

**REPORT  
FROM THE  
INSPECTORATE**

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# **Christ the King College**

**September 1994**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **THE FURTHER EDUCATION FUNDING COUNCIL**

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

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

### **GRADE DESCRIPTORS**

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

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

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# FEFC INSPECTION REPORT 62/94

**CHRIST THE KING COLLEGE**

**GREATER LONDON REGION**

**Inspected March 1994 – April 1994**

## Summary

Christ the King Sixth Form College in the London Borough of Lewisham is a Roman Catholic college in the Archdiocese of Southwark. It was opened in September 1992 after a reorganisation of catholic secondary education in the archdiocese. It is strongly managed and there is effective leadership from the principal, supported by an active governing body. The college's mission is based on a Roman Catholic ethos understood by all staff and students and implemented through all the college's activities. Most students have progressed from the college's seven partner schools and are from the boroughs of Lewisham and Greenwich. Well-planned GCE, GCSE and vocational courses of study are provided. In addition, there is a programme of foundation studies which broadens and enriches the experience of all students. Teaching is generally of a high standard and students receive substantial pastoral support. Standards of students' work are generally satisfactory and in some subjects good. Students taking examinations at the completion of two-year courses in 1993 had undertaken their first year of study under previous sixth-form centre arrangements. The examination results for GCE courses varied but were generally satisfactory, with very good results in some subjects. GCSE results were satisfactory. Results for vocational courses were good. The college has set in place a number of policies and processes relating to quality assurance. Further development is needed particularly with regard to the standardisation of procedures. The college should develop its expertise in the fields of learning difficulties and disabilities. There is a need to review library bookstocks, and to provide greater technician support in some subject areas.

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

<b>Aspects of cross-college provision</b>	<b>Grade</b>
Responsiveness and range of provision	1
Governance and management	1
Students' recruitment, guidance and support	1
Quality assurance	3
Resources: staffing	2
equipment/learning resources	2
accommodation	2

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Sciences, mathematics & computing	2	English	2
Design technology	2	Modern languages	2
Business studies	2	History, geography & travel & tourism	2
Art & design	2	Social sciences & religious studies	2
Media studies, performing arts & music	2		

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## **INTRODUCTION**

1 Christ the King College was inspected in the spring and summer terms of the academic year 1993–94. The inspection team of nine full-time inspectors and eight part-time inspectors spent a total of 87 days in the college. The team included a lay inspector and the inspector for the Roman Catholic Archdiocese of Southwark. The college's provision for enrolment and induction had been observed early in the autumn term. Specialist subjects and cross-college issues were addressed in the weeks beginning 14 March and 18 April 1994. Inspectors visited 150 learning sessions and examined a representative sample of students' written and practical work. Almost all of the teaching staff and most of the students were observed in classes. There were meetings with governors, college managers, teaching staff, support staff, students, parents, partner schools, a local authority representative for the Technical and Vocational Education Initiative (TVEI) and the South Thames Training and Enterprise Council (TEC).

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

## **THE COLLEGE AND ITS AIMS**

3 Christ the King College is a Roman Catholic co-educational sixth form college occupying a single site in Lewisham, in a building which formerly housed a comprehensive school. It is located in the Archdiocese of Southwark and operates in partnership with local parishes and Catholic schools.

4 There are 41 full-time and 22 part-time teaching staff working within four faculties. Staff expressed as full-time equivalents are shown in Figure 1. A combination of General Certificate of Education advanced level (GCE A Level) and Advanced Supplementary (AS) courses, General Certificate of Secondary Education (GCSE) courses and vocational programmes is offered in each faculty. In September 1993, 691 students enrolled, all of whom were attending full-time day courses. By November 1993 enrolments had fallen to 671, and at the time of the inspection in February 1994 there were 651 students on roll. Percentage enrolments by level of study are shown in figure 2. Almost all were within the age range 16–19.

5 The college was established in 1992 as a result of an archdiocesan reorganisation of Roman Catholic secondary schools in Lewisham and Greenwich. Post-16 provision had previously been provided through a sixth form centre set up by a consortium of schools. In 1993–94, of 389 new students, 71.5 per cent transferred from the college's seven partner schools, one of which is an Anglican denominational school. A further 7

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per cent of new students were from non-partner Roman Catholic schools, while 21.5 per cent of new students were from other schools. Of the college's student body, 93 per cent identified themselves as Roman Catholic.

6 The bulk of the students are from the boroughs of Lewisham and Greenwich (47 per cent and 35 per cent respectively) while significant numbers come from Southwark (8 per cent) and Bexley (5 per cent). The remainder of the students come from six other boroughs, including two north of the River Thames. The 1991 census gives the populations of Lewisham and Greenwich as 230,983 and 207,650, with unemployment rates, at March 1994, of 17.3 per cent and 15.6 per cent, respectively, compared with a figure of 13.3 per cent for Greater London. Both Lewisham and Greenwich are heavily dependent on the public sector for jobs. The 1991 census indicates that 21.8 per cent of residents of Lewisham and 12.6 per cent of residents of Greenwich are of ethnic minority origin. The proportion of residents of ethnic minority origin in London as a whole is 20.2 per cent. There are a number of other providers of post-16 education and training in the locality. Lewisham College of Further Education is nearby and there are 22 local authority and independent schools in Lewisham and Greenwich which offer sixth form provision, 16 of them through consortium arrangements.

7 The mission statement affirms that, as a Catholic community, the college is committed to: mutual respect, positive encouragement and participation; meeting the personal and educational needs of all students; the highest standards of teaching, learning and performance; maintaining a supportive partnership with parents, parishes, employers, schools and the local community; and the professional development of staff.

8 The college receives active support from the Roman Catholic Church. The archdiocesan Commission for Schools and Colleges provides the college with a range of services, including training for governors and staff, and advice on issues related to education. With regard to the development of its curriculum in religious education and its Catholic ethos, the college can obtain advice and guidance from the archdiocesan Christian Education Centre. In addition, the Catholic Education service provides advice on legal and policy matters for schools and colleges in England and Wales.

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

9 The college aims to respond to the spiritual, physical and intellectual needs of 16 to 19 year old students, within a Catholic environment. From a student population of 651 in February 1994, 423 are currently following GCE A level courses, 184 are on vocational courses and 44 are taking a programme of GCSEs.

10 The staff are aware of national training and education targets. Digests of essential documents are prepared for the staff and disseminated through faculty staff meetings. Growth in student numbers is sought from within the present target group by curricular expansion of General National

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Vocational Qualifications (GNVQs) at intermediate and advanced levels. In the longer term, some piloting of adult and part-time provision is envisaged.

11 Within the mission it has set, the college's provision is responsive and flexible. The curriculum offered by the college is varied and includes courses to cater for most abilities. The range and content of courses are reviewed regularly and modifications made within a carefully considered time scale. The demands from students are taken into account. There is a good range of subjects and syllabuses at GCE, with 27 A level subjects and eight AS subjects. These are all designed as two-year courses, but where it is appropriate students can take religious studies, government and politics, sociology and modern languages in one year. Tuition in GCE A level Italian is provided free of charge by the Italian Embassy.

