

Eastleigh College

**REPORT FROM
THE INSPECTORATE
1997-98**

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL***

The Further Education Funding Council 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 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.

Aggregated grades for aspects of cross-college provision, curriculum areas and lesson observations, for colleges inspected during 1996-97, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	59	30	2	–
Cross-college provision	18	51	27	4	–
Lesson observations	19	42	31	7	1

Source: *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report.* Grades were awarded using the guidelines in Council Circular 93/28, *Assessing Achievement*.
Sample size: 122 college inspections

Retention and Pass Rates

Where data on students' achievements appear in tables, levels of achievement are shown in two ways:

- as a retention rate, which is the proportion of students who completed a course in relation to the number enrolled on 1 November in the first year of the course
- as a pass rate, which is the proportion of students which passed examinations in relation to the number entered. Pass rates for GCE A level are quoted for grades A to E unless otherwise specified. Pass rates for GCSE courses are quoted for grade C or above unless otherwise specified. Pass rates for vocational and professional awards are for successful completion of the full award.

Summary

Eastleigh College

South East Region

Inspected December 1997

Eastleigh College, Hampshire is a general further education college which has recently undergone considerable change. During 1994-95 and 1995-96 the college encountered significant financial difficulties and, following the retirement of the principal in August 1996, a new chief executive was appointed in February 1997. In the last 12 months almost all senior and middle managers have changed. The preparation and writing of the self-assessment report coincided with these changes. At the time of its submission to the inspectorate, only the chief executive and one director were in post. Many managers who contributed to the report are no longer in post. Inspectors chose a sample of the college's curriculum on which to base their validation of the self-assessment report. This covered all FEFC programme areas for which the college provides, with the exception of science and basic education. Inspectors agreed with most of the college's conclusions about curriculum grades, but not on the cross-college areas.

The college's main provision is in vocational programmes for 16 to 19 year olds and in an extensive range of courses for adults which is offered throughout south Hampshire.

The college mission identifies vocational courses

to meet local individual and employer needs as a priority. The college is rebuilding effective relationships with local schools and other external partners, such as the Hampshire TEC. Student guidance is well organised and careers support is excellent. A high level of personal support is provided to students with moderate learning difficulties. The college has substantially improved its governance and management arrangements since writing the self-assessment report. The determination of governors and senior managers to address weaknesses is exemplified in the quality of the strategic recovery plan. Improvements to accommodation since the last inspection have provided students with good-quality accommodation overall. The quality of teaching ranges from outstanding to poor and lesson observation grades were equally split between grades 1 and 2 and grades 3 and 4. Examination results also range from very good to poor. If it is to achieve its own targets for improvement, the college should address: some ineffective tutorials and personal and academic support of students; some poor levels of students' achievements; the inadequate attention paid to the specific learning needs of students on some courses; the lack of involvement of staff in quality assurance; the introduction of rigorous course review and evaluation; and the development of management information systems, especially for data on students' achievements.

Curriculum area	Grade	Cross-college provision	Grade
Construction	3	Support for students	3
Engineering	4	General resources	2
Business	4	Quality assurance	4
Hotel and catering, including leisure and tourism	3	Governance	3
Health and care	3	Management	3
Art and design	3		
English, languages and communication	3		

Context

The College and its Mission

1 Eastleigh College was established in 1961 to meet the further education needs of the Eastleigh, Winchester and Romsey areas of south Hampshire. Eastleigh and its environs have a low level of unemployment, currently 1.3 per cent, most of which is long term. The area has a mixed economy. Public administration, retailing and hospitality are the major employment sectors, but there is also substantial and varied manufacturing activity. There is a relatively low level of employment in financial services, education, health and transport services.

2 All the maintained schools in the area provide for the 11 to 16 age range and approximately 70 per cent of school-leavers progress to full-time education at the college or to another sector college in Hampshire. The college is close to Barton Peveril College, a sixth form college, and, increasingly, there is contact between the two. Relationships between the college and its 16 main partner schools are generally good and improving.

3 In July 1997, the college had 1,853 full-time students, most of whom were between 16 and 18 years old, and 10,027 part-time adult students. Most full-time students pursue intermediate and advanced vocational programmes. Many of the adult students attend courses offered at centres in the south Hampshire region. Courses in non-vocational subjects are supported by Hampshire County Council. The most notable area of decline in students' enrolments is in general education. The college has decided to discontinue most courses in this area and to concentrate on the provision of vocational courses and on courses which enable adults to progress to other courses in further or higher education. The college undertakes a small amount of higher education work. In November 1997, the college employed 237 full-time equivalent staff, of whom 99 were support staff.

