

Peter Symonds' College

REPORT FROM
THE INSPECTORATE
1999-00

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

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FUNDING COUNCIL***

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

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

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Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	–
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*
Sample size: 104 college inspections

Student Achievements

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

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

Summary

Peter Symonds' College

South East Region

Inspected October 1999

Peter Symonds' College is a sixth form college in Winchester, Hampshire. The college offers courses in nine of the 10 FEFC's programme areas. The inspection covered provision in five of these. There is a wide range of courses both for local school-leavers and adults, and an extensive extra-curricular 'activities programme' for students aged 16 to 19 which broadens their interests and helps their personal development. The college has produced annual self-assessment reports for four years. The latest report, used for the inspection, was comprehensive and drew upon existing quality assurance procedures. The report contained useful action plans. The self-assessment process involved all staff. External validation was provided by another college and a consultant. The corporation approved the report. Inspectors agreed with many of the college's judgements. They also identified some weaknesses that the college had overlooked.

Standards of teaching and learning are high and students' achievements in many subjects are consistently good. Provision in performing arts is outstanding. Support for students is also outstanding. Students are highly appreciative of the sustained help they receive from their tutors and teachers. Students who board at the college are well served. The college has made several improvements in its accommodation since the last inspection. It has also strengthened quality

assurance arrangements, though some of the newer procedures have not yet been fully tested. Governors are actively involved in establishing the strategic direction of the college and scrutinise carefully the college's performance. The management style is open and communication throughout the college is good. The college's financial management remains strong. In order to build on its strengths and improve a few areas of weakness, the college should: redouble efforts to improve some poorer pass rates, particularly on vocational courses; review timetabling arrangements in areas where students learn in accommodation which is too small; evaluate the effectiveness of additional learner support; continue to review the physical access to some parts of the older buildings; address failings in the quality assurance mechanisms for some adult vocational courses and the shortcomings in teaching and learning identified through the college's observation of lessons; clarify terms of reference and scope of membership for some corporation committees and establish a formal process for nominating potential members for the corporation; and strengthen arrangements for conducting and monitoring formal health and safety inspections in faculties and subject areas.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics	2	Support for students	1
Business	2	General resources	2
Performing arts	1	Quality assurance	2
Modern foreign languages	2	Governance	2
Basic education	2	Management	2

The College and its Mission

1 Peter Symonds' College in Winchester, Hampshire, was established as a sixth form college in 1974. It is voluntary-controlled by 'The Christes Hospitall School Foundation'. It is one of only two maintained sixth form colleges to offer boarding accommodation for some of its students, and provides sixth form education for the Falkland Islands.

2 The main college campus is close to the centre of Winchester; the college's adult education centre is three-quarters of a mile away in Weeke. The college serves a large area of central Hampshire. It attracts students from more than 140 schools and a significant number of students travel from Southampton, Basingstoke and Andover. Approximately 20% of students come from independent schools.

3 Winchester is a cathedral city within easy reach of London and has a population of approximately 30,000. The city's largest employers include: the local county council; the army; educational institutions which include two colleges of higher education; service industries; and a large multinational and other 'high-technology' firms. Hampshire has an unemployment rate of 2.7%; Winchester has a lower unemployment rate of only 1.6%.

4 The majority of students at the college's main site are full time and aged between 16 and 19 years old. Most other students are enrolled on part-time programmes in the college's adult continuing education division. The number of students at the college has grown steadily since the 1970s and there has been a significant increase in enrolments since incorporation.

5 The college offers a wide range of general certificate of education advanced level (GCE A level) courses, general certificate of secondary education (GCSE) courses and courses leading to general national vocational qualifications at advanced, intermediate and foundation levels. The college's extensive adult continuing education provision includes 31 programmes in

basic education. Many cultural and sporting activities are available to students. In the last two years, students were selected for a variety of national teams, including the under-21 women's England hockey squad, the under-19 national women's hockey tournament, national basketball championships, and the youth match sailing world championships for 2000.

6 The college's mission statement is 'Peter Symonds' College values individuals, responds to learning needs, seeks quality'. Its longstanding motto is 'counting in ones' and staff seek to put the maxim into practice through their care for and interest in students as individuals.

The Inspection

7 The college was inspected in October 1999. Inspectors had previously evaluated the college's self-assessment report and information on the college held by other directorates of the Further Education Funding Council (FEFC). In August 1999, the college transferred its management information system to a new company's software. The information system was not fully operational at the start of the academic year and the college was unable to provide data on students' achievements for 1999 in a format that could be used for the inspection. Therefore, data for 1996, 1997 and 1998 were used, taken from the individualised student record (ISR). The inspection was carried out by nine inspectors and an auditor working for a total of 41 days. They observed 62 lessons, including three tutorials, evaluated students' work and examined college documents. Meetings were held with students, governors, managers, teachers and support staff.

8 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the lessons observed, 73% were rated good or outstanding. None was less than satisfactory. These percentages were higher than the averages of 65% and 6%, respectively, for all lessons observed during 1998-99.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE AS/A level	15	14	10	0	0	39
GCSE	0	1	1	0	0	2
Other vocational	0	5	3	0	0	8
Other*	3	7	3	0	0	13
Total (No.)	18	27	17	0	0	62
Total (%)	29	44	27	0	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

*includes tutorials and adult basic education

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. Attendance ranged from 72% in adult basic education to 96% in performing arts.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Peter Symonds' College	14.0	92
National average, all inspected colleges 1998-99	11.2	78

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

Curriculum Areas

Mathematics

Grade 2

10 Inspectors observed 14 lessons in GCE A level and GCSE mathematics. The self-assessment report is comprehensive. Inspectors agreed with the strengths and weaknesses identified. By the time of the inspection significant progress had been made in addressing many of the weaknesses.

Key strengths

- well-planned lessons and much high-quality teaching
- efficient monitoring of students' progress
- the effective mathematics support workshop
- high pass rates in GCE A level further mathematics
- effective use of information technology (IT)
- successful teamwork and sharing of specialist expertise

Weaknesses

- poor learning opportunities in GCSE lessons
- under-performance of some GCE A level mathematics students
- some accommodation too small for class sizes

11 The college provides courses in GCE A level mathematics and further mathematics, GCSE mathematics at advanced, intermediate and foundation level and the certificate in application of number. The department is well managed. Teachers work well as a team. They share resources, outcomes from lesson observations and their expertise, though the adult education tutor is not included in this practice.