12 Students are able to study GCE and GCSE subjects in combination with vocational courses, and consideration is given to the suitability of subject combinations in curriculum planning. For example, the GCE A level in physical education is seen as a relevant complementary course for some students of GNVQ advanced level in health and social care, planned for September 1994. Modular courses have been introduced in GCE A level sciences, mathematics and performing arts, and most of the GCE AS provision is modular.

13 There is planned expansion of vocational courses, so that by September 1994 students will have a choice of four GNVQs at advanced level, and six at intermediate level. There are also Royal Society of Arts (RSA) National Vocational Qualifications (NVQs) at levels 1, 2 and 3 in business administration. Progression routes within the college are generally good, particularly in business-related courses. They will be further improved by the introduction of GNVQ advanced level in health and social care in 1994, and leisure and tourism and manufacturing in 1995.

14 The present one-year programme of GCSEs is seen by the college and its partner schools as increasingly inappropriate, and the cohort of students taking it will be reduced from 44 to only 18 students in the 1994 intake. Compensatory provision will be offered in increased numbers of groups in some GNVQ intermediate level courses. Alternative accreditation for individual subjects is also offered where existing GCSE courses are not appropriate. This includes: the University of London Examination Assessment Council's certificate of attainment in numeracy; single subjects, such as computer literacy and information technology, accredited by the RSA; and free-standing Business and Technology Education Council (BTEC) modules. The flexibility of provision to match students' needs was evident in the mid-course change of syllabus from GCSE French to BTEC business French, following poor achievements by the group in their December assessments this year. However, there are a few students, for example those needing extra support in English, whose needs are not yet being adequately met.

15 Further support is added to the provision at all levels through a

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number of workshops and open learning facilities. The college staff also provide a programme of revision classes during a period of eight days of the Easter vacation.

16 All students follow a programme of foundation studies alongside their main studies. This includes enrichment activities, religious education and tutorial support. The enrichment programme offers a choice of sporting, cultural, community and other pursuits. Attendance is compulsory for one afternoon a week for a minimum of one term each year, although many students extend this commitment voluntarily. Football is especially popular; the college team won the under 19 league cup for North West Kent in its first year. The enthusiasm of the drama group led to a production of a musical play, 'Dracula Spectacular' which ran for three public performances in the college hall.

17 Students' attendance at enrichment sessions is closely monitored and followed up if necessary. Attendance averages 78 per cent and motivation is increased by the award of a college certificate for completed modules. Where possible, skills gained in the programme are identified and accredited; for example, if they can be linked with competencies required in the GNVQ programmes. Business studies NVQ students were able to enter in their portfolios their experience in doing the accounts for 'Dracula Spectacular'. The range of enrichment activities is regularly reviewed and modified in the light of students' preferences.

18 Staff commitment to the enrichment programme is demonstrated by the high level of participation in activities outside the normal college day. A good example of this was the attendance of a number of staff at a weekend course in preparation for the residential requirements of the Duke of Edinburgh Award Scheme, in which 21 students are currently participating. There has been a significant amount of involvement of other local agencies in this scheme; for example the police force, schools and sporting associations.

19 Attendance at the weekly lessons in religious education is compulsory for all students. Students are encouraged to discuss spiritual and moral issues in a supportive environment. These sessions, along with the activities and support provided by the two full-time chaplains, are held as central to the curriculum of the college. Other enrichment activities linked to the college's denominational character include a Christian leadership course, which is certificated by the archdiocese, and work for the Catholic Association for Overseas Development (CAFOD). There is also an Amnesty International group in the college.

20 Attendance at religious services is voluntary. A daily mass held in the college chapel is usually attended by six to 12 students and staff. There are also half-termly liturgies appropriate to the liturgical cycle and to special events in the life of the college, such as Foundation Day. The Foundation Day mass was attended by about 400 people. The chaplains organise and lead occasional weekend retreats in conjunction with other colleges, and provide a counselling service. A chaplaincy support group of



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six students works closely with the chaplains, provides feedback on the events, and evaluates the chaplaincy development plan. The chaplains support aspects of the college tutorial curriculum, for example by providing the 'thought for the day' which serves as the basis for the daily prayer incorporated into each tutorial session.

21 There are currently two students with physical disabilities, and eighteen with some learning difficulties studying at the college. The college has a policy on special educational needs, although this does not differentiate effectively between the needs of gifted students, speakers of other languages and students with learning difficulties and/or disabilities. There is a special needs committee with representatives from all faculties. A high level of support and care is provided for students with learning difficulties or disabilities. The college is seeking to extend the range of provision for such students and has established a special needs budget of £4,000. Work is progressing on an access course to enable them to progress to an NVQ level 1 programme in business administration or a GNVQ in health and social care at foundation level. An interview system is being devised which is intended to improve the identification of prospective students' needs before entry. One head of department has a cross-college responsibility as the special needs co-ordinator, assisted by another member of staff. There is at present a lack of expertise and experience in this field.

22 Currently, there is no policy relating specifically to race or gender. However, equality of opportunity is viewed as integral to the ethos of the college. The selection criteria for teaching posts include evidence of a commitment to equal opportunities and multi-cultural education. The college handbook specifies that racism will not be tolerated in word or action. The tutorial programme includes discussion of the issues of discrimination on the grounds of race, gender, class, sexual orientation, religious belief and other perceptions of difference and equality. Respect for other than Catholic cultures is encouraged in the liturgies and in the religious education programme. The college undertakes a survey in which students are asked to identify their own ethnic origins. Of present students, 71.5 per cent classify themselves as white. The proportion of the staff classed as white is higher but recent appointments are broadening the ethnic balance of the staff.

23 A marketing strategy has identified many ways for promoting the college and a number of these are now established. A marketing committee oversees and evaluates all initiatives. This has been effective in ensuring a dynamic approach to the fostering of good public relations. Marketing materials are generally well produced and informative, although some subject-specific leaflets prepared by individual departments are less attractive. The prospectus is the responsibility of a vice-principal, with the help of the media resources department and support technicians. Copies are distributed to partner schools through the link member of staff. Catholic and local newspapers are used to publicise the college to non-partner schools. There is scope for more active recruitment of students with

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learning difficulties and/or disabilities, both through the college prospectus and through liaison with special schools.

24 Relationships with the colleges' partner schools are excellent. There is a strong sense of shared purpose between the schools and the college. Much of this results from the college's transition from a sixth form centre and the fact that about half the college staff originally taught in the partner schools. These links are vigorously fostered and high priority is given by the college to identifying and meeting the needs of the schools. Each school has a named member of staff who liaises with the college, which in turn has a designated senior member of staff to liaise with each school. Schools are kept informed about the achievements and destinations of their pupils. While such administrative and pastoral links are well-developed, there is scope for more extensive collaboration at curriculum level so that the transition from school to college can be achieved more effectively.

