

Reigate 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

Reigate College

South East Region

Inspected February 2000

Reigate College is a sixth form college in Surrey. The college offers courses in seven of the FEFC's 10 programme areas. Inspectors awarded five grades in four programme areas. There is a wide range of mainly GCE A level courses, and an extra-curricular 'activities programme' for students aged 16 to 19 designed to develop their organisation and leadership skills. Since the last inspection, the college has introduced more GNVQ courses. The college has produced an annual self-assessment report for five years. The latest report, used for the inspection, was comprehensive and drew upon existing quality assurance procedures. The self-assessment process involved all staff and, for the first time in 1999, external validation was provided by vice-principals from two other sixth form colleges. The corporation approved the report. Inspectors agreed with many of the judgements in the report, but also identified weaknesses that the college had overlooked.

Standards of teaching and learning are generally high and students' achievements are good in many subjects. Students produce some outstanding work in art and photography and

English literature. Students are well supported. They value the help they receive from teachers. Improvements have recently been made to the college's buildings, and more work is in progress. IT resources have been increased. The college has been reaccredited for the Investor in People award. Governors are actively involved in setting the strategic direction of the college and monitor closely the college's finances. Governors' business skills are valuable to the college. Communication is good and the management style is consultative. The college should: continue to improve student retention; develop further the diagnostic testing of students; improve additional learning facilities and materials; improve some specialist teaching equipment; continue its work to improve accommodation generally and access for students with restricted mobility; ensure that sixth form college national data are used to measure performance; revise the methods used for setting improvement targets at course level; address shortcomings in procedures for governance of the college; strengthen its reporting on health and safety inspections; and pay more attention at management level to devising and monitoring actions to support students' learning.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics	2	Support for students	2
Leisure and tourism	3	General resources	3
Art and photography	2	Quality assurance	3
English	2	Governance	2
Social sciences	2	Management	2

Context

The College and its Mission

1 Reigate College in Surrey was established as a sixth form college in 1976. It has a single site close to the centre of Reigate town. The college attracts students from more than 100 schools over a wide geographical area, including Kent, Sussex and outer London. More than 80% of 16 year olds in the locality continue their education. There are several large secondary schools with their own sixth forms in the local borough and competition to attract students aged between 16 and 19 years old is keen. The college draws about 40% of its students from four partner schools which do not have sixth forms and there are strong links with these schools. A further 25% of students come from county and grant maintained schools, most of which have their own sixth forms. Approximately 13% of students come from independent schools. The local authority youth and adult service makes use of the college's premises three evenings a week to provide a wide range of vocational and recreational adult education courses.

2 Unemployment levels in the area are low at around just 1%. Many people travel further afield to work, for example to London and Gatwick, resulting in additional local labour shortages.

3 The college provides a wide range of general certificate of education advanced/advanced supplementary level (GCE A/AS level) and general certificate of secondary education (GCSE) subject courses, a few general national vocational qualification (GNVQ) courses at advanced and intermediate levels, and some other vocational courses. At the time of the inspection, 1,113 students were enrolled at the college. Most students are full time and aged between 16 and 19 years old. All are encouraged to participate in the college's 'activities programme'. This includes charity and sports activities and most students make good use of the programme. Some have raised

large sums of money for charities and for overseas aid. Between 1997 and 1999, two women students were in the women's England soccer squad and another student won a bronze medal in 1999 in the 400 metres race in the European junior athletics championships.

4 The college 'aims to provide quality education in a supportive community and to prepare students over the age of 16 for the opportunities and challenges of the twenty-first century'. Its published aims state that it strives to do this by using resources efficiently, placing emphasis on maintaining a supportive college community for both students and staff, and equipping students with the skills, knowledge and qualifications to progress to higher education or employment.

The Inspection

5 The college was inspected in February 2000. 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). The inspection was carried out by nine inspectors and an auditor working for a total of 39 days. They observed 57 lessons and two tutorials, evaluated students' work and examined college documents. Meetings were held with students, governors, managers, teachers and support staff.

6 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 inspected, 74% were rated good or outstanding. This figure is better than the national average of 65% recorded for all colleges inspected in 1998-99 and a little better than the national average of 71% for sixth form colleges. Only one lesson was less than satisfactory.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	12	16	9	0	0	37
GCSE	2	5	1	0	0	8
GNVQ	0	7	4	1	0	12
Total (No.)	14	28	14	1	0	57
Total (%)	25	49	24	2	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*

7 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. Attendance rates during the inspection ranged from 77% in art and photography to 88% in mathematics.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Reigate College	12.4	83
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

8 Inspectors observed 12 lessons in mathematics. They agreed with most of the strengths and weaknesses identified in the self-assessment report, but considered that some of the weaknesses were understated.

Key strengths

- high quality of most teaching
- well-organised courses and learning materials
- clear timetable for assessing students' work
- good availability of mathematics workshops and additional support sessions
- notably good retention and pass rates in GCE A level further mathematics
- well-managed provision

Weaknesses

- consistently below average retention rates on the GCE A level mathematics course
- absence of additional learning resources for students of mixed abilities
- lack of use of information technology (IT) in mathematics teaching

9 The college offers an appropriate range of mathematics courses, including courses in GCSE mathematics and GCE A/AS level mathematics and further mathematics. The majority of students study on GCE A level courses. Entry to the college is based on students' GCSE grades and there is no formal diagnosis of students' numeracy skills when they begin their studies. Students on the GCSE course are expected to develop their skills by completing a course in numeracy during the first term. Most students value this addition to their studies. Students can receive additional

support by attending the mathematics workshop. The management and organisation of mathematics provision is good. The mathematics team meets every week; minutes are taken and actions recorded. All teachers are involved in reviewing evidence for the self-assessment report. However, course performance is measured against inappropriate data.

10 Inspectors agreed with the self-assessment report that most teaching is of good quality. In some of the best lessons, students explored mathematical concepts by working on practical experiments. For example, students in a GCE A level lesson investigated a probability problem by applying market research techniques. Two anonymous brands of orange juice were compared, preferences recorded and the results analysed. Students enjoyed the lesson and the link between theory and practice was clearly established. In other good lessons, teachers checked regularly that students were learning what was intended. In the weaker lessons, teaching was unimaginative. Some students were bored and teachers made little attempt to provide work which took account of the different abilities of students.

