

Ashton-under-Lyne Sixth Form College

REPORT FROM
THE INSPECTORATE
1999-00

THE
FURTHER
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COUNCIL

***THE FURTHER EDUCATION
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

Ashton-under-Lyne Sixth Form College

North West Region

Inspected February 2000

Ashton-under-Lyne Sixth Form College is in Greater Manchester. Most of its students are aged 16 to 18 and are recruited from the borough of Tameside where the college is located. All staff and governors were involved in the college's comprehensive self-assessment process. A well-established programme of lesson observations informs the assessment. The college produced its third self-assessment report for this inspection. It is clear and self-critical and provided a good basis for planning the inspection. Inspectors agreed with three of the curriculum grades and two of the cross-college grades awarded by the college. Where inspectors' grades differed from those of the college, inspectors' grades were higher. Inspectors found that significant progress had been made on the action plans for the areas they inspected.

Teaching and learning is of high quality. Of the lessons observed, inspectors judged that 79% were good or outstanding. None were less than satisfactory. Students' achievements are usually above the national average and outstanding on some courses. Since the last inspection, the college has made significant improvements to its support for students, general resources, quality assurance, governance and management. Students receive high levels of individual

support and sound careers education and guidance. Tutorial arrangements are well managed and effective. There are strong links with local schools. The college provides a welcoming and pleasant learning environment that is maintained to a high standard. Its accommodation and facilities are outstanding. Quality assurance arrangements are comprehensive and give priority to teaching and learning. Governors pay close attention to strategic matters. They carefully monitor the college's finances and other aspects of college performance. The college is well managed. It has productive partnerships with a wide range of local groups. Communications at all levels are open and effective. A college-wide strategy is bringing about improvements in retention. The financial management of the college is good. To further improve its provision, the college should: continue to take action to increase levels of retention; improve its arrangements for learning support; develop aspects of quality assurance; establish performance indicators for the corporation; and further promote equal opportunities.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics and information technology	2	Support for students	2
Business	2	General resources	1
Geography, history, law, government and politics, and religious studies	2	Quality assurance	2
Psychology and sociology	2	Governance	2
		Management	2

The College and its Mission

1 Ashton-under-Lyne Sixth Form College was established in 1980 following a reorganisation of secondary education in the borough of Tameside. The college, formerly a grammar school, is located on the outskirts of the town. The college recruits predominantly from the 16 to 19 age group. It is the major recruiter of 16 year olds in the 'City Pride' area of Manchester, Salford, Trafford and Tameside. It enrolls the majority of its students from Tameside's 18 high schools. Within Tameside there are also two 11 to 18 high schools one of which is voluntary aided and the other formerly grant maintained. Tameside College, a large general further education college, is located less than half a mile away. In the boroughs bordering on Tameside, there are five large further education colleges and seven sixth form colleges.

2 Tameside has a population of some 220,000. The economy once depended on textile manufacturing and associated engineering trades. It is now dominated by small and medium-sized enterprises. The general level of unemployment is lower than the national average. However, in two local wards there are pockets of significant deprivation, each the target of regeneration initiatives. Much of the employment in the area comprises low wage and low skill occupations. The minority ethnic population of Tameside is 6%, mainly of Asian heritage. The college draws 15% of its students from minority ethnic groups.

3 In November 1999, 1,244 students were following full-time courses at the college; 85% at advanced level, 11% at intermediate level, and 4% at foundation level. The college offers a wide range of courses. These include: general certificate of education advanced level (GCE A level) in 33 subjects; GCE advanced supplementary (AS) in 19 subjects; four general national vocational qualifications (GNVQs) at advanced level and five at intermediate level; general certificate of secondary education (GCSE) in English, mathematics and science; and the BTEC national and first diplomas in

childcare. In addition, in September 1998, the college established a Skillpower entry level course. In September 1999 this recruited 26 students. Students benefit from a range of additional courses and enrichment activities. They take general studies as a supplementary course either at GCE A level or GCSE. All full-time students follow a course to develop their information technology (IT) and computer literacy skills. Adult provision comprises mostly IT courses. Currently, 140 students are enrolled. The college is developing adult provision in other areas.

4 Tameside Council statistics show that 57% of school-leavers enter further education compared with 68% for England as a whole. In 1999, 38% of school-leavers in Tameside achieved five or more GCSE passes at grade C or above, significantly lower than the national average of 46%. The college has increased its student numbers by 73% since incorporation. In 1998, 35% of its students were the first of their family to stay on after 16 in full-time education and 55% came from families with no previous direct involvement in higher education.

5 The college employs 102 full-time equivalent staff of whom 63 are teachers. The senior management team comprises the principal, two vice-principals, an assistant principal, the director of finance, the admissions and schools liaison manager and the student support manager. Support staff are organised into teams, each with a manager. Teaching and learning are managed through eight curriculum areas, each led by a programme area manager supported by course leaders.

6 In 1997, the college adopted a simple mission statement to give a clear and direct focus to its work. This is 'to develop and improve the opportunities for education and training provided by the college for post-16 students'. The college has set strategic objectives to support its achievement of the mission. These are reviewed annually by staff and governors.

Context

The Inspection

7 The college was inspected in February 2000. The inspection team had previously evaluated the college's self-assessment report and had studied information held by other directorates of the Further Education Funding Council (FEFC). Inspectors used data on students' achievements drawn from the college's individualised student record (ISR) returns to the FEFC for 1997 and 1998. The college submitted data on students' achievements for 1999. Inspectors checked these against primary sources such as class registers and pass lists issued by examining bodies and found them accurate. The college was notified approximately two months before the inspection of the sample of its provision to be inspected. Eight inspectors and an auditor

carried out the inspection over a total of 43 days. Inspection team members scrutinised a wide range of documents and held meetings with college governors, managers, staff and students. They consulted representatives of the local education authority (LEA), the local training and enterprise council (TEC), business and community groups and local schools.