25 Links with the parishes are strong and serve to emphasise the continuity of provision with the partner schools. Two local priests who serve on the governing body also visit the schools regularly as well as the college. The students and their parents see the college as the logical next step from school. Reasons cited include the quality of the pastoral care, the continuity of the Catholic environment, and the good facilities.

26 The importance of good working relationships with parents is emphasised in the college's work. There are good reporting and consultation arrangements which are much appreciated; communication is rapid and efficient. Parents feel they are kept well-informed of students' progress and that they are able to ask for and secure a meeting at any time. They consider that the information given in marketing materials, at open days and interviews is realistic. The college has quickly established a positive image within the local community and within its local parishes in Lewisham and Greenwich, particularly for the quality of its care and the dedication of its teachers. The 'Friends of Christ the King' is an organisation that enables parents to express their support for the college through fund raising and social activities. The social events are well attended by staff, students and parents.

27 The TEC has provided £30,000 towards open learning provision, specifically for computers and modifications to the library. A further bid for £24,387 has been accepted to provide a computerised registration system, with electronic identity cards for all staff and students. The college is developing its links with the local Education and Business Partnership committee. TEC representatives expressed approval of the college's implementation of the issues in which it has an interest, and feel that the partnership is a productive one.

28 Links with employers are being developed at a number of levels, mostly through the work experience scheme for students and the work placement scheme for teachers. In particular, the business studies staff have forged substantial relationships with a variety of public and private sector organisations through the work experience programme for

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vocational students. These relationships have led to a number of inputs from employers on both vocational and academic courses. This year eight members of staff had industrial placements, each of about a week's duration. This was part of a staff development plan to enable all staff to benefit from commercial or industrial updating every four years.

29 Several European connections are being developed; for example, the field trip to France for geography students. The loan of an exhibition by the Horniman Museum and the Confraternity of St James generated considerable interest in the pilgrimage to Santiago de Compostela in Spain. There are plans for a party of students to join the pilgrimage at Easter 1995.

30 Relationships with higher education institutions are at an early stage of development. There have been reciprocal visits of staff with South Bank University and there are plans for further collaboration. In particular, as one outcome of negotiations with the University's business school, college students will be allowed to use learning facilities at the university and will be guaranteed interviews should they apply for places.

31 Relations with the local authority have remained warm since the college left its control. Lewisham careers service provides 40 days of careers advice and the college benefits from remaining within the Lewisham TVEI consortium. This year, TVEI funds of £18,000 have helped to augment resources in departments and in the library, as well as contributing towards the cost of computers for open and flexible learning and paying for support for finding work experience placements for GCSE students.

#### **GOVERNANCE AND MANAGEMENT**

32 The college's Roman Catholic ethos is at the centre of its mission and is emphasised throughout all its activities. The archdiocesan representative is satisfied that the ethos of the college as a Catholic community is based on the teachings and practices of the Catholic Church as required by the instruments and articles of government, and that the ethos is effectively implemented through the work of the college.

33 An active and effective governing body takes a strong role in maintaining the college's Catholic direction and ethos. The board consists of 19 members, including the principal. Eleven of the governors are foundation governors appointed by the Roman Catholic Archdiocese of Southwark, and a further four governors were appointed by the foundation governors from the local Roman Catholic community. In addition, there are two staff governors and a representative of the TEC. The governors have a wealth of experience in education and professional fields, providing expertise in finance and insurance, accountancy, surveying, psychology, law, educational management and higher education. The college makes good use of their skills and knowledge. There are strong connections between many of the governors and local schools and parishes and these give a depth and continuity to relationships, important in this newly-established college.

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34 Many governors are closely involved with the life of the college. Some were involved in making all the appointments and therefore know all members of staff. One governor is a local parish priest and has known many students since their early schooldays. Another attends meetings of the student council at the students' request. A professional surveyor on the governing body has given a great deal of time to assisting with problems concerning the college's buildings. Governors sometimes visit the faculties whilst the college is in session. An important link with other local providers is that the director of education for the London Borough of Lewisham is a member of the governing body.

35 There is a regular cycle of meetings of the governing body which are well-attended. Good quality reports are presented by the principal at each meeting and detailed financial reports are provided quarterly. Standing committees are the finance and general purposes committee, which also deals with employment issues, the disabled access committee, the audit committee and the remuneration committee which reviews the salary of the principal and vice-principals. The work of all these committees is conducted in a business-like manner.

36 The college's first strategic plan was drawn up by the senior management team and is appropriate in scope for a new college. Faculty development plans linked to the objectives of the college's strategic plan were subsequently produced through detailed consultation with staff on a faculty by faculty basis. Reviewing faculty development plans is part of a continuing process which contributes towards the formation of the next strategic plan.

37 Management of the college is strong, and there is effective leadership from the principal. The senior management team comprises the principal and two vice-principals. An openness of approach is exemplified by the 'contract of expectations' which has been drawn up between the principal and vice-principals. This is an informal statement negotiated between the participants setting out the levels of support and performance which they expect from each other. The overall management ethos encourages participation by staff at all levels. Two major management groups chaired by the principal deal with strategic and monitoring functions respectively, whilst a third, chaired by the vice-principal for curriculum and community, deals with curriculum resourcing. A range of working groups deal with cross-college issues and through these most teaching and some support staff have the opportunity to be involved in college developments. There is an elected student council which meets weekly.

38 Communications within the college are good. Senior managers take advantage of the comparatively small scale of the organisation to keep close contact with staff. The principal speaks to all teaching and support staff in a weekly briefing meeting and there are two full staff meetings a term. There are regular faculty, departmental and subject meetings. An information sheet, the 'Daily Bulletin', is distributed to all staff, giving notices and reminders for staff and students and also the 'thought for the day' for use in registration sessions.

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39 Financial consultants are retained to advise on the preparation of accounts which are externally audited. There has been a detailed analysis of course and unit costs which will be used to inform future financial decisions. Resources are distributed across the faculties through a combined system of bidding by faculty heads and of allocations weighted by course type and number of students. There is devolvement of budgets by heads of faculty to heads of department.

40 Because the college was not established until September 1992, the FEFC did not publish an inherited unit of funding for 1992–93. The main source of funding is the FEFC, although there is some income from the South Thames TEC, from the TVEI, from the students direct to the college's voluntary fund (which is to become a registration fee) and from a profit-related scheme linked to the catering contract. The college's income and expenditure are shown in figures 3 and 4.

41 Computerised management information systems are being implemented successfully. Tailor-made and flexible systems are in use for the generation of data on students and staff, and timetables and examination performance as well as financial information. Several performance indicators are currently in use, including examination results, retention, attendance and progression rates, although further development is needed. Reports on retention rates, examination results and students' destinations are provided to the governing body.

