard of teaching and learning was high. Many of the mathematics classes were run as tutorials and workshops. During these sessions, students discussed their work and shared ideas, with appropriate support from teachers. Samples of students' work at GCE A level showed significant involvement with investigations and mathematical modelling. Good record keeping and schemes of work underpinned foundation and advanced work. More use could have been made of information technology and other visual aids. GCE A level students were not sufficiently encouraged to develop their spoken skills in mathematics classes.

38 In science, teaching was effectively managed through a programme of activities which were relevant to course aims and the differing abilities of the student groups. There was a small minority of classes where these standards of practice were not applied. Relationships between staff and students were supportive. Course handbooks produced for students were detailed, relevant and informative. Schemes of work were comprehensive, appropriate to the demands of the published syllabuses, and well used by students. There were a few instances of poor planning at both course and lesson level which resulted in lessons which were sluggish in pace and which failed to stimulate students' interest.

39 Students on modern foreign language courses were provided with extensive written guidelines on their programme of work and the teaching schemes contained sound methodologies for teaching and learning. However, despite poor examination results, teachers had no detailed strategy for improving the quality of students' work. The homework policy lacked detail, and there was insufficient regular testing of essential language skills. Students were seldom challenged in their work and there was little genuine communicative activity in class. Assessment of written work contained insufficient advice about how improvements might be achieved.

40 Teachers of humanities subjects demonstrated sound subject knowledge. There were good relationships between staff and students. Teachers used a broad range of teaching and learning strategies. Some

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lessons were challenging, particularly in history, but in others, for example in travel and tourism, the work lacked pace. There were instances of limited appreciation of individual students' needs and an absence of strategies to support their learning. Some group discussions focused only on the most articulate students and the interest and attention of the others was not always engaged. Programmes and objectives for learning were coherent and supported by detailed schemes of work.

41 Teaching in business, economics and the social sciences was lively and teachers displayed a sound knowledge of their subjects. Students worked conscientiously on the tasks set and enjoyed their studies. Tasks were set in a variety of contexts and students were required to seek out and make effective use of a wide variety of learning materials. Business administration courses for example, were delivered using supported self-study materials designed to meet the needs of students with a wide range of abilities. Some of the students' notes and worksheets were not always well developed, resulting in some poor-quality folders of work. In a small number of teaching sessions the objectives of the lesson were not clear, questions to students were poorly distributed and the work undemanding.

42 Students of GCE A level computing experienced a wide range of programming languages and techniques. They have ready access to computers. Their lessons were well planned and they worked at a good pace and enjoyed their studies. Students across the college were confident users of information technology. They made good use of the open-access facilities, including effective use of CD-ROM for investigative assignments. Overall, the emphasis was on developing wordprocessing skills; the use of spreadsheets and databases was more limited.

43 Some well-structured assignments had been developed in physical education which effectively linked theory to practice. In music and art, students received a high level of individual tuition, were well motivated and reached high standards of work and performance.

44 Students on the foundation programme were appropriately challenged in most of their subjects. Mathematics and media teachers, in particular, provided them with good support. In other subjects, for example, sociology and science, their interest was not always sustained, in part because the learning materials were not suitable for the full range of abilities within the class. The GCE A level general studies course was well organised; teachers involved students in a wide variety of activities and made available a good range of learning resources.

### **STUDENTS' ACHIEVEMENTS**

45 Students enjoyed their courses; the vast majority spoke about their work with enthusiasm. Relationships in the classroom were good, and students' contributions in class showed self-confidence and maturity.

46 The choice of assessment by coursework in some subjects, such as English, mathematics and foreign languages, enabled students to develop

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skills in researching independently. In geography and art, students were encouraged to develop their own ideas and to adopt a critical approach.

47 Students worked effectively in groups. Business studies students were able as a group to select appropriate methods of working and organise effectively the resources required. A group of GCE A level French students worked together with the foreign language assistant to make a publicity video. Group activities in performing arts, English and media studies were well co-ordinated and successful.

48 The students' oral communication skills were of a high standard. In history and geography students were able to explain what they had learned and report back to the whole group. Art students were articulate and communicative in discussing their work, and students on the foundation course benefited from working in small supportive groups in which they could express themselves with growing confidence. In the foreign language classes, however, the standard of oral responses was lower than might have been expected, relying too much on teacher help and revealing a lack of confidence in the language.