8 The following table shows the grades given to the lessons observed and the national profile for all colleges inspected in 1998-99. Of the lessons inspected 79% were judged to be good or outstanding. This is well above the national average of 65% for all colleges inspected in 1998-99. None were judged to be less than satisfactory.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	6	19	9	0	0	34
GNVQ	3	4	0	0	0	7
Other*	1	7	2	0	0	10
Total (No)	10	30	11	0	0	51
Total (%)	20	59	21	0	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

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

*includes tutorials

Context

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Ashton-under-Lyne Sixth Form College	12.5	86
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 and Information Technology

Grade 2

10 Inspectors generally agreed with the strengths and weaknesses identified in the college's self-assessment report. They found that some weaknesses had been addressed by the time of the inspection.

Key strengths

- good achievement on computing courses and in GCSE mathematics
- effective use of value-added data
- well-managed courses
- good specialist resources

Weaknesses

- poor retention and achievement rates on advanced mathematics courses
- some inadequate feedback to students on assignments

11 The college provides courses in mathematics at GCSE and GCE A/AS levels. Provision in IT includes GCE A level and GNVQ courses at advanced and intermediate levels, supplementary computer literacy programmes for full-time students and evening and weekend courses for adults. Many full-time students on other courses develop their IT skills through supplementary courses, a strength recognised in the self-assessment report. The college has made successful efforts to attract women on to IT courses. Female staff and students attend open events and visit schools. Of the students on the GCE A level IT course this year, 40% are female.

12 Inspectors agreed that courses are well managed. All students receive an effective induction. They are given copies of the schemes

of work for their course and detailed homework and coursework schedules. During induction, all students are given a minimum target grade for GCE A level and GNVQ advanced based on their GCSE grades on entry. They are regularly reminded of this target during feedback on assignments and tests. Teachers meet frequently as teams. They agree assignments before they are issued and closely monitor students' progress. Course teams use targets to encourage students. All teachers set regular homework and mark it promptly. In some mathematics lessons, model answers are given out as an aid to revision. Where this does not happen, students are not required to resubmit work which they did incorrectly and consequently, the opportunity to make sure that students learn from their mistakes is missed. Though students receive feedback on the key skills they achieve in assignments, teachers do not encourage students to identify for themselves their progress in developing key skills. Teachers closely monitor students' attendance against the college targets, a strength noted in the self-assessment report. The attendance of some students remains below the college target.

13 Inspectors judged nine of the 12 lessons observed to be good or outstanding. Teachers give clear instruction and use a range of appropriate methods. In a mathematics lesson, students made imaginative use of the Internet by gaining access to exercises on probability trees. This generated much discussion between groups of students. In an IT lesson, students worked in small groups to plan a project whilst the teacher challenged each group to think more widely. Industrial case studies and visits to companies in the area enhance students' understanding of the commercial uses of computers. The teaching of IT to part-time students is good. Teachers take care to meet the learning needs of these students by giving carefully taught lessons for those who lack confidence and the use of supported self-study in IT workshops for those who can progress at their own pace.

Curriculum Areas

14 As identified in the self-assessment report, achievement in GCSE mathematics is significantly above the national average. Students are given the opportunity to resit in the autumn of their first term in the college, and many are successful. Pass rates in GNVQ and GCE A level IT courses are well above the national average, strengths celebrated in the self-assessment report. Retention and achievement rates for adult students are high. As the self-assessment report acknowledges, both retention and pass rates on GCE A/AS level courses in mathematics are below the national average for sixth form colleges, although there has been a significant increase in retention rates during the current year.

15 Specialist resources are good. The college has identified as a strength the widespread use of computers and graphical calculators by mathematics students. Many mathematics students have purchased their own graphical calculators. Mathematics students use the learning centre in their own time to practise the skills taught in lessons. All six staff in the mathematics department are full-time and well qualified. Several have experience as examiners. In the computing department there are five full-time staff and a number of part-time staff. All are well qualified. Most have industrial experience in a related field, although there has been no recent updating of these skills. The IT provision is well supported by two technicians and a network manager.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Computer literacy and information technology	1	Number of starters	650	584	641
		Retention (%)	90	90	95
		Achievement (%)	57	80	71
GCSE mathematics	2	Number of starters	230	154	113
		Retention (%)	82	76	89
		Achievement (%)	48	71	60
GNVQ intermediate IT	2	Number of starters	*	15	30
		Retention (%)	*	47	83
		Achievement (%)	*	100	92
GNVQ advanced IT and precursors	3	Number of starters	21	7	15
		Retention (%)	76	29	80
		Achievement (%)	100	100	100
GCE A level mathematics	3	Number of starters	145	81	92
		Retention (%)	73	63	54
		Achievement (%)	79	75	82
GCE A level computing and IT	3	Number of starters	103	74	82
		Retention (%)	48	62	71
		Achievement (%)	100	96	91

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

*course not running

Curriculum Areas

Business

Grade 2

16 The inspection covered GNVQ business courses at intermediate and advanced levels and GCE A levels in business, accounting and economics. Inspectors agreed with most of the judgements in the self-assessment report but considered that weaknesses relating to students' retention and achievements had been understated.