11 Students are helped to make appropriate choices of subjects and options within them. The GCE A level programme is modular and students appreciate the opportunities its flexibility offers them. Students are provided with well-written course handbooks. Teachers use standardised teaching materials and question sheets. Homework is set every week and formal assessments are undertaken each half term. However, there are few additional learning materials for students to use when working on their own. Inspectors agreed with the self-assessment report that this is a weakness. Students' attendance, progress and achievements are monitored carefully. Data to predict students' likely GCE A level grade, based on their GCSE results, are used to review departmental results, but not to set appropriate achievement targets at the start of a course.

Curriculum Areas

12 Student retention and achievement rates are mostly good. Inspectors agreed with the self-assessment report that pass rates on the GCE A level further mathematics course are excellent. However, the retention rate on the two-year GCE A level mathematics course has stayed consistently at, or below, the national average for sixth form colleges for three consecutive years. For those who complete the course, pass rates on GCE A/AS level mathematics courses are good. Retention rates on GCSE courses are good but achievement rates are average. Inspectors did not agree with the self-assessment report that this constitutes a strength. Attendance at lessons is good. Students' work is of an appropriate standard and some is outstanding. Teachers mark work regularly.

13 The mathematics bookstock in the learning centre is adequate. At induction, students receive a well-written critique of the mathematics books that are available. Mathematics is taught in a suite of classrooms adjacent to each other. This facilitates communication between staff and students. All classrooms have an attractive display of posters and students' work. Some of the rooms are too small for large classes. There are few computers for students to use in the mathematics area. The use of IT, including access to the Internet, has yet to be integrated with the teaching of mathematics and this is acknowledged in the self-assessment report. Teachers are well qualified and experienced. However, few have recently undertaken formal professional updating.

A summary of retention and achievement rates in mathematics, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE mathematics	2	Number of starters	155	167	110
		Retention (%)	88	78	84
		Achievement (%)	38	40	41
GCE AS mathematics (one-year course)	3	Number of starters	15	25	17
		Retention (%)	73	72	94
		Achievement (%)	64	67	69
GCE A level mathematics (one-year course)	3	Number of starters	15	11	15
		Retention (%)	80	91	100
		Achievement (%)	92	100	93
GCE A level mathematics (two-year course)	3	Number of starters	89	88	84
		Retention (%)	72	78	71
		Achievement (%)	84	84	97
GCE A level further mathematics (one-year course)	3	Number of starters	6	6	5
		Retention (%)	100	100	100
		Achievement (%)	100	100	100

Source: ISR (1997 and 1998), college (1999)

Curriculum Areas

Leisure and Tourism

Grade 3

14 Inspectors observed 11 lessons covering GNVQ intermediate and advanced leisure and tourism and GCSE travel and tourism.

Inspectors considered that the self-assessment report gave insufficient weight to some of the weaknesses it identified.

Key strengths

- well-written and well-presented students' work
- class work and assignments linked imaginatively to educational visits
- good pass rates on GNVQ intermediate and GCSE travel and tourism
- students' clear development and recording of key skills

Weaknesses

- teachers' unfamiliarity with some vocational elements of the courses
- high student drop-out from the first GNVQ advanced course
- lack of current and relevant industrial experience of most staff
- shabby accommodation and inadequate resources

15 The college introduced GNVQ advanced and intermediate level courses in leisure and tourism in 1998. Recruitment targets overall have been met and exceeded at intermediate level. Several teachers contribute to the courses. Additional teachers have been recruited recently to cater for the increased number of students. While sports coaching awards are available to GNVQ leisure students, there are no opportunities for travel and tourism students to gain travel trade awards.

16 As the self-assessment report indicates, teachers are enthusiastic and committed to helping students to succeed. Most teaching is well organised and the lessons observed were good, though none was outstanding. Most teachers use a variety of appropriate teaching methods. They explain clearly the tasks set and students respond enthusiastically. The content of many of the lessons observed was linked to a recent visit to Brighton. Class work and assignments were built upon activities undertaken during the visit. Work set for students combined several curriculum elements in an interesting and realistic way. In a few lessons, teachers allowed students' attention to wander. Some teachers are unable to illuminate their teaching through relevant industrial experience; they struggle with content which is outside their experience and this leads to unimaginative and ineffective teaching. The industrial experience of key staff was identified as a strength in the self-assessment report, but inspectors did not agree with this judgement.

17 Pass rates on courses at intermediate level are good. Retention and achievement rates on GNVQ intermediate level and GCSE travel and tourism courses are above the national average. The 100% pass rate on the GCSE course in 1998 is outstanding. Students enrolled on the first GNVQ advanced course have not yet completed their studies. Coursework results look promising, but one-third of the students who started the course have left already. The self-assessment report identifies these difficulties with student retention as a weakness. Staff give their time readily outside timetabled lessons in order to help students achieve their potential, as students' positive evaluations and the self-assessment report indicate. However, the number of students taking advantage of this support is often low. Students identify clearly where they have developed key skills and record them carefully. Students are strongly encouraged to obtain work experience, some of which results in permanent employment.

Curriculum Areas

18 Students are well behaved and well mannered. Their attendance during the inspection was good at 81%. They arrived punctually for lessons and many arrived early in the morning to work on the computers in the learning centre before lessons began. Most students' work is of a good standard and presented well. They are encouraged to use wordprocessors to produce their work. Detailed marking of students' work and comments from teachers help students to analyse and improve their performance.

19 Accommodation for leisure and tourism students is poor and there is no base room. Classes are regularly moved in mid session. These weaknesses are acknowledged in the self-assessment report. Inspectors identified some shortages of materials in the learning centre, but new books were delivered during the week of the inspection. Many rooms need redecoration and refurbishment. Many are too small and inappropriate for the purpose of the lessons. Teachers are adequately qualified. Sports teachers have appropriate qualifications,

but none of the teachers involved with the course has qualifications or significant experience in leisure, tourism or hospitality management. Two teachers are qualified assessors; the remainder are working towards the appropriate qualification.

