

East Norfolk Sixth Form College

REPORT FROM
THE INSPECTORATE
2000-01

THE
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EDUCATION
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COUNCIL

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FUNDING COUNCIL***

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

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

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Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1999-2000, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	6	44	44	7	0
Cross-college provision	9	45	38	8	0

Source: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Sample size: 112 college inspections

Note: percentages subject to rounding

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 1996, would appear in the results for 1997-98 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

East Norfolk Sixth Form College

Eastern Region

Inspected October 2000

East Norfolk Sixth Form College was established in 1982 and is one of two colleges, the other a general further education college, providing post-16 education in the borough of Great Yarmouth. The college provides mainly for 16 to 19 year olds on level 3 courses, particularly GCE A level courses. For the inspection in 2000, the college produced its second self-assessment report since the last inspection. The process involved teachers in all areas, but there were few opportunities for support staff or governors to contribute. Inspectors agreed with many of the strengths identified in the self-assessment report, but considered that significant weaknesses had been overlooked. They agreed with three of the four curriculum grades and with only one of the cross-college grades. In the case of one of the cross-college grades, inspectors awarded a grade which was two grades lower than that in the self-assessment report.

The college offers courses in four of the 10 programme areas funded by the FEFC. Inspectors awarded grades in four programme areas, as well as for aspects of cross-college provision. Progress to address the weaknesses identified at the last inspection has been slow. In the areas inspected, students' achievements are mostly good on GCE A level courses, with a

high proportion of high grades. However, retention rates are poor on some courses. Most teaching is good and courses are well managed. Students benefit from a range of enrichment activities. There is a strong commitment by staff to provide support for students and they review students' progress regularly. Support for students wishing to enter higher education is effective. The college has strong links with its partner schools. It is increasingly attracting adult students through its 'learning shop'. Although weaknesses in quality assurance procedures have been given attention, current arrangements are not yet sufficiently effective to produce discernible improvement in key areas of the college's activity. Governors bring a wide range of experience and skills to the college. The college has good links with external agencies. The management structure was undergoing change at the time of the inspection. The college should: address some low or declining rates of retention; improve IT facilities for students in lessons; develop arrangements for providing and monitoring additional learning support; address significant weaknesses in its quality assurance arrangements; ensure a safe environment for students and staff; clarify roles and responsibilities of managers; and develop and formalise target-setting and planning at all levels within the college.

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

Curriculum area	Grade	Cross-college provision	Grade
Science	2	Support for students	3
Business studies	3	General resources	3
Art and design	2	Quality assurance	4
English	2	Governance	3
		Management	3

The College and its Mission

1 East Norfolk Sixth Form College opened in 1982 and is located on a single site in Gorleston, a residential town on the southern side of Great Yarmouth. It draws its students from the town of Great Yarmouth and parts of East Norfolk and North Suffolk. There are two general further education colleges within a 15-mile radius; East Norfolk is the only sixth form college within that area. Of all 16 year olds in the Great Yarmouth area, 69% continue in further education, compared with a national figure of 71%. Most of the college's students come from nine partner schools. All of the college's 650 daytime students are 16 to 19 years old. More than 60% of them come to the college from the rural areas. Over 200 adults attended the college's evening classes during the academic year 1999-2000, mainly studying a range of information technology (IT) courses. Three hundred learners were recruited in the newly opened 'learning shop' in summer 2000.

2 The college has adjusted its curriculum offer to meet the requirements of curriculum 2000. It offers 37 subjects at general certificate of education advanced subsidiary (GCE AS), 34 subjects for the second year of the GCE advanced level (GCE A level), a variety of general certificate of secondary education (GCSE) courses and a small number of BTEC and advanced vocational certificate of education (AVCE) courses. It maintains a strong enrichment programme for its full-time students.

3 The borough of Great Yarmouth on the edge of the Broads National Park is a popular destination for day trips and short breaks in the United Kingdom. Local industries include electronics, engineering, food processing and tourism, while the port is a base for the energy industry. Unemployment, at 7.5%, is nearly double both the national and regional average. Transport links to the town are poor and some parts of the town have very high levels of social deprivation. A survey released in August 2000

by the Department of the Environment, Transport and the Regions placed Great Yarmouth in fifth position in England in terms of concentration of deprivation in its worst-rated wards. No other town in the southern half of the country was placed in the top 10.

4 In September 2000, the college had 58 full-time equivalent staff. There are 34 full-time and 11 part-time teachers, three full-time and 17 part-time support staff and three senior postholders. The senior management team comprises the principal, vice-principal, director of studies and the college administrator. The management structure was in a transitional period at the time of the inspection. The college is a member of the local chamber of commerce, which provides important links with employers and the community.

5 The college's mission is 'to give all students the best possible opportunities to develop their potential through a quality provision of a wide range of mainly academic courses, which will offer a variety of clear progression routes to employment and higher education'. To achieve its mission the college will:

- aim for excellence in all of its operations
- provide a caring learning environment for all students
- develop its curriculum to meet the broadening needs of the students it serves
- continually develop increasingly constructive links with schools, other colleges, industry, parents and the community
- maintain its role as first-choice location for the courses it provides
- continue to develop a welcoming, friendly and purposeful environment for teaching and learning.

The Inspection

6 The college was inspected during October 2000. The self-assessment report and

Context

information from other directorates of the Further Education Funding Council (FEFC) were evaluated before the week of the inspection. The college was notified of the sample of its provision to be inspected approximately two months before the inspection. The college encountered problems with its individualised student record (ISR) information and, as a consequence, this inspection report contains incomplete tables for students' achievements. ISR data for 1998 were inaccurate and unreliable for use in the inspection. The data for 1999 were resubmitted to the FEFC in advance of the inspection and, along with 2000 data, were found to be substantially accurate. The inspection was carried out by a team of eight inspectors and an auditor working for a total of 38 days. They held meetings with students, staff, managers and governors and examined college documentation. In the curriculum areas, inspection included observations of lessons and tutorials, reviews of students' work and discussions with students and teachers.