4 The college vision statement and mission were revised in early 1997 on the appointment of the new chief executive. They are designed to provide a clearer focus for curriculum development and to discourage inappropriate diversification. The college's mission is 'to create and sustain a college which can constantly and cost effectively adapt to the changing learning needs of the customers and the community it serves while retaining the things that make Eastleigh College special'. In its vision statement, the college is to become 'the centre of practical adult learning excellence; prized by local employers and individuals alike'. Efforts are now directed towards creating a set of shared values and involving staff in developing a common understanding of priorities and appropriate procedures.

Context

The Inspection

5 The college was inspected in December 1997. The inspection team had previously evaluated the college's self-assessment report and reviewed information about the college held by other divisions of the Further Education Funding Council (FEFC). The college submitted students' achievements data for the two years 1996 and 1997. It was unable to present data for students completing courses in 1995. Data were checked before the inspection against primary sources, such as class registers and pass lists issued by examining bodies. It was occasionally necessary to use data from the management information system where registers were missing. It was not possible to verify the data on students' destinations, which are largely unknown. The college was notified of the sample of its provision to be inspected approximately three months before the inspection. The inspection was carried out by 13 inspectors and an auditor working for a total of 51 days. Inspectors observed 111 lessons and examined students' work and college documents. Meetings were held with governors, managers, college staff and students.

Telephone interviews were conducted with local head teachers, managers of local businesses and community organisations and with the further education manager of the Hampshire Training and Enterprise Council (TEC).

6 Of the lessons inspected, 50 per cent were judged to be good or outstanding, and 14 per cent were less than satisfactory. This profile is below the average for general further education colleges, according to *Quality and Standards in Further Education in England 1996-97: Chief inspector's annual report*. The average level of attendance was 75 per cent. The following table shows the grades awarded to the lessons inspected.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	1	1	1	0	0	3
GCSE	0	1	3	0	1	5
GNVQ	3	16	7	5	0	31
NVQ	1	9	15	4	0	29
Other vocational	2	9	10	4	0	25
Access to higher education	1	1	1	0	0	3
Other	4	6	3	2	0	15
Total	12	43	40	15	1	111

Curriculum Areas

Construction

Grade 3

7 Thirteen lessons were observed, including tutorials. The college assessed its own performance as satisfactory but made few references to performance indicators, target-setting or action-planning. Although inspectors agreed with the college's overall assessment, they did not agree with some of the strengths claimed and identified some weaknesses which had not been recognised by the college.

Key strengths

- good teaching of practical work
- effective use of site visits and work placements
- excellent pass rates in general national vocational qualification (GNVQ) advanced and higher national certificate courses

Weaknesses

- poor students' attendance and retention on some courses
- small size of mechanical services workshops
- inadequate teaching in a significant number of lessons
- dull theory teaching
- some poor tutorial practice

8 The teaching of practical work is good; teachers' demonstrations of work are appropriate and effective. Students work well in the workshops and pay due attention to health and safety. Their work is of an appropriate standard and they develop suitable vocational skills. However, information technology (IT) skills are not adequately developed on craft courses. Site visits and work placements are used effectively to extend students' learning. Most teachers do not effectively plan their

classroom teaching or students' learning. Schemes of work are mostly lists of topics and lesson plans are not usually shared with students. In the better lessons, teachers used their own and students' work experiences to give reality to the learning, but often students' progress was slowed by keeping all students on the same task. In the poorer lessons, the work lacked rigour and students were required to do little more than copy notes from the chalk board. Much of the teaching in theory lessons was uninspiring. In GNVQ programmes, tutorials are well planned and managed. On craft courses some tutorials are poor: when they do take place they are often used as additional theory sessions. Most teachers' marking and comments on written work help students to improve their performance. Few of the weaknesses in teaching and learning were identified in the college's self-assessment report.

9 Students' achievements on advanced courses are better than those on craft courses. Results on the higher national certificate in building studies, the GNVQ advanced construction and on built environment courses have improved, and been above the national average, for the last three years. Students' achievements on craft courses are less well documented, but few students achieve their qualification in the time allowed. The refrigeration and air conditioning section celebrates the achievements of its students at an annual awards evening organised with good support from industry and the local community. Last year a student from the section was selected to represent the United Kingdom at the international youth skills Olympics in Switzerland.

10 The college offers a range of courses to meet the needs of students wishing to join or further their progress in the construction industry. It piloted the introduction of GNVQs in construction and built environment. It also offers progression to the higher national certificate and to craft building courses at

Curriculum Areas

national vocational qualification (NVQ) level 2. Students are able to attend part-time courses to suit their work commitments. However, the recording of students' achievements by teachers is poor. Inspectors confirmed the college's view that most full-time students' learning support needs are tested and assessed at induction. However, not all students have yet received test results or taken up the additional support opportunities available.