49 Information technology has been successfully integrated into learning activities in some areas, adding to students' understanding of their subjects and improving standards of presentation. Foreign language students were required to use wordprocessing to produce a curriculum vitae and letter of application. Geography students had a sound grasp of mathematical, statistical and information technology skills. In psychology and sociology, information technology was not sufficiently integrated into the subject curriculum.

50 In science laboratory classes students acquired and demonstrated good practical skills. Design technology projects were well constructed; students' work showed good understanding of the design process and of the problems they were tackling. A design technology project had gained first prize in the Association of British Ports competition. In business studies, sociology and psychology, students are encouraged to use a range of problem solving skills and to develop the ability to transfer skills and knowledge to new contexts.

51 Practical work was of a high standard in the performing arts area. Students were engaged in a number of public performances in music and drama. The college has achieved national success in sport; for example, winning the national schools and colleges under-19s' rugby league cup in 1992.

52 The one-year foundation level course is achieving its aim of providing a broad education. Students' skills, knowledge and understanding are being well developed in language, numeracy, information technology, and aspects of science and society. However, there is little development of specifically vocational or practical skills.

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53 In 1992-93, 79 per cent of the students who enrolled on the one-year GCSE course completed the course. However, 48 per cent of enrolled students left without having gained any A-C grades, and only 8 per cent gained four or more A-C grades. The college has responded to these poor examination achievements by introducing a foundation course and a range of GNVQ intermediate programmes. Twenty-three per cent of students completing the GCSE course progressed to GCE A levels at the college in 1993, and a further 29 per cent progressed to GCE A level or vocational courses elsewhere.

54 In 1993, the overall A-C pass rate at GCSE, including GCE A level students resitting subjects to improve on their previous grades, was 49 per cent. This compares with an average of 50 per cent for all sixth form colleges. There were creditable results in English and mathematics. Notable achievements have been obtained in GCSE sociology, where over the last three years 73 per cent of candidates have obtained A-C grades. Good results are obtained by students sitting secretarial examinations.

55 Eighty-one per cent of the students who enrolled on the two-year GCE A level course completed it in 1993. Forty-one per cent of these students went on to higher education.

56 The average GCE A level pass rate for sixth form colleges in 1993 was 80 per cent, compared with the college's pass rate of 75 per cent. The college's results indicate a good level of achievement in relation to students' entry qualifications. In over half the subjects taken, students achieved, on average, better results than those predicted on the basis of their achievements at GCSE. In 1993, results measured on this value-added basis were particularly good in computing, economics, sociology and psychology. The weakest were in religious studies, French, German and geography. Students achieved good results in the GCE A level general studies examination; for example, 85 per cent gained a pass in 1993. The college records pass rates over a three-year period. These show consistently good results in art and English literature with pass rates of 94 and 96 per cent, respectively.

#### **QUALITY ASSURANCE**

57 The college is responding to the requirements of the Charter for Further Education; discussions with interested parties such as the partner schools, students and the careers service have contributed to the redrafting of the new student charter.

58 Procedures for quality assurance meet the requirements of the various examining, validating and awarding bodies, and the reports of moderators receive appropriate attention. For example, following a moderator's report, the design and technology department has increased the use of external clients in order to improve the realism of project work.

59 There are many examples of review processes leading to changed practice. Both the induction and the tutorial procedures have been

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reviewed recently and changes made to improve effectiveness. In some departments, review processes contribute to development planning. For instance in history there has been a major revision of course materials and the establishment of a tightly-structured schedule of work to allow more time for revision. However, such good practice is not consistent across all departments.

60 A working group is currently developing a whole- college policy for quality assurance. The development of policy and procedures to govern the assurance of course quality are well advanced and implementation is planned for the next academic year.

61 Examination results are reported clearly and are compared with previous years' performances and with national averages. Senior managers are involved in the review and evaluation of courses which fail to meet minimum target levels of examination success or student retention. However, in some cases, this process is insufficiently rigorous. For example, not all such subjects have been critically evaluated and the recording of the required actions is not always sufficiently detailed to allow for detailed monitoring of change. A key quality indicator introduced this year is the comparison of the performance of students at GCE A level against their results at GCSE level. This value-added analysis allows predicted and actual performance to be compared and the differences from norms monitored and evaluated.

62 There is a good range and volume of staff development activity which increasingly provides effective support for college developments. Expenditure on staff development is approximately 1.5 per cent of the staffing budget, which compares favourably with other colleges. There is a good mix of methods which includes whole-college development days, some of which are run in conjunction with the other Humberside sixth form colleges, external courses, visits to other colleges and internal meetings. New staff are effectively supported during their first year through a process which includes the observation of teaching and learning, a mentoring process and regular reporting. Recent college priorities such as the development of GNVQ courses and management training to support the new college functions have received a large proportion of this year's funds.

