

# Gateway Sixth Form College

**REPORT FROM  
THE INSPECTORATE  
1998-99**

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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FUNDING COUNCIL**

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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 1997-98, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	60	29	2	-
Cross-college provision	18	54	24	4	-

Source: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*  
Sample size: 108 college inspections

## Student Achievements

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

- as expected completions, which is the number of initial enrolments on qualifications where the student expected to complete the qualification in a given 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 the students have completed as expected (or are continuing with the prospect of late completion). 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 shown.

# Summary

## Gateway Sixth Form College

### *East Midlands Region*

#### **Inspected February 1999**

Gateway Sixth Form College, located in Leicester city centre, was established in 1976. The college produced its first self-assessment report in 1998. The report was concise and was complemented by self-assessment reports from teaching teams and support services. Inspectors agreed with many of the judgements in the self-assessment report, but concluded that there was insufficient emphasis on the assessment of teaching and learning. For the inspection, the college provided a useful update of the self-assessment report action plan. Progress had been made in addressing weaknesses identified in the self-assessment report.

The college offers courses in seven of the FEFC's 10 programme areas. Work in three programme areas was inspected, for which four grades were awarded. Aspects of cross-college provision were also inspected. The college has productive and effective links with schools and other education providers. It has been successful in recruiting students from groups in the community who are under-represented in further education. There is a strong emphasis throughout the college on providing individual students with good support. Careers education is of a high standard. The college provides good support for students with learning difficulties and/or disabilities. Programmes of study are well planned and organised effectively. Most

teaching is good. Systems for monitoring students' progress are thorough. In general, students' achievements are good. Systems for calculating the value-added factor in students' achievements are developing well. The new and refurbished accommodation provides a good learning environment. The college has significantly improved its accessibility for those with restricted mobility. The corporation conducts its business effectively. Procedures for financial reporting and monitoring are effective. Management is open and consultative and communications in the college are good. The college should address: the declining retention and pass rates on some courses; the insufficient variety of appropriate teaching and learning methods; the unsatisfactory arrangements for target-setting; the monitoring of strategic objectives; and progress towards the achievement of some underdeveloped aspects of quality assurance.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Mathematics and information technology	2	Support for students	2
Business studies	3	General resources	2
English	2	Quality assurance	3
Psychology and sociology	2	Governance	3
		Management	2

# Context

## The College and its Mission

1 Gateway Sixth Form College was established in 1976 and it was developed from a former technical grammar school. The college is located on a single campus in Leicester city centre and is surrounded by the buildings of De Montfort University. The original city centre building was constructed in the eighteenth century and it was first used as a school in 1928. It is a grade II listed building. Two further buildings, a science block and a design block, were added in the 1960s and a learning resources centre building in 1996. The college has sports fields three miles away at Blackbird Road. There are two other sixth form colleges and two general further education colleges in Leicester. There is little residential housing in the immediate vicinity of the college. The majority of students are recruited from 10 city schools but overall the college attracts students from about 30 different secondary schools in Leicestershire. In 1998, the percentage of 16-year-old pupils gaining five or more general certificate of secondary education (GCSE) subjects at grades A to C was 34.8% in the city of Leicester, well below the average for Leicestershire of 45.8%. In 1997, about 72% of students in Leicestershire remained in full-time education after the age of 16. Approximately 65% of the college's students are from minority ethnic backgrounds. This compares with 29% for the city of Leicester. Leicester has a population of approximately 294,000. Economically, the traditional industries of manufacturing, textiles, clothing and engineering in the city are in decline but service industries such as leisure and tourism, finance and professional services are growing. The unemployment rate for the city of Leicester is nearly 7%. This compares with a national rate of 4.1%.

2 In November 1998, the college had 1,103 students of whom 84% were full time. Of the college's students, 79% are in the 16 to 18 age range. Of the college's students, 6% are

studying at foundation level, 23% at intermediate level, and 71% at advanced level. In 1995, the college took on the provision of the Broadview Further Education Centre from Leicestershire Local Education Authority (LEA). The centre was transferred to the Gateway campus and makes provision for young people with learning difficulties and/or disabilities. The college works closely with local special schools to help pupils make the transition from school to college. The college has started to recruit students who have not participated previously in further education. A range of evening courses is offered in co-operation with Leicester Adult Education College.

3 The college provides a range of courses in seven of the programme areas of the Further Education Funding Council (FEFC) for students mainly in the 16 to 19 age range. The majority of the provision is at advanced level. Twenty-eight subjects are offered at general certificate of education advanced/advanced supplementary level (GCE A/AS level), and 16 at GCSE. Since the last inspection, the college has extended its provision of courses leading to vocational qualifications. Courses leading to general national vocational qualifications (GNVQs) are offered in art and design, health and social care, leisure and tourism, information technology (IT) and business. There are also a small number of courses leading to other vocational qualifications. A post-GCE A level foundation art course was started in 1998. The college employs 89 full-time equivalent staff, of whom 26 full-time equivalents are support staff. The college directorate comprises the principal, vice-principal, deputy principal, the finance director and three assistant principals. The curriculum is managed through seven faculties. The college's mission is summarised as 'striving for excellence in education and all we do'.

## The Inspection

4 The college was inspected during the week beginning 1 February 1999. The inspection

# Context

team had previously studied the college's self-assessment report and information held by other directorates of the FEFC. The college submitted data on students' achievements for 1998 and individualised student record (ISR) data for the three years 1995 to 1997. Data on students' achievements were mainly reliable; and any errors and omissions were minor.

5 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. The college was notified approximately two months before the inspection of the sample of its

provision which was to be inspected. The inspection was carried out by 10 inspectors and an auditor working for a total of 39 days. They observed 44 lessons, examined students' work and college documentation. Meetings were held with governors, managers, staff and students. Inspectors reviewed the contacts the college has with Leicestershire Training and Enterprise Council (TEC). Of the lessons inspected, 63% were judged to be good or outstanding and 7% were less than satisfactory, compared with 65% and 6%, respectively, for all lessons observed during 1997-98.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	3	16	4	0	0	23
GCSE	1	3	5	1	0	10
GNVQ	0	5	4	2	0	11
Total (No.)	4	24	13	3	0	44
Total (%)	9	54	30	7	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*

6 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98.