11 Although most teachers are qualified assessors, none are qualified to act as internal verifiers. Specialist accommodation and resources for building trades courses are of mixed quality. The plumbing workshop has recently been improved but is still too small for the size of most of the groups using it. The wood occupations workshop has some ageing equipment that is not appropriate for the courses offered, and insufficient test rigs. An additional workshop is being developed for refrigeration and air-conditioning but at present facilities to enable students to practise their skills are few. The electrical installation workshop provides good facilities.

Examples of students' achievements in construction, 1995 to 1997

Course grouping		1995	1996	1997
Advanced GNVQ	Retention (%)	88	88	100
	Pass rate (%)	50	88	100
Higher national certificate building studies	Retention (%)	+	77	100
	Pass rate (%)	+	83	88

Source: college data
+course not running

Curriculum Areas

Engineering

Grade 4

12 Twelve lessons covering motor vehicle, mechanical, electronic and software engineering were observed. Inspectors considered that the college overstated strengths in the self-assessment report, particularly with regard to teaching and learning and students' achievements, and they did not agree with the college's assessment of the quality of engineering.

Key strengths

- effective practical teaching providing good learning opportunities
- standards of assessment, assignments and marking
- the range of resources for specialist activities
- high standards of renovation of engineering artefacts in basic engineering courses

Weaknesses

- poor students' achievements
- insufficient planning of teaching
- inadequate checking of students' understanding by teachers
- too little variety in theory teaching
- few teachers with verifier and assessor qualifications
- the poor quality and range of engineering books in the library

13 The quality of teaching and learning in laboratories and workshops is good. Students enjoy developing skills and work well under good supervision and guidance from teachers. Students on mechanical craft courses have used their skills to renovate an old diesel and steam engine, engines, a ship's telegraph and an old crane. This work is carried out to a high

standard and has attracted considerable attention in the local media. In lessons on theory, teachers do not make the work interesting or plan it sufficiently to ensure that it takes account of students' needs. In many lessons, teachers did not check students' learning by directing questions at individual students or involving them in discussion; often they asked undirected questions and allowed the same students to answer them, repeatedly.

14 Student retention on two engineering national diploma courses has been poor over the last two years. Pass rates of 13 and 25 per cent last year were also poor. Students' achievements on craft courses are poor, but incomplete or missing information about enrolments and the numbers of students completing courses and achieving their qualifications prevents detailed analysis. Students are set written and practical assessments and assignments. The standard of work set is appropriate and is well marked. The work of mechanical craft students, particularly during renovation work, is good. They use workshop equipment to make all replacement parts. In the motor vehicle workshop, students repair customers' cars as part of their course.

15 The management of engineering was reorganised shortly before the inspection. Engineering is divided into four sections, each with a course manager reporting to the area manager. The arrangements are beginning to work well, although course managers are pressed for time in co-ordinating their teams and in developing work. Course teams meet regularly. They discuss students' performance but not ways of improving their completion rates or achievements. Minutes of some meetings attribute poor students' retention and achievement to the students and fail to consider the role of the teacher in these aspects.

16 All full-time teachers have been employed at the college for many years and most of their

Curriculum Areas

industrial experience is out of date. Only two teachers are qualified assessors and verifiers; more will soon be needed. There is appropriate equipment for all courses. Some items of test equipment such as the gas and engine analyser in the motor vehicle workshop do not meet current specifications. The computers used by software engineering students are out of date and insufficiently powerful. The number and range of engineering books in the library is poor.

Examples of students' achievements in engineering, 1995 to 1997

Course grouping		1995	1996	1997
National diploma in engineering (software)	Retention (%)	*	*	38
	Pass rate (%)	*	*	25
National diploma in engineering (electrical and electronic)	Retention (%)	*	*	75
	Pass rate (%)	*	*	13

Source: college data

*data not available

Curriculum Areas

Business

Grade 4

17 Inspectors observed 32 lessons across the range of business courses. The inspection covered courses in three college curriculum areas. Inspectors did not agree with the college's assessment of their quality.

The college overstated some strengths and did not mention some weaknesses identified by inspectors. The action plan addresses some issues, but does not address weaknesses in teaching or contain any measurable improvement targets.

Key strengths

- broad range of courses, with opportunities for additional study
- progression of students to employment and further study
- examination pass rates in some courses
- the number and quality of computers
- the opportunity for part-time students to study at times which suit them

Weaknesses

- examples of inadequate lesson planning
- failure of teachers to challenge or hold the interest of students in a significant number of lessons
- lack of differentiated materials for groups of mixed ability
- poor and declining pass rates and poor retention in a significant number of courses
- the inadequate college training office

18 There is a broad range of vocational courses for full-time and part-time students. They cover general certificate of education advanced levels (GCE A levels), GNVQs, NVQs, BTEC business and public services courses, professional studies, secretarial awards, and

RSA Examinations Board (RSA) computer literacy and IT courses. The number pursuing GCE A level and general certificate of secondary education (