63 The identification of the staff-development requirements and the evaluation of the effectiveness of staff-development activity are achieved largely through informal processes. There is no staff appraisal system in operation but there has been considerable work to develop policies and procedures for an appraisal process, which will from September 1994 include classroom observation. This work draws on lessons learned during a pilot appraisal system which has operated in previous years.

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## **RESOURCES**

### **Staffing**

64 Staffing costs comprise three-quarters of the college budget. The staff are effectively deployed. Teachers are well qualified and experienced; over 80 per cent of the teachers have a degree or equivalent qualification; 25 per cent have a further or higher degree and most have a teaching qualification. About 85 per cent of teachers are employed full time and 94 per cent are on permanent contracts. Part-time teachers are used to provide expertise in some specialist areas such as art and design.

65 The technician support consists of one full-time technician and four full-time equivalent staff employed on a part-time basis. They are well qualified and flexible in the wide range of tasks they undertake. They provide effective support across most, but not all, subject areas. There is, for example, insufficient support for the information technology work in the college. The administrative staff are well qualified and experienced. All staff have been provided with job descriptions, but there is no handbook to inform staff of related aspects such as committee structures, staff development policies.

### **Equipment/learning resources**

66 The college is well resourced in all teaching areas. There are well equipped classrooms, the majority of which have overhead projectors and whiteboards; they are carpeted and have comfortable furniture.

67 A computer network system has been installed throughout the college giving staff and students access to a wide range of software. The range of computers is sufficient to meet student and course needs. Most computers are modern powerful machines equipped with the latest software packages. Audio-visual equipment is readily accessible in all parts of the college but there is no planned strategy for the replacement of such equipment based on expected life and costs.

68 The library is well resourced and effective policies have been introduced to provide a multi-media resource. Spending per student on books is appropriate and study spaces are sufficient to meet the demands of students. In the majority of curriculum areas there is a good range of resource materials, although in a small number of subjects, such as law and art, the book stock is inadequate. There is a good provision of computer-based facilities such as CD-ROM and view-data. The library is well managed but there are no formal links between library staff and teaching staff. For example, there is no library committee and library staff are not members of curriculum development teams.

### **Accommodation**

69 The college is located on a spacious site in pleasant surroundings. There is a range of good-quality, purpose-designed buildings, about half of



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which were constructed during the last eight years. Three of the main buildings were constructed in the 1950s. Three pre-fabricated timber buildings are also used for classrooms. There is sufficient accommodation to meet the college's growth targets for the next three years.

70 The accommodation has been adapted to provide access to all parts of the college for students with restricted mobility. The overall internal accommodation is clean, well maintained and provides a well-furnished and comfortable environment. A recently-completed extension to the college provides a computer suite, six classrooms, a small conference room and offices. Additional modifications provide a spacious and attractive student common room and an enlarged dining area. There are high standards of accommodation in some of the specialist curriculum areas such as business studies, social sciences and languages. Other college facilities such as the library and staff common room are also of good quality. The accommodation for physical education and indoor sports is inadequate: the gymnasium is small and unsuitable for some sports, the changing facilities are too small and there is a lack of storage facilities and viewing areas for spectators. The college hall is occasionally used for sports but there are demands on its use from several other curriculum areas such as drama and music. The playing fields on the site are poorly drained and are hazardous for sports such as rugby.

71 The college has developed an effective system for analysing the use of teaching accommodation. This has resulted in modifications to timetabling and the combining of related classes in order to make more efficient use of accommodation. Policies and practices for health and safety are effective. The college lacks a co-ordinated property maintenance strategy.

## **CONCLUSIONS AND ISSUES**

72 The college is making progress towards its mission of providing high-quality education, serving the community and enabling the fulfilment of individual potential. Particular strengths of the provision inspected are:

- the wide range of GCE A level, GCSE and general education programmes
- effective liaison with secondary schools and parents
- improved co-ordination of cross-college functions resulting from management restructuring
- a consultative and systematic strategic planning process
- staff-student relationships which are marked by a mutual respect and concern for the individual
- a structured programme of tutorials and careers guidance
- the integration of students with learning difficulties and/or disabilities into mainstream courses
- good standards of teaching and learning
- good examination successes in many curriculum areas

- 
- the development of comparative value-added measurements of GCE A level examination performance
  - a subject review mechanism for the evaluation of poor examinations performance
  - well-qualified and experienced staff
  - high-quality accommodation and good learning resources.