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1999-2000. Of the 54 lessons observed, 71% were rated good or outstanding and 5% were less than satisfactory, compared with the national average of 62% and 6%, respectively. The comparable figures for sixth form colleges in 1999-2000 were 72% and 3%.

Lessons: inspection grades by programme of study

Programmes	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	9	23	5	1	0	38
GCSE	0	2	3	1	0	6
GNVQ	0	2	1	0	0	3
Other*	0	2	4	1	0	7
Total (No.)	9	29	13	3	0	54
Total (%)	17	54	24	5	0	100
National average, all inspected colleges 1999-2000 (%)	17	45	31	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1999-2000:*

Chief inspector's annual report

Note: percentages subject to rounding

*includes tutorials

Context

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1999-2000. The average level of attendance was above the national average for sixth form colleges of 84%.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
East Norfolk Sixth Form College	14.0	87
National average, all inspected colleges 1999-2000	10.3	76

Source for national average: Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report

Curriculum Areas

Science

Grade 2

9 Inspectors observed 12 lessons, across the range and levels of science courses. The self-assessment report comprised separate subject reports for biology, chemistry, physics and science GCSEs. The subject reviews are comprehensive and inspectors agreed with most of the college's identified strengths and weaknesses.

Key strengths

- high standard of teaching
- high pass rates at GCE A level
- effective management of courses
- consistently high levels of attendance and punctuality

Weaknesses

- unsuitable layout and fittings in laboratories
- insufficient use of IT in teaching
- insufficient time available for extra subject support

10 The college offers a range of GCE A/AS levels in chemistry, physics, biology, social and environmental biology and environmental science. Students study four GCE AS subjects together with general studies, key skills and an enrichment programme. There is also a single science GCSE course. Progression from GCE A level programmes to higher education is good.

11 Inspectors agreed with the self-assessment report that most teaching is good. Teachers are knowledgeable and confident about their subjects. Lessons are well planned and well structured and there are good schemes of work. In nearly all the lessons, students were attentive and involved in the work. In many lessons, teachers effectively developed students' understanding of concepts through skilful

directed questioning. In others, handouts were used well to summarise key information presented on the overhead projector. In a biology lesson on population growth, a case study was the basis for teacher-led discussions to which all students contributed. Students' well-organised notes showed that they had also used information about the ecology of the Norfolk Broads. In a physics lesson, the teacher demonstrated the laws of motion using an air track linked to a computer display, and followed it up in a discussion which developed students' understanding of the concept. Practical lessons are effective and students are able to provide reasoned explanations for the results of their experiments. Students carry out their practical work with proper attention to safety. At the beginning of a chemistry lesson the risk assessments were explained. There was little evidence of the use of IT in biology or chemistry classes. Students have a positive attitude towards their studies, which is confirmed in their responses to questionnaires. In all lessons observed, students were punctual and there were very few absences.

12 Courses are well managed and well planned. Schemes of work have been rewritten in the context of curriculum 2000. The current modular GCE A level scheme offers some flexibility in the choice of options, and student groups are adjusted so that their choices can be met. There are regular departmental meetings to consider curriculum issues. Additional mathematics support is available for students, particularly those studying physics. However, inspectors agreed with the self-assessment report that there is insufficient formal time available to provide students, particularly weaker ones, with extra help in their subjects. However, students acknowledge the value of the informal support that their teachers provide. Students' progress is monitored regularly through action-planning and 'profiling' or reviewing. The profiles do not always contain explicit targets for students and there is no

Curriculum Areas

consistency of approach in setting those targets which are identified. Each subject has targets for retention and achievement but the processes for setting targets and monitoring progress towards their achievement lack rigour. Targets set for retention in 2001 are below college targets for this year and below what was achieved in the previous year.

13 All theory and practical lessons take place in laboratories. The laboratories are clean and well maintained but the fixed benches restrict the range of approaches to teaching and learning. Many classes are too large for these laboratories. The self-assessment report acknowledges these weaknesses and the potential safety hazards of overcrowding in laboratories.

14 Homework and tests are set regularly and students report that assessed work is marked and returned quickly. Assessed work is of an appropriate standard. Pass rates at GCE A level mostly exceed or match the national average. The proportion of A to C grades achieved at GCE

A level is at, or above, national averages.

Chemistry results are consistently good and the college's value-added data show that chemistry students exceed the grades predicted on the basis of their GCSE achievements. Retention rates for most GCE A level courses are similar to the national average for sixth form colleges, although the number of students completing the course in physics was particularly low in 1999 and in biology fell significantly in 2000. Poor pass rates in GCSE human biology resulted in a decision to offer GCSE science in its place and pass rates have improved.

A summary of retention and achievement rates in science, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE science	2	Number of starters	*	14	15
		Retention (%)	*	71	87
		Achievement (%)	*	20	46
GCE A level biology	3	Number of starters	*	96	89
		Retention (%)	*	89	73
		Achievement (%)	*	86	94
GCE A level chemistry	3	Number of starters	*	50	70
		Retention (%)	*	82	84
		Achievement (%)	*	100	93
GCE A level physics	3	Number of starters	*	48	45
		Retention (%)	*	63	76
		Achievement (%)	*	93	97

Source: ISR (1998 and 1999), college (2000)

*data unreliable

Curriculum Areas

Business Studies

Grade 3

15 The inspection covered GCSE, GCE A/AS level and general national vocational qualification (GNVQ) courses in business, and a GCE AS in accounting. Eleven lessons were observed. Inspectors agreed with some of the judgements in the self-assessment report but considered that the college had not identified some weaknesses.