A summary of retention and achievement rates in leisure and tourism, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE travel and tourism	2	Number of starters	*	31	17
		Retention (%)	*	74	88
		Achievement (%)	*	100	88
GNVQ intermediate leisure and tourism	2	Number of starters	*	*	38
		Retention (%)	*	*	81
		Achievement (%)	*	*	77
GNVQ advanced leisure and tourism	3	Number of starters	*	*	+
		Retention (%)	*	*	+
		Achievement (%)	*	*	+

Source: ISR (1997 and 1998), college (1999)

*course did not run

+course ends in summer 2000

Curriculum Areas

Art and Photography

Grade 2

20 Inspectors observed 10 lessons covering the range of GCE A level and GCSE courses in art and photography. They agreed with some of the judgements in the self-assessment report, but considered that insufficient significance had been attached to some weaknesses.

Key strengths

- good pass rates for completing students
- high standards of practical work
- good teaching
- well-designed GCE A level and GCSE courses
- good assessment practice in GCE A level photography

Weaknesses

- low student retention on GCE A level courses
- unsatisfactory accommodation
- lack of specialist equipment

21 The college offers GCE A level courses in art and photography and GCSE photography. Large numbers of students enrol on these programmes. The college introduced GNVQ intermediate art and design in September 1999. Accommodation constraints prevent any further significant expansion of the provision. Courses in GCE A level art and photography are well designed. The planning of the GNVQ intermediate course has not received sufficient attention. The planning of the course and the cohesion of the teaching team, which are necessary for success, are unsatisfactory.

22 Course handbooks for students are good; they provide students with useful information on the way courses are taught, details of how their work will be assessed and the workload expected of them. Inspectors agreed with the self-assessment report that the handbooks constitute a strength. Projects for students combine appropriate theory and practice. Students participate in the open and constructive criticism of their peers' work. The work of students in GCE A level photography is assessed against published assessment criteria. Students receive detailed written comments on their work to help them improve. This is not the case in other areas; a weakness recognised in the self-assessment report.

23 The quality of most teaching is good. There is a purposeful working relationship between teachers and students. Teachers give students the security to experiment and learn from failure as well as from success. This is particularly evident in photography lessons. Teachers use a variety of appropriate teaching methods to sustain students' interest and to address sensitively the different abilities of their students. For example, in a GCSE photography lesson the teacher took aside a student who had failed to complete a project and was performing poorly. The teacher gently pointed out the failure to complete the work and carefully but firmly led the student through the steps needed to succeed. The teacher then negotiated with the student a strategy for improving the quality of work. In the best lessons, teachers inspired students to produce outstanding creative results. Many projects for students are derived from visits to exhibitions or museums. The quality of students' practical work is good. In photography it is exemplary. Students' photographic work and essays are often experimental and creative and always technically good. The best of the work is displayed in public areas around the college and at a specifically organised end-of-year exhibition. In some lessons the teaching was dull. Students lost their concentration and

Curriculum Areas

produced work below the standard of which they were capable.

24 Students who complete their courses achieve particularly good pass rates. In GCSE and GCE A level photography pass rates are consistently above the national average for sixth form colleges. Every student who completed the GCE A level photography course passed the examination in 1998 and 1999. A high proportion gained grades A to C. Pass rates in GCE A level art have been good for the past three years, though value-added data suggest some students could still do better. Student retention rates in this area have been below the national average for sixth form colleges. The self-assessment report identified poor retention rates as a weakness. Retention rates in all subjects in 1999 improved.

25 Teachers are appropriately qualified and conscientious and there is an appropriate level of technical support in the area. Lessons take place in a variety of different buildings, all of which have deficiencies. The main art studios are well lit but lack storage and display space. As the number of students on courses has

increased the rooms used have become overcrowded. Some photography takes place in a converted hut, which is old and cold. The conditions make it difficult for students to create high-quality work. A second facility used for photography is separated from the main building, which makes it difficult to create an identity and professional ethos for the subject. The rooms in this building are too small and poorly decorated and furnished. Good standards are achieved in practical work despite the poor accommodation.

A summary of retention and achievement rates in art and photography, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE photography	2	Number of starters	34	29	37
		Retention (%)	79	72	81
		Achievement (%)	70	86	77
GCE A level art*	3	Number of starters	62	62	78
		Retention (%)	71	65	77
		Achievement (%)	95	95	97
GCE A level photography#	3	Number of starters	31	35	38
		Retention (%)	77	44	74
		Achievement (%)	96	100	100

Source: ISR (1997 and 1998), college (1999)

*one-year and two-year course statistics combined for 1997 and 1999

#one-year and two-year course statistics combined in 1997 only

Curriculum Areas

English

Grade 2

26 Inspectors observed 12 lessons covering GCE A level English literature, GCE A level language and literature, and GCSE English. Inspectors agreed with most of the judgements contained in the self-assessment report, but considered that insufficient weight had been given to weaknesses in teaching and learning.

Key strengths

- lively teaching supported by good teaching materials in most lessons
- good examination results at GCE A level
- well-managed courses
- high standards of oral and written work
- good opportunities for students to enrich their studies

Weaknesses

- poor examination results in GCSE English in 1999
- some poor accommodation and equipment

27 More than 300 students study GCE A level English at the college. There are 87 students retaking GCSE English. Courses are well managed. As the self-assessment report indicates, schemes of work are planned carefully. There are helpful course guides for students. Teachers work well in course teams and communication with part-time staff is good. Teachers do not consistently produce lesson plans, but they structure lessons effectively and provide interesting learning materials which develop students' understanding.

28 Inspectors agreed with the self-assessment report that teaching is good and at times outstanding. Teachers' enthusiasm for literature and language study energises the successful teaching methods they use. A debate

on the impact of Katherine's last speech in *The Taming of the Shrew* was enlivened by a variety of views from students, some resolutely held, but enriched by the teacher's insistence on looking at the scene in terms of a theatrical performance. Group work on the language of *Under Milk Wood* was enhanced by the teacher encouraging students to visualise metaphors and images from the play's opening speech despite it being 'a play for voices'. In an outstanding lesson in English language, newspaper accounts of the James Bulger case, which had been used as an introduction to an essay, involved students in lively and at times emotional argument which the teacher managed with great skill.