12 Courses are well designed and well managed. Schemes of work are structured carefully and lessons are well planned. All lessons observed were satisfactory and many were outstanding. The work was demanding and frequently made students use their abilities to the full. For example, students in a GCE A level further mathematics lesson used computers to model various functions and try to generate their inverse. Individuals were asked to describe the performance of their model. They were repeatedly asked to explain clearly the changes of pattern they were observing. Students questioned confidently the teacher's own assumptions about the model. Animated exchanges followed in which the teacher managed skilfully to highlight key principles. Students produced summaries of their findings with minimal intervention from the teacher.

13 All GCE A level mathematics students are tested to identify their mathematical skills. This is followed up with support sessions for individual students, materials for students to use when studying by themselves, and subsequent re-testing. The process ensures that students enrol on appropriate courses, that teachers are aware of the varying levels of ability in a class, and that good study disciplines are instilled as early as possible. In GCSE lessons, teachers failed to provide good learning opportunities for students either because of poorly-managed teaching or because small rooms prevented them from attending to the individual needs of all students. Students studying application of number or foundation GCSE are taught well in a small group but because of timetable constraints some of these students are placed inappropriately in the large GCSE intermediate level classes.

14 Inspectors agreed with the self-assessment report that every student's progress is monitored rigorously. The outcomes from students' assessments and reviews are recorded on a departmental database. Students' predicted GCE A level grades are based on their GCSE

Curriculum Areas

point scores and used to monitor their progress. The department organises specific learning support for students on both GCE A level and GCSE courses in the mathematics support workshop which is available at lunchtimes. Unusually, both teachers and able second-year students provide support. Use of the workshop is recorded and used to monitor students' progress.

15 Students' achievements in GCE A level mathematics are at or close to the national average for sixth form colleges; those in GCE A level further mathematics have been outstanding for the last three years. The college's value-added analysis suggests that a significant number of the weaker GCE A level mathematics students are performing below their potential ability, given their GCSE point scores. This concern is recognised in the self-assessment report and though action has been taken it is too early to judge its efficacy. Pass rates in GCSE courses for students aged 16 to 18 years declined to 33% over the three-year period to

1998. Pass rates improved to 48% in 1999, just above the national average for sixth form colleges. The achievements of adults on GCSE courses are significantly better than those of the younger students, though retention rates are low.

16 The mathematics teaching rooms, workshop and staff room are located close together. This proximity provides cohesion for the work of the department. Some rooms are too small for the large groups using them. Computing resources are particularly good. IT applications are integrated with all aspects of mathematics teaching, and all GCE A level students routinely use graphical calculators. The department has a good range of equipment for experimental work in mechanics and statistics. Teachers are well qualified.

A summary of retention and achievement rates in mathematics, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE mathematics (students aged 16 to 18 years)	2	Number of starters	161	123	87
		Retention (%)	80	86	78
		Achievement (%)	44	41	37
GCSE mathematics (students aged 19 years and over)	2	Number of starters	34	22	44
		Retention (%)	71	68	68
		Achievement (%)	73	64	53
GCE A level mathematics	3	Number of starters	175	211	259
		Retention (%)	96	85	80
		Achievement (%)	80	74	86
GCE A level further mathematics	3	Number of starters	24	49	40
		Retention (%)	100	76	72
		Achievement (%)	83	100	100

Source: ISR

Curriculum Areas

Business

Grade 2

17 Inspectors observed 15 lessons covering GCE A level business studies and a range of business skills courses offered both at the college's main site and at its adult continuing education centre. Inspectors broadly agreed with the strengths and weaknesses identified in the college's self-assessment report.

Key strengths

- good pass rates in GCE A level business
- up-to-date business knowledge of staff
- effective course management and planning
- good learning support for students
- regular review of students' progress
- good IT facilities at the adult continuing education centre

Weaknesses

- low pass rates in some single subjects
- failure of some teachers to check students' learning

18 Business courses are provided at the main college site where there is a wide range of provision for 16 to 18 year olds and at the adult continuing education centre which offers a range of mainly IT programmes for adults. Since the previous inspection there has been a significant increase in the range of provision. For example, law-related administrative and secretarial courses, medical skills courses and information and communications technology courses have been introduced. The introduction of the 'fast track' GCE A level business, enabling students to complete the course in one year, has been successful. At the adult continuing education centre, adults can study a wide variety of topics during the day and in the evenings. The adult continuing education centre also offers computer-based on-line training so that students can study at any time from any location with appropriate facilities.

19 Inspectors agreed with the self-assessment report that courses are effectively managed. There are well-developed policies and procedures and detailed schemes of work. There is good support for students. Their attendance is checked rigorously and their progress is monitored effectively to ensure that they meet their learning targets. Good management use is made of course and student reports. Staff roles and responsibilities are clear and firmly established. Meetings are held regularly and outcomes are well documented and resultant actions monitored. The outcomes of surveys of students' views are used to improve teaching and learning.

20 Most lessons are well planned. The lesson aims and objectives are explained to students at the outset. Most teachers use an appropriate range of teaching methods. In the better lessons, teachers specify clearly the length of time students have for each activity and the outcomes that they are expected to achieve. For example, students were given 20 minutes to carry out an examination of a number of newspaper advertisements they had collected to produce a list of five unique selling points for the product and their reasons for considering a particular advertisement to be good. In other lessons, teachers demonstrated up-to-date knowledge of the latest business merger and take-over bids. Discussions included consideration of mergers and take-over bids amongst banks and retail businesses. Lively discussions followed as students drew from recent newspaper articles or television and radio news items. In some lessons, students worked effectively in groups where they were given clear roles and responsibilities, and presented their conclusions confidently to the rest of the class. A few lessons were not well planned. There were also instances where teachers did not check fully whether students were learning what was intended.