The average level of attendance during the inspection was 75% compared with an average of 84% for sixth form colleges.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Gateway Sixth Form College	12.4	75
National average, all inspected colleges 1997-98	10.4	77

Source for national average: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*

# Curriculum Areas

## Mathematics and Information Technology

### Grade 2

**7 Inspectors observed 11 lessons on courses in computing leading to GCE A level and GNVQ at intermediate and advanced levels, and mathematics at GCSE and GCE A level. Inspectors substantially agreed with the judgements in the self-assessment report but considered that the college had given insufficient emphasis to the assessment of teaching and learning.**

#### Key strengths

- wide range of qualification courses
- high retention and pass rates on vocational courses in computing
- effectively-planned and well-organised courses
- the teachers' provisions of effective support for individual students in most lessons
- comprehensive monitoring of students' performance
- well-organised accommodation for mathematics

#### Weaknesses

- insufficient variety or challenge in some lessons
- below average pass rate at GCE A level
- insufficient computers for some practical lessons

8 The self-assessment report underemphasised the successful development of the curriculum since the last inspection. The range of qualification courses has been extended and includes modular GCE A level and GNVQ computing courses. Students are able to study mathematics at all three GCSE levels or take a certificate of achievement course covering some

parts of the GCSE syllabus. Students are offered a wide range of provision and progression opportunities, and they can choose a course which is appropriate for them in the light of their previous attainments. Courses are well planned and well managed. Inspectors agreed with the finding in the self-assessment report that schemes of work are well developed and that they are shared by teachers. Mathematics teachers use comprehensive lesson notes effectively.

9 Teaching is effective. Seven lessons were judged to be good. Teachers provide clear explanations and effective support to individual students. Students on GNVQ courses make good progress in developing practical skills involving the use of computers. Mathematics teachers encourage students to contribute their ideas on ways of solving problems. Study guides and handouts are good. However, in mathematics, as the self-assessment report noted, the range of teaching methods and learning activities is too narrow to meet the learning needs of all students. GNVQ students have too many lessons in computer rooms. There are insufficient opportunities for students to develop their understanding of some aspects of design and data structure.

10 The assessment of students is systematic and thorough. Assignment briefs for GNVQ courses are clear and the assignments are appropriate for the level and stage of the course. Project work is well managed in mathematics and computing. GCE A level students have regular progress reviews and tests. Students' progress is rigorously monitored and systematically recorded. Students' work is appropriately marked and internal moderation is thorough. The self-assessment report failed to acknowledge that the homework policy, particularly in relation to students taking GCSE mathematics, is underdeveloped. In their marking, some teachers fail to offer enough guidance to students on ways to improve their work. Effective arrangements have been



# Curriculum Areas

introduced for identifying students who need help with aspects of advanced level mathematics, such as algebra.

11 GNVQ computing students make extensive use of well-equipped computer resource rooms. However, some of these rooms are not well designed and there is insufficient desk space for students. In some rooms there are not enough computers for the number of students in the group. Mathematics rooms contain excellent and stimulating multicultural displays of subject-related material. A good range of CD-ROM material to support mathematics students is available in the library. The college acknowledged that computers for use by GCE A level mathematics students are not up to date. Mathematics students make insufficient use of computers in their work.

12 The self-assessment report identified students' achievements on the GNVQ courses as a strength. Retention and pass rates are above the national averages. In 1998, 75% of students from the intermediate course progressed to the advanced course. A high proportion of students on the GNVQ advanced course achieve merit or distinction awards. As the self-assessment report acknowledged, students' results on GCE A level courses vary considerably and some are poor. The students' achievements on daytime courses in mathematics are similar to the national average for sixth form colleges. In 1998, however, the results of full-time students fell below this average and the proportion of students gaining higher grades also declined. Overall, results on GCE A/AS level examinations in computing and mathematics are below the average for sixth form colleges. However, students taking computing or mathematics at GCE A level achieve higher grades than those predicted for them on the basis of their GCSE results. About 25% of students taking GCSE mathematics begin a foundation level course where the highest grade that can be achieved is a D. A high proportion of these students gain this grade and the majority progress to take the

GNVQ intermediate level course together with GCSE mathematics a year later. Retention for GCSE courses is good.

# Curriculum Areas

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE mathematics	2	Expected completions	260	249	230
		Retention (%)	78	79	82
		Achievement (%)	43	49	41
GNVQ intermediate IT	2	Expected completions	31	39	46
		Retention (%)	77	92	93
		Achievement (%)	38	67	63
GNVQ advanced IT	3	Expected completions	*	13	17
		Retention (%)	*	77	82
		Achievement (%)	*	90	93
GCE A level computing	3	Expected completions	54	60	53
		Retention (%)	81	62	74
		Achievement (%)	84	95	72
GCE A level mathematics	3	Expected completions	102	84	68
		Retention (%)	63	68	75
		Achievement (%)	72	74	80

Source: ISR (1996 and 1997), college (1998)

\*course not running

# Curriculum Areas

## Business Studies

### Grade 3

**13 The inspection covered GCSE and GCE A level business and accounting and courses leading to GNVQ business. Ten lessons were observed. Inspectors agreed with most of the strengths and weaknesses in the self-assessment report. However, they identified additional weaknesses relating to poor achievement on the GNVQ advanced course and some aspects of teaching and learning.**

#### Key strengths

- the wide range of courses and progression opportunities
- comprehensive schemes of work and good lesson plans
- effective use of case studies on GCE A level courses
- thorough assessment of students' work
- students' good achievements on the GNVQ intermediate course

#### Weaknesses

- lack of variety of appropriate teaching and learning strategies
- some lessons insufficiently challenging to extend students' knowledge
- students' poor achievements on the GNVQ advanced course
- declining retention rates on GCE A level courses

14 Inspectors agreed with the finding in the self-assessment report that there is a good range of courses in business providing students with opportunities to progress from pre-foundation to advanced level. Courses have been modified effectively to take account of students' needs. For example, as a result of the poor examination results on the GCE A level accounting course in 1997, the college

introduced a modular syllabus and the pass rate improved considerably in 1998. Curriculum organisation is generally effective. However, the arrangements to ensure appropriate cover for staff absence need to be improved. The quality of provision is monitored through the regular faculty meetings. Course reviews vary in format and some are insufficiently rigorous. Targets are set for recruitment, retention and pass rates but progress towards meeting targets is not measured adequately.