29 There are varied opportunities for students to enrich their studies, including visits to theatres and conferences. Students can practise their creative writing by contributing to the college magazine. Teachers willingly give their students extra help. Students value greatly the series of lunchtime revision lectures preceding the formal examinations. Students' progress is monitored carefully. In a small number of lessons, teachers did not manage group work well, and students lost interest. Sometimes teachers failed to involve all of the students in the classroom activity. No weaknesses in teaching and learning were identified in the self-assessment report.

30 Pass rates in GCE A level English subjects are good. In 1999, there was a 100% pass rate in GCE A level English literature and a pass rate almost as high in GCE A level English language and literature, both of which are above the national averages for sixth form colleges. The proportion of students achieving grades A to C is also well above the national average. The pass rate for GCE A level English language in 1999 was just below the national average. As the self-assessment report indicates, in 1999 the pass rate in GCSE English was notably poor and well below the national average. It was a considerable

Curriculum Areas

deterioration from 1998. Retention rates in GCE A level English literature and in GCSE English have improved and both are above the national average.

31 Students write well. An outstanding coursework essay on Keats' *Eve of St. Agnes* indicated a mature ability to express ideas with elegance and precision. A written analysis of sexual desire in Margaret Atwood's *Handmaid's Tale* demonstrated the student's critical skill and expertise in presenting argument. These pieces were typical of the quality of work that inspectors sampled. Students enjoy debate and argument, read aloud well and generally listen attentively to each other. One student indicated vehement disappointment at the lesson ending before she had time to contribute to a debate on Shakespeare's view of marriage in *Much Ado About Nothing*.

32 Teachers are well qualified. The suite of three classrooms used in the main teaching block is well furnished and pleasantly decorated with students' work, up-to-date posters and study aids. Around half of English lessons are taught in four huts, some distance from the English base room. The huts are draughty and poorly equipped and decorated. There are good book and video resources in English in the learning centre.

A summary of retention and achievement rates in English, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE English	2	Number of starters	108	108	82
		Retention (%)	90	81	84
		Achievement (%)	46	69	29
GCE A level English language	3	Number of starters	*	11	13
		Retention (%)	*	73	77
		Achievement (%)	*	100	90
GCE A level English language and literature	3	Number of starters	134	124	112
		Retention (%)	82	85	78
		Achievement (%)	82	88	93
GCE A level English literature	3	Number of starters	83	57	81
		Retention (%)	81	74	89
		Achievement (%)	94	93	100

Source: ISR (1997 and 1998), college (1999)

*course did not run

Curriculum Areas

Social Sciences

Grade 2

33 Inspectors observed 12 lessons covering GCE A level courses in government and politics, history, psychology and sociology. They agreed with the judgements in the self-assessment report but identified additional strengths and weaknesses.

Key strengths

- high quality of teaching
- outstanding students' achievements in some subjects
- well-managed courses
- well-designed study guides
- effective monitoring of students' progress
- wide range of subject enrichment activities

Weaknesses

- poor retention rates in GCE A level sociology
- lack of specialist resources
- underdeveloped use of IT in some subjects

34 The four GCE A level subjects inspected are managed as separate departments in two different faculties. A GCE AS course in psychology is available at the end of year one, but the GCE AS course in sociology has been discontinued. The departments are managed well. New heads of department have changed syllabuses and teaching methods after evaluating the courses. The self-assessment report recognises the benefits of these changes.

35 Inspectors agreed that most teaching is of a high quality. There are detailed schemes of work and teachers plan lessons well. Teachers convey clearly their intentions and expectations to students and manage lessons with good humour. In some very successful lessons, students were productively engaged in

appropriate work throughout. In a politics lesson, students had previously researched political parties' views on the European Union and worked enthusiastically in groups to write and present speeches for the 'party conference'. History students had researched aspects of the agricultural revolution before adding to a 'wheel of improvement' on the whiteboard, which summarised changes over time in technology, land ownership and society. In a psychology lesson, the teacher skilfully managed a class discussion on planning an investigation to determine the relationship between television and aggression.

36 Students' learning is enhanced by a wide range of additional enrichment activities. Politics students have taken part in a mock debate in the House of Commons and appeared on television in 'The Dimbleby Programme'. History students visit France each year to uncover evidence of revolutionary Paris. Students' key skills are developed in social science subjects, but opportunities to use IT have not been maximised. Some students use wordprocessors to produce their work, but there is little use of IT to collect and manipulate data or to use the college network. This is not acknowledged in the self-assessment report. Access to the Internet in the classroom used for history and politics has only just been made available to enable some classroom research to be undertaken. The computer in the psychology department is outdated, not networked and, at the time of the inspection, was not working.

37 Teachers have devised effective study guides and workbooks. Study packs on specific topics draw on a helpfully wide range of sources. The packs are of particular use when students have missed lessons. Teachers have produced effective guides to help students choose, plan and conduct their own research. They mark students' work thoroughly, giving constructive suggestions for improvement. Subject 'access sessions' are offered each week

Curriculum Areas

where students can receive additional individual attention. Value-added data indicate that in 1999, psychology, politics and sociology students benefited from this additional support. This strength is recognised in the self-assessment report.

38 Pass rates at both grades A to E and A to C are high in GCE A level sociology and politics. In 1999, pass rates improved in GCE A level history and psychology. Retention rates in GCE A level psychology, history and politics have improved significantly, bringing them from below to just above national averages. Retention is much better on the one-year GCE A level sociology course than the two-year course. In 1999, the retention rate on the two-year course was only 60%. The self-assessment report recognises this weakness. While some

remedial action is being taken, departments pay insufficient attention to setting and monitoring appropriate quantitative targets for improvement. The college-wide target is inappropriate for some subjects where the national average is higher than the college target, for example, in GCE A level government and politics.