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21 Teachers mark assignments rigorously and provide students with constructive comments to help them improve their performance. Inspectors agreed with the self-assessment report that thorough assessment procedures and high pass rates on the GCE A level business course for students aged 16 to 18 years were strengths. A significant number of students progress to a business-related degree course. There have been pass rates of 100% in some single subject courses but low pass rates in others.

22 Teachers attend a range of external courses to keep them up to date with, for example, latest requirements of awarding bodies. All business courses are managed within the same faculty, enabling staff from the adult continuing education centre and the main site to share expertise to good effect. Teachers exchange ideas and practice and produce students' assignments as a team effort to ensure consistency. Recent investment in IT has enabled students to have access to the Internet,

a range of multimedia programmes and up-to-date software. The college intranet enables students to access materials produced specifically for their learning programmes. There are particularly good IT facilities for students at the adult continuing education centre. Inspectors agreed with the college's assessment that these arrangements are strengths.

A summary of retention and achievement rates in business, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Single subjects in office and technology skills	1 and 2	Number of starters	319	417	378
		Retention (%)	93	89	85
		Achievement (%)	62	67	75
IT grouped awards	1 and 2	Number of starters	95	152	279
		Retention (%)	88	80	91
		Achievement (%)	55	76	91
GCE A level business (students aged 16 to 18 years)	3	Number of starters	149	162	161
		Retention (%)	86	85	88
		Achievement (%)	89	77	93
GCE A level business (students aged 19 years and over)	3	Number of starters	14	12	15
		Retention (%)	71	83	53
		Achievement (%)	78	40	88

Source: ISR

Curriculum Areas

Performing Arts

Grade 1

23 Inspectors observed 11 lessons covering GCE A level in performing arts and music. The college's self-assessment report is comprehensive and inspectors agreed with most of the strengths and weaknesses identified. However, they considered that some of the strengths cited in the report were no more than normal professional pre-requisites.

Key strengths

- wide range of music and drama activities
- consistently good and often inspiring teaching
- outstanding students' achievements
- good specialist resources for music
- rigorous attention to students' performance throughout the curriculum

Weaknesses

- some overcrowded teaching rooms and pressure on resources

24 Music studies provision at the college includes the double GCE A level theory and practical music course, the single GCE A level music course and GCE A level performing arts. As identified in the self-assessment report, there is good individual instrumental tuition given by external professionals for both first and second study instruments. There is a wide range of musical activity, including string quartets, Barber Shop unaccompanied singing and jazz. Additional activities are arranged for students to further their study and understanding, including visits to theatres.

25 Teaching is consistently good and much is outstanding. Equal weight is given to practical and theoretical work and students are expected to demonstrate their abilities. Inspectors agreed

with the self-assessment report that the regular and extensive opportunities students have to present their work to public audiences both in the college and elsewhere are strengths. In lessons, teachers demand that full attention is paid to the topic being taught and distractions are not tolerated. There is swift action to remedy absence. Teachers meet regularly. The use of a wide range of teaching methods and learning activities ensures that all students participate fully in the work. These include the use of group reporting, plenary discussions and questioning directed at specific students. Students are expected to analyse rather than describe works, during both theory and practical lessons, and teachers' analysis is informative and demanding. Students' practice is checked continually, though the location of some of the accommodation sometimes makes monitoring of chamber music practice groups difficult.

26 Assignments are set at an appropriate level. They are also designed to encourage students to learn on their own and to develop diplomatic skills for directing peers' performances and evaluating the result. Teachers insist that students are correctly dressed for practical lessons and properly prepared for written work. The working relationship between teachers and students is good and students speak highly of teachers' care and attention. Inspectors agreed with the college's self-assessment report that pass rates are outstanding in all the GCE A level subjects. They are consistently above the national average for sixth form colleges; there is often a 100% pass rate and a particularly high proportion of students achieve grades A to C. In 1998, a student on the GCE A level performing arts course was nominated by the examining body as the student of the year for having the highest marks nationally, and in 1999 a music student reached the semi-final of the BBC Young Musician of the Year competition. An impressively high number of students go on to higher education courses and the majority gain

Curriculum Areas

places and scholarships at highly competitive specialist music or drama colleges and universities. Much of the work performed by students is of a sophisticated standard and includes highly imaginative productions, such as the theatre of Bertold Brecht.

27 Teachers are well qualified and update their skills through relevant staff development activities. The range of teaching methods used is extended by recent graduates bringing a contemporary view to classroom activity. Part-time teachers who provide individual instrumental tuition bring a realistic view from the music professions. The performing arts area does not have a sprung floor, as mentioned in the self-assessment report, though improved carpeting has helped to alleviate the problem. There are essential lighting and sound facilities for performances but no technician to assist teachers during productions. In the performing arts area, students have nowhere to do written work and have to lie on the floor when taking notes. Musical activity is located mainly in separate specialist accommodation that is double glazed to contain sound, and there are purpose-built recital and practice rooms.

Students have access to a library of scores, reference books and compact disks to use when studying on their own. There is insufficient clerical support to monitor properly and administer the provision for instrumental tuition. Increased numbers of students has led to overcrowding in many rooms and considerable pressure on learning resources.

A summary of retention and achievement rates in performing arts, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCE A level performing arts	3	Number of starters	46	61	44
		Retention (%)	96	84	80
		Achievement (%)	100	100	100
GCE A level music (double award)	3	Number of starters	11	12	12
		Retention (%)	91	100	92
		Achievement (%)	100	100	100
GCE A level music (single award)	3	Number of starters	11	12	29
		Retention (%)	100	91	83
		Achievement (%)	100	86	96

Source: ISR

Curriculum Areas

Modern Foreign Languages

Grade 2

28 Inspectors observed 11 lessons covering French, German, Italian and Spanish. The college's self-assessment report identified most of the key strengths in the provision in modern languages courses. Some weaknesses, particularly in vocational courses, were not identified and the separate self-assessment report on vocational courses was not provided until after the inspection had begun.