42 Enrolment targets are based upon a phased growth of the college. The 1993–94 enrolment target was 690 students. Although 691 students enrolled in September 1993, this number had reduced to 671 on roll by November 1993, the date used by the FEFC to determine whether college enrolment targets have been achieved. This means that the college achieved just over 97 per cent of its enrolment target.

43 Destinations are monitored in three stages. There is a post-GCE A level counselling session for students in September, an awards evening in December and a telephone survey in January, which all provide destination information. A 90 per cent response rate was achieved with the college's first cohort of leavers.

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

44 The college has a well-developed policy for recruitment which is clearly stated in the prospectus and in other information provided for potential students. This information emphasises the Christian ethos of the college and the implications for young people considering enrolment. There are substantial links with seven 11–16 partner schools which are co-ordinated by members of the senior management team of the college in close consultation with the staff of the partner schools. Pupils receive information at presentation events in their school followed up by open evenings at the college. The open evenings are well attended and records are kept of who attends. An additional open evening is run for students who have made individual enquiries or applications. Attendance at this

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event in March 1994 numbered 168 prospective students from about 60 schools.

45 Well-structured and informative interviews are conducted for applicants. A comprehensive programme of staff development in interviewing and associated skills has been undertaken by all staff involved. Serious notice is taken of references from schools. Commitment to an acceptance of the ethos and requirements of the college is reinforced by the signing of the personal agreement by students and parents at the time of interview. Those applying for entry from partner schools have priority in the allocation of places until the end of January, after which they are considered on an equal footing with outside applicants in strict chronological order.

46 The enrolment process is responsive to the needs of individuals. Prospective students have the opportunity at open events and interview to explore the full range of programmes of study. Allocation to courses is negotiated on the basis of demonstrated interest and a points system based on expected school achievements. The final decision on the choice of study programme is made at enrolment. During enrolment staff are available to counsel students whose grades either failed to meet or exceeded expectations. Students who are not offered places are counselled on other suitable alternatives. Enrolment details are entered directly onto a networked computer system.

47 There is a stated commitment to have a policy and system for the assessment of prior learning within 12 months in order to fulfil the needs of new curriculum initiatives, particularly in vocational courses.

48 There is an attractive and detailed handbook for students and an induction programme which introduces them to the environment, ethos and working practices of the college. The programme includes an introduction to the library and learning resources area, and identifies the pastoral and academic support available. The college's policy relating to entry to examinations is made clear during induction. All students interviewed were fully aware of the standards of behaviour and attendance required by the college.

49 In addition to the general induction to the college, most students have a subject specific induction which gives them guidelines on expected course activities and requirements, together with the level of commitment expected from them. Students report that course requirements are identified and clarified during this process. Good examples of course handbooks were observed in a number of areas of study. A particularly good example has been produced for GCE A level English.

50 Transfer between programmes can be undertaken during the first half term of study, or in exceptional circumstances after one term of study. A change of programme can only be authorised by the senior tutor within the faculty after detailed discussion and consideration with the student and staff concerned, and with parents. This is a formal and detailed process which discourages students from taking precipitate decisions.

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51 Pastoral support is substantial and greatly valued by students. The tutorial system is efficiently managed by the committee charged with overseeing the care of students and has a significant role in the implementation of the college's aims concerning their spiritual, personal and educational development. All students are assigned a personal tutor with whom they can discuss individual difficulties. Tutors hold regular review meetings with their students during which targets are negotiated. There are daily tutorial meetings for briefings on day-to-day matters. Weekly group sessions cover a range of contemporary moral, spiritual, cultural and political issues, and also practical sessions on study skills, preparation for examinations, completion of application forms, careers guidance and action planning. Individuals needing special support receive it; for instance, there has been some very sensitive support of an individual with impaired mobility through liaison with the student herself, her parents, her former school and class teachers.

52 Attendance, punctuality and diligence are monitored carefully. There is an expectation in the college that students will attend for a minimum of 85 per cent of the time. Records show that this target is achieved or exceeded in most areas of the college. 'Concern notes' are used by staff to highlight support needs and disciplinary concerns relating to individual students. This system is college-wide and monitored in each faculty by senior tutors. Reports on the progress of students are sent to parents twice a year.

53 A counselling service is provided for students and staff by the chaplains, both of whom are qualified counsellors. A policy of self-referral exists, but students may be advised by their tutors to avail themselves of the opportunity to see a counsellor. There are plans for a number of teachers to undergo training in counselling during the autumn term of 1994. The chaplains contribute in other ways to the pastoral, social and spiritual life of the students. They have daily informal contact with the students in the chaplaincy room, where students can relax in their free time, and they give a high priority to celebrating the multi-cultural richness of the college community.

54 Comprehensive careers education and advice are available to all students. The college has a well-resourced careers area within the library and receives 40 days of support each year from Lewisham Careers Service. Progression into employment, other further education and higher education receives full attention in the college and is dealt with in a thoroughly professional manner. The aim of the careers staff is not simply to guide students into employment but to address their personal as well as their occupational fulfilment.

55 Records of activities and attainment form a part of the assessment of many programmes within the college. Funding from the TVEI has been used for work on individual action planning, which is seen in the college as an integral part of the personal development programme for students and includes the recording of achievement. There has been in-service training

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for staff on action-planning. Software applications for this work have been trialled with two pilot groups, the diploma in vocational education (DVE) engineering and the GNVQ art and design.

56 Students are advised of their rights and responsibilities from their earliest contact with the college. The prospectus, course information leaflets, enrolment forms and personal agreements make these clear. The elected student council meets regularly with a clear agenda and minuted meetings. A budget of £100 each month, taken from restaurant profits, has been allocated to this group to spend for the benefit of the students. The officers of the student council feel that they have a positive contribution to make to the life of the college, and that their views are sought and acted upon by the college management. The vice-principal and chaplain are members of the council and report back to relevant cross-college management committees. As a result of work done by the student council, the opening hours of the restaurant have been increased at lunchtime and stereophonic music equipment has been installed in the students' common room.

57 The students' experience at Christ the King Sixth Form College is very positive. Students report that they receive a high level of support and encouragement from teachers, management and chaplains. Their feelings about the atmosphere in the college can be summed up in the words of one student – 'caring control'. This level of commitment to their welfare is highly regarded by students.

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

58 The teaching in the college is good and leads to effective learning. Of the 150 teaching sessions inspected, 74 per cent had strengths that clearly outweighed the weaknesses and in 23 per cent there was a balance of strengths and weaknesses. In only 3 per cent of the classes did the weaknesses outweigh the strengths.

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

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE A/AS level		19	43	23	1	1	87
GCSE		4	14	3	–	–	21
GNVQ		2	6	1	–	–	9
NVQ		4	2	–	–	–	6
Other		6	11	8	2	–	27
Total		35	76	35	3	1	150

59 All of the courses are comprehensively planned with clear aims and objectives. Course programmes for GCE A level and GCSE programmes are well documented and ensure that the syllabuses are covered fully. In some cases, these syllabuses have been embellished to provide additional learning opportunities. For example, art and design students benefit from



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a regular programme of visits to galleries and museums in London. Such visits form the basis for further research and assignments. Programmes of work for vocational courses allow students to acquire relevant knowledge of subject areas and develop important skills such as the ability to analyse issues in a rigorous manner and to communicate findings and conclusions effectively.