Key strengths

- the good standard of much teaching
- good pass rates on GNVQ courses
- close supervision of students' progress
- thorough marking and prompt return of students' work
- well-managed courses
- the recent and relevant commercial experience of teachers

Weaknesses

- low retention rates on the GNVQ advanced course
- pass rates on the GCE A level business course
- insufficient support for some students in a minority of lessons

17 The range of business courses has extended in recent years to offer a choice of GCE A/AS level and GNVQ advanced and intermediate level programmes. Courses are well managed. Teachers use a common format for schemes of work. These are comprehensive, well structured and identify coverage of key skills. In course reviews, teachers assess the achievement of targets for retention and pass rates. In response to some poor retention rates, teachers and managers have made changes to maintain students' commitment. They have increased the use of guest speakers and outside

visits. Retention levels so far this year have improved markedly.

18 Of the 12 lessons observed, inspectors judged 10 to be good or outstanding. The self-assessment report highlights the variety of teaching methods used to sustain students' interest, a strength evident in most of the lessons observed. Teachers combine lively exposition with effective questioning. Students work productively in groups and contribute confidently to discussions. In many lessons, teachers make effective use of imaginative and stimulating methods to maintain students' interest. In a lesson about adding value, concepts of waste were explained by having students play the role of raw materials and move around the classroom to be used or wasted according to the production method employed. Inspectors agreed that lessons are well planned. The content and standard of presentation of handouts and other learning materials is high. The pace of many lessons is commendably brisk but in a minority, teachers failed to ensure that all students had followed the work and learned from it. In a few lessons teachers were unrealistic in the time they allocated to classroom activities and left insufficient time to consolidate students' learning.

19 Teachers follow college policy in marking assignments to external awarding bodies' criteria and returning work promptly. They provide clear written comments to indicate the standards attained and how they can be raised. The quality of students' written work and portfolios is good. Some students make particularly effective use of IT facilities to produce their work. Students' progress is closely supervised. Teachers regularly review students' work to check that they are likely to achieve their target. They closely monitor attendance and this is consistently above the college target.

Curriculum Areas

20 Pass rates on GNVQ courses are significantly higher than the national average. High proportions of students who complete the GNVQ courses achieve high grades. In 1999, all the students who completed the advanced course achieved the full award with a high grade. This year, pass rates for all unit tests taken by intermediate level students are excellent. In 1999, all students taking GCE A level accounting and economics passed. Pass rates on GCE A level business studies courses fell below the national average for sixth form colleges in two of the last three years, though retention rates on this course are consistently at, or above, national averages. Retention rates on the GNVQ intermediate course declined to below the national average in 1999. Those on the GNVQ advanced courses are consistently below

the national average. These weaknesses were not acknowledged in the self-assessment report.

21 Teachers are well qualified. Many hold assessor awards and all have a teaching qualification. Inspectors agreed that they have recent and relevant commercial experience and make good use of it in planning and teaching. Classrooms for business courses are furnished and equipped to a good standard and have informative course-related wall displays. Students have to move to the learning centre to use computers in lessons. They have ready access to modern IT facilities for their own work. There is a good range of up-to-date books and computer-based research materials in the library.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GNVQ intermediate (one-year course)	2	Number of starters	18	17	34
		Retention (%)	83	82	71
		Achievement (%)	100	100	92
GNVQ advanced (two-year course)	3	Number of starters	28	28	22
		Retention (%)	43	50	59
		Achievement (%)	100	100	100
GCE A level business studies (two-year course)	3	Number of starters	79	53	61
		Retention (%)	78	75	79
		Achievement (%)	79	93	79
GCE A level accounting and GCE A level economics (two-year course)	3	Number of starters	19	*	20
		Retention (%)	74	*	70
		Achievement (%)	71	*	100

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

*course not running

Curriculum Areas

Geography, History, Law, Government and Politics, and Religious Studies

Grade 2

22 Inspectors observed 10 lessons covering GCE A level and AS courses in geography, history, law, government and politics, and religious studies. Inspectors generally agreed with most of the strengths and weaknesses in the self-assessment report.

Key strengths

- much good teaching
- high pass rates on history, law and politics courses
- close supervision of students' progress
- prompt and helpful feedback to students
- well-managed courses
- high standard of much written work

Weaknesses

- some low retention rates
- a low pass rate in religious studies
- insufficient checking of learning in some lessons

23 Inspectors agreed that courses are well managed. Their content and teaching are well planned and well reviewed. Course teams set targets for retention and achievement and monitor progress towards them. In recent years, the college has made a series of changes to the courses to improve retention. These have included changes in recruitment and induction procedures, teaching and learning methods and in the supervision of students' progress. Retention rates so far this year have significantly improved.

24 Inspectors agreed that much of the teaching is good. They judged seven of the 10 lessons observed to be good or outstanding.

Teachers have high expectations of the pace and level at which students should learn. In most lessons, they gave clear explanations of their subjects, and made effective use of written handouts and teaching aids. Though some teachers assumed that students understood what they were learning, most teachers regularly checked students' understanding of topics. They changed their lesson plans to investigate and correct misunderstandings, if the need arose. Students were attentive and responsive in lessons. They readily contributed to discussions and worked co-operatively in groups. In most lessons, teachers provided a variety of activities to help students to learn and to maintain their concentration. In a few lessons, however, the same activity continued for too long. The best teaching was clearly focused on enabling students to learn effectively. In a lively lesson on criminal law, the teacher gave a clear and well-structured exposition of the topic with helpful advice on how best to remember and understand the legal rules and principles involved. Students' understanding was systematically checked as the lesson proceeded. The students went on to discuss well-chosen examples of legal cases that enabled them to practise their skills and apply their knowledge.

25 As the self-assessment report notes, students' punctuality, attendance, completion of work and academic progress are closely supervised and regularly reviewed. Punctuality and attendance at lessons were good. Teachers mark and return assignments promptly. They make clear, evaluative comments on students' work and give good written guidance on how it can be improved. Errors in standard English are almost always corrected. Much written work is of a good standard, showing the capacity to draw on a range of evidence to explain and critically consider alternative points of view. As the self-assessment report indicates, standards are particularly high in the extended coursework.