Key strengths

- well-planned lessons containing a variety of teaching methods
- extensive use of the language being learned in many lessons
- good students' achievements on many GCE A level and GCSE courses
- excellent learning support for students on academic courses
- rigorous course evaluation on academic courses

Weaknesses

- inadequate schemes of work for vocational courses
- poor students' achievements on some vocational courses
- insufficient sharing of good practice between teachers of academic and vocational courses

29 The college offers GCE A level courses in French, German, Italian and Spanish and GCSE courses in Italian and Spanish for 16 to 19 year olds, predominantly on its main site. It also offers a range of vocational courses for adults in all four languages at levels 1 and 2 at the adult continuing education centre. Two modern language modules are available on the GNVQ

advanced course in leisure and tourism, and wordprocessing in modern foreign languages is available for students on business courses. This latter provision was not mentioned in the self-assessment report.

30 The modern languages section for 16 to 19 year olds forms part of the faculty of languages and IT, and there is a head of subject for each language. Management of this area is good. There are clear schemes of work which are shared with students, although those in Spanish need further development, as identified in the college's self-assessment report. The vocational courses are taught and managed separately. Some weaknesses in vocational provision were not identified in the self-assessment report. Schemes of work in this provision are unsatisfactory. Some have not been completed, and even the better ones are not fully developed. The college quality review system is applied conscientiously in GCE A level and GCSE courses. However, no fully effective evaluation system has yet been applied to the vocational courses and there is no opportunity for good practice to be shared among the different teachers of academic and vocational courses.

31 Teaching in most lessons was good and some was outstanding. The language being learned is used as the principal medium of communication, but in some classes students attempt only simple responses. Inspectors agreed with the college's assessment that lessons are well planned and teaching materials are of high quality. In the better lessons, teachers' expectations of students are high. Teachers use a range of appropriate teaching methods to stimulate students' interest and students are often asked to work in groups or in pairs. For example, in a GCE A level French lesson the teacher asked students in French about holidays in Tunisia. Then, to prepare for role-play exercises the following day, students were required to write down four useful expressions, which were quickly shared among the class. Students were divided into pairs and

Curriculum Areas

asked to adopt the roles of different family members. They were given clear instructions about the task for the following day. Teachers checked students' understanding making equal use of both French and English.

32 The college's self-assessment report identified some high pass rates in many GCE A level and GCSE courses as a strength and inspectors agreed. The proportion of students achieving grades A to C in GCE A level French in 1997 and 1998, and in Spanish in 1996 and 1997, was well above the national average for sixth form colleges. There were pass rates of 100% in GCSE Italian in 1997 and 1998, and in Spanish in 1998. The pass rates in GCE A level Italian fluctuated between 1996 and 1998. Student retention rates on most courses are now good, having been below the national average for sixth form colleges in GCE A level Italian and Spanish in 1996. However, students' achievements on vocational courses were poor, particularly in 1998 when the pass rate for all courses was only 30%. This weakness was identified in the self-assessment report and some changes have been made to address it, but the considerable fluctuation in student retention rates over the three years was not acknowledged.

33 Teachers are well qualified. Students' written work is marked carefully and returned to them with helpful comments. Teachers at the main site have devised commendable 'independent study programmes' for students working on their own and each student's independent work is monitored closely. Students have access to a language laboratory, the library, the college's intranet and a weekly 'drop-in' languages workshop. Language assistants work with second-year GCE A level students in small groups to prepare them for the oral component of the examination. Regular visits are organised for students to France, Germany, Italy and Spain. Students have access to video recorders and computers both within the languages department and in the library.

There is a satisfactory range of books and very good provision of current magazines in foreign languages in the library. Inspectors agreed that the range of learning support activities constitutes a strength. Part-time teachers of vocational courses and students at the adult continuing education centre do not have ready access to the same range of resources. The classrooms used for GCSE Spanish and GCSE Italian are too small.

Curriculum Areas

A summary of retention and achievement rates in modern foreign languages, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
All vocational courses	1 and 2	Number of starters	145	179	149
		Retention (%)	68	68	86
		Achievement (%)	64	98	30
GCSE (French, Italian and Spanish)	2	Number of starters	81	70	51
		Retention (%)	84	86	71
		Achievement (%)	84	92	97
GCE A level French	3	Number of starters	115	128	106
		Retention (%)	94	94	83
		Achievement (%)	86	98	92
GCE A level German	3	Number of starters	37	38	50
		Retention (%)	95	87	84
		Achievement (%)	100	97	90
GCE A level Italian*	3	Number of starters	18	20	20
		Retention (%)	89	100	100
		Achievement (%)	75	95	90
GCE A level Spanish*	3	Number of starters	28	26	37
		Retention (%)	89	88	92
		Achievement (%)	84	91	91

Source: ISR

*combined data for one-year and two-year courses

Curriculum Areas

Basic Education

Grade 2

34 Inspectors observed eight lessons in adult basic education. They judged that the self-assessment report overemphasised strengths in some areas and omitted several important weaknesses. Some assertions were not effectively supported by quantifiable data. The action plan was not comprehensive.

Key strengths

- a high level of personal support for students
- a good standard of teaching
- the positive contribution made by volunteer tutors to students' learning
- good access to adult education teacher training for volunteer tutors and part-time teachers

Weaknesses

- insufficient use of materials and activities to help students develop critical thinking
- underdeveloped system for monitoring students' progress
- no systematic review of courses

35 Adult basic education is based at the college's adult continuing education centre. There are 22 programmes a week and students can study on more than one programme. Most take place at the adult continuing education centre, but eight programmes are provided in community bases on council housing estates. One pre-GCSE mathematics course is offered. Otherwise, courses are designed for people with various levels of difficulty with literacy and numeracy and students follow individual programmes within a group. The section is led by a basic education organiser who is responsible to the assistant principal, adult continuing education. There are two full-time equivalent teachers in the basic education area and 60 volunteer tutors.

36 Inspectors agreed with the college's assessment that there are satisfactory formal and informal arrangements for managing adult basic education provision. There are fortnightly meetings for teachers and some, less extensive, support for volunteers. The provision meets a range of educational needs, but the number of students in the groups is small and there is a high turnover of students. The college has had some success in running basic skills summer schools and a family literacy initiative. It has plans to develop learning through information and communications technology. There are no agreed measurable indicators against which quality and performance can be monitored, and there is no comprehensive action plan to improve quality or a development plan. These weaknesses are not acknowledged in the self-assessment report.