60 Students are encouraged to take responsibility for their own learning. The college succeeded in its bid for funds from the South Thames TEC to address this issue. Some initiatives have been taken to encourage more independent learning by students. For example, English students are expected to chart their activities on a year-planner in order to organise most effectively the way they spend their time. On most courses, documented programmes of study are distributed, but some of these lack sufficient detail to offer students effective guidance in the planning of their studies.

61 The quality of much of the teaching in modern languages was excellent. Teachers made use of a variety of activities which focused clearly on the aims established for each session. There was a close rapport between teachers and students which made the students keen to contribute and heightened their enjoyment of the various activities undertaken. Teachers were adept at making use of the personal experiences of the students to improve motivation and to emphasise the relevance of the material being studied. Students demonstrated an excellent understanding of current social and political issues, such as the separatist movement in Spain. Imaginative use was made of satellite television programmes, transmitted live from Europe, to stimulate further discussion.

62 The quality of the teaching in all other subjects was mainly good. Teachers in all areas have a sound knowledge of their subject and of current developments. Most sessions were carefully planned, effectively managed and included stimulating and challenging activities. In most classes, adequate attention was paid to the differing learning needs of the students. A helpful focus on individual work was particularly strong in GNVQ health and social care at intermediate level, where some students were in need of considerable support. However, in some English, geography, and business studies sessions, less able students were not involved in discussions and debate as much as they might have been. The laudable aim of promoting independent learning amongst the students led, at times, to a lack of focus and inefficient use of time in some science, performing arts and geography classes.

63 Overall, most students have satisfactory opportunities to develop appropriate communications and presentational skills. The ability to work effectively in small groups is strongly promoted on many courses. The extent to which information technology is used in analysing and presenting information varies widely. In the mathematics classes, computers were often used as they were on business administration courses leading to NVQs, where students were encouraged to use a good variety of software

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applications. In contrast, GCE A level economics and business students had little exposure to the role of computers in data analysis.

64 In addition to their regular classes, students can attend workshops in 24 subject areas. Teachers may identify students in need of additional support or students may refer themselves. The workshops allow opportunities for students to strengthen their knowledge of a subject or refine particular skills. The sessions inspected were well attended and generally effective in strengthening learning. There has been some work on the diagnostic testing of students, and audits of all students' skills in information technology and mathematics. In addition, the Adult Literacy and Basic Skills Unit tests for numeracy were piloted with the diploma in vocational education groups during the year 1993-94. The college plans to work collaboratively with another further education establishment to introduce a more appropriate test to identify specific learning needs in numeracy.

65 Courses which are assessed wholly or partly through coursework have schedules of assignments which relate closely to the aims and objectives of the programmes. In most cases, assessment criteria are stated and clearly understood by the students. On all GCE A level courses, homework is set regularly and in some subjects, such as mathematics and modern languages, there is regular testing which provides a good preparation for the demands of public examinations.

66 To prepare students further for their GCE A level and GCSE examinations, the college has established a formal, intensive programme of revision sessions in some subjects, during the Easter vacation. As well as providing a brief resume of each course, the sessions are designed to enable students to plan their revision programme effectively and to identify and remedy particular weaknesses and gaps in their knowledge.

67 The grading of written work is not always as helpful to students as it might be. Modern foreign language teachers use their own marking schemes which can be confusing to the students and some written work in art and design and in the performing arts was not graded. In such cases, students had difficulty in gauging their own progress.

68 The extent to which teachers provide students with comments on written work varies widely, sometimes even within the same subject area. For example, in English, business administration, modern foreign languages and religious studies there were detailed comments and helpful suggestions on how the work might be improved and in some instances students were directed to attend relevant workshop sessions in order to address particular weaknesses. In contrast, the annotation provided on some drama and economics scripts was cursory and of limited value to students.

69 On most courses, the progress which students are making is clearly recorded by the tutors and discussed with the students. Teachers of English and modern foreign languages, for example, spend much time talking to

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individual students about the work they have completed and setting targets for the future. The acquisition of NVQ competencies is recorded in a detailed manner in the students' files and allows them to measure their achievements at a glance.

### **STUDENTS' ACHIEVEMENTS**

70 Students in art and design, modern foreign languages, government and politics, social sciences and business studies achieve a good standard of work. In other subjects, the standards achieved are more variable, although generally satisfactory.

71 Most students are well motivated and enthusiastic about their work, a feature assisted by the excellent relationships which exist between them and their teachers. Many students have professional aspirations in their subject area.

72 In the sessions inspected, most students acquired knowledge at an appropriate pace and were able to apply this to problem-solving and the analysis of information. Students on vocational courses and also on some GCE A level programmes are given substantial opportunities to work on problems in small groups. This has enabled them to develop effective team-working skills.

73 The extent to which students have developed appropriate communications and presentational skills varies significantly between courses. Such skills are evident amongst art and design and modern foreign language students but less developed in the case of geography students. Similarly, the ability of students to study effectively on their own varies from course to course. Language students have only limited opportunities to develop such skills. In contrast, many of those on vocational business studies programmes and the more able students of English are encouraged to work productively with only limited interventions from their teachers. Many of those who study music play musical instruments to a good standard and art and design students have appropriate technical skills. However, the acting skills of drama students are less developed than they might be.

74 Students on many courses make extensive use of computerised word processing packages to prepare and present their work. However, their knowledge of other software applications such as spreadsheets is more limited. In particular, students on GCE A level courses in economics and business studies have a low awareness of the role of information technology in analysing economic data and assisting decision making in business.

75 The standard of students' written work is, generally, satisfactory. The portfolios of students on courses leading to NVQ and GNVQ qualifications are neat and efficiently organised.

76 Completion rates for most courses are high. Some students change or modify their programmes but few terminate their studies early. During the current academic year 40 students out of a total enrolment of 691 in

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September 1993 had left the college by February 1994 (approximately 6 per cent).

77 Since the college was only established in 1992, students who completed two year programmes in 1993 undertook their first year of study at the sixth form centre. The results achieved by those who took combinations of GCE A levels were, generally, satisfactory. Most of these students took three or more subjects and 83 per cent passed in all of them. However, only 58 per cent of students taking two GCE A levels were successful in both subjects. These overall levels of achievement are reflected in the college's performance in national tables of examination results. Full-time 16 to 18 year old students at the college taking two or more GCE A levels in 1993 scored an average of 11.4 points (where A=10 points, E=2 points). This is above the median figure for colleges in London of 9.5 points but below the average figure for all schools and colleges nationally of 14.7 points.