Curriculum Areas

26 Retention rates on courses in government and politics have consistently exceeded the national average for the sector. Those for law courses have generally been close to the national average. Retention rates in other subjects are low, though they show substantial improvements in the current year. As the self-assessment report highlights, pass rates in government and politics are high. Pass rates in history are above, or well above, the national average for sixth form colleges, particularly at higher grades. In 1998, 71% of the students who passed the course obtained higher grades. Despite a decline in 1999, pass rates in law, including those at higher grades, remain consistently above the national average. The pass rate for religious studies was well below the national average, as the self-assessment report acknowledges. Most students who

successfully complete their courses progress to higher education and a high proportion choose to continue studying humanities subjects.

27 Teachers are suitably qualified and experienced. Several work as examiners in their subjects. As noted in the self-assessment report, a good range of well-chosen learning materials is available and regularly used by students. These materials include audiovisual and Internet resources as well as books and periodicals. The range of resources provided for religious studies is narrow. Course handbooks and study guidance prepared for students are of a high quality. The department benefits from bright, attractive specialist classrooms, which are well supplied with teaching equipment. Good-quality, well-designed and relevant wall displays help to give classrooms a subject identity.

A summary of retention and achievement rates in geography, history, law, government and politics, and religious studies, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCE A level geography	3	Number of starters	43	33	46
		Retention (%)	86	55	80
		Achievement (%)	81	94	89
GCE A level government and politics	3	Number of starters	10	15	5
		Retention (%)	80	80	80
		Achievement (%)	100	92	100
GCE A level history	3	Number of starters	46	41	40
		Retention (%)	67	80	73
		Achievement (%)	100	91	93
GCE A level law	3	Number of starters	110	92	113
		Retention (%)	70	73	65
		Achievement (%)	97	95	88
GCE A level religious studies	3	Number of starters	*	*	17
		Retention (%)	*	*	59
		Achievement (%)	*	*	70

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

*course not running

Curriculum Areas

Psychology and Sociology

Grade 2

28 Inspectors agreed with the judgements in the college's self-assessment report and identified an additional strength. By the time of the inspection, progress had been made in addressing the weaknesses identified in retention rates.

Key strengths

- systematic course and lesson planning
- effective use of a wide range of teaching methods and learning activities
- effective monitoring of students' progress
- good and improving pass rates on two-year courses
- high standard of specialist resources

Weaknesses

- below average retention on two-year courses

29 The curriculum area is well managed. Inspectors agreed that curriculum teams plan effectively and share good practice. Well-developed schemes of work identify teaching methods and opportunities for development of key skills. Psychology teachers plan the following week's lessons together and share resources. Lesson plans include learning outcomes for students, resources required and details of teaching and learning activities. Many students attend outside conferences and talks by visiting speakers. Psychology students carried out research at a zoo and participated in 'European Brain' week. The sociology department has developed curriculum links with a local higher education institution. Course teams are fully involved in self-assessment, course review and evaluation and the monitoring of progress against targets.

30 Seven of the 10 lessons observed were judged by inspectors to be good. In the most successful lessons, teachers shared aims and objectives with students and reviewed previous learning. They concluded by consolidating students' learning and linking it to future lessons. In a minority of lessons teachers left insufficient time to draw conclusions or to adequately review the lesson content. As stated in the self-assessment report, students benefit from a wide variety of appropriate teaching and learning activities. In a sociology lesson, students worked well together to compile a flowchart on the process of urban decline. In a psychology lesson, most students conducted independent research using a range of paper-based resources while others in small groups used a CD-ROM to develop their knowledge and understanding. Assignments are thoroughly marked. The quality of students' written work is high. Teachers give positive and encouraging feedback to students, indicating areas for improvement. Students' files are well organised and regularly checked by teachers.

31 Students benefit from a high standard of support, a strength not identified in the self-assessment report. Students' progress is monitored against minimum target grades which are based on their GCSE scores. Additional support is offered to underperforming students. Teachers provide model essays which students find very useful. All students are offered extra help with their studies outside lesson time. For example, psychology teachers offered lunchtime coursework support and 40 students took this up. Working relationships between teachers and students are good. Teachers regularly seek systematic feedback from students and use this to improve course content and teaching. Many students progress to higher education, often into social science courses.

32 As the college's self-assessment report identifies, pass rates for the past three years in GCE A level psychology are consistently above

Curriculum Areas

the national average for sixth form colleges. In 1997 and 1998, there was an above average proportion of high grades. Pass rates in GCE A level sociology show continuous improvement to 89% in 1999, above the national average of 86%. Overall, students in these subjects achieve grades above those predicted for them on the basis of their GCSE scores on entry. Retention rates are low on two-year courses. Although retention in psychology improved between 1997 and 1998, it subsequently declined in 1999. Retention rates on sociology courses have been below average for three years. These weaknesses were recognised in the self-assessment report and addressed in the action plan. The actions taken appear to be effective. The overall retention rate for psychology courses

in the current year has increased to 84% and in sociology to 73%. Attendance is good. In the lessons observed during the inspection the average attendance was 84%.

33 Teaching takes place in large, well-equipped classrooms that have a clear subject identity. Students' work is displayed on the walls. The wide range of resources in classrooms includes texts, computers, videos and CD-ROMs. IT is thoroughly integrated with the psychology curriculum. Students regularly use the learning centres. Teacher-produced course materials are of a high quality. Students have useful learning packs and a variety of texts to help them in their studies.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCE A level psychology (two-year course)	3	Number of starters	96	113	100
		Retention (%)	65	68	62
		Achievement (%)	94	95	100
GCE A level sociology (two-year course)	3	Number of starters	70	47	57
		Retention (%)	64	55	63
		Achievement (%)	76	80*	89
GCE AS psychology and sociology	3	Number of starters	35	18	18
		Retention (%)	77	78	94
		Achievement (%)	73	50	65

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

*college data

Cross-college Provision

Support for Students

Grade 2

34 Inspectors agreed with the strengths and weaknesses in the report. They found that many of the weaknesses had been addressed but identified a few additional weaknesses.