Key strengths

- the good standard of much teaching
- high pass rates on the GCE A level and GNVQ courses
- good support for students from well-qualified staff

Weaknesses

- low retention rates on GCE A level and GNVQ business courses
- insufficient monitoring of course performance
- ineffective integration of IT with teaching
- insufficient attention to the needs of less able students

16 The range of business courses at level 3 has been extended with the introduction of curriculum 2000 to include GCE AS accounting and business studies and the advanced vocational certificate in education (AVCE) in business. There is little provision at level 2 and there are no vocational courses at intermediate level. The GCSE business studies course did not run in 1998 and 1999 but has been reintroduced in 2000. The college recognises that it needs to develop a common format for schemes of work. There has been a history of individual teachers planning teaching schemes with little co-ordination across the team. Schemes of work have been written for the new GCE AS courses. These do not show how key

skills are to be assessed. The performance of the courses is insufficiently monitored.

Although targets for student retention and achievement rates are set for each subject, these are not the focus of rigorous review at a wider college level. Staff do not routinely have access to management information for monitoring attendance and retention. There is an over-reliance on staff checking documents such as individual class registers. These weaknesses were not identified in the self-assessment report.

17 Inspectors agreed with the college that the standard of most teaching is good. In the best lessons, teachers interwove clear exposition with effective questioning and classwork. For example, a GCE A level business studies lesson began with an initial presentation on the concept of product differentiation. This was effectively reinforced by students being required to analyse pictures of consumer groups in order to distinguish between different approaches to market segmentation. Students' work is carefully marked and teachers take the opportunity in lessons to debrief them on common weaknesses and misunderstandings. Students are positive about the support they receive from individual staff. In the less successful lessons, insufficient account is taken of the ability range of students. The pace of work is too fast for less able students and little use is made of direct questions to individual students to check their understanding. On the GNVQ programme, assignments and assessments are well designed. External verifiers' reports comment favourably on the standards achieved. Second-year students have developed good information retrieval skills and work conscientiously through their assignments. Despite a range of available opportunities, only a third of second-year GNVQ students are supplementing the GNVQ course with additional qualifications such as vocational options or a GCE AS course. The attendance rate at lessons observed during the inspection was 82%, lower than the college's target.

Curriculum Areas

18 As the self-assessment report notes, teachers are well qualified. Some have postgraduate qualifications at masters level and above, and most teachers hold relevant teacher training and assessor awards. Within the team, there is experience of examining business studies at GCE A level. There is little access to IT resources within the business studies classrooms. This constrains the integration of IT with teaching and learning. For example, there is little evidence of the use of business websites in teaching or students' work.

19 Inspectors agreed with the self-assessment report that pass rates are high on the GCE A level business studies course and the GNVQ advanced course in business. Both rates are above the national averages for sixth form colleges in 1999. According to the value-added system employed by the college, results in GCE A level business studies are broadly in line with the grades predicted from students' performance in GCSE examinations. The college's self-assessment report did not recognise that retention rates on the GNVQ and GCE A level programmes are poor. They are well below the national averages for sixth form

colleges. For example, on the GNVQ advanced programme in 1999, only eight out of the 16 students who started the course gained a qualification. There has been a declining pass rate on the GCE AS business studies course.

A summary of retention and achievement rates in business studies, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCE A level business studies (full-time, two-year course)	3	Number of starters	*	78	64
		Retention (%)	*	77	71
		Achievement (%)	*	94	100
GNVQ advanced business	3	Number of starters	22	16	10
		Retention (%)	86	50	60
		Achievement (%)	94	100	83
GCE AS business	3	Number of starters	21	18	19
		Retention (%)	76	94	89
		Achievement (%)	87	88	63

Source: ISR (1998 and 1999), college (2000)

*data unreliable

Curriculum Areas

Art and Design

Grade 2

20 Inspectors observed 12 lessons in art and design, photography and media studies. They broadly agreed with the strengths and weaknesses in the self-assessment report although they considered that the significance of weaknesses in resources was underestimated.

Key strengths

- wide choice and flexibility of subjects
- effective teaching in most lessons
- prompt, useful feedback to students on their work
- good GCE A level achievements at A to C grades
- outstanding students' work in fine art and textiles

Weaknesses

- poor retention on GCE A level courses
- overcrowded specialist accommodation and some health and safety issues
- inappropriate timetabling for practical lessons
- inadequate specialist IT facilities and technician support

21 The college offers GCE A level options in fine art, textiles, graphic design, three-dimensional design, photography, media studies and film studies. Evening classes in photography, textiles and film studies are also available. Faculty staff work well together and have rewritten schemes of work for all these subjects, paying particular attention to equal opportunities issues. Teachers are well qualified, some with recent relevant industrial experience which they make good use of in their teaching.

22 Inspectors agreed with the college that most teaching is effective and that teachers use

an appropriate range of teaching methods. In media lessons teachers manage group work effectively, use video clips skilfully and provide clear handouts which explain key words. In an art lesson, a flamenco dancer in a striking vermilion costume was used as a model. The students' drawings captured the rhythm of movement and were vigorous and expressive. Teachers regularly reinforce students' learning through question-and-answer sessions and by drawing attention to successful work. They assess work regularly, using clear criteria. Feedback to students is prompt and detailed with effective suggestions for improvement. Students are able to develop key skills when they present their work to other students during lessons. Students' oral skills are not sufficiently well developed in media studies. Teachers organise regular trips to galleries locally and in London, as well as trips abroad. A trip to Barcelona inspired much original work.

23 Significant weaknesses in resources for these subjects were not fully recognised in the self-assessment report. There is a good, well-lit studio for work in textiles, basic intaglio, silk-screen printmaking and drawing. The studio often has to accommodate two groups with up to 22 students in each group. The space is too small and this arrangement is only possible because of excellent management by the head of department. The room used for three-dimensional and graphic design is badly organised, cramped and contains large, redundant metalwork machines. Students are unable to produce work larger than A3 size because of the lack of space. Inspectors reported this workshop to be unsafe due to the level of dust, the dangerous state of machines and the location of the open forge hearth. Health and safety problems were identified in the self-assessment report and in faculty minutes, but action to address them was still outstanding at the time of the inspection. Access to specialist IT facilities to use in lessons outside of classrooms is severely limited and the

Curriculum Areas

department's IT room is too small for staff to demonstrate the software effectively. Technical support for art and design is inadequate. Insufficient time is allowed for practical lessons. Lessons last for 40 to 70 minutes, which is not enough time for students to develop the necessary skills. The detailed preparation of materials and equipment by staff helps to alleviate the problem to some extent.