15 As noted in the self-assessment report, schemes of work and lesson plans are comprehensive. However, these are not used consistently. There is good teaching on some courses. In lessons on a GNVQ course, teachers encouraged the students to draw on their own knowledge and experience of real work situations when examining changing employment practices. Inspectors agreed with the finding in the self-assessment report that relevant case studies and topical materials are used effectively on GCE A level courses. The quality of handouts is good. In some lessons, there is insufficient variety of appropriate teaching and learning methods. A minority of lessons were poorly planned. Students were given undemanding tasks which did not engage their full attention and extend their knowledge. In the less successful lessons, the teacher made few checks to find out if students understood the topic and whether learning had taken place. Assessment is rigorous and fair. Students' work is carefully marked and teachers give constructive advice to students which helps them to improve their performance. Grammatical and spelling errors are corrected. The quality of many students' written work and portfolios is good. Students work well in groups and contribute confidently to discussions in class. Students develop appropriate IT skills which are put to good use in assignment work and when giving presentations in class. However, the standard of some students' work at GCE A level is not appropriate for the stage reached on their course. Students' progress is

# Curriculum Areas

carefully monitored. The students receive good individual subject tutorial support to help them to improve their performance.

16 Inspectors agreed with the self-assessment report that teaching accommodation is pleasantly furnished with attractive posters and displays of students' work. There is an appropriate range of bookstock, periodicals and other learning materials. Students make effective use of the computers and CD-ROMs available to them. However, in some IT key skills lessons, there were insufficient computers for the number of students in the group.

17 As noted in the self-assessment report, the college has productive links with local companies. Students on the GNVQ advanced

course have a period of work experience. Their work placements are carefully monitored and care is taken to ensure that they have relevance to the scope and content of the students' course. A high proportion of GNVQ students achieve merit or distinction awards. The self-assessment report did not identify the good retention and pass rates on the GNVQ intermediate course or the poor achievement rates on the GNVQ advanced course. In 1998, the pass rate at GCE A level was good and above the average for sixth form colleges. The retention rate on GCE A level accounting and business studies has declined over the last three years.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate business	2	Expected completions	59	34	49
		Retention (%)	88	74	94
		Achievement (%)	54	71	74
GNVQ advanced business	3	Expected completions	56	32	39
		Retention (%)	93	63	74
		Achievement (%)	70	75	52
GCE A level accounting	3	Expected completions	24	25	22
		Retention (%)	96	72	59
		Achievement (%)	70	39	85
GCE A level business studies	3	Expected completions	55	56	58
		Retention (%)	93	71	66
		Achievement (%)	84	75	89

Source: ISR (1996 and 1997), college (1998)

# Curriculum Areas

## English

### Grade 2

**18 Inspectors agreed with the strengths and weaknesses in the college's self-assessment report. They considered, however, that the self-assessment findings did not give enough emphasis to students' achievements or relate to the quality of students' learning sufficiently. Thirteen lessons were observed.**

#### Key strengths

- well-planned teaching schemes
- much high-quality, stimulating teaching
- systematic and rigorous assessment of students' work
- the willingness of students to contribute to discussions in class
- good retention rates on GCSE courses

#### Weaknesses

- insufficient attention to developing students' learning skills
- poor retention rates on the GCE A level English literature course
- insufficient staff development related to the sharing of good practice and teaching skills

19 Teachers create a classroom atmosphere which encourages students to work together purposefully and productively. Lessons are consistently stimulating and have a clear sense of direction. The varied teaching activities and energetic pace of lessons ensure that students maintain a high level of concentration and that their interest is well sustained. In the most effective lessons, teachers make skilful use of appropriate questions to involve all students. Well-planned schemes of work are closely linked to the syllabus and examination requirements. Lesson plans have clear aims and objectives. As the self-assessment report identified,

students receive helpful course information. Students display high levels of motivation and attendance is good. Students clearly enjoy their English courses and they comment favourably on the guidance and support they receive. In some lessons, however, teachers fail to ensure that students develop and improve their study skills and examination technique.

20 There is much good teaching. In a stimulating lesson, the teacher used class discussion to help students understand the social and historical context of poetry. In another, students debated a Chaucer text to examine characterisation. Teachers help GCSE students to understand literary text through dramatisation, reading parts aloud and using props. Students frequently make outstanding contributions to discussions in class. Students demonstrate imaginative thinking and good analytical skills in oral work. Some students' files are not well organised and they are poorly presented and students receive little instruction on how they might improve them. Teachers mark students' written work thoroughly. It is returned promptly with encouraging comments and some guidance on how students may improve their performance. Inspectors agreed with the finding in the self-assessment report that the arrangements for standardising teachers' assessment of coursework and internal examinations are rigorous. Teachers work collaboratively, assessing the scripts of each other's students and reporting in constructive detail on their evaluations. When appropriate, these reports are made available to students. Students take part in a wide range of extra-curricular activities such as theatre and cinema visits and essay and poetry writing competitions.

21 In its self-assessment report, the college acknowledged it offers a narrow range of courses in English, at all levels. Media studies courses at advanced level have been introduced by the faculty to broaden the curriculum. Students can study GCSE English language at higher and foundation level according to their individual ability. A certificate of achievement

# Curriculum Areas

course has been introduced to prepare students for progression to GCSE. Inspectors agreed with the finding in the self-assessment report that curriculum management is effective. Administrative procedures are well defined and supporting documentation is clear. Teachers have a good understanding of the college's quality assurance procedures. The report on progress in implementing the action plan in the self-assessment report contains a thorough analysis of students' achievements. There is strong teamwork and teachers share materials freely. However, they pay insufficient attention to sharing good teaching practices and to developing teaching skills.