39 Teachers are well qualified; two have higher degrees and three are examiners for awarding bodies. Some classrooms are too small. The psychology department does not have a suitable base room. Inspectors agreed with the self-assessment report that the range of texts for psychology, sociology and politics in the learning centre is not wide enough. There is no practical equipment for psychology students to use for research work.

A summary of retention and achievement rates in social sciences, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCE A level government and politics*	3	Number of starters	31	14	11
		Retention (%)	55	57	82
		Achievement (%)	100	100	89
GCE A level history*	3	Number of starters	74	56	64
		Retention (%)	73	63	81
		Achievement (%)	80	80	89
GCE A level psychology*	3	Number of starters	36	57	70
		Retention (%)	56	70	74
		Achievement (%)	79	75	96
GCE AS psychology*	3	Number of starters	22+	15+	5#
		Retention (%)	73+	67+	60#
		Achievement (%)	44+	50+	100#
GCE A level sociology*	3	Number of starters	43	72	69
		Retention (%)	65	69	67
		Achievement (%)	96	96	91

Source: ISR (1997 and 1998), college (1999)

*one-year and two-year course statistics combined

+discrete AS course

#students taking option not to continue to GCE A level

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Support for Students

Grade 2

40 Inspectors agreed with most of the strengths identified in the college's self-assessment report. Some weaknesses have been remedied since the report was written, but inspectors identified an additional weakness.

Key strengths

- comprehensive procedures for student admissions, guidance and induction
- well-managed and effective tutorial system
- notable support for students applying to higher education
- well-structured careers education programme
- effective arrangements for personal support

Weaknesses

- lack of significant improvement in student retention rates
- underdeveloped arrangements for learning support

41 Inspectors agreed with the college's self-assessment report that the arrangements for admissions and initial guidance are comprehensive and effective. The college holds open evenings for prospective students. Senior tutors have good links with partner schools. There is an introductory day for prospective students in the summer term and a 'taster day' for year 10 pupils from partner schools. All students are interviewed prior to acceptance at the college and are re-interviewed at the start of the autumn term to ensure that they have selected appropriate programmes. The induction process is managed well, as indicated in the college's self-assessment report. There is

helpful guidance for staff. During the induction period, students may choose to participate in an extra-curricular 'activities programme' and, in November 1999, approximately 43% of students took part. College surveys indicate students' satisfaction with admissions and induction arrangements.

42 The college has a well-structured tutorial system, which is overseen by four senior tutors and four support tutors. This is recognised in the self-assessment report as a strength and inspectors agreed. Students' progress is monitored carefully. Reports on students are sent home twice a term. Where problems occur, senior tutors contact parents and follow-up action is agreed. Liaison between teachers and tutors is exceptionally close. A member of staff supports part-time students for the purposes of communication and administration. The tutorial programme includes a number of events of general interest related to careers, health and finance. The college has changed the programme recently in response to students' comments.

43 In spite of the long-established monitoring of students' progress, retention rates for the three years 1996 to 1998 did not show improvement, and on GCE A level courses, were lower than the national average for sixth form colleges. The college has raised the level of GCSE entry requirements for students, advises some students to study two rather than three GCE A levels, and has introduced more reporting on students' progress. Figures for 1999 show that there have been improvements in retention to 76% at level 1, 80% at level 2 and 77% at level 3, that is, to around the previous year's average level for all sixth form colleges. About 17% of students leave during the first year, or before the second year of their course. This withdrawal is influenced by the end-of-year assessment, which predicts probable failure or success in the final examination. Students who fail the assessment are not encouraged to continue with the second

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year of their studies in a particular subject and are offered a replacement one-year course.

44 All students were screened for the first time in September 1999 to identify language support needs. Of the 229 students identified as needing help with English language, 199 students have received regular learning support. The college has a small learning support centre, which provides help for students with identified additional learning needs in literacy. A learning support teacher and two teachers with specialist skills, together with a learning facilitator, provide the service on a rota basis. The centre has developed handouts and learning materials to assist with language skills, preparation for examinations and study skills, and has purchased software which it intends making available on the college network. The materials are inadequate; there are none for IT or numeracy, though there are GCSE workshops for mathematics students. This deficiency is not acknowledged in the self-assessment report. The learning support co-ordinator liaises with specialist and partner schools to facilitate the transition to college of students already identified with learning needs. The college provides good support for dyslexic students and those for whom English is not their first language. Because of constraints in the old college buildings there are few facilities to help students with restricted mobility.

45 The college has a comprehensive careers education and guidance programme, supervised by a careers co-ordinator and two careers learning facilitators. A careers consultant is also available at the college for two or three half-day sessions each week. The careers service meets the standards set by the Surrey Careers Service. Students receive extensive support in their preparations for higher education. Of all college leavers, 44% progressed to higher education in 1999. This figure includes 59% of second-year students who continued to higher education without taking a 'gap year'. Recently, as a result of reviewing the service, the college has placed

more emphasis on supporting students seeking employment. Careers consultants track what happens to students who leave the college before the end of their courses and offer advice on further opportunities. Staff in the careers centre manage efficiently the organisation of work experience for students.

46 There is a qualified part-time counsellor. Teachers and tutors liaise effectively with the counsellor over students needing help. The college also employs a consultant psychiatrist, when appropriate. The counsellor liaises with parents and specialist agencies when necessary. The service is well publicised and is much appreciated by students.

General Resources

Grade 3

47 The self-assessment report was not sufficiently comprehensive or rigorous. It overstated some strengths, identified as strengths what inspectors considered to be weaknesses, and did not include significant weaknesses which had been identified in the college's accommodation strategy.

Key strengths

- new student refectory
- realistic accommodation strategy
- good progress in implementing the IT strategy
- notably well-managed learning centre

Weaknesses

- crowded working conditions for students and staff
- inadequate equipment in some classrooms
- no dedicated work area for students needing additional learning support
- particularly poor access for students with restricted mobility

Cross-college Provision

48 The college occupies a pleasant landscaped site of approximately 9 acres. An additional site of 12 acres is used as playing fields. The main building, dating from the 1920s, was originally a girls' grammar school. Other buildings, including a number of huts, were added as the college developed into a sixth form college. The nature and condition of many of the buildings limit the scope for development. The college has devised some strategies for improvement, which as yet are only partly implemented. Some improvements have been made since the last inspection. The college has built a new refectory, which serves also as a social area for students and sixty parking spaces for students have been created. Some ramps have been installed to facilitate access to the buildings for students with restricted mobility. However, access to many areas inside the buildings, including the counselling service, is impossible for these students. This remains a considerable weakness. The college operates a planned maintenance programme. Repairs are carried out promptly by the college's two premises officers.