Key strengths

- strong links with schools
- effective and efficient admissions and induction procedures
- sound careers education and guidance
- well-managed and effective tutorial support
- good access to a range of guidance services

Weaknesses

- inadequate arrangements for learning support
- low take-up of learning support by students with identified needs

35 The college has made extensive improvements to its arrangements for support for students since the last inspection. Procedures are generally well organised and effective and are implemented consistently. The guidance team comprises the senior tutors, tutors, the admissions and schools liaison manager, the careers manager, the learning support technician and representatives from the external organisations that provide careers, personal, welfare and financial advice and guidance. The student support manager co-ordinates the team and chairs its fortnightly meetings. Minutes of the well-attended meetings are circulated to senior managers.

36 Inspectors agreed that prospective students are well informed about the college and its courses. There are strong links with schools in the borough and beyond. Staff carry out visits to schools in accordance with an annual

calendar of activities and events that involve year 10 and 11 pupils and their parents. A comprehensive recruitment database enables detailed analysis of applications, identification of trends and appropriate distribution of information to schools. First interviews of applicants are generally carried out in their school.

37 As the self-assessment report identifies, induction procedures are effective and students are highly satisfied with them. During induction, students receive useful course and college documents and an attractive and practical student planner. They are well informed about the college charter and understand their learning agreement. The guidance team monitors induction and, where appropriate, takes actions for improvement. For example, the team identified that late starters are more liable to leave early. Consequently, tutors devised an induction pack and a shortened induction programme for late starters which is given by the senior tutors. These have been effective and are valued by students.

38 Arrangements for tutorial support are well established, a strength recognised in the self-assessment report. There are 11 personal tutors. They spend half their time on tutorial responsibilities for which they are well trained. Full-time students have two timetabled tutorial sessions a week with their personal tutor. These include group activities and individual progress reviews. The tutorials observed were very effective. The tutorial framework is set out in the tutors' manual. The two senior tutors monitor compliance with the framework and the quality of tutorials through observations, surveys of students' views and focus groups. Tutors check attendance and the progress made against targets and predicted grades set for students. They identify students 'at risk' and hold more frequent reviews with these. Absences are discussed with students and, where appropriate, with parents. Tutors keep

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comprehensive and helpful records that are shared with students. These are audited twice a year by senior tutors. The college follows up early leavers mainly through an exit interview with their tutor. Students place a high value on the support they receive from tutors.

39 Arrangements for learning support are unsystematic and unco-ordinated. Measures for identifying the learning support needs of students are inconsistently applied. As a result, it is possible for students' learning support needs to remain undiagnosed. In-class support is provided for students on the Skillpower course and this is highly effective. Literacy support is available through individual or group activities in the learning centre. Students with identified needs do not always take up this learning support. There is no central record indicating the number of students receiving support. It is not possible to calculate the proportion of students with identified needs who are receiving support, though the college estimates the proportion is small. Though there are self-study materials for students with literacy and numeracy needs, many of these are not appropriate for use without the support of a tutor. These weaknesses were not identified in the self-assessment report.

40 Inspectors agreed that careers guidance and support is comprehensive and effective. Students follow accredited careers units in tutorials. The careers manager works closely with two careers advisers assigned to the college from the local careers company. These each work in the college for two days a week during which they carry out interviews with students and hold 'drop-in' sessions. These activities are well publicised to students. Students regularly use the well-equipped and comfortable careers room. They make good use of careers software and of the careers websites on the Internet. The local careers company has recently awarded the college the full quality award for post-16 careers information, education and guidance.

41 Students have good access to personal, spiritual, financial, health and welfare advice and guidance. A local organisation has a service level agreement with the college to provide advice and guidance services both at the college and through their extensive local facilities. The college chaplain is available in the college one day a week to provide spiritual guidance. These services are well publicised to students.

General Resources

Grade 1

42 Inspectors agreed with the strengths and weaknesses in the self-assessment report. They found that most weaknesses had been addressed by the time of the inspection.

Key strengths

- significant progress in improving accommodation and facilities
- the high quality of much of the accommodation
- extensive and well-used learning centre
- good library services
- high-quality IT facilities for students
- well-maintained and secure premises

Weaknesses

- lack of access for students with restricted mobility in many areas

43 The college is housed in four buildings located on a single campus approximately 1 mile from the centre of Ashton-under-Lyne. The main building dates from 1928. Smaller science and technology blocks were built in the 1960s. Inspectors agreed that the college has made extensive improvements to its accommodation and facilities since its first inspection. Its three-year accommodation strategy, drawn up in 1997, was focused on

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improving curriculum accommodation and facilities for students. It has now been implemented. Refurbishment of the main building has greatly improved classroom accommodation and provided a new administration block, a counselling room and a welcoming reception area. Extensions to existing buildings include purpose-built accommodation for health and childcare, law and media studies courses, an enlarged student centre and a staff common room. The learning centre has been refitted and extended. Two new buildings comprise a large sports hall and a large, well-equipped performing arts studio. The main car park has been resurfaced and new car parking spaces provided. Extensive measures to provide a safe and secure environment for students have led to measurable decreases in vandalism and theft. Accommodation is maintained at a high standard.