24 There are good pass rates on most GCE A level courses. In fine art and textiles, the pass rates in 2000, with 88% of completing students passing with A to C grades, are well above the national average for sixth form colleges. The proportion of A to C grades achieved by students on three-dimensional design courses, at 66%, is also higher than the national average. All GCSE media students who entered for the examination passed with A to C grades. However, these successes must be seen against poor retention in

1999-2000. In fine art and textiles, media and film studies GCE A level courses, retention rates are below the national average, a weakness not noted in the self-assessment report. Students' work in media and film studies is good.

Students show good understanding of the concepts and critical ideas relevant to the subject. Their written commentaries are well presented and their video work is inventive. The work of many fine art and textile students is outstanding. They explore ideas extensively and make intelligent references to contemporary artists. Their work is sophisticated and particularly strong, in both painting and textiles, in the use of mixed media to create a range of textural surfaces. A significant number of students progress to art and design foundation courses and to degree courses in art and design and media.

A summary of retention and achievement rates in art and design, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE media studies	2	Number of starters	†	12	8
		Retention (%)	†	83	75
		Achievement (%)	†	10	100
GCE A level art and fine art and textiles	3	Number of starters	*	68	43
		Retention (%)	*	78	69
		Achievement (%)	*	100	100
GCE A level media studies	3	Number of starters	*	57	37
		Retention (%)	*	73	46
		Achievement (%)	*	95	88
GCE A level three-dimensional design	3	Number of starters	*	47	47
		Retention (%)	*	74	79
		Achievement (%)	*	97	89
GCE A level film studies	3	Number of starters	†	†	22
		Retention (%)	†	†	55
		Achievement (%)	†	†	100

Source: ISR (1998 and 1999), college (2000)

*data unreliable

†course not running

Curriculum Areas

English

Grade 2

25 Inspectors observed 13 lessons covering GCE A level English literature, GCE A level English language and GCSE English. They agreed with most of the judgements made in the self-assessment report, but considered that insufficient weight was given to weaknesses in teaching and learning.

Key strengths

- lively teaching supported by good materials
- good pass rates in GCE A level English literature and GCSE English
- well-managed courses
- high standards of students' work
- a wide range of opportunities for students to enrich their studies

Weaknesses

- significant decline in proportion of high grades achieved at GCE A level
- some ineffective group work

26 The introduction of curriculum 2000 has increased the number of students taking advanced level courses in English. At the time of the inspection, 87 students were taking GCE A level English courses in year two; the number of students who enrolled in September 2000 had increased to 143. Thirty-eight students were repeating GCSE English in the daytime and 12 adults were taking the part-time GCSE evening course. As the self-assessment report indicates, courses are well managed. Communication within the department is good. The English team has developed thorough and effective schemes of work and produced imaginative and carefully structured teaching material. Thoughtful revision of teaching schemes and teaching methods has taken place in response to the opportunities afforded by curriculum 2000.

27 Teaching is invigorating. Inspectors observed the successful use of a variety of learning methods. Students work in pairs and groups, make presentations and take part in lively question-and-answer sessions and debates. In one lesson, group work on *King Lear* led to short presentations by students on aspects of language and characters. Students in another lesson compared the text with excerpts from a video performance of the play, showing developing critical awareness. Groups working on the poems of George Herbert increased their understanding and enjoyment of metaphysical poetry through discussion and debate. In a GCSE lesson for adults, the teacher's lively approach brushed away cliché and staleness and breathed new life into Wordsworth's *Daffodils*. In many lessons, the teacher's personal enthusiasm energises the students' learning. In a few lessons, particularly in some GCSE lessons and where groups were large, teachers failed to involve all students in classroom activities and group work went on too long to be effective. These weaknesses were not identified in the self-assessment report. Teachers effectively monitor students' progress and readily help individual students who need additional support. Students are able to enrich their studies by visits to theatres and conferences. Recently, there have been visits to productions of *Measure for Measure* and *Rosencrantz and Guildenstern are Dead*. The poet Carol Ann Duffy gave a reading of her work in the college, enhancing students' appreciation of one of their set texts.

28 Inspectors agreed with the clearly identified strengths and weaknesses in students' achievements in the self-assessment report. The pass rates in 2000 in GCE A level English literature and GCSE English, at 100% and 83%, respectively, are well above the national averages for sixth form colleges. The pass rate for GCE A level English language has declined to 90% in 2000 and is just below the national

Curriculum Areas

average. GCE A level English language and literature is no longer offered at the college following a poor performance in 2000. There has been some decline in the achievement of A to C grades on all GCE A level courses. The A to C rate on the English language course still remains above the national average but on the English literature course it has fallen from 74% to 47%. Attendance during the inspection was 84% overall, but in a number of classes attendance was low for such an early stage of the year. Retention on all courses is around the national average.

29 Students' oral and written work is of a high standard. They enjoy argument and debate, read aloud well, and are willing to listen to each other. Their English language investigations demonstrate a range of research, presentational and analytical skills. Particularly impressive were investigations into dyslexia, and the differences between boys' and girls' language acquisition. An analysis of the language used in

flyers from night clubs in Ibiza was entertaining and erudite. Essays written on Carol Ann Duffy's poetry were argued with elegance and a high degree of critical judgement. These pieces were typical of the work sampled by inspectors.

30 Teachers are well qualified. The suite of three classrooms where most of the teaching takes place is well furnished and pleasantly decorated with students' work, up-to-date posters and study aids. Video facilities are available in every room and there is a large stock of video recordings. There is no staff work base. This weakness was not identified in the self-assessment report.