37 Teachers provide a high level of personal support for students and display sensitivity to their personal histories. Inspectors agreed with the self-assessment report that the standard of teaching is good. Teachers plan lessons with individual students' needs in mind. They make effective use of real-life resources to help students develop skills relevant to home, the family and the workplace. Students work purposefully. They are clear that what they have learned has made a difference to their quality of life and can cite examples of ways in which they have benefited from their studies. Some use is made of modern technology for wordprocessing and for computer games in literacy. Insufficient use is made of materials and activities which stimulate debate among students and help them develop the ability to think critically. Inspectors agreed with the college's self-assessment report that volunteer tutors play a valuable role in the lessons, providing well-judged assistance and encouragement for students.

38 There are some good students' achievements. In 1998-99, 13 students achieved the entry level award in Wordpower, five achieved the level 1 and one achieved the

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level 2 award. Some students progress to employment or to higher level courses. The number of achievements is too small to report in any further detail. Students have many opportunities to participate in setting their learning goals and reviewing their progress. Teachers help them to establish long-term aims and short-term objectives. However, this is not always done effectively and mechanisms to review students' progress are not fully developed. Students have difficulty with the paperwork associated with evaluating their progress and planning their learning. Students are involved in quality review through dialogue with their teachers. They also complete surveys each term. However, they are not helped sufficiently to distinguish between what they have learned and how they feel about their learning experiences. The self-assessment report overrated the strength in this area.

39 Teachers and volunteers have a range of relevant professional qualifications. Those who have not yet done so have regular opportunities to undertake study for both part one and part two of the further and adult education teachers' certificate. The ability and suitability of potential volunteer tutors are considered carefully and people who are selected are required to undertake a teacher training course in basic skills. Inspectors agreed that training opportunities constitute a strength. The basic education organiser observes lessons given by new teachers and provides them with thoughtful feedback. There is no dedicated base room in which teachers can create interesting wall displays, or an area in which they can develop and store materials. The resources in some of the community bases are poor.

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Support for Students

Grade 1

40 Inspectors agreed with the judgements in the self-assessment report. Issues identified in the previous inspection have been addressed.

Key strengths

- thorough advice and guidance for all students
- strong support for students from tutors
- rigorous monitoring of students' attendance and progress
- good student services
- high-quality careers education and guidance
- successful extra-curricular 'activities programme'

Weaknesses

- insufficient evaluation of the impact of additional learner support

41 Since the last inspection the college has extended the range of support services for students. Organisation and management of these services is appropriately divided between the college's main site and its adult continuing education centre, and caters effectively for students of different ages. Inspectors agreed with the college's self-assessment report that prospective students receive impartial course information and guidance. Publicity materials are informative and address appropriately the different ages of prospective students. Events such as careers fairs, open evenings and the 'induction day' are highly regarded by students. There is a separate open day for students interested in access to higher education courses, and part-time students can use the all-year telephone enquiry line at the adult continuing education centre. Each full-time student is given

an individual guidance interview. There are detailed training materials for the large team of interviewers and they are fully briefed each year. Enrolment procedures are thorough.

42 Personal and subject tutors give notable individual support to students, a strength identified in the self-assessment report. Procedures are adapted to meet the particular needs of different groups of students, including special arrangements made to help students who live some distance away and who are about to become boarders at the college, to receive appropriate advice over the telephone before joining the college. The attendance of full-time students at college is monitored rigorously and there are effective procedures for dealing with unexplained absences. Students' progress against their predicted grades is reviewed regularly and realistic learning action plans are devised jointly by tutors and students. This process results in increased student motivation. Teams of tutors are led effectively by lead tutors and heads of faculty. There are frequent meetings which ensure that concerns about students are dealt with promptly.

43 There is an hour a week for tutors to meet students individually. A second hour which is allocated to tutorials for groups of students includes careers advice, activities related to general studies and a programme to help students develop their study skills. There has been regular evaluation of these tutorials and consequent revision of their content. However, not all tutorials are effectively managed. Students perceive some activities as lacking variety, interest and purpose, and tutors find it difficult to retain students' interest. This is not acknowledged in the self-assessment report. Observation of group tutorials has begun but the process is not yet sufficiently developed to be an effective tool for quality improvement.

44 The college has carefully considered arrangements to provide additional learning support for students identified as needing it.

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Additional learning support is provided through individual sessions, small group work and during lessons as well as through a 'drop-in' facility. Appropriate support is provided for students with physical disabilities whose needs are assessed before they join the college. More than 350 students of all ages are currently receiving learning support. Each student has an individual learning plan and progress made against plans is reviewed regularly. There is insufficient information about the impact that learning support makes on students' performance. As noted in the self-assessment report, there was poor attendance at some of the learning support sessions last year. The college has implemented remedial action but it is too soon to measure its effectiveness.

45 Inspectors agreed with the college's assessment that its high-quality careers education and guidance constitute a strength. There are strong links with the local careers service and careers advisers contribute effectively to group tutorials, parents evenings and other events as well as conducting regular individual interviews with students. The well-resourced careers library is used extensively by students. There is a broad programme of events to support students applying to higher education institutions. The college has successfully improved the level of support for students seeking employment.

46 The college provides good student services; a strength included in the self-assessment report. The local youth advisory service provides an effective and well-used counselling service and students can see the counsellor in college or at the 'Face-to-Face' offices close to the college. Student services staff run a series of events on, for example, health issues and community activities for students. The student union is energetic. It effectively promotes students' concerns and arranges social and fund-raising events. The executive members are well supported by the welfare officer.

47 There is a successful and varied extra-curricular 'activities programme' which offers opportunities for full-time students to develop skills and interests outside their main studies. It includes over 50 different activities. Attendance on these non-accredited programmes is high.

General Resources

Grade 2

48 The college's self-assessment report is comprehensive though it categorises as strengths many features that are standard practice. Considerable improvements have been achieved since the last inspection and inspectors agreed with the college's assessment of its general resources.