22 The college has a policy of open access to its GCSE course. Students enrolling on the

course have a wide variety of previous attainments and a broad range of progression opportunities is available to them. The retention rate on the GCSE course is good but although the proportion of students gaining grade C or above has increased over the last three years it is still below the national average for sixth form colleges. In 1998, the pass rate on the GCE A level literature course was above the national average and during the last three years, the proportion of students gaining high grades has increased. However, the retention rate on this course is poor. Weaknesses in retention rates and students' achievements are acknowledged in the self-assessment report. Appropriate action and targets for achieving improvements are specified in the faculty's action plan.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE English language	2	Expected completions	232	314	264
		Retention (%)	77	78	79
		Achievement (%)	22	34	45
GCE A level English literature	3	Expected completions	90	75	69
		Retention (%)	81	63	65
		Achievement (%)	69	83	96

Source: college (1996 and 1997), college (1998)

# Curriculum Areas

## Psychology and Sociology

### Grade 2

**23 The inspection covered GCE A/AS level and GCSE psychology and sociology. Ten lessons were observed. Inspectors agreed with most of the strengths and weaknesses in the self-assessment report.**

#### Key strengths

- well-planned programmes of study
- good teaching
- the wide range of bookstock and other learning resources
- good GCE A level psychology results
- students' success in progressing to higher education
- high value-added factor in the achievements of a significant number of students

#### Weaknesses

- insufficient checking of students' understanding in some lessons
- poor retention rate on the GCE A level sociology course
- poor pass rates on GCSE courses

24 GCSE and GCE A/AS level courses in psychology and sociology are offered. Courses are well planned and effectively organised. Schemes of work are thorough. Lesson plans are prepared carefully, but many do not state clearly what students should be able to understand by the end of the lesson. Assignment requirements are clearly specified. Staff meet regularly in departmental and faculty groups. Targets are set for student performance, and progress towards their achievement is monitored.

25 Overall, the standard of teaching is good but this is not acknowledged in the self-assessment report. During debates in lessons,

teachers encourage students to adopt a critical approach. The treatment of contentious topics is balanced and sensitive. In most lessons the pace was lively. There was sufficient variation of appropriate activity to help students to maintain their concentration. Teachers helped their students to understand complex topics and material by explaining them clearly through structured exposition. In a well-managed psychology lesson, the teacher gave a clear and lively explanation of the key points in Freud's theories of psychic defence mechanisms, and this was followed by a well-planned and skilfully-managed exercise involving the participation of all students in the group. Students showed that they had grasped the topic and had learnt a great deal about it. Occasionally, teachers distributed a handout and then told the students what was in it instead of requiring them to read it and find out for themselves. In some lessons, teachers made insufficient checks on the students' understanding of what was being taught. In some instances, teachers missed opportunities to make the students recall previous learning, or demonstrate their ability to sum up what they learned in the lesson.

26 Students were attentive and responsive during lessons. They readily contributed to discussions and worked co-operatively in groups. Occasionally, students became inattentive when the group work went on too long. Students' academic progress is reviewed regularly. Teachers make clear evaluative comments on students' written work. Errors in standard English are almost always corrected. In general, teachers provide students with much good written guidance on how they may improve their work. In some instances, however, students who have produced very good work do not receive advice on how they may improve it still further.

27 Teachers are well qualified. A high proportion are examiners in their subjects. As noted in the self-assessment report, there is

# Curriculum Areas

a good range of bookstock and other learning materials. Sociology students have their own private study room which contains an extensive and well-indexed collection of course material. The library has multiple copies of some books. The library's bookstock is depleted by the removal of substantial numbers of books, including some key texts, to departmental libraries. There is no catalogue for these departmental libraries and no monitoring of the extent of their usage. Specialist accommodation is of a high standard. Well-designed, relevant wall displays help to give classrooms a subject identity.

28 The retention rate on GCSE courses is approximately in line with the national average for sixth form colleges, but it is below the national average on many GCE A level courses. The self-assessment report acknowledged that the proportion of GCE A level sociology students who have completed their courses since 1996 has declined. The pass rate on GCE A level sociology has risen steadily over the last three years and is close to the national average and the pass rate for GCE A level psychology has been consistently above the national average. The college has subscribed to two systems for calculating the value-added factor in students' achievements. Findings show that a significant number of students, and particularly those on sociology courses, achieve markedly better results at GCE A level than were predicted for them on the basis of their previous performance in the GCSE. The pass rate on GCSE psychology and sociology has fallen since 1996. Many students who successfully complete GCE A level courses progress to higher education. A significant proportion choose to continue their study of psychology, sociology or related subjects.



# Curriculum Areas

**A summary of achievement and retention rates in psychology and sociology, 1996 to 1998**

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE psychology	2	Expected completions	53	63	51
		Retention (%)	72	73	67
		Achievement (%)	55	69	50
GCSE sociology	2	Expected completions	68	50	25
		Retention (%)	79	68	80
		Achievement (%)	70	45	35
GCE AS psychology	3	Expected completions	25	23	16
		Retention (%)	96	91	100
		Achievement (%)	63	67	82
GCE A level psychology	3	Expected completions	107	109	111
		Retention (%)	76	71	70
		Achievement (%)	78	98	94
GCE AS sociology	3	Expected completions	*	14	20
		Retention (%)	*	100	85
		Achievement (%)	*	79	35
GCE A level sociology	3	Expected completions	98	66	76
		Retention (%)	79	58	61
		Achievement (%)	76	79	83

Source: ISR (1996 and 1997), college (1998)