A summary of retention and achievement rates in English, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE English	2	Number of starters	*	39	38
		Retention (%)	*	79	79
		Achievement (%)	*	68	83
GCE A level English literature	3	Number of starters	*	69	58
		Retention (%)	*	90	84
		Achievement (%)	*	100	100
GCE A level English language	3	Number of starters	*	43	37
		Retention (%)	*	70	78
		Achievement (%)	*	100	90
GCE A level language and literature	3	Number of starters	*	19	14
		Retention (%)	*	84	86
		Achievement (%)	*	94	82

Source: ISR (1998 and 1999), college (2000)

*data unreliable

Cross-college Provision

Support for Students

Grade 3

31 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report. However, some strengths were overstated and inspectors identified some additional weaknesses.

Key strengths

- effective pre-entry advice and guidance
- good support for students from teachers and tutors
- effective guidance for progression to higher education
- wide range of enrichment activity

Weaknesses

- insufficient co-ordination and monitoring of support services for students
- poor provision and monitoring of learning support
- deficiencies in attendance monitoring
- inadequate counselling arrangements

32 Inspectors agreed with the college that there are comprehensive and effective arrangements for advising and guiding potential students. The college has well-established links with its nine partner schools. College staff and students attend year 11 parents evenings and make presentations to year 11 pupils. Open days and 'taster' sessions at the college are well attended. The prospectus contains useful information on subject content, entry requirements, and student support services. Students feel that the guidance they received helped them in their choice of course. Enrolment and induction procedures are clear and well organised. The informative student handbook includes the student charter and a useful diary listing key events. Students appreciate the high levels of personal support

they receive from their teachers. However, the different aspects of student support are insufficiently co-ordinated and monitored at management level to ensure a consistent level of service for all students. This weakness was not identified in the self-assessment report.

33 All full-time students have a personal tutor, usually one of their teachers. Students have a brief daily registration session with their tutors and two 40-minute tutorials each week. The tutorial programme has expanded in line with requirements for curriculum 2000. Personal tutors provide a demanding combination of pastoral support, careers education, GCE A level general studies and some aspects of key skills. Helpful support material is available for teaching general studies and for assisting students with compiling their key skills portfolios. However, there is no scheme of work showing how the various parts of the tutorial programme fit together and no monitoring of the quality of tutorial provision.

34 Students' progress is monitored effectively. Subject teachers and personal tutors review students at key points during the year. They make detailed comments on students' progress and keep parents well informed. However, students' action plans and their personal targets deriving from the process are imprecise. The self-assessment report acknowledges that target minimum grades are not used effectively in monitoring students' progress. The college recognises the need to improve the monitoring of students' attendance. The current system does not identify attendance problems in a sufficiently rapid or accurate way. The college plans to introduce an electronic register system to address this weakness.

35 There is no clear and effective strategy for providing learning support. As the college acknowledges, learning support within curriculum areas is provided informally and students are not always aware of its availability. A recently appointed learning support co-ordinator combines this role with a

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responsibility for key skills co-ordination. For the first time in September 2000, all new full-time students undertook a diagnostic assessment in literacy and numeracy. The tests revealed a high percentage of students requiring some additional support. At the time of inspection, arrangements for addressing these needs were unclear. Some additional learning support lessons had been arranged but were not well attended. A learning support base room had been established but contained few resources. The college has no central record of the take-up of additional learning support and no means of monitoring its effectiveness. Learning support teachers do not maintain systematic records of students' progress. Tutors working with dyslexic students have received no training in how to help them.

36 On average, 81% of those students applying to higher education are successful. Students receive effective help from personal tutors with their decisions and applications. Careers advisers from Norfolk Careers Service spend two mornings each week in college. They carry out individual interviews, hold 'drop-in' sessions and conduct some group presentations. They do not work directly with tutors on the careers elements of the tutorial programme. A careers library contains an adequate range of up-to-date, paper-based material and software. Support for the 20% of students seeking employment is less well developed.

37 The college's arrangements for providing personal counselling for students are inadequate, a weakness not identified in the self-assessment report. A teacher is available for consultation on one afternoon each week. She is not a qualified counsellor. A list of external agencies with telephone numbers is included in the student handbook. However, the college has no formal contact with these agencies.

38 The college's enrichment programme offers an impressive choice of sporting, cultural and

recreational activities. Some, such as first-aid and GNVQ marketing, give students the opportunity to gain additional qualifications. The majority of activities on offer have attracted high levels of student support. The college also organises a range of curriculum-related activities including trips abroad and to universities. The students' association executive meets weekly and provides a lively forum for discussing college issues. It organises a programme of entertainment throughout the year and successfully promotes a number of charity events.

General Resources

Grade 3

39 Inspectors agreed with many of the judgements in the self-assessment report but identified a significant additional weakness.

Key strengths

- good progress in the development of IT for general and community use
- good library facilities
- attractive display areas and effective use of noticeboards

Weaknesses

- some poor accommodation and grounds and lack of regular maintenance
- unsatisfactory application of health and safety procedures
- inadequate communal facilities for students

40 The college is located on a single site close to the town centre and opposite a council recreational field which is occasionally used by the college for sports events. Accommodation has improved in some areas since the last inspection. Some general teaching rooms have been adapted to meet the needs of larger classes

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and provide a stimulating learning environment. Circulation areas benefit from attractive displays. Students' successes are celebrated openly on noticeboards and good use is made of students' own artwork in common areas. The college has taken steps to improve access to the college buildings and facilities for those with restricted mobility, though some parts of the college, particularly the temporary classrooms, remain inaccessible to wheelchair users.

41 Since the last inspection, a new library has been completed. The building is bright and attractive and is popular with students and staff. Students make constant use of the facility, though there is some concern that it is not a silent place for study. The library contains 11,000 volumes and, at the time of the inspection, the college was removing outdated stock. An excellent audiovisual centre contains over 8,000 video programmes for staff and student use and inspectors judged that the video resource was outstanding. The facility is situated away from the library and the resources are not catalogued on a common system. Computers with Internet access and CD-ROM facilities are available in the library. The administrative system for monitoring students' use of the library is inadequate and the library's opening hours are limited to daytime during the term.