44 As the college identified, classrooms are well furnished and well equipped. Most have carpets, blinds, modern furniture and suspended ceilings with fluorescent lighting. They are all equipped with whiteboards and overhead projectors. There is a plentiful supply of televisions and video players. Classrooms and staff workrooms are grouped by curriculum area. Attractive displays of students' work and curriculum materials contribute to the learning environment. Remodelled specialist areas such as the science laboratories and technology workshops have well-arranged, re-equipped working areas. Room utilisation surveys are carried out regularly and indicate that the college makes efficient use of its space.

45 Measures to improve access for those with restricted mobility include ramps, covered walkways and an extension to link the main building with the cafeteria. However, about half of the college's accommodation, including the whole science block, remains inaccessible to students with physical disabilities, a weakness recognised in the self-assessment report. The

college has been awarded an accessibility improvement grant to install a lift in the main building that will provide access to the upper floors. This work is due to be completed in the summer.

46 The student common room is popular and well used. This leads to overcrowding at peak periods. In addition to staff workrooms within each department, there is a large, well-used staff centre. The extended and refurbished refectory is popular with students. Three large playing fields and the sports hall provide facilities for a wide range of sports. Local community groups use both the playing fields and the sports hall at weekends.

47 As the self-assessment report identifies, the learning centre is extensive and well used. One room in the centre houses the library and 20 computers for 'drop-in' use, 18 of which are networked and linked to the Internet. The library also has 84 study spaces and provides a pleasant study environment for students. The other room houses the careers library and the basic skills workshop materials. It has 91 study spaces and 20 networked computers. The centre is staffed at all times. Students can readily obtain help with accessing the Internet and other IT applications.

48 Students are provided with a detailed induction to the library early in their course. The library is popular and well used. It has over 3,000 users in an average week; about 200 books are loaned every day. Outcomes of surveys of students' views and focus groups indicate that students are well satisfied with the facilities in the library and with the help available from staff. There are regular reviews of library and departmental bookstock. The computerised catalogue currently includes 12,000 books. There are well-advanced plans to add the departmental books to the catalogue. In addition to books, the library stocks a good range of periodicals, newspapers, videos and CD-ROMs. The library budget has increased over recent years to £24,000 in 1999-2000.

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Most of the additional funding has been spent on books requested by departments. The well-qualified librarian has good formal and informal links with curriculum areas. Reports on student use of the library are produced for senior and curriculum managers.

49 Inspectors agreed that the college has invested heavily in improving its IT facilities. It has modernised and increased its computer stock, installed a modern network infrastructure, standardised software across the college and established two additional specialist IT rooms. IT theory is taught in ordinary classrooms, rather than in specialist IT rooms. Students have good access to high-quality, networked computers. The ratio of computers to students has improved to 1:7.4. All students have an electronic mail address on the Internet. Staff take up a range of IT training opportunities, including free access to college evening classes. The number of IT technicians increased this year to two full-time from 1.4 full-time equivalent. Five departments now have materials on the college intranet.

Quality Assurance

Grade 2

50 Inspectors agreed with the strengths identified in the self-assessment report. A number of identified weaknesses had been addressed before the inspection. Inspectors identified a few additional weaknesses.

Key strengths

- significant improvements to the quality assurance system
- a clear commitment to continuous improvement
- comprehensive and effective self-assessment process
- improvements in teaching and learning and students' achievements

- good staff development arrangements

Weaknesses

- underdeveloped use of service standards
- lack of student awareness of complaints procedure

51 The college has made significant improvements to its quality assurance arrangements since the last inspection. Inspectors agreed that an effective framework for quality assurance and self-assessment is now well established. Quality assurance systems are well understood and supported by staff and students. The annual cycle of quality assurance activities is fully integrated with the strategic planning process. The college demonstrates a clear commitment to continuous improvement through its use of targets, performance indicators and national benchmarking data produced by the FEFC.

52 Quality assurance procedures have contributed to improvements in teaching and learning. The proportion of lessons judged by inspectors to be good or outstanding is significantly higher in this inspection than in the previous inspection. Teachers consider that the system of lesson observations gives them welcome opportunities to share good practice. Although there are arrangements for effective standardisation and moderation of lesson observations by senior managers, these arrangements have not yet been sufficiently developed for others who observe lessons. The college recognises that systems for assuring the quality of part-time evening courses have only recently been introduced and are underdeveloped.

53 Staff in most subject areas carry out course reviews rigorously. Programme area managers analyse course retention and achievement, increasingly using benchmarking data to inform judgements and assist with target-setting.

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Course reviews include explicit references to students' views, external verifiers' reports and course trends; they clearly identify key strengths and weaknesses. Though a few course reviews are insufficiently detailed, most report specifically and systematically on performance against targets.

54 Self-assessment is well established in the college. All curriculum, cross-college teams and governors are involved in the comprehensive self-assessment process. Course reviews are aggregated by curriculum managers and inform the annual departmental self-assessment reports. The college produced its third self-assessment report for the inspection. It was clear and self-critical and provided a good basis for planning the inspection. Several activities inform curriculum self-assessment. Many of these have contributed to improvements in students' achievements. Minimum target grades, based on students' qualifications at the start of their courses, are set as achievement targets. Students regularly review their progress against these targets and draw up action plans for improvement. Teachers use them to measure student performance against their predicted grades and assess added value. Students have found the review process useful in identifying ways for improving their work. In 1999, there were significant improvements in students' achievements across all curriculum areas. Lesson observations of all teaching staff are used to inform judgements on teaching and learning. There was good agreement between lesson observation grades awarded by inspectors and those awarded by the college. In the areas inspected, inspectors agreed with five of the nine grades awarded by the college. They upgraded the other four self-assessed grades by one grade.