\*course not running

# Cross-college Provision

## Support for Students

### Grade 2

**29 Inspectors agreed with most of the college's judgements in the self-assessment report on the quality of support for students but they considered that some strengths were understated. Action has been taken to remedy some of the identified weaknesses in the self-assessment report.**

#### Key strengths

- the priority given to supporting individual students
- comprehensive and effective procedures for students' pre-entry guidance, enrolment and induction
- extensive and thorough systems for reviewing students' progress
- good careers education and effective guidance on progression
- effective provision for students identified as needing learning support

#### Weaknesses

- some inadequate recording and evaluation of tutorials
- ineffective screening of learning support needs for advanced-level students
- insufficient access to counselling services for students

30 Inspectors agreed with the self-assessment report that there are comprehensive and effective systems for students' pre-entry guidance and enrolment. Staff maintain extensive liaison with partner schools and they keep them well informed of the successes of their former pupils at the college. Progression opportunities for pupils are explored regularly through presentations by college staff, discussions with small groups, open evenings and 'taster' days. School pupils are well

informed about the college's provision. They are able to make an informed choice about the courses on which they should enrol.

31 Induction procedures are effective. They focus on the learning needs and aspirations of individuals. Induction starts the day after the publication of GCSE results. Students benefit from a programme of 'taster' lessons to help them to come to a decision on their choice of course. Their programme of study is finalised during a structured interview with their personal tutor. This process and the complementary programme of ice-breaking and team-building exercises help students to settle into the college quickly. Introduction to specific subjects is undertaken during the first week of lessons. The college liaises closely with parents through parents' evenings and a regular reporting system. Unexplained absences are followed up rigorously.

32 Inspectors agreed with the finding in the self-assessment report that strong emphasis is placed on the importance of supporting individual students. Arrangements for reviewing the progress of each student are extensive and thorough and they have three clear elements: review and action-planning, subject tutorials and guidance on progression. Progress reviews are structured and they are carried out during timetabled sessions each week. Students are advised by their teachers to attend subject tutorials. In addition they can 'drop-in' for help whenever they need it. Students are encouraged to update their records of achievement. In some instances, recording and evaluation of tutorials and review sessions are insufficiently thorough.

33 Students wishing to progress to higher education are provided with comprehensive and constructive support. Inspectors agreed with the finding in the self-assessment report that students benefit from the high quality of careers education and of guidance on progression. Students on two-year advanced level courses work towards the Leicestershire Progression

# Cross-college Provision

Accord award. The 'accord' arrangement operates with De Montfort, Leicester and Loughborough universities. Students who obtain the award are able to include it among qualifications which meet the entry criteria for these universities. The programme has clearly defined aims and objectives. It includes, for example, work experience for GCE A level students and key skills development and accreditation. Opportunities are also provided for students to explore social and moral issues.

34 Learning support is co-ordinated by the 'open study network' which operates as a cross-college service. Screening is used to identify students in need of help with literacy and numeracy. In its self-assessment report, the college acknowledged that the screening materials used are inappropriate for most students on advanced level courses. Action is being taken to introduce suitable alternatives. The majority of students who have been identified as requiring help take advantage of the additional learning support offered to them. Inspectors agreed with the finding in the self-assessment report that these students receive appropriate and effective support in a variety of ways including individual tuition, teaching in small groups and assistance during normal timetabled lessons. An individual plan for learning support is agreed with each student. It records both short-term and long-term aims and refers to how the student will learn as well as the skills to be developed. The college has recognised the need to redesign the format of the individual planning sheet used currently to reduce its complexity and allow the inclusion of comments from the student. Students' progress is monitored and recorded. The additional needs of students with learning difficulties and/or disabilities are carefully assessed and met through the provision of appropriate support.

35 In general, the personal support services for students are good. Comprehensive welfare advice and support with financial matters are

provided through student services. Inspectors agreed with the college's judgement in the self-assessment report that students have limited access to counselling services. The Broadview centre students benefit from the services of a professionally-trained specialist counsellor who provides high-quality support for students with learning difficulties and/or disabilities. Other students have access to external counselling agencies through student services, or receive help from the student services staff. There is, however, no provision of professional counselling services in the college itself. The college raises students' awareness of health education issues through poster campaigns and leaflets but there is no formal programme of health education. The college has an arrangement with De Montfort University which enables students and staff to attend a multi-faith centre and this facility is particularly well used by Muslim students. A Christian fellowship meets weekly. The student council is taking a more active role in representing the views of students to management and in organising social events. Students can participate in a range of sporting activities but the college recognises that the scope of its enrichment activities programme is too limited.

## General Resources

### Grade 2

**36 Inspectors agreed with most of the strengths and weaknesses in the college's self-assessment report. They considered, however, that there was insufficient evidence to support some of the strengths and they found one weakness which the college had not identified.**

#### Key strengths

- the creation of an effective learning environment with new and refurbished accommodation

# Cross-college Provision

- well-maintained teaching accommodation
- effective and well-planned maintenance programme
- modern library and good library services
- the significantly-improved accessibility of the accommodation to those with restricted mobility

## Weaknesses

- the small and unsatisfactory size of some teaching and IT rooms for the groups using them
- narrow range of resources in the 'drop-in' study workshop
- no central record of departmental learning resources

37 Inspectors agreed that there has been a significant improvement in the quality of the accommodation since the last inspection. The quality of college buildings is good and in some respects it is excellent. Improvements include a new learning resources centre building completed in 1996 and a major refurbishment of the top floor of the main building in 1997. The hall has been converted to a bright well-furnished refectory with an adjacent and redesigned student social area.

38 The college provides a pleasant, well-maintained learning environment. It is generally decorated to a high standard. Teaching rooms and circulation areas have interesting displays of subject-related materials. They also contain displays of students' work which are a celebration of the students' achievements. The reorganisation of accommodation has led to a better match of general teaching, workshop and studio facilities to the size of the groups using them. The college expects to achieve maximum use of all its space within the next two years as a result of further improvements in use of accommodation,

efficiency gains and increases in student numbers. Between 1995 and 1997, the space available for teaching and learning increased by 4%. Currently some IT rooms are not sufficiently large and do not have enough equipment for the size of groups using them. Other rooms do not have enough space for teachers to walk about easily in order to monitor students' work. The 'drop-in' study workshop provides students with additional support for literacy and numeracy. The workshop is not situated in a prominent place, however. It is not well advertised and is seldom used by students studying at advanced level. The workshop has few learning resources other than paper-based materials. This weakness was not identified in the self-assessment report.