42 Inspectors agreed with the self-assessment report that there remain deficiencies in the college's accommodation and grounds. Directional signs to the college and inside the buildings are poor. The reception area and entrance to the college are hard to find and are not particularly welcoming to visitors. There is no specified area where students can go for welfare or guidance services. Temporary classrooms have been adopted as the solution to an increased number of classes. These are in regular use but are not popular with students and staff. Some classes are timetabled in rooms which are too small or inappropriately furnished. The college's gymnasium is small

and the changing room is used for storage. No hard court area or sports hall is available on site although the provision of a multi-games area is planned. At the time of the inspection, the college used off-site facilities for team sports. Landscaping of the site is poor.

43 The planned maintenance programme has not been implemented consistently. Routine checks of the premises do not take place and reports are irregular and lacking in detail. Health and safety is not monitored closely. These weaknesses were not identified in the college's self-assessment. No documentation exists for a review of emergency evacuation procedures and there were no plans for a practice in the calendar. Inspectors discovered a number of health and safety issues. For example, access to the temporary buildings is across a car park which is continually used by staff, students and visitors and which, at night, is poorly lit.

44 The college has invested heavily in the development of its computer facilities. It has 111 computers, the majority purchased since the last inspection. The ratio of computers to students is much better than in the last inspection at 1:6. Computer facilities for general and community use are good. The college has used funding from the East of England Development Agency to establish an attractive and well-equipped 'learning shop', which provides IT training for adults. Despite this overall improvement, IT facilities in some curriculum areas are poor. The college recognises this weakness and equipment for curriculum areas is a priority in the five-year information and learning technology strategy.

45 As the self-assessment report recognises, recreational and communal facilities for students are inadequate. The end-of-year survey of students' views was critical of catering facilities, the common room and toilets. In winter, heating in the common room is inadequate. The furniture is poor. At peak times the

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common room is overcrowded, even though a number of students leave the site due to its inadequacies. Staff workspace has been improved, although it is inadequate in some departments.

Quality Assurance

Grade 4

46 Inspectors agreed with some strengths identified in the self-assessment report but considered that many weaknesses had been omitted. Some weaknesses identified at the last inspection still remain.

Key strengths

- progress in standardising quality assurance procedures in the curriculum
- improvements arising from effective analysis of feedback from students

Weaknesses

- ineffective arrangements for monitoring the performance of the college
- inadequate arrangements for staff development
- some poor subject reviews and action plans
- lack of rigour in the monitoring of the quality of teaching and learning
- ineffective college charter

47 One of the college's corporate objectives is 'to improve quality in the college through an effective quality assurance system'. Inspectors agreed with the college that it has made progress in standardising its quality assurance procedures since the last inspection. For example, its revised calendar of activities is well considered and appropriate. A handbook has recently been produced which includes relevant details of the new procedures. However, the

college's quality assurance system has not yet been fully developed or implemented. There is no detailed quality assurance policy. The arrangements for monitoring the performance of the college are ineffective. There is no systematic and regular evaluation of quality assurance procedures. Managers' responsibilities for quality assurance within the college are not clearly identified or understood. Quality assurance procedures do not enable the college to identify areas in need of improvement, such as poor retention on some courses. These significant weaknesses were not identified in the self-assessment report.

48 There are some poor subject reviews and action plans. Annual subject reviews are produced to a standard format. The best ones contain well-considered judgements supported by a wide range of evidence drawn from lesson observations, surveys and college data on achievements. In other cases, the analysis of teaching and learning and of students' achievements and retention is weak. Staff seldom use performance indicators or national benchmarking data to assess progress. Some retention and achievement targets set for subjects are inappropriate. Progress towards achieving these targets is not systematically monitored. Annual action plans often lack sufficient detail to enable staff to address specific weaknesses. Some plans are not clearly written, contain no dates for the review of actions, and lack measurable objectives. Not all identified weaknesses are included in action plans. Outcomes of actions are assessed but where they are unsuccessful, teachers and managers have not subsequently analysed the reasons for failure. Some of the data generated through the college management information system have been unreliable, hampering the effective implementation and monitoring of some quality assurance procedures. The college has recognised this weakness and has taken steps to remedy it.

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49 The quality of teaching and learning is not monitored rigorously. This was identified at the previous inspection. The college is developing its lesson observation scheme. Every teacher is observed twice each year, once by a fellow teacher and once by his or her line manager. Observations by line managers are graded but these only cover GCE A/AS level lessons. Outcomes from lesson observations are not analysed in order to identify staff development or resource issues. The college's own teaching observation grade profile for 1999-2000 showed significantly higher grades than those awarded by inspectors. Procedures for internal verification are undeveloped. The college has not reviewed its arrangements to ensure that common standards are used in the assessment of key skills.

50 Inspectors agreed with the self-assessment report that the college systematically collects and analyses the views of students on the quality of its provision, and implements improvements as a result. For example, following comments from students, the college provided new IT equipment and made improvements to the library. The students' association is active in articulating student opinion. Surveys of students' opinions are well established and three-year trends in levels of student satisfaction are produced. They show that student satisfaction levels are high. Students receive feedback on the outcomes of the surveys and these are communicated to subject teams to inform action-planning. The college charter is ineffective. It sets out statements of students' entitlement but does not identify measurable service standards to allow for effective monitoring. Many students are unclear about its contents. The college has recently produced service standards which it intends to provide in a revised charter. The formal complaints procedure for students is contained in the charter. The more informal procedure is not documented, and there is no published guidance to help ensure that staff deal with complaints consistently.