49 The college updated its accommodation strategy in September 1999 to take account of revised strategic objectives and inspectors agreed with the self-assessment report that the revised strategy is good. It is now being implemented. A new performing arts building is under construction and the college is attempting to secure a private sector partnership to fund the building of new facilities for art, design and photography. When new buildings are constructed, huts are removed.

50 The college uses space efficiently within the constraints it has. The premises are used by the community for sporting activities and private functions. Local authority adult education classes take place at the college in the evenings. Many classrooms are too small. There is insufficient storage space. Some rooms are poorly equipped and in some there is shabby furniture and carpets. Most staff workrooms are too small. The self-assessment

report omitted these shortcomings. The student services area is tucked away at the back of the college, and its rooms are not inviting. There is no dedicated space in which students who require learning support can receive help. Several of these weaknesses were omitted from the self-assessment report. The careers library is adequate.

51 The new learning resource centre was opened in September 1999. It has 100 study spaces with 42 individual carrels reserved for silent working. There are 34 networked computers which have access to the Internet. There is a good range of audiovisual resources. The learning resource centre contains 13,871 texts which is a significant decline since the last inspection and the result of a serious flood in 1996 which destroyed many books. A good selection of journals and newspapers is available, as well as 67 CD-ROMs and 347 video cassettes. Spending on texts is adequate, though the basis on which funds are allocated to departments does not take sufficient account of the subjects which require more texts than others. Multiple copies of learning packs, developed by teachers, are available on restricted loan. Learning centre staff liaise with teachers to make decisions about purchases of appropriate learning resources. There is a staff code of practice for dealing with unacceptable student behaviour, a procedures handbook for staff to ensure students receive a consistent level of service and ground rules for the use of the centre are made clear to students and are firmly applied. This creates a purposeful but friendly learning environment.

52 The college has improved its IT resources since the last inspection. In 1996, a three-year IT strategy was developed. This included quantifiable targets against which progress has been monitored carefully. The college has exceeded some targets, but is still working towards others. Over the three-year period, expenditure on IT has been significantly increased. The ratio of computers to full-time

Cross-college Provision

equivalent students improved from 1:8 to 1:6. Each student is given a password and is able to store work on the college's networked facilities. The extent of the developments in IT were not fully acknowledged in the self-assessment report. Some students are experiencing difficulties in gaining access to computers during the transition to a new operating system. Curriculum and administrative functions are not yet fully integrated with the new system. In some departments there are few IT facilities. There is little open access for students to computers beyond that in the learning centre. The college plans to address this. Although there are now more computers for staff use, some are old and staff make little use of them. A small media resources team provides good technical and reprographic support for all staff.

Quality Assurance

Grade 3

53 Inspectors agreed with most of the strengths and weaknesses in the self-assessment report, but considered that some of the strengths had been overstated.

Key strengths

- comprehensive college-wide quality standards
- thorough monitoring of cross-college provision
- well-developed appraisal system
- long-established procedures for course review and evaluation

Weaknesses

- low priority given by some departments to meeting agreed targets
- inappropriate performance data used for self-assessment
- inadequate action to address identified weaknesses
- overgenerous self-assessment

54 The college has a long-established quality assurance system. There are quality standards for all areas of the college's work. Some of these and other aspects of the system have been revised recently in line with the pursuit of continuous improvement. The standards for support services now include numerical measures against which to judge performance. Standards in curriculum areas have yet to be similarly revised. There was some external validation of the latest self-assessment report. These recent additions to the system have not yet been evaluated.

55 Each section of the self-assessment report was produced to a common format. The sections were moderated by a group of senior managers and, for the first time in 1999, also moderated by another group comprising the vice-principal, two governors and two vice-principals from other colleges. The process was insufficiently thorough and failed to ensure sufficient rigour in assessing performance. Some actions to address identified weaknesses were inadequate. These failures were not acknowledged in the self-assessment report. The self-assessment of several areas of the college was insufficiently evaluative. In six of the 10 areas inspected, inspectors awarded lower grades than the college. The college recognises the need to develop its self-assessment process further.

56 The college's quality assurance system has several parts. College services are evaluated as part of a three-year review cycle through student focus groups and questionnaires, which gauge the views of students, parents and staff. Inspectors agreed with the self-assessment report that monitoring of college services is a strength. Students' views on the quality of teaching and learning are gathered twice a year through questionnaires, the latest of which shows a high degree of satisfaction. A questionnaire is used for students about to leave the college to check the college's performance against the commitments set out

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in its charter. The quality review group and senior managers undertake an annual risk analysis to identify areas of concern. The college belongs to a collaborative scheme whereby teachers from other colleges review quality of provision. The college-wide targets set for student retention and achievement rates are not based on those used in departments, which themselves vary in the way they are set. This weakness is not included in the self-assessment report.

57 Heads of department review their operational plans and agree specific targets with the principal. Targets for curriculum areas include levels of student attendance, their punctuality, and student achievement and retention rates. This process has been in place since 1997, but as mentioned in the self-assessment report, it is not fully successful. The college does not systematically analyse outcomes from this activity to determine how many departments achieve their targets. This is not acknowledged in the self-assessment report. The self-assessment report acknowledges that student retention rates are given relatively low priority in course reviews. Inappropriate student achievement and retention figures have been used to gauge the college's performance. This has undermined the quality review processes. Consequently, the college's self-assessment is, in many respects, too generous. A system of classroom observation has been in operation for several years. In 1999, all teachers were observed twice either by peers or, in some instances, by line managers. Grading of lessons was introduced only in 1998-99. The grades awarded by the college were higher than those awarded by inspectors. The college recognises the need to introduce more rigorous judgements about teaching and learning.