39 There is an effective, planned maintenance programme and this is noted in the self-assessment report. A survey of the quality of accommodation identifying maintenance requirements over a 10-year period was completed in 1997. A planned programme for major works and routine maintenance makes efficient use of the resources available. A number of small projects to be carried out each summer are identified and agreed through the property working group. The estates team, whose members have a good range of expertise, undertakes some of the work in addition to a significant amount of routine maintenance.

40 The college site is on a slope and there are steps at various points in the college grounds. Inspectors agreed with the statement in the self-assessment report that since the last inspection there has been considerable progress in improving the accessibility of the buildings for those with restricted mobility. The college recognises that there are still areas of the college that are inaccessible to those with restricted mobility. A ramp for wheelchair users was added to the ground floor of the main building in 1995, and to the design block in 1996. A major project to build a further ramp has been costed and is scheduled for completion

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in the summer of 1999. This will make the ground floors of all buildings accessible to wheelchair users. A feasibility study for a lift for the main building has been undertaken. The self-assessment report failed to acknowledge that some doors in certain buildings are difficult for people with disabilities to open and pass through on their own.

41 The library is modern and provides a good service to students. Funding for books is currently high at £30 per student. There is a wide range of modern texts. However, some dated books remain on the library shelves. Effective use is made of the electronic catalogue to monitor use of library resources by students and by courses. The catalogue contains details of video recordings in addition to books and periodicals. However, as the self-assessment report acknowledged, the books held in most departmental libraries have yet to be placed on the central catalogue in order that all students may know of their availability. Library staff are supportive of students and help them to develop their research skills. Library staff have completed IT training.

42 There has been a recent upgrade of IT facilities as part of the planned equipment replacement programme. High specification workstations have been purchased together with industry standard software and updated specialist equipment for curriculum areas. The academic network has been improved and CD-ROMs and the internet are accessible from many workstations across the college. Subject specific CD-ROMs are purchased from departmental budgets. The current number of workstations is adequate. Inspectors did not agree with the judgement in the self-assessment report that IT resources are a strength. Increasing demand from curriculum areas for timetabled sessions is placing pressure on the facilities.

## Quality Assurance

### Grade 3

**43 Inspectors agreed with most of the judgements in the self-assessment report for quality assurance. Some strengths were overstated. Inspectors also found additional weaknesses which the college had not identified.**

#### Key strengths

- effective course review and action-planning
- effective arrangements for gathering students' and parents' views about the college's provision
- effective analysis and good use of data on students' achievements
- good staff development programme

#### Weaknesses

- some underdeveloped aspects of quality assurance procedures
- poor use of the findings from classroom observation
- the slow implementation of staff appraisal
- lack of monitoring of the college's progress in meeting its charter commitments

44 The college has made progress in a number of areas of quality assurance since the last inspection. Inspectors agreed with the finding in the self-assessment report that the procedures for quality assurance, including self-assessment, have developed rapidly in the last year. A quality assurance working group has been formed to assist with the implementation of the new procedures. These cover all areas of the college's work, including the Broadview centre. There is, however, scope for the further development of standards for

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non-teaching aspects of the college's work and of the monitoring of progress towards reaching them.

45 Inspectors agreed with the self-assessment report that quality procedures for subject and course reviews have improved since the last inspection. Most course and subject teams operate effectively. Previously, quality assurance processes were too informal and unstructured. Subject co-ordinators now maintain a course log according to a standard list of contents which includes team meeting minutes, and an analysis of student attendance, achievement and retention rates. The outcomes of annual reviews have been acted upon and there have been improvements in the quality of the provision and in the facilities for students. Some reviews are carried out with more rigour than others.

46 The college produced its first self-assessment report in preparation for inspection. Staff have a good understanding of the self-assessment process. Each faculty and cross-college area produced a report which contributed to the college self-assessment report. The college recognises that the measurement of performance against targets was not carried out rigorously in all areas. Many statements of strengths and weaknesses were not backed up by clear judgements based upon firm and adequate evidence. In particular, the evidence to support the statements of strengths of teaching and learning was not always stated clearly. Action plans were produced by faculties and cross-college areas but these did not always specify who had responsibility for carrying out actions or the dates by which they must be completed. A useful update on the action plans shows progress in implementing them in a number of areas and the increased use of quantitative evidence to support judgements in the self-assessment report.

47 Faculties analyse and use data on students' achievements effectively to set targets for improvement. National benchmarking data are

used systematically. Attendance data are used to detect trends in students' attendance patterns. Inspectors agreed with the finding in the self-assessment report that the college is developing its analysis of the value-added factor in students' achievements. This is calculated by comparing students' actual examination results with those predicted for them on the basis of their GCSE grades. The college acknowledged that staff are experiencing problems with interpreting the most recent value-added analysis generated by new computer software. The college acknowledges that further evaluation of the data generated by this new method is required.

48 Inspectors agreed with the finding in the self-assessment report that the college uses a number of effective methods to collect the views of students and the parents of students aged 16 to 19. Questionnaires elicit responses about general issues in the college and specific aspects of courses. Students' views are also gathered through discussion groups, course meetings and the student council. Parents' views are canvassed. As a result of feedback, improvements have been made to parents' evenings, communal areas, student services and syllabuses. The library distributes its own questionnaires. The students' use of periodicals has improved as a result of action taken on feedback from the students. Students are aware of the charter, their entitlements mentioned within it and the complaints procedure. There are few measurable targets in the charter and no formal monitoring of the extent to which the college meets its charter commitments.