73 If it is to continue to improve standards, the college should address the following issues:

- the widening of access to adults and other part-time students
- the provision of vocationally-related foundation programmes which assure progression
- the completion of a marketing strategy which considers the needs of different client groups
- the development of more effective links with employers
- improved levels of achievement on GCSE courses and some advanced level programmes
- clarification of the criteria for success in strategic planning
- consistency in the delivery of the tutorial programme
- the completion of the policy for quality assurance
- the establishment of a staff appraisal scheme
- more systematic planning and evaluation of staff development
- technician support, particularly for information technology
- the inadequate sports and recreational facilities and playing fields.

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## FIGURES

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- 1 Percentage enrolments expressed as full-time equivalents by age (1993-94)

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  - 2 Percentage enrolments expressed as full-time equivalents by level of study (1993-94)

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  - 3 Enrolments expressed as full-time equivalents by curriculum area (1993-1994)

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  - 4 Staff profile - staff expressed as full-time equivalents (1993-94)

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  - 5 Estimated income (16 months to July 1994)

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  - 6 Estimated expenditure (16 months to July 1994)

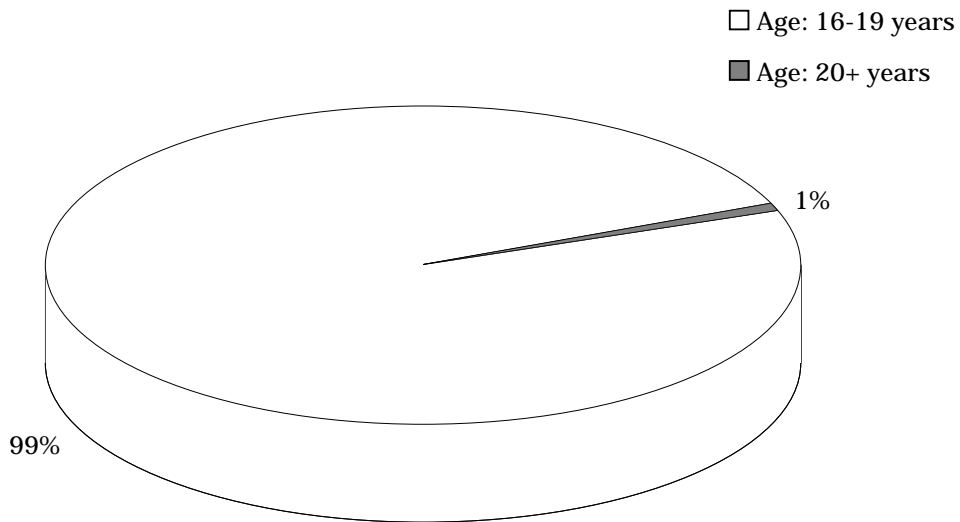
**Note:** the information contained in the figures was provided by the college to the inspection team.

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**Figure 1**

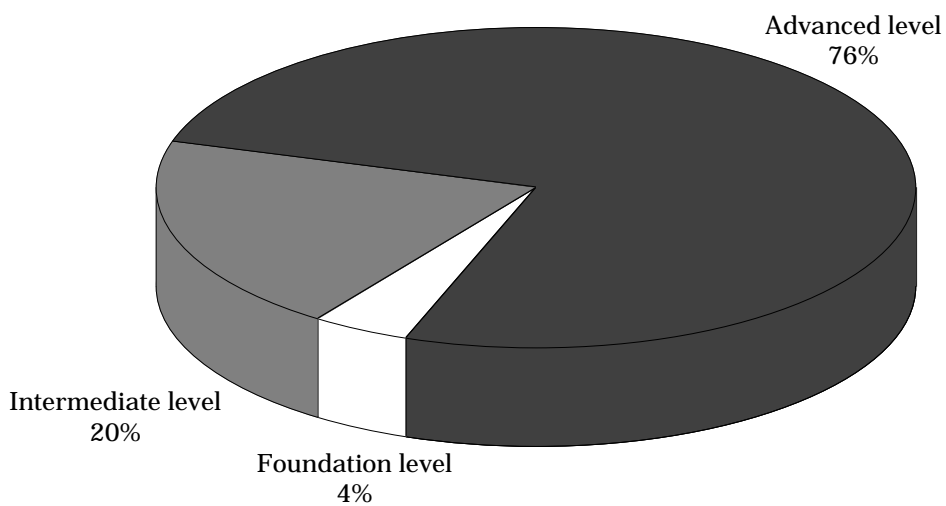
**Wilberforce College: percentage enrolments expressed as full-time equivalents by age (1993-94)**