Key strengths

- well-equipped resource centre
- comprehensive range of IT facilities
- good standard of most teaching accommodation
- new, well-equipped science laboratories
- continuous adaptation and development of accommodation to meet changing educational requirements

Weaknesses

- insufficient social and dining space for students at common break times
- older buildings have poor access for wheelchair users

49 The main college site comprises 19 different buildings, three tennis courts, three football pitches, two hockey pitches and a cricket square. The accommodation includes many adapted Victorian buildings as well as other buildings erected at various times over the last century. A new science block, student social and dining centre and boarding house have

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been built since 1995. As acknowledged in the self-assessment report, most buildings are well maintained and have been much adapted to meet changing needs. The college has houses for students who board. The newest one provides excellent single and twin rooms with en-suite facilities. The college acknowledges that the accommodation in the other two boarding houses requires updating. The college's adult education centre is located in a former infant school on a separate site less than a mile away and is used heavily for six days a week. Teaching accommodation on the main site is used intensively during the college day. Some rooms are too small for the size of groups using them. There is poor access for people with restricted mobility to the upper floors of most of the older buildings despite ramps having been installed wherever possible.

50 Social and dining facilities for students have been much improved since the last inspection and the new student centre was opened in 1998. It provides 220 seats in the dining room and 210 in the student common room. Although it is an improvement, the seating capacity is inadequate for the number of students needing seats at break times. The self-assessment report recognises these deficiencies as well as the lack of indoor sporting facilities and synthetic pitches. The demand for student car parking exceeds the supply and the college limits parking by issuing permits on payment of a fee only to students who live some distance outside Winchester. The proceeds are used to support student recreational activities.

51 The resource centre in the original college building has been modified and extended to accommodate increasing demands. It includes a careers library, a media editing suite, audiovisual facilities and computers on open access for students to use. It has 256 workplaces and, during September 1999, was in heavy demand by 1,044 users each day. The library budget has been increased considerably

for 1999-2000 and is now £15 for each full-time equivalent student. There is a good stock of resources including 16,500 books, 330 videos, a good supply of readily accessible audiovisual and IT equipment, and a satellite receiver for European language channels. The computers all have access to the Internet, the college intranet and 40 networked CD-ROMs. Some of the books are out of date. The intranet has been developed by enthusiasts in the college, managed by a nominated member of staff, and teachers in some subject areas have written excellent interactive learning materials which are used extensively by students. The library is open for the use of boarding students for two hours on four evenings a week. There is no library facility in the adult continuing education centre but adult students can use the library on the main site and the networked IT facilities at various adult education centres.

52 Inspectors agreed with the college's assessment that there has been considerable investment in IT which has resulted in a good range of modern IT equipment. This includes 236 networked computers in classrooms across both sites and 56 computers on open access in the library and other student study areas around the college. There are 19 computers in the three boarding houses. The ratio of computers to full-time equivalent students is 1:7. All computers on open access and in classrooms are networked and have high speed access to the Internet. There is up-to-date software on all computers. Teachers have access to 25 computers for their use and a further 40 are used primarily for college administration.

Quality Assurance

Grade 2

53 Inspectors agreed with the strengths identified in the self-assessment report. They agreed with the weaknesses recognised in the report and found others that the college had not identified.

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Key strengths

- clearly-documented quality assurance procedures
- a continually developing commitment to quality assurance
- prompt action in response to students' views
- extensive setting of targets
- thorough process for course reviews

Weaknesses

- insufficient action to address weaknesses identified in lesson observations
- inadequate quality assurance procedures for some adult education provision

54 The college has a clear quality assurance policy. It is communicated effectively throughout the college and responsibilities are clearly understood. A necessary reorganisation of responsibilities since the last inspection delayed developments and some of the expected outcomes of the system have yet to be proved. The system is managed by one of the vice-principals and the adult education quality and training manager. Quality assurance procedures are comprehensive. Individual responsibility for assuring and improving quality is continuing to develop. Quality improvement is a standing agenda item at weekly management meetings. Two teachers have been specifically assigned tasks to improve quality. This is leading to improvements. For example, the outcomes of one of the tasks has helped teachers to examine critically students' performance data in order to improve course design and teaching. The college operates from two centres, one for full-time 16 to 19 year old students and one dedicated to adult education and training. The main quality assurance system has been amended to take account of the needs of adults. Though regular audits of quality assurance procedures are undertaken by

quality managers, the procedures used in adult education provision are not sufficiently thorough.

55 Inspectors agreed with the self-assessment report that the college has an expectation of continuous improvement. Four key aspects of college performance are reviewed to help achieve this aim: student attendance; retention rates; achievements; and measurement of the value added to students' performance during their studies. Full-time students aged 16 to 19 years achieve good pass rates but achievements of students on some part-time adult courses are less good. Comparisons are made with national benchmarking data produced by the FEFC for each course and targets for improvement set. Teachers present a review of their courses and students' individual progress to senior managers at the principal's annual review meeting. Remedial action is required when performance falls below college targets. Performance is reviewed at weekly faculty and senior management meetings. Quality standards for all aspects of the college's work are set out as checklists for heads of faculty, heads of subject and lead tutors. Teachers review students' progress annually and outcomes are incorporated into faculty operational plans which inform the college plan.

56 Students' views are sought through questionnaires, focus groups, more general discussions with students and course reviews. The results are discussed with students and inform action plans to address weaknesses. For example, the procedures for reviewing students' progress on GNVQ courses were modified in response to students' views, and more effective study techniques have been introduced at the start of some courses. Many action plans are displayed in classrooms. The college charter is reviewed annually by staff and students and amendments made in response to concerns. However, the commitments in the charter are not formally monitored. This weakness was not identified in the self-assessment report. Many students are not aware of the college's

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complaints procedure, but students are confident that tutors and teachers deal effectively with concerns and complaints.