78 Results in individual GCE A level subjects in 1993 varied widely. Those in chemistry were excellent and all students who took the examinations obtained a pass, half at grades A or B. Nationally, the pass rate for chemistry in 1993 was 81 per cent, with 35 per cent achieving grades A or B. The results achieved in Spanish were similarly impressive: a 90 per cent pass rate with 70 per cent of students obtaining the top grades compared with figures of 88 per cent and 41 per cent, nationally. Art and design students achieved a 97 per cent pass rate compared with a national figure of 91 per cent and in government and politics all the students passed, half with grades A or B. Sociology students achieved a pass rate of 93 per cent, compared with a national figure of 73 per cent, with 69 per cent achieving grades A,B or C. The rates in some other subjects were below the national figures. The college has recently subscribed to the Advanced Level Information Service (ALIS) to assess how students perform at GCE A level in relation to their GCSE entry qualifications.

79 Pass rates in the few GCE AS subjects which were taken in 1993 were poor. GCSE results were satisfactory or good in most subjects. However, the proportions of students obtaining grades A to C in mathematics and English were 31 per cent and 33 per cent respectively, well below the rates for sixth form colleges nationally (39 per cent for mathematics and 55 per cent for English).

80 The results achieved by students on vocational courses were good. In 1993, 85 per cent of such students obtained their target qualification. Pass rates on the BTEC national diploma in business and the RSA programmes leading to NVQs in business administration were particularly high, 100 per cent in two cases. These results for vocational courses are reflected in national performance tables which indicate that in 1992-93 the college achieved a success rate of 94 per cent for 16-18 year old full-time students following such courses.

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81 Data on the destinations of students indicate that just under fifty per cent of GCE A level students who completed their course in 1993 progressed to higher education; 20 per cent continued in further education, and a further 24 per cent either took up jobs or sought employment. Overall, some 14 per cent of students who completed vocational courses took up places in higher education, with about one half of the successful BTEC national diploma students in business studies going on to higher education institutions. Approximately 23 per cent of vocational students continued in further education and 40 per cent secured or were seeking employment at the time the survey was carried out. An interesting feature of students' destinations in 1993 was that two students progressed to higher education with NVQ level 3 qualifications. This number is expected to increase in 1994.

### **QUALITY ASSURANCE**

82 In the first eighteen months of operation of the college there has been a focus on the development of its mission, strategic and internal planning and policy formation as foundations for quality. A number of processes are in place which will contribute to the development and monitoring of quality. Senior managers of the college are working with a consultant to develop quality management strategies. A policy and standardised procedures for quality assurance are being developed. This work was initiated with a whole-college conference on quality in July 1993. The resultant paper which sets out proposals on how the college should proceed was discussed in the faculties and revised by the College Development Committee. The system proposed is based on the concept of total quality management. A comprehensive report has already been produced which reviews many of the management processes in the college.

83 The concept of performance review is new to the college and not yet well established. There is no requirement to conduct reviews at course or subject level. As yet, targets for improvement are not formally set, but heads of faculty understand that improvement is expected. Some faculties conduct their own reviews, but there are no common systems across the college, nor are course teams required to produce timetabled action plans. The systems do not yet extend to reviewing the quality of all the college services.

84 All faculties were required to review the 1993 examination results in comparison with national statistics, to compare them with the previous year's results and to investigate the performance of individual students across subjects. There are examples of effective action resulting from such reviews. For example, as a result of its review, one faculty changed its choice of examination board and, in another area of its work, instituted a system to monitor more closely students' performance in completing assignments. However, not all of the reviews were conducted with sufficient rigour. The college should encourage faculties to co-operate in identifying and adopting best practice where it occurs.

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85 Some reviews highlighted the need for changes in college procedures such as admissions and entry criteria, support for students who only just meet entry criteria and staff development needs for all staff. Formal systems are not in place to implement changes to cross-college procedures as a result of the reviews. It was clear that informal discussion takes place in this well-run college, but the college should now develop a whole college approach in order to ensure that common issues are addressed systematically.

86 There is no college-wide system for collecting and analysing students' perceptions, although they are elicited as part of the ALIS return and have been sought in some areas, for example politics, business studies, Spanish, English and the tutorial curriculum. Different practices and questionnaires have been developed. Again, the college should address the need for standard college procedures and consider how to analyse and make best use of the results.

87 An introduction to appraisal has been carried out for all teaching and support staff, although so far, only the principal has undergone appraisal under the Lewisham local education authority system for the appraisal of head teachers.

88 The mission of the college includes a commitment to the professional development of all staff. A working party has developed a draft staff development policy which sets out the entitlement of staff to development activities, which both fulfil the aims of the college and enhance the professional development of individuals. Staff development interviews are held by line managers with each member of staff and this leads to the completion of a standard form. The interview includes a review of the previous year, identification of individual training needs and consideration of how these might aid in meeting targets for the faculty or the college. The document produced is confidential, although aspects of it may be used by the head of faculty in drawing up the development plan. There is possible conflict between the confidential nature of the completed standard forms and their use as a planning tool. The college should address this matter in devising its proposed system for staff appraisal.

89 One per cent of the college budget is devoted to staff development. The heads of faculty make bids to the vice-principal. The bids are expected to be in line with the faculty development plan. Funds are retained centrally to meet the training needs of the management and the support staff. Until now, staff development has concentrated largely on assisting staff to take up their roles in the new college and on the introduction of GNVQs. There are also five professional training days set aside annually for whole-college staff development. Whole-college training days in the current year have been used for work on induction and enrolment of students, the staff development policy, appraisal, students with learning difficulties, teaching strategies and strategic planning. Several members of staff are working towards the Training and Development Lead Body (TDLB) assessor and

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verifier awards. One senior member of staff has achieved TDLB units relating to internal verification and to the assessment of prior learning and acts as the college's internal verifier. Induction for new members of staff is carried out on a faculty basis and there is a monitoring system for new entrants to the teaching profession.

90 The college is developing its own charter in line with the requirements of the national charter for further education. Many of the requirements, for example those concerning the provision of information to prospective and existing students, and mechanisms for seeking students' views, already exist.

## **RESOURCES**

### **Staffing**

91 There is a sufficient number of teachers to cover the courses on offer: 41 full-time and 22 part-time teachers (49.5 full-time equivalents). Of the 63 teaching staff, 40 are women. Four of the eight senior managers (principal, vice-principals, director of studies and heads of faculty) and five of the 11 heads of department are women. There is one male and one female chaplain. There are 16 support staff (14.3 full-time equivalent), including five technicians.

92 Teachers are highly motivated and committed to their work. They are well-qualified and more than 90 per cent have a teaching qualification, 58 have a first degree and eight staff have higher degrees.

93 Teachers are committed to the developments in vocational education and training, but their industrial and commercial experience needs updating. This is being addressed through the cross-college industrial placement scheme for teachers.