55 The college systematically collects and analyses the views of students on the quality of its provision and facilities through regular course-related and college-wide surveys. Students receive feedback on the outcomes of

surveys. They were able to give clear examples of developments and action taken as a result of the issues they raised. Information from surveys of staff and parents' views are used effectively in reviewing overall college performance. The college charter clearly sets out key standards, and students are aware of these. However, students are unclear about all the stages in the complaints procedure. The procedure publicised to students does not include the steps that students can take if they are not satisfied with the college's response to their complaint.

56 Inspectors agreed with the college's self-assessment that standards recently established for service areas are not yet fully operational. Support service managers discuss progress against their plans with their team. Management review meetings are held to monitor the standards and provide further improvements. The process is not fully developed across all service areas.

57 Inspectors agreed with the judgement in the self-assessment report that staff development arrangements are effective. The staff development policy places a high priority on development activities which support the implementation of the strategic plan. All staff participate in an annual review. The college has recently introduced a competence-based system. Staff review their performance with their line manager and identify their training needs. The college invests heavily in staff development. Five days a year are devoted to curriculum and staff development activities. Teams work together on college priorities and share good practice. New teachers have a systematic and supportive induction to the college. The college achieved the Investor in People award in October 1997 and it has recently been renewed.

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Governance

Grade 2

58 Inspectors and auditors agreed with most of the strengths and weaknesses included in the self-assessment report. They found that many weaknesses had been addressed but identified some additional weaknesses.

Key strengths

- effective monitoring of college performance
- good working relationships between governors and senior managers
- close involvement in the strategic planning process
- sound induction of new governors

Weaknesses

- insufficient development of performance indicators for assessing governance
- some procedural issues

59 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 government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

60 The corporation has 20 members including staff and student members. There are no vacancies. Governors have a wide range of experience. Good use is made of governors' skills in the finance and resources and the audit and quality committees. Following a review of poor attendance by some governors, targets for improvement were agreed. This has resulted in average attendance at corporation meetings for 1999-2000 of 85%. The determined composition of the corporation is in accordance with the requirements of the modified

instrument and articles of government, though the statutory instrument has not yet been formally adopted. Procedures for the nomination and appointment of new governors have yet to be approved by the corporation.

61 Governors benefit from a comprehensive induction programme. Each new governor is allocated an experienced governor as mentor. New governors participate in informal meetings designed to increase their familiarity with governor duties and responsibilities. A useful information pack and attendance at an external course support the process. There is a schedule of training events for governors. However, these are not informed by the identification and analysis of individual governor's training needs. All governors were involved in the development of the governance self-assessment report. Self-assessment has recently become the responsibility of the search committee. The committee analysed a questionnaire completed by governors to update the self-assessment report shortly before the inspection. Other than attendance, governors have not identified targets to assist them in evaluating the corporation's performance.

62 Corporation minutes are available to the public on request, though this availability is not widely publicised. The corporation has approved a code of practice on 'whistleblowing'. The code of conduct for governors is in the process of being updated to address the requirements of the Nolan report. The conduct of meetings is regulated by a set of standing orders. These have yet to be updated to reflect recent changes in legislation. The college has a register of interests that has not been completed fully by governors and senior postholders. Weaknesses in the efficiency and effectiveness of clerking arrangements had been partially addressed at the time of the inspection.

63 Governors are closely involved in determining the college's mission and strategic direction. They review the mission and strategic aims on an annual basis. Detailed discussion of

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strategic issues takes place at a corporation meeting in May. This enables final approval of the strategic plan and update in July. The standards and planning committee effectively carries out its responsibility for monitoring the college's operational plans throughout the year and reporting progress to the board.

64 There are five committees: finance and resources; audit and quality; personnel; search; and remuneration. Each has approved terms of reference, though the terms of reference for the search committee need revision to reflect its statutory role. The finance and resources committee closely reviews the monthly management accounts every quarter. The corporation now receives its own financial reports. For the past two years, the audit committee has reviewed its performance against the requirements of Council Circular 98/15, *Audit Code of Practice* and has presented an annual report to the corporation. As the self-assessment report identifies, the corporation receives a quarterly report that enables governors to monitor effectively the college's performance against key performance indicators. These include retention, finance, attendance and staffing. They monitor students' achievements, including analyses of students' actual grades against those predicted for them, on an annual basis. The corporation does not receive health and safety reports.

65 There is a close working relationship between governors and senior managers. The chairs of the corporation and its committees maintain regular contact with the senior managers assigned to support them. Senior managers attend corporation meetings and make presentations, when appropriate. The standards and planning group consists of key corporation members and the college executive. This group has strengthened the working links between governors and senior managers. In addition, link governors serve on major college groups. This scheme has recently been relaunched to improve its effectiveness in

increasing governors' understanding of college matters.

Management

Grade 2

66 Inspectors agreed with most of the strengths identified in the self-assessment report and found that many weaknesses had already been addressed. They identified some additional weaknesses.

Key strengths

- significant improvements since the last inspection
- strong and effective links between strategic and operational plans
- good use of accurate and timely management information
- productive external partnerships
- effective communications
- good financial management

Weaknesses

- underdeveloped promotion of equal opportunities
- lack of awareness of some staff of college policies relating to their work
- lack of clear objectives and timescales in some operational plans

67 Management of the college has improved substantially since the last inspection. Strategic planning is now well developed. Staff at all levels understand and support the college mission, which is reviewed annually. Strategic objectives are drawn up following a thorough analysis by senior managers of national developments, the needs of the local community, and areas of college performance where improvement is most needed. Planning is clearly linked to the quality assurance framework. Managers at all levels prepare their

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own detailed operational plans and these effectively reflect the college's strategic priorities. Managers monitor their plans on a regular basis. This systematic approach enables the college to act decisively on important issues. For example, the college identified retention as a major area for improvement. Planned and co-ordinated action has brought about increases in retention on many courses. Some operational plans do not have sufficiently clear objectives and timescales for them to be effectively monitored or reviewed.