49 Inspectors agreed with the finding in the self-assessment report that the college is committed to furthering the professional development of all staff. There are clear policies and procedures for staff development and training. A staff development news-sheet keeps staff informed of training opportunities and a library is maintained of materials related to professional matters. Staff development needs

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are identified by faculties from their operational plans and through the self-assessment process. Cross-college initiatives are to fulfil the strategic objectives prioritised by senior management. A scheme for classroom observation was introduced in 1998. All members of teaching staff were observed at least once. There is no policy for how the findings from these observations are to be used. Faculty reports which summarised findings from observations varied in format and some were insufficiently detailed. Little sharing of good practice occurs and there is insufficient identification of staff development needs as a result of lesson observations. The college recognises that evaluation procedures for staff development lack rigour. There is a need for more stringent evaluation of effectiveness and monitoring of value for money. Development of staff appraisal has been slow. A new appraisal scheme was introduced in 1998. However, there are members of staff who are not aware of the details of the scheme or the timescale for implementation. The college achieved Investor in People status in 1995.

## Governance

### Grade 3

**50 Inspectors agreed with most of the judgements in the self-assessment report, although they considered that some of the strengths had been overstated.**

#### Key strengths

- efficient conduct of corporation business
- appropriate committee structure and clear standing orders
- effective search process for new governors
- regular and effective monitoring of the college's financial health

#### Weaknesses

- lack of development of performance indicators for the corporation
- lack of monitoring of achievement of strategic objectives
- low attendance at some corporation meetings
- poor response by members to the corporation's requests for information

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

52 The corporation has an establishment of 20 members but for more than three years it has not had this number of governors. Membership includes staff, students and parents of students aged 16 to 19. In the last two years there has been a high turnover of membership. The corporation search committee has been active in seeking replacements through methods such as personal contact, public advertisement and focused mailing to interest groups such as the 'Champions of Leicester'. Fourteen new members have been recruited during this time. There is a predominance of members from an educational background. The inability to attract sufficient members from industry and commerce is acknowledged in the self-assessment report. There is a lack of governors with legal and estate management skills and experience of strategic planning outside education. Six members are women.

53 The corporation has established an appropriate structure of committees: finance; staffing and general purposes; audit; search; and remuneration. Arrangements for the conduct and administration of meetings are well

# Cross-college Provision

established and there are clear standing orders. In general, the terms of reference of the corporation and committees are appropriate. However, those for the staffing and general purposes, and finance committees are not consistent with financial regulations in relation to approval of virement. The audit committee terms are not in accordance with the model in the FEFC's *Audit Code of Practice*. Inspectors agreed with the college that clerking is generally effective, with the exception of some minor inaccuracies in minuting. There is an annual schedule of planned meetings but this does not include the designation of key items of business to be considered at each meeting. The cycle of meetings in the last year did not provide sufficient time for the finance and staffing and general purposes committees to consider budgets and financial forecasts before their presentation for approval by the corporation in accordance with their terms of reference. Minutes of the board and committee meetings are made freely available in the staff room.

54 Governors have been involved in the development and approval of the college's self-assessment report and they took specific and detailed responsibility for their own section in it. The self-assessment process has been helpful in identifying some weaknesses in the conduct of the corporation's affairs. At the time of the inspection, there had been little progress in taking action to address these weaknesses. In the self-assessment report, the corporation recognised as a weakness the lack of performance indicators against which to measure its own performance. Some indicators have been drafted but these have not yet been adopted.

55 The strategic plan for 1997–2000 was devised in 1996. Governors recognise that, whilst the plan states the college's broad aims and objectives, it lacks specific and measurable targets against which progress can be monitored. The plan has not subsequently been revised to reflect the corporation's desire to

generate a more business-like approach. The college directorate has generated a detailed operational action plan for 1998–99. This has been adopted, but not formally approved, by the corporation. It specifies annual targets in key areas of business but these do not always clearly relate to those in the strategic plan. Regular monitoring of progress towards attaining the new operational targets has been introduced recently. However, there is no systematic review of the longer-term strategic objectives.

56 The corporation's self-assessment report acknowledged the low level of attendance at meetings. Appropriate action is being taken to resolve this issue. Priority is being given to the appointment of new members who can commit themselves to regular attendance. Governor induction training has been strengthened to ensure a more realistic understanding by candidates of the responsibilities of membership. There has been a poor response by members to requests from the corporation for key information for a register of interests and a skills audit.

57 Inspectors agreed with the self-assessment report that the corporation carries out effective control and monitoring of the financial health of the college. All governors receive a monthly statement of management accounts, normally within a week of the end of each month. Details of expenditure against budget are also presented at each meeting of the corporation and the finance and staffing and general purposes committees. Corporation members are well informed of the financial implications of decisions they are required to make.



# Cross-college Provision

## Management

### Grade 2

**58 Inspectors agreed with most of the strengths and weaknesses in the self-assessment report. The college has taken action to address several of the weaknesses stated in the report.**

#### Key strengths

- effective management structure
- open management style with effective communications across the college
- productive links with a range of educational institutions
- some successful strategies to attract a wider range of students
- sound financial reporting and monitoring

#### Weaknesses

- underdeveloped target-setting process
- insufficient links with industry and commerce

59 The management structure was revised in 1997, following the appointment of a new principal. The structure provides clear lines of responsibility and its effectiveness is recognised in the self-assessment report. The directorate team of seven meets weekly and closely monitors key issues. Faculty managers attend directorate meetings thereby enhancing communications between the directorate and subject teams. Most courses are well planned and efficiently organised. There are working groups on particular topics, for example industrial links and IT.

60 The strategic objectives for 1997–2000 have been translated into operational objectives. Where appropriate, targets have been set to aid the fulfilment of the objectives. However, as recognised in the self-assessment report, the

target-setting process, and associated monitoring of progress towards attaining targets are still developing. Subject teams and some support teams produce annual operating plans with associated budgets. There is no clearly-defined cycle of activity linking the identification of annual strategic objectives, the devising of operating plans and the production of self-assessment reports. There is a defined cycle within which college policies are reviewed. The college has not determined, however, where responsibility for the updating of policies lies.