94 Learning is supported by appropriately qualified and highly motivated technical, administrative, clerical and premises staff. The support staff are involved in college planning and four are qualified in first aid. There is insufficient technical support for teaching in art and design, performing arts and media studies.

### **Equipment/learning resources**

95 The college has defined its priorities for the purchase and provision of equipment and learning resources. The establishment and development of information technology across the college is good and supported by a team of teachers and technical staff. The computing facilities are excellent and there is a range of up-to-date software available to students. Subject specific software is limited in the language and science areas. The overall ratio of students to computer stations is 5.2:1, which is a favourable ratio. There is a good number of computers available to staff and in addition there are 14 laptop computers which provide a valuable facility for staff development and the writing of flexible learning materials.

96 The range and quality of equipment is good and a great deal of investment has been made to good effect. This is evident in design and

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technology, business management, photography and science. Textbooks are loaned to all students free of charge.

97 A combined library and flexible learning resource centre is available and the college is monitoring its use by students from different programme areas. The library is open from 8.45 am until 5 pm and is staffed by a full-time librarian aided by a full-time assistant. There are approximately 10,000 volumes, 4,000 of which were inherited from the sixth form centre and the existing school on the site. The library is funded at the rate of £12 for each student per year. Although there is a good range of journals, bookstocks are out of date and inadequate for most areas. The policy of retaining collections of books within faculties may need to be reviewed in order to allow access for all students to these resources.

98 The new computerised cataloguing system is an efficient management tool but is not accessible to students, who use the manual catalogue. This means that an opportunity for students to apply information technology skills is not being exploited.

99 Learning resources materials, such as videotapes, are available and accessible to students through the media resources technician. These facilities are good but overstretched. Additional resources are being developed within faculties to facilitate flexible learning approaches.

### **Accommodation**

100 The college was established on the site of a girls' school which was closed as part of the re-organisation process. It is located on one hillside site covering an area of approximately 15 acres and comprises two buildings linked by walkways.

101 The buildings date from the 1950s and a programme designed to adapt the premises to the needs of the college has, in the main, now been completed. The accommodation is generally of a high standard, well maintained and well decorated. The only area not decorated recently is the top floor of one of the buildings. This has not been undertaken owing to a leaking flat roof. It is intended to apply for planning permission for a pitched roof to this building with a view to having the work carried out later this year.

102 A notable attractive feature is the many imaginative and informative displays of students' work, and general works of art in the corridors, the public areas and also in all the classrooms. These provide a stimulating working environment. The attractiveness of the internal areas is further enhanced by the large number of potted plants.

103 The college environment committee has responsibility for the internal and external environment of the college. There is a planned programme of improvements which includes the planting of conifer trees to screen the college from the railway. A pond is being developed in collaboration with a local environmental group.

104 The nature of the hillside site accounts for the seven split levels of the buildings which at present are generally inaccessible for some students



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with physical disabilities. The governors recognise this and have commissioned a feasibility study for the installation of appropriate facilities, including lifts. To meet the cost of this work, which is expected to be in the region of £500,000, an independent charity has been formed called The Open Door to raise funds specifically for this purpose. Two governors are trustees of this charity.

105 The teaching accommodation for most areas of work is good; for design and technology it is excellent, with sufficient natural light and ample room for students to work on design and realisation. There are well-equipped studios for music, drama and media studies and comfortably-furnished, attractive rooms for religious education. The college has conducted its own accommodation analysis. General teaching rooms may need to be shared between the faculties more frequently. The timetable is being reviewed to allow a more efficient use of all the facilities. There is room for the planned expansion of student numbers. The hall is an under-used resource and its possible commercial use for conferences is to be explored.

106 Sports and recreational facilities are good and include a large gymnasium, a smaller multi-gym and three tennis courts. There is no sports field on site but there are facilities within easy reach of the college.

107 The library and independent flexible learning centre is situated in a pleasant, modern, split-level suite providing quiet study facilities for 110 students. Group work is discouraged in the library and students are required to use the foyer adjacent to the hall for this purpose. This is a limited facility in a small unsupervised, open-access area providing space for 16 students.

108 Social facilities for students are good and include a bright, well-used refectory and common room and an attractive meeting room in the chaplaincy area. The college has its own chapel. Students report general satisfaction with the facilities in the college. They respect their surroundings and there is little evidence of litter or damage to the furnishings and fabric of the buildings.

#### **CONCLUSIONS AND ISSUES**

109 In its first eighteen months of operation, Christ the King College has made a strong start in implementing its mission. The strengths of the college include:

- a strong Catholic ethos understood by all staff and students and implemented through all activities
- strong management and an active and effective governing body
- a responsive, flexible provision designed to meet the needs of students with a range of abilities and ambitions
- a programme of foundation studies which broadens and enriches the experience of students
- substantial pastoral support, greatly valued by students

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- well-planned courses with teaching which is mainly good

110 There are some weaknesses and the college should consider the following action:

- the further development of quality assurance, particularly in relation to the standardisation of procedures across the college
- development of expertise within the college for dealing effectively with students with learning difficulties and disabilities
- a review of library bookstock and books held in faculties to ensure up-to-date provision in the library and also ease of access for students.
- the provision of greater technician support in art and design, performing arts and media studies.

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## FIGURES

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

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2 Percentage enrolments by level of study (1993–94)

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3 Recurrent income (1993–94)

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4 Estimated expenditure (1993–94)

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

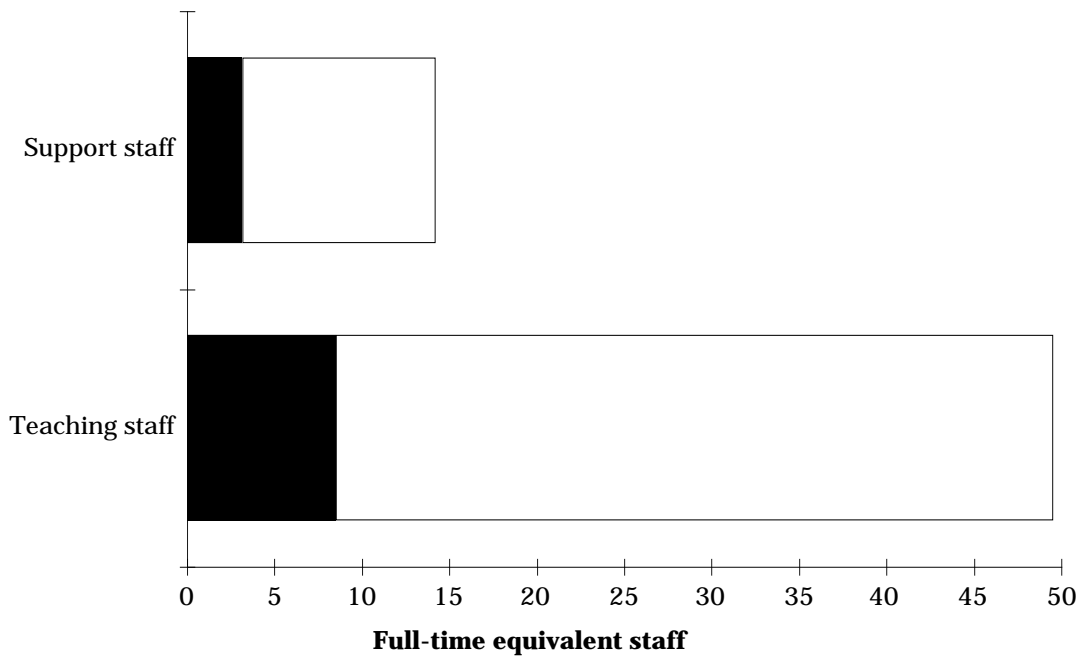
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**Figure 1**