51 The self-assessment report did not identify inadequacies in arrangements for staff development. The staff development budget of £8,000 is low. Staff are requested to ensure that the college's strategic objectives are reflected in their staff development proposals but there is no regular evaluation of the effect of staff development on the achievement of the college's strategic goals. There is no plan which ensures that staff development activities relate to areas where improvement is most needed. The college has recently conducted a pilot for an appraisal scheme but this has yet to be implemented.

52 The 1998-99 self-assessment report was the second to be produced by the college. It is organised and presented clearly but it is insufficiently self-critical in some of its judgements. Some sections of the self-assessment report demonstrate an understanding of key issues, which are then addressed in action plans. In others, the actions planned are not sufficient to address the weaknesses identified. Governors approved the self-assessment report, but had little input into the process.

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Governance

Grade 3

53 Inspectors and auditors broadly agreed with the college's self-assessment of governance. They recognised that some weaknesses in the self-assessment report are being addressed.

Key strengths

- experienced governors who use their expertise to support the college
- close monitoring of the college's financial activities
- effective relationship between governors and senior managers
- governors' commitment to the success of students

Weaknesses

- some deficiencies in the conduct of business
- underdeveloped analysis of some key performance indicators
- no appraisal of senior postholders
- insufficient involvement in evaluating their own performance

54 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.

55 The corporation board has 17 members, drawn from local business, the community, college staff and students. Inspectors agreed with the self-assessment report that governors have a wide range of skills, which they use to benefit the college and students. The involvement of a governor with the work in the

science faculty led to the provision of a 'taster' course in a local hospital for students considering careers in medicine. Governors regularly attend events at the college. There are currently two vacancies on the board. The search committee is active and has appropriate and open procedures to identify new governors. The committee scrutinises the appointment and re-appointment of governors effectively, taking into account the need to maintain a balanced and skilled membership. Training and induction of governors are underdeveloped. Governors receive presentations in meetings but a continuing programme of training has yet to be established. Governors have felt induction to be weak and a mentoring system for new governors is now in place.

56 Governors have a clear view of the college's mission but until recently exercised a minor role in determining the strategic direction of the college. However, they are well informed about the external environment in which the college operates and recently established a strategic planning committee. Governors have good working relationships with college managers and clearly understand the distinction between governance and management. The self-assessment report recognises the need for greater information for staff about the role, responsibilities and decisions of governors.

57 The self-assessment report recognises that clerking arrangements hold potential for conflicts of interest and the college is currently recruiting an independent clerk. The board has established an appropriate committee structure, which covers search, remuneration, finance, audit, strategic planning and employment. Overall, attendance by governors has been good. Board meetings are well planned and clearly minuted. Committee business is appropriately reported. Corporation matters are conducted openly. Board and committee papers are available for public inspection. Meeting dates are available to the public on request.

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A 'whistleblowing' policy has been recently adopted. The clerk regularly updates a register of financial interests. However, there are aspects of corporation business which are not efficiently or appropriately conducted. Standing orders for the conduct of corporate and committee business have not been established. Meetings of the finance committee and the employment committee have been irregular and the committees have not met their terms of reference. The terms of reference of the finance committee are not comprehensive. Governors do not receive reports on key issues such as equal opportunities, health and safety or complaints, and do not systematically monitor the implementation of policies. The corporation has no arrangements for the appraisal of senior staff.

58 Governors receive management accounts every month, and consider the latest financial performance at every board meeting. They have been involved in amending the format of financial reports to meet their needs and are well informed about current and future issues. Cashflow forecasts, essential for providing governors with an indication of future solvency, are limited in their usefulness. Governors have not yet determined non-financial measures of college performance that will allow them to monitor its progress effectively. As recognised in the self-assessment report, they do not set targets for senior postholders. Governors receive an analysis of examination results but this does not include evaluation of value-added data. Governors approved the targets required by the FEFC but were unaware of the significance of the retention information given to them. Although they receive the self-assessment report, governors were not given an explanation of the basis on which decisions on grading were made. They have not received the outcomes of the student or parental surveys. Governors have not been involved with a review of policies. Governors are insufficiently involved in evaluating their own performance. The self-

assessment report on governance was prepared by the clerk and commented on by governors. The corporation has not set itself targets, although attendance at meetings is clearly monitored and action taken where necessary. The college did not consider acquiring an external view of governance when it was producing its self-assessment report.

Management

Grade 3

59 Inspectors did not agree with the college's judgement about the overall quality of its management. Several weaknesses identified in the previous inspection have not been remedied.

Key strengths

- effective management by most subject teams
- broadened curriculum for adults
- good external links
- effective financial reporting

Weaknesses

- inadequacies in college planning
- lack of clarity in roles and responsibilities
- underdeveloped use of management information in decision-making
- shortcomings in the development and review of college policies

60 Little progress has been made in addressing weaknesses identified in the previous inspection report. Inadequacies in corporate planning and management information systems have not been successfully tackled. A new principal was appointed in January 1999. At the time of the inspection, the college was in a state of transition with a new management structure being introduced. The new structure is designed to clarify responsibilities. However,

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the roles and responsibilities of some staff and managers remain unclear. There are few milestones or completion dates for implementing the new structure. There has been no training of staff for their new roles and there is no planned staff development. These weaknesses are not identified in the self-assessment report.

61 Management of the curriculum at subject level is generally effective. Most department teams are well organised. The college has successfully broadened its curriculum to include adults. Its recently introduced 'learning shop' recruited well in summer 2000 and the college has been active in recruiting to its adult evening classes. Beyond departmental level, the arrangements for monitoring the overall performance of the college lack rigour. This weakness is not recognised in the self-assessment report.

62 Inspectors agreed with the self-assessment report that the management information system does not fully meet the needs of college managers and staff. Some progress has been made in identifying these needs and in improving the quality of data. Reports are routinely produced on student retention and withdrawals but discrepancies remain between centrally produced data and those held by course teams. Management information is not sufficiently used in making decisions.