58 The average achievements on level 1 courses for 16 to 18 year olds declined sharply from 1997 to 1999, to 47%. On level 2 courses, achievements were significantly below the

national average for sixth form colleges in 1996 and 1997, but improved to well above the national average in 1998, falling back slightly in 1999. On level 3 courses, achievements have been around the 75th percentile of sixth form colleges in all three years. Retention rates on level 1 courses have remained below the national average for sixth form colleges each year. On level 2 courses, retention rates were around the national average in 1998 and 1999 having fallen from their 1997 level. On level 3 courses, student retention was below the national average for sixth form colleges for the three years 1996 to 1998, but rose to the average level in 1999. College figures suggest that retention rates in 1999 have improved at all three levels. The college uses value-added data derived from achievements measured against other colleges participating in the data collection scheme. The figures covering the average performance of students indicate that in 1999, for the first time in three consecutive years, the average performance on level 3 courses was better than students' GCSE points scores would have anticipated.

59 Inspectors agreed with the self-assessment report that the staff appraisal system is well developed. Staff are appraised annually. In 1998-99, 94% of staff were appraised. The college achieved Investor in People status in 1994 and was reaccredited in 1998. Staff development is well managed. The staff development plan reflects the college strategic and operational objectives and takes account of the outcomes from appraisal and the training needs identified during departmental reviews. It also includes an effective induction programme for newly qualified staff. The budget for staff development remains small, but activities continue to be supplemented by the five 'national training days'.

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Governance

Grade 2

60 Inspectors agreed with some of the strengths and weaknesses identified in the self-assessment report, but considered that some strengths were overstated and that some weaknesses had been omitted.

Key strengths

- good working relationships with senior managers
- careful monitoring of the college's finances
- good oversight of strategic planning
- broad range of governors' skills

Weaknesses

- inadequate adoption of good practice for organising corporation business
- non-compliance with the instrument and articles of government for the appointment of some governors

61 The corporation has determined a membership of 20, comprising seven business members, two from the local authority, three from the local community, three college staff, two parents, two student governors and the principal. This structure was adopted on the recommendation of the search committee, which had given close consideration to the impact of the modified instrument and articles of government. Appropriate arrangements have been made for seeking nominations for relevant categories of membership and the corporation has identified clearly its local community. Inspectors agreed with the self-assessment report that members bring a broad range of personnel, financial and educational skills to the corporation. However, the formal appointment of governors has not always been in accordance with the terms of the instrument and articles of government and this is not recognised in the self-assessment report.

62 Induction for new corporation members is satisfactory. There is no formal assessment of continuing training needs of governors.

However, some governors take advantage of opportunities to attend external training events. College staff also make regular presentations to the corporation to ensure members are kept informed of the college's work and new developments in the further education sector.

63 There are appropriate committees, which meet regularly. The committees cover activities concerned with personnel, audit, financial management, educational developments and standards, remuneration and the search for new governors. They undertake detailed consideration of relevant issues before making recommendations to the full corporation. There are terms of reference for committees, but some of these contain inappropriate combinations of responsibilities, for example, that of both recommending and approving actions. The terms of reference do not always accord with good practice. Inspectors agreed with the self-assessment report that governors have played a valuable role in addressing the past financial difficulties of the college. Governors' specialised experience was particularly helpful recently during tendering for the construction and funding of the new performing arts centre. They continue to monitor closely the financial status of the college and consider carefully the financial implications of college proposals.

64 Governors are committed to the work of the college, though in 1999 attendance at meetings has been poor, averaging 65%. Although this has not been formally reported to the corporation, the chair is aware of the reasons for the absence of some members. Governors understand the college's mission. They support the college in serving the needs of the local community. Governors have an open and supportive working relationship with senior managers and respect the distinction between governance and management. The principal is appraised annually by the chair.

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Corporation members work closely with senior managers to analyse threats and challenges for the college and set clear strategic and operational objectives. Performance against objectives is monitored by the development and standards committee. Inspectors agreed with the self-assessment report that involvement and oversight of strategic planning is a strength. Governors have taken a keen interest in examination pass rates for several years and regard improving standards as one of their primary roles.

65 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is weak. The governing body does not conduct its business in accordance with the instrument and articles of government. This specifically relates to the appointment procedures for some governors. The college does substantially fulfil its responsibilities under the financial memorandum with the FEFC.

66 Inspectors did not agree with the college's self-assessment report that clerking for the corporation is a strength. Two meetings of the corporation in 1999 were inquorate, but this was not noted at the time, or subsequently. The requirement for the corporation to adopt by formal resolution the modified articles of government was also not noted and, consequently, the articles of government remain unadopted. There is a lack of awareness of established and developing good practice for the organisation of corporation business. There are no standing orders to guide the operation of the full corporation or its committees and the corporation's code of conduct has not been updated to reflect the Nolan committee's recommendations on openness and accountability. A register of interests has been established for some time, covering both governors and senior staff, and this is regularly updated. However, the guidance on completing the register which is provided for governors does not follow

established good practice and, in some instances, the current disclosures do not fully reflect governors' personal or financial interests. Consequently, the value of the register in demonstrating openness is impaired. These weaknesses could be rapidly addressed.

Management

Grade 2

67 Inspectors agreed with the strengths and weaknesses identified in the self-assessment report but also identified additional weaknesses that had been overlooked by the college.

Key strengths

- open and inclusive management
- clear planning cycle
- good communication
- constructive relationships with partner schools
- prudent financial planning and control
- comprehensive and timely financial reporting

Weaknesses

- some out-of-date policies and procedures
- inadequate supervision of strategies to improve standards

68 The college is well managed. The management structure was reorganised in September 1999 following the appointment of a new principal in 1998. The restructuring was introduced because of the need to reduce staffing costs. Good communication and staff morale was maintained throughout the exercise. The management style is open and consultative; consensus and teamwork are highly valued. Inspectors agreed with the self-assessment report that communication is good at all levels. A key decision-making body

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in the college is the policy, operations and development group, of which the principal, vice-principal, assistant principal and quality assurance manager are members. There is also a business, enterprise, administration and resources team, which includes the principal, vice-principal and senior managers of support areas. The college management forum is responsible for finalising decisions concerning strategic planning, policies, procedures and resourcing. The academic forum includes all heads of department. All these groups meet regularly and, although the aim is to promote good relationships and involve as many staff as possible in decision-making, the proliferation of meetings leads to discussions being duplicated.