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**Christ the King College: staff profile – staff expressed as full-time equivalents (1993-94)**



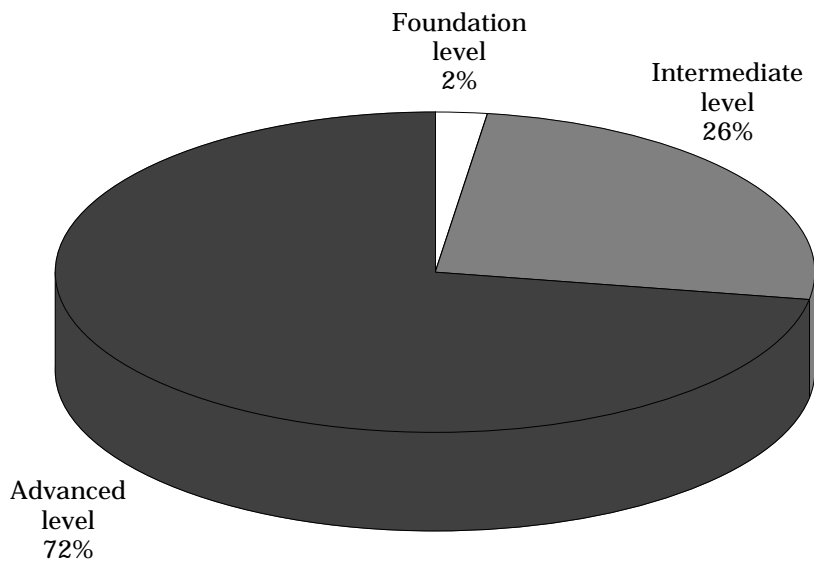
Full-time equivalent staff: 64

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**Figure 2**

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**Christ the King College: percentage enrolments by level of study (at November 1993)**



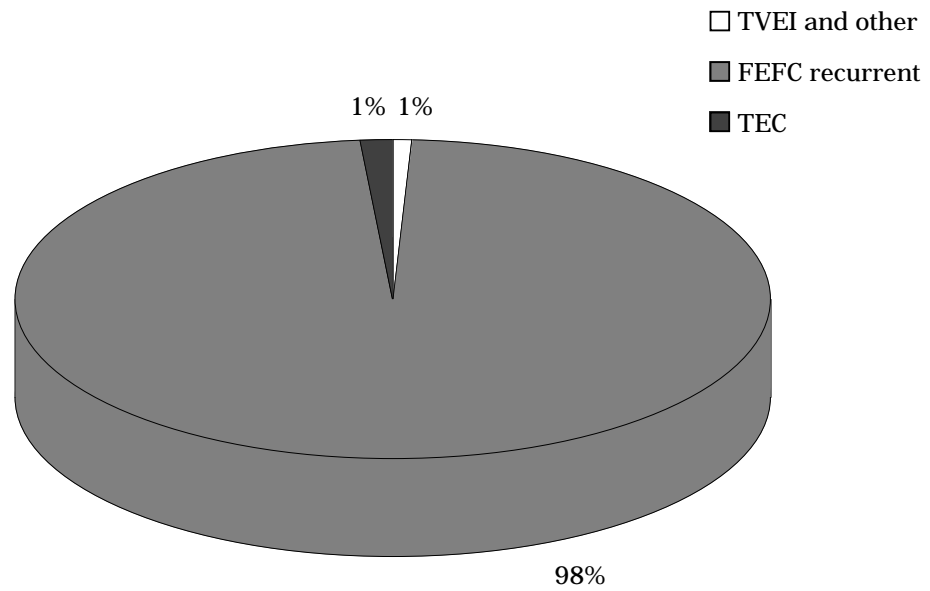
Enrolments: 671

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**Figure 3**

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**Christ the King College: estimated income (1993-94)**

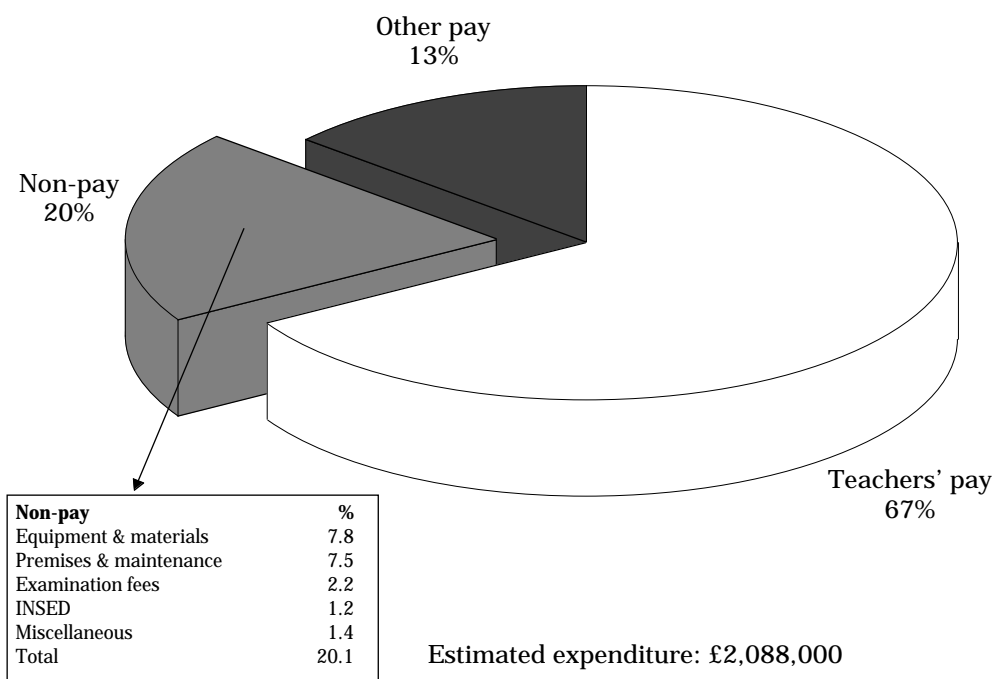


Estimated income: £2,188,000

**Figure 4**

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**Christ the King College: estimated expenditure (1993-94)**



Estimated expenditure: £2,088,000

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