68 Leadership is effective. Senior managers have an open and collaborative style which staff value. A charter of management values has been developed through extensive consultation with staff and this enjoys widespread support at all levels. Senior managers keep teaching and learning under review. They regularly observe lessons and receive frequent reports on retention rates and on students' attendance and progress. Staff and other resources are effectively deployed. Staff have clear job descriptions and lines of accountability. Management responsibility is well delegated. Staff consider that they are well supported in taking initiatives and using discretion to achieve agreed priorities. Inspectors agreed that course management is effective. Accurate and timely management information enables managers to monitor progress made towards the achievement of their targets. In addition, course managers receive regular reports on attendance and retention rates and on students' progress towards their minimum target grades.

69 Communications are good. A weekly newsletter and regular meetings keep staff well informed. The principal holds a weekly briefing session for all staff. A recently introduced management forum enables all those with management responsibilities to meet regularly. It is highly valued by staff as a means of contributing their views. A curriculum group brings together senior and middle curriculum managers fortnightly and is attended by a

member of the corporation. A college cycle of subsequent curriculum meetings enables emerging issues to be considered swiftly. Good-quality minutes of meetings are widely circulated. The framework and content of college policies has recently been reviewed. Some staff are insufficiently aware of key policies relating to their work.

70 The college has not given sufficient priority to promoting equal opportunities, a weakness not identified in the self-assessment report. Equal opportunities are not adequately addressed in the college's strategic plan. The equal opportunities policy relating to students is unclear. It does not inform curriculum planning. Some staff are not aware of its contents. There are no guidelines or code of practice on equal opportunities for staff. Monitoring of enrolments by ethnicity and gender has been undertaken and has led to some positive initiatives. For example, successful action has been taken to recruit and redress the gender imbalance on some courses. Two equal opportunities co-ordinators have been appointed recently but it is too early to judge the effect of their work.

71 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The financial position of the college is sound. It has improved from a deficit in 1994-95 to surpluses since 1995-96. It now has reserves of over £1 million. Performance against clear financial targets is closely monitored monthly by the college's financial management group. The commentary accompanying the management accounts could be improved. Financial regulations are comprehensive. Budget holders are provided with timely reports of actual and committed expenditure. Returns to the FEFC are made within the specified deadlines. Reports from the internal and external auditors do not indicate any significant weaknesses in internal controls.

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72 The college has wide-ranging and effective links with external organisations, a strength recognised in the self-assessment report. Some partnerships have been successfully used as part of the college's strategy to diversify curriculum provision. For example, the college collaborated with the Workers' Educational Association to provide a basic skills summer school. There are close relationships with the LEA and the TEC. The college is also a member of a local consortium of colleges through which benchmarking and other activities aimed at raising standards are undertaken. Marketing is based upon thorough market research and effective co-ordination of the school liaison and publicity activities.

Conclusions

73 The college's third self-assessment report is clear, concise and comprehensive. It provided a sound basis for planning and carrying out the inspection. Inspectors agreed with most of the strengths and weaknesses, although some additional strengths and weaknesses were identified. Since the self-assessment report was written, progress has been made in addressing a significant number of the weaknesses identified. Staff teams throughout the college and governors are fully involved in the self-assessment process, using an agreed format. A well-established cycle of lesson observations informs the process. Actions from the self-assessment report are integrated with the college's strategic and operational plans. The self-assessment report is self-critical. Inspectors agreed with three curriculum grades and awarded a better grade in one area. They agreed with the grades for two of the cross-college aspects and awarded better grades for the other three.

74 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)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	90
19-24 years	2
25+ years	8
Not known	0
Total	100

Source: college data

Student numbers by level of study (November 1999)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	8
Level 2 (intermediate)	13
Level 3 (advanced)	77
Level 4/5 (higher)	0
Non-schedule 2	2
Total	100

Source: college data

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

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	318	95	30
Business	109	43	11
Hotel and catering	76	0	5
Health and community care	110	0	8
Art and design	125	1	9
Humanities	477	7	35
Basic education	29	0	2
Total	1,244	146	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 23% 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)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	50	13	0	63
Supporting direct learning contact	4	4	0	8
Other support	21	10	0	31
Total	75	27	0	102

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£2,789,000	£2,691,366	£3,037,615
Average level of funding (ALF)	£19.08	£17.97	£17.38
Payroll as a proportion of income	70%	73%	70%
Achievement of funding target	117%	104%	106%
Diversity of income	3%	3%	3%
Operating surplus	£23,000	£1,250	£90,259

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)

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	45	143	134	125	160	158
	Retention (%)	73	68	76	65	73	89
	Achievement (%)	95	100	76	87	100	100
2	Number of starters	677	978	1,143	53	34	30
	Retention (%)	79	65	73	49	47	50
	Achievement (%)	49	97	99	59	100	100
3	Number of starters	1,769	1,362	1,852	81	44	50
	Retention (%)	75	70	74	30	48	49
	Achievement (%)	87	84	87	89	92	67
4 or 5	Number of starters	94	n/a	29	2	n/a	3
	Retention (%)	89	n/a	72	100	n/a	67
	Achievement (%)	100	n/a	100	100	n/a	n/a
Short courses	Number of starters	785	562	544	1,153	420	50
	Retention (%)	99	96	98	98	96	98
	Achievement (%)	84	98	99	97	97	98
Unknown/unclassified	Number of starters	n/a	n/a	n/a	n/a	n/a	n/a
	Retention (%)	n/a	n/a	n/a	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a

Source: college
n/a not applicable

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