63 Some significant weaknesses in corporate planning identified in the last inspection report have not been resolved and were not identified in the self-assessment report. The college's strategic objectives have been translated into eight operating plans, which state action to be taken and individual responsibilities. Departments refer to strategic objectives in subject reviews but there are no systematic procedures for monitoring achievement against objectives. Targets in the strategic plan are not well understood by staff and the operating plan contains few quantified measures and targets. The college has a marketing strategy but this is

not translated into an effective marketing plan. There is no coherent strategy to address some poor student retention or teaching and learning issues such as methods for teaching less able students. Despite weaknesses in planning procedures, inspectors agreed with the college that there was thorough preparation for the implementation of curriculum 2000.

64 Action has been taken to improve communications across the college, as noted in the self-assessment report. The principal holds a daily briefing and publishes a newsletter. Whole-staff meetings take place at least twice a term and a staff forum enables staff to raise concerns. Managers and trade unions hold regular consultative meetings. However, despite these initiatives, a recent staff survey indicates that the majority of staff do not feel communication is fully effective. Support staff do not feel well informed.

65 There are shortcomings in the development and review of college policies. There is no comprehensive list of policies and the dates when they were approved. The corporation is not given routine reports on health and safety or equal opportunities, though the equal opportunities committee meets annually and makes recommendations to senior management.

66 Inspectors agreed with the college that there is good liaison with local schools and other colleges. The college is a supportive partner of the Great Yarmouth Education Action Zone and the principal attends meetings of the Coastal Region Association of Secondary Heads. The college is actively involved in the Norfolk and Waveney Colleges' Consortium, the Lifelong Learning Partnership in Norfolk, the University for Industry initiatives and the Great Yarmouth Learning Community. Partnership arrangements have enabled the college to widen participation by providing a successful learning shop for adults returning to learn.

67 The FEFC's audit service concludes that, within the scope of its review, the college's

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financial management is adequate. The college has good reserves and solvency. A qualified accountant, who is a member of the senior management team, heads the small finance function. Monthly management accounts and budget holder reports are produced promptly. The management accounts report historical and forecast information and a wide range of financial and non-financial performance indicators. The college regularly meets funding unit targets, although recently specified growth targets have not been met. Financial regulations have been established but the college has few procedures to ensure value for money in the use of funds and resources. The college's internal and external auditors have not identified any significant weaknesses in the college's internal controls.

68 The college does not satisfy the requirements of sections 44 and 45 of the *Further and Higher Education Act 1992* to provide a weekly act of collective worship. There is, however, an active Christian union which is supported by the college.

Conclusions

69 The college's self-assessment report covered all areas of the college's activity and built on the action plans in its previous report. Judgements were not always sufficiently evaluative, though the updated sections submitted immediately before the inspection were more incisive. There was a reasonable range of evidence, though judgements about teaching and learning relied too much on students' views and not enough on outcomes from lesson observations. Action plans, while identifying a large number of actions, were insufficiently specific. However, the action plans did not adequately address many of the issues arising from the previous inspection. Inspectors agreed with many strengths and weaknesses identified in the report, but considered that some strengths reported were given undue

weight and insufficient or no attention was paid to significant weaknesses. Inspectors disagreed with four of the five cross-college grades in the self-assessment report and with one of the curriculum grades, awarding lower grades than those claimed by the college.

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

College Statistics

Student numbers by age (July 2000)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	63
19-24 years	8
25+ years	29
Not known	0
Total	100

Source: college data

Student numbers by level of study (July 2000)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation) and entry level	16
Level 2 (intermediate)	8
Level 3 (advanced)	72
Level 4/5 (higher)	0
Level not specified	4
Non-schedule 2	0
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 2000)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	25	19	44
Business	6	7	13
Art and design	11	1	12
Humanities	28	3	31
Total	70	30	100

Source: college data

Widening participation

Based on a postcode analysis of 1998-99 ISR data, the college recruited 21% of students from disadvantaged areas defined in relation to the Department of the Environment, Transport and the Regions' Index of Local Conditions.

Staff expressed as full-time equivalents (September 2000)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	40	1	0	41
Supporting direct learning contact	4	1	0	5
Other support	12	0	0	12
Total	56	2	0	58

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

College Statistics

Three-year Trends

Financial data

	1998	1999	2000
Income	£1,634,000	£1,703,000	£1,779,000
Average level of funding (ALF)	£15.94	£16.20	£16.60
Payroll as a proportion of income	72%	71%	79%
Achievement of funding target	102%	103%	*
Diversity of income	6%	6%	7%
Operating surplus	-£71,000	-£48,000	-£143,000

Sources: Income – Council Circular 00/10 (1998), college (1999 and 2000)

ALF – Funding Allocations 1997-98 (1998), Funding Allocations 1998-99 (1999), college (2000)

Payroll – Council Circular 00/10 (1998), college (1999 and 2000)

Achievement of funding target – Performance Indicators 1997-98 (1998), college (1999 and 2000)

Diversity of income – Council Circular 00/10 (1998), college (1999 and 2000)

Operating surplus – Council Circular 00/10 (1998), college (1999 and 2000)

*not yet available

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	63	287	278	163	130	142
	Retention (%)	59	83	71	71	82	81
	Achievement (%)	41	13	82	60	61	60
2	Number of starters	211	268	220	39	28	89
	Retention (%)	82	83	81	72	82	66
	Achievement (%)	50	44	45	68	64	51
3	Number of starters	1,117	1,364	1,487	43	6	10
	Retention (%)	78	76	79	47	50	90
	Achievement (%)	86	93	86	89	100	56
4 or 5	Number of starters	0	0	0	0	0	0
	Retention (%)	0	0	0	0	0	0
	Achievement (%)	0	0	0	0	0	0
Short courses	Number of starters	8	13	158	13	0	32
	Retention (%)	50	85	82	100	100	100
	Achievement (%)	50	22	20	31	0	72
Unknown/unclassified	Number of starters	381	252	0	32	27	18
	Retention (%)	100	90	0	88	70	89
	Achievement (%)	100	67	0	75	89	53

Source: ISR

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