Full-time equivalent enrolments: 731

**Figure 2**

**Wilberforce College: percentage enrolments expressed as full-time equivalents by level of study (1993-94)**



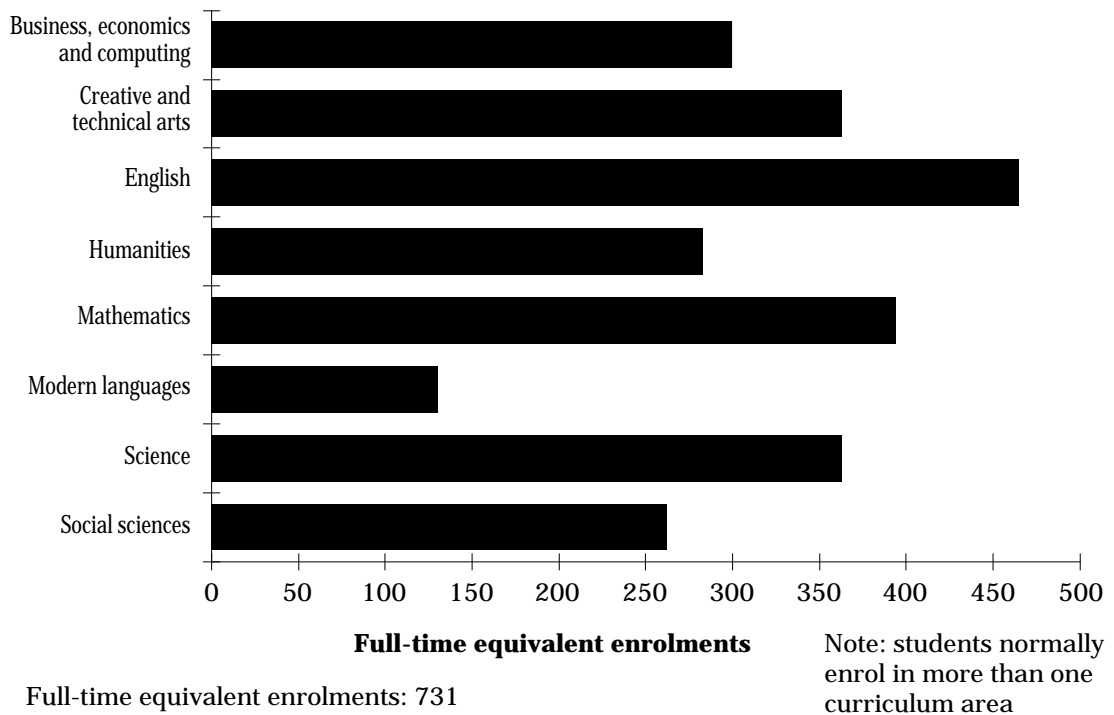
Full-time equivalent enrolments: 731

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**Figure 3**

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**Wilberforce College: enrolments expressed as full-time equivalents by curriculum area (1993-94)**