69 The six posts of head of faculty are new. The head of faculty's role in supporting and monitoring heads of department to ensure that the full range of learning needs of students are met, has not yet been adequately developed. The role of head of department has remained unchanged. The newness of the structure was identified as a weakness in the self-assessment report. Inspectors agreed that the new structure has yet to be fully tested. Staffing and class sizes are controlled centrally and staff are efficiently deployed.

70 The college views students aged between 16 and 19 years old as its primary client group and its mission and ethos are designed to meet their needs. The college has strong links with its partner schools. Market research relies heavily on feedback and information gained through events to which prospective students and their parents are invited. The college is a member of the Surrey Widening Participation Partnership and has developed links with specialist schools and the local pupil referral unit, the latter to widen participation to include a small group of disaffected school pupils. In contrast to the situation at the last inspection when there was good co-operation with the neighbouring college of general further education, the relationship has deteriorated.

71 Strategic and operational objectives are established by the corporation following work undertaken by its development and standards committee, which works closely with senior managers. Objectives are informed by reviewing operational plans, self-assessment and analysis of the college's needs and risk factors. The process includes the use of performance indicators for improving standards. However, not all departments set targets or use indicators effectively. The policy, operations and development group monitor the achievement of objectives. Targets based on strategic and operational objectives are not set for individual members of staff. Inspectors agreed with the self-assessment report that the planning process is a strength, but the design of strategies to meet students' learning needs and managers' monitoring of actions intended to meet those needs, at course and individual level, are not strong.

72 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. During the last two years, the declining financial health of the college was arrested through restructuring, prudent financial management and effective operation of the finance department. Financial forecasting is done on a rolling five-year basis. This takes full account of the impact of implementing the accommodation strategy. It also helps managers to ensure that proposed new developments will not adversely affect the college's good financial status and approved financial targets. The financial forecast is supported by a detailed commentary. There is a sensitivity analysis for the key risks faced by the college and associated contingency plans.

73 The annual budgeting process is appropriate to the needs of the college, though there is little delegation of financial responsibility. The college has consistently met its FEFC funding targets. Management accounts are produced promptly after the relevant month end and incorporate all key

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aspects of current good practice. They are discussed by the college's key management groups and provided for the corporation's financial management committee. Separate reports are provided monthly for budget holders.

74 Personnel policies and a staff handbook have been produced but their implementation is not routinely reviewed and evaluated. They are updated periodically to meet legal requirements. The general requirements of the health and safety policy and procedures are broadly met. While health and safety reports are presented to the corporation, they are insufficiently detailed or analytical and are not informed by systematic internal inspections. This weakness is not included in the self-assessment report. The equal opportunities policy is being revised. Monitoring of the policy is not currently a priority.

Conclusions

75 The inspection team found the college's self-assessment report useful for planning and carrying out the inspection. In some areas, by the time of the inspection, progress had been made in addressing weaknesses identified during the college's self-assessment. Inspectors agreed with most of the strengths and weaknesses identified by the college but considered that insufficient significance had been given to some of the weaknesses identified, that some weaknesses had been overlooked by the college and that some sections were insufficiently evaluative. In six areas, the college awarded itself a grade better than that awarded by inspectors.

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

College Statistics

Student numbers by age (November 1999)

Age	%
Under 16	0
16-18 years	97
19-24 years	3
25+ years	0
Not known	0
Total	100

Source: college data

Student numbers by level of study (November 1999)

Level of study	%
Level 1 (foundation)	0
Level 2 (intermediate)	6
Level 3 (advanced)	94
Level 4/5 (higher)	0
Non-schedule 2	0
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision (%)
Science	262	2	24
Engineering	8	0	1
Business	105	9	10
Hotel and catering	55	6	5
Health and community care	16	4	2
Art and design	151	2	14
Humanities	486	7	44
Total	1,083	30	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 (November 1999)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	53	9	0	62
Supporting direct learning contact	7	0	0	7
Other support	15	0	0	15
Total	75	9	0	84

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£2,987,000	£2,909,000	£2,912,000
Average level of funding (ALF)	£18.35	£17.50	£16.96*
Payroll as a proportion of income	80%	76%	72%
Achievement of funding target	109%	107%	106%
Diversity of income	5%	6%	5%
Operating surplus	-£61,000	£8,000	£88,000

Sources: Income – Council Circular 98/43 (1997), college (1998 and 1999)

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

Payroll – Council Circular 98/43 (1997), college (1998 and 1999)

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

Diversity of income – Council Circular 98/43 (1997), college (1998 and 1999)

Operating surplus – Council Circular 98/43 (1997), college (1998 and 1999)

*provisional data

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1997	1998	1999	1997	1998	1999
1	Number of starters	26	179	317	12	12	2
	Retention (%)	50	70	76	100	100	100
	Achievement (%)	85	57	47	83	83	50
2	Number of starters	2,582	1,169	734	16	16	3
	Retention (%)	87	79	80	75	75	0
	Achievement (%)	57	89	85	83	83	0
3	Number of starters	1,924	1,815	1,934	20	20	15
	Retention (%)	70	72	77	90	90	73
	Achievement (%)	87	89	88	89	89	73
4 or 5	Number of starters	25	50	0	13	13	0
	Retention (%)	88	94	n/a	85	85	n/a
	Achievement (%)	100	81	n/a	27	27	n/a
Short courses	Number of starters	130	49	625	12	12	1
	Retention (%)	94	92	92	100	100	100
	Achievement (%)	43	42	55	83	83	100
Unknown/unclassified	Number of starters	0	0	1,607	0	0	9
	Retention (%)	n/a	n/a	87	n/a	n/a	78
	Achievement (%)	n/a	n/a	99	n/a	n/a	100

Source: college

n/a not applicable

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