57 Lesson observations are well established. Examples of good teaching practice are disseminated through team and faculty meetings and sometimes at full staff meetings. The college has analysed the strengths and weaknesses identified through classroom observations but has not produced strategies to address weaknesses. This omission was not identified in the self-assessment report. The college participates in an external quality review system which involves teachers from other colleges assessing lessons. The college has a well-established staff development policy and strategy. Training needs are identified by individuals and through the annual appraisal process. Staff development activities are aligned to strategic priorities. Managers are given every opportunity to update or develop their management skills. The college achieved re-accreditation for the Investor in People status in 1999. There is no mechanism for assessing the effectiveness of staff development activities. This shortcoming was not identified in the self-assessment report. The college recognises in its self-assessment report that targets for the appraisal of part-time teachers of adults have not been met.

58 Inspectors agreed with the self-assessment report that the college's self-assessment process is comprehensive. It involves all staff and draws on the outcomes from lesson observations, course reviews and other quality assurance processes. Governors conducted their own self-assessment. All sections of the report were validated by a 'grading panel', including representatives from a partner college, a consultant, and governors, to obtain an objective view of its judgements. Inspectors considered that some of the judgements made by the college were generous. The college has recently reorganised its planning and review cycles and these are being synchronised with the self-assessment cycle to achieve a more coherent and efficient set of operations.

Governance

Grade 2

59 Inspectors agreed with most of the strengths and weaknesses identified in the college's self-assessment report. They also identified some weaknesses which had been missed by the college.

Key strengths

- governors' strong commitment to the college
- thorough and extensive review of strategic priorities and targets
- governors' clear understanding of the distinction between governance and management
- full and rigorous consideration of students' achievements and retention rates
- clear committee structure, reflecting statutory and good practice requirements
- detailed consideration of the financial implications of all college proposals

Weaknesses

- unclear terms of reference and number of members for some committees
- out-of-date code of conduct and incomplete guidance on registration of interests

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

61 Inspectors agreed with the college's self-assessment report that governors have a keen and active role in strategic planning. They establish annual strategic targets, which form the basis of the college's extensive operational planning review, and monitor regularly the college's progress in meeting them. In 1998, a

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working party, consisting of governors and the senior management team, carried out a substantial review of the content and format of the college's strategic objectives and the new format for the strategic plan aligns it with the FEFC's criteria for inspection.

62 As the college's self-assessment report identifies, governors have substantial commercial experience and understand clearly the distinction between their role and that of managers. Attendance at corporation meetings is consistently good. The corporation has a determined membership of 20. There are three vacancies, which it has chosen not to fill during implementation of the revised instrument and articles of government. The corporation has approved the categories of governors required for the revised corporation, but has not yet established a formal process for allocating existing governors to these. The corporation has not yet determined the arrangements by which nominations for membership are to be made. There is an established governor training programme, but arrangements for the induction of new governors have yet to be formalised.

63 The corporation's committee structure is appropriate. The number of members of some committees is unclear and the terms of reference of the policy and resources committee and the personnel committee are inconsistent with their operation. The personnel committee and the premises committee report to the policy and resources committee. This is done to ensure that the full financial implications of proposals are properly evaluated before recommendations are referred to the corporation for approval.

64 There are appropriate working relationships between senior managers and governors. The chairman of the corporation maintains good contact with the principal. Chairs of the various committees liaise closely with appropriate senior managers who often attend corporation committee meetings. Procedures for the regular appraisal of senior postholders are clear.

65 Corporation business is conducted efficiently and there are detailed minutes of meetings. The corporation receives clear reports. The college has implemented standing orders which determine the conduct of corporation and committee business. However, the code of conduct is out of date. Guidance for completing the register of interests does not reflect the new statutory requirements or best practice and the register is not systematically updated each year. The clerk to the corporation has been appointed from outside the college. The current approved job description does not reflect relevant guidance for the appointment of clerks. Governors reconfirm formally their eligibility for membership of the corporation each year. A 'whistleblowing' policy has been established.

66 Financial aspects of all corporation and committee business are evaluated by the policy and resources committee, which normally meets every other month. The college's financial position is carefully monitored by this committee prior to the assessment of the financial position being reported to the corporation. The content of the financial reports has been agreed both by the policy and resources committee and the corporation. However, governors have chosen not to receive management accounts each month. As a result, although the finance department produces detailed information, only a summary is presented to governors. While it contains the current cash position and a year-end forecast, it omits detailed cashflows for the 12 months ahead.

67 The curriculum and quality assurance committee of the corporation, formerly the curriculum committee, has monitored students' achievements for several years. The committee considers thoroughly students' achievements and retention rates and other curriculum matters. It monitors performance against a range of targets in the college's operational plan. The college's self-assessment report records this careful scrutiny as a strength and inspectors agreed. Governors recognise that they have not

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yet developed the same degree of understanding and monitoring of some of the college's work in adult and continuing education. Some governors have taken an agreed 'special interest' in the work of particular subject areas and this closer interest is much appreciated by teachers. The chairman has attended a range of college meetings involving staff at all levels.

Management

Grade 2

68 Inspectors agreed with most of the judgements in the college's self-assessment report. They identified additional weaknesses which were not included in the self-assessment report.

Key strengths

- good leadership and open management style
- clear, well-understood management arrangements
- good communication
- good financial management
- effective strategic and operational planning
- extensive links with community organisations

Weaknesses

- the temporary fault in the management information system
- failure to monitor adequately some management decisions and actions

69 The college's organisational structure was revised in 1998. Management arrangements are clear and understood by staff. Teaching and pastoral support for 16 to 19 year old students are managed in six faculties, to which groups of teachers belong. Inspectors agreed with the college's self-assessment report that meetings are held according to a clear timescale, linked effectively to the timing for strategic planning

and review. The senior management team consists of the principal, the two vice-principals, the assistant principal and the bursar. The senior management team works closely together. Members provide strong leadership and operate an open style of management. Staff are well informed about college activities and developments. Some clear monitoring by managers of the impact of organisational changes may be required.