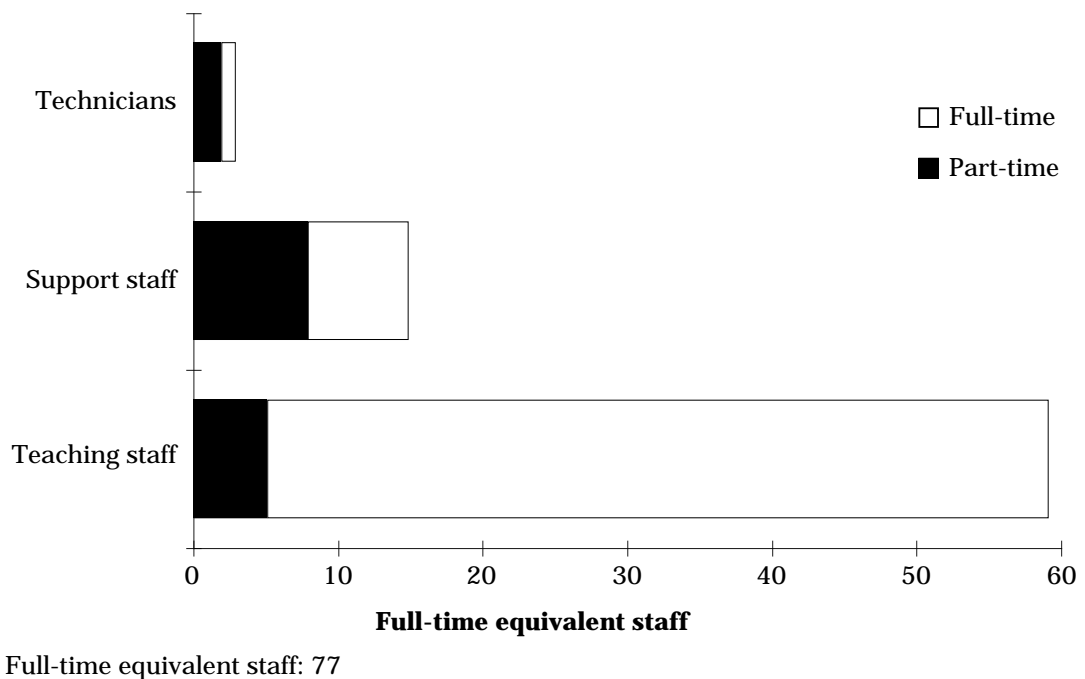


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**Figure 4**

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**Wilberforce College: staff profile - staff expressed as full-time equivalents (1993-94)**

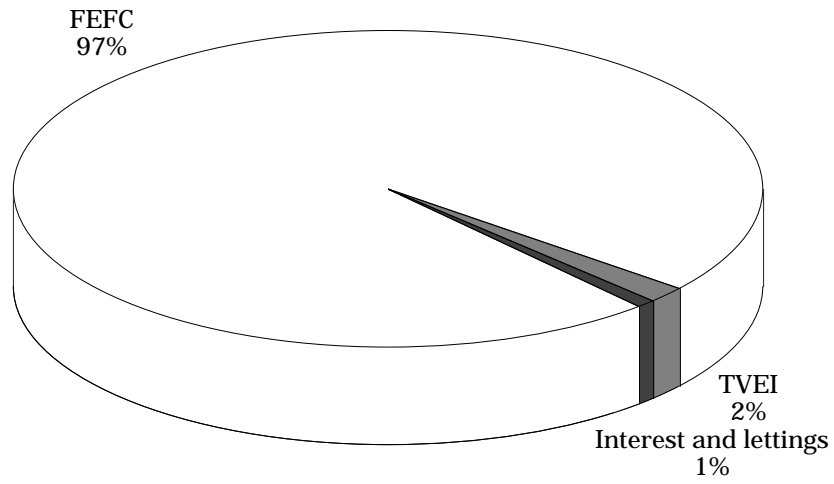


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**Figure 5**

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**Wilberforce College: estimated income (16 months to July 1994)**

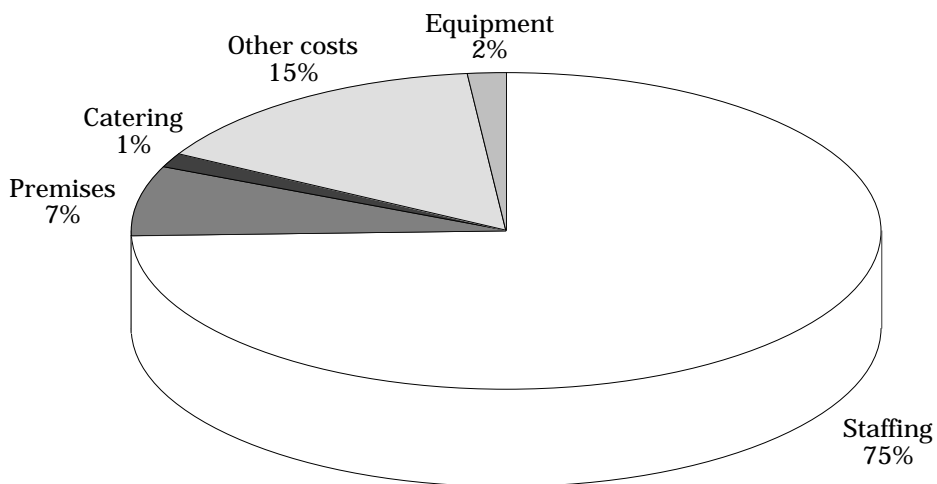


Estimated income: £3,280,000

**Figure 6**

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**Wilberforce College: estimated expenditure (16 months to July 1994)**



Estimated expenditure: £3,249,000

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