61 The management information system provides regular reports for the directorate using standard report formats. The college has confidence in its management information data and these are used as the basis for monitoring aspects of performance such as students' enrolments and achievements. Direct access to the system is readily available to senior management.

62 Communications within the college are effective. Staff value the open and consultative management style of the directorate and feel able to raise issues with managers. There is a weekly staff briefing meeting and staff newsletter. The academic board is a recent introduction and includes representation from the corporation, directorate, teaching and support staff and students. It provides a formal forum for discussion and consultation on key issues. The board is also a reporting forum for working groups. Significant issues raised at board meetings are taken to the corporation.

63 As recognised in the self-assessment report, the college has productive links with a range of educational institutions. Staff make regular visits to schools. The college's close links with De Montfort University include those related to curriculum development. There is co-operation with a number of colleges for some joint curriculum activities. The college is a member of the Leicestershire Learning Partnership which provides market research data on training and education needs in

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Leicestershire. Links are developing with community organisations such as the Leicester Adult Education College and the Bede Island Business Forum. As the self-assessment report acknowledged, the college has insufficient links with industry and commerce.

64 The self-assessment report failed to acknowledge that the college has been successful in attracting a wider range of students to its courses. Significant numbers of students are from groups which have, hitherto, been under-represented at the college and in further education. Courses have been developed at foundation and entry level and students can progress from these to the intermediate and advanced level courses. The college provides a specialist unit for students with physical disabilities. Close liaison is maintained with special schools and pupils from these schools visit the college on familiarisation visits.

65 There is an equal opportunities working group and membership is open to all staff. The equal opportunities policy is currently being updated. Faculty action plans include specific references to equal opportunities. The college has produced some statistical reports showing the ratios of females to males and the proportion of people from minority ethnic groups in the staff and student bodies. However, the monitoring of the implementation of the equal opportunities policy is underdeveloped.

66 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The college has achieved its funding targets for the last three years. The reduction in the average level of funding has been successfully managed. The small finance team is led by a finance director who has suitable experience. Financial implications are incorporated into the strategic operating statements. Management accounts are produced well within specified deadlines and are presented to governors and managers monthly. These include income and expenditure to date, balance sheet and cash balance

compared with budget for the year. The college does not produce a cashflow forecast, rolled forward beyond the year end, which includes a breakdown of receipts and payments. Budget holders receive monthly monitoring reports; these include actual and committed expenditure. Performance indicators have been specified in the strategic operating statements but there is insufficient monitoring of performance to date. Costing systems for some courses have been developed but inspectors did not agree with the finding in the self-assessment report that these represented a strength of college management. Financial regulations and procedures are comprehensive but have not been subject to a detailed review since 1996. Financial returns to the FEFC are timely. The college's auditors have not identified any significant weaknesses in the college's internal control systems.

## Conclusions

67 The college produced its first self-assessment report in 1998. The college's current self-assessment report provided a useful basis for planning and carrying out the inspection. Before the inspection, the college provided helpful information on the progress made in addressing weaknesses identified in the self-assessment report, and in implementing the action plan which accompanied it. Evidence to support strengths, particularly those on teaching and learning, was not always stated clearly. Inspectors agreed with most of the findings in the report, but they considered that some strengths and weaknesses had not been given sufficient weight. They also found strengths and weaknesses which the college had not identified. Inspectors agreed with all of the grades for the cross-college provision awarded by the college and with all but one of the grades for curriculum areas.

68 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 1998)

Age	%
Under 16	0
16-18 years	79
19-24 years	12
25+ years	9
Not known	0
Total	100

Source: college data

## Student numbers by level of study (November 1998)

Level of study	%
Foundation	6
Intermediate	23
Advanced	71
Higher education	0
Leisure/recreation (non-schedule 2)	0
Total	100

Source: college data

## Student numbers by mode of attendance and curriculum area (November 1998)

Programme area	Full time	Part time	Total provision %
Science	224	79	27
Business	224	18	22
Hotel and catering	19	0	2
Health and community care	37	0	3
Art and design	94	2	9
Humanities	318	75	36
Basic education	11	2	1
Total	927	176	100

Source: college data

## Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 40% 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 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	41	11	0	52
Supporting direct learning contact	9	2	0	11
Other support	25	1	0	26
Total	75	14	0	89

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

# College Statistics

## Three-year Trends

### Financial data

	1996	1997	1998
Income	£3,537,000	£3,463,000	£3,466,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£20.42	£20.09	£18.76
Payroll as a proportion of income	71%	73%	70%
Achievement of funding target	109%	108%	119%
Diversity of income	8%	7%	7%
Operating surplus	-£85,000	£5,000	-£115,000

Sources: Income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

ALF – Performance Indicators 1996-97 (1996 and 1997), Funding Allocations 1997-98 (1998)

Payroll – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Achievement of funding target – Performance Indicators 1996-97 (1996 and 1997), college (1998)

Diversity of income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Operating surplus – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	158	148	90	24	37	9
	Retention (%)	44	80	81	75	84	100
	Achievement (%)	44	22	38	78	61	56
2	Expected completions	1,099	1,940	2,068	139	163	93
	Retention (%)	71	85	82	51	69	82
	Achievement (%)	95	64	61	100	44	62
3	Expected completions	225*	964	866	126	109	89
	Retention (%)	99*	72	70	38	68	57
	Achievement (%)	99*	74	74	81	55	57
4 or 5	Expected completions	0	0	0	0	0	0
	Retention (%)	0	0	0	0	0	0
	Achievement (%)	0	0	0	0	0	0
Short courses	Expected completions	1	0	8	4	0	39
	Retention (%)	0	0	83	100	0	87
	Achievement (%)	0	0	8	100	0	46
Unknown/unclassified	Expected completions	901*	30	186	59	0	39
	Retention (%)	68	30	81	32	0	95
	Achievement (%)	94	76	9	89	0	0

Source: ISR

\*ISR data may not be reliable

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