70 The managing group consists of the senior management team, heads of faculty and the management information system manager and concerns itself with quality in teaching, learning and guidance and the services which support these. The curriculum and guidance group, made up of the principal, vice-principals and heads of faculty, addresses aspects of the managing group's work related particularly to students aged 16 to 19 years. Faculty teams meet regularly. Minutes of all meetings are recorded, but they do not always indicate nominated responsibilities or timescales for action. This weakness was not identified in the self-assessment report. Faculties and teaching teams are well managed. Faculties are of similar size, but some consist of unusual combinations of subjects. Inspectors found examples where staff in different parts of the college did not liaise as closely as they might with colleagues having similar interests and responsibilities. Inspectors agreed with the college's self-assessment report that deployment of staff is managed carefully. The college's average class size for 16 to 19 year old students, at around 18, is high, although the average for part-time adult students is lower.

71 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. Members of the finance team are appropriately skilled and experienced. Financial forecasts are integrated with the strategic plan. Management accounts are produced and considered every other month to coincide with meetings of the corporation's policy and resources committee. Budget holders

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receive clear reports, produced to the same timescale. Individual budgets are monitored by the finance manager and the senior management team. Financial regulations and procedures are updated annually in line with the recommendations of the college's internal and external auditors. They do not include sufficiently detailed instructions or a timetable for producing the annual budget or procedures to be followed in the event of irregularity or fraud. The internal and external auditors have not identified any significant weaknesses in the college's systems of internal control.

72 The college's strategic objectives are reviewed annually. The college's self-assessment report identifies appropriately that managers at all levels are effectively involved in operational planning. Staff understand the college's strategic objectives and have contributed to their area plans. The college aims to synchronise the timing of operational planning and the self-assessment process. Operational plans include a wide range of quantifiable targets, and the plans are reviewed in detail.

73 The senior management team shares the responsibility for marketing. The college draws well on labour market information. Extensive links with the local and wider community provide significant additional information to help the college's market research, including membership of the Hampshire 'on-line training partnership', growing contacts with local community care organisations, productive working relationships with the Hampshire sixth form colleges, external curriculum support groups, the Winchester 14 to 18 education consortium and a range of local businesses. The college consistently achieves its targets for growth.

74 The college has made recent changes to its management information system in order to cope with the growing demand for data. The college was able to produce reliable reports and has a good record of timely and accurate returns to the FEFC. The new system does not yet meet the college's requirements. In particular, the

college was unable to provide for the inspection students' achievements and retention data for 1999 in a comparable format to previous years. Inspectors agreed with the college's self-assessment report that managers make good use of the data available to inform planning and review performance.

75 The college has an up-to-date health and safety policy. It is contained in the 'staff file' which all staff read and sign. The fire, upkeep, safety and security committee and its safety subcommittee are responsible for monitoring the implementation of the policy. The college commissions periodic external health and safety audits, which complement the work of the two committees. The most recent of these audits in August 1999 indicates that the college's arrangements for monitoring formal health and safety inspections are inadequate, particularly with regard to inspection of faculty and subject areas. The college's equal opportunities policy statement was recently revised by the corporation. There is a supporting implementation strategy. The equal opportunities review group meets regularly and produces an annual report for the senior management team.

Conclusions

76 The inspection team found that the college's self-assessment report provided a useful basis for planning and carrying out the inspection. In several areas, by the time of the inspection, progress had been made in addressing weaknesses identified during the college's self-assessment. Inspectors agreed with the strengths and weaknesses identified by the college but considered that some weaknesses had been missed. In five areas, the college awarded itself a grade higher than inspectors did.

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

College Statistics

Student numbers by age (July 1999)

<i>Age</i>	<i>%</i>
Under 16	1
16-18 years	37
19-24 years	5
25+ years	49
Not known	8
Total	100

Source: college data

Student numbers by level of study (July 1999)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	9
Level 2 (intermediate)	5
Level 3 (advanced)	47
Level 4/5 (higher)	0
Non-schedule 2	39
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 1999)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	587	312	16
Agriculture	0	24	1
Engineering	0	13	0
Business	173	550	13
Hotel and catering	49	612	12
Health and community care	32	83	2
Art and design	238	910	21
Humanities	942	791	31
Basic education	10	208	4
Total	2,031	3,503	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 1% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (July 1999)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	107	12	4	123
Supporting direct learning contact	12	0	0	12
Other support	40	0	2	42
Total	159	12	6	177

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£6,351,000	£6,587,000	£6,840,000
Average level of funding (ALF)	£18.44	£16.71	£16.54
Payroll as a proportion of income	69%	66%	65%
Achievement of funding target	116%	105%	106%
Diversity of income	19%	24%	22%
Operating surplus	£49,000	£396,988	£125,000

Sources: Income - Council Circular 98/43 (1997), FEFC audited accounts (1998), college (1999)

ALF - Funding Allocations 1997-98 (1997 and 1998), Funding Allocations, 1998-99 (1999)

Payroll - Council Circular 98/43 (1997), FEFC audited accounts (1998), college (1999)

Achievement of funding target - Performance Indicators 1997-98 (1997 and 1998), college (1999)

Diversity of income - Council Circular 98/43 (1997), FEFC audited accounts (1998), college (1999)

Operating surplus - Council Circular 98/43 (1997), FEFC audited accounts (1998), college (1999)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	181	294	236	366	383	487
	Retention (%)	90	88	84	72	66	82
	Achievement (%)	87	95	91	77	94	62
2	Number of starters	700	486	668	195	196	173
	Retention (%)	82	86	72	78	73	81
	Achievement (%)	83	90	66	79	96	53
3	Number of starters	2,644	3,561	3,655	178	75	98
	Retention (%)	90	85	86	56	76	63
	Achievement (%)	87	87	89	68	76	51
4 or 5	Number of starters	0	0	0	37	15	0
	Retention (%)	n/a	n/a	n/a	95	100	n/a
	Achievement (%)	n/a	n/a	n/a	46	100	n/a
Short courses	Number of starters	225	243	201	450	524	1,690
	Retention (%)	28	97	85	92	83	95
	Achievement (%)	82	75	78	94	100	86
Unknown/unclassified	Number of starters	266	166	27	65	115	144
	Retention (%)	91	94	52	92	85	62
	Achievement (%)	96	99	78	66	100	50

Source: ISR

n/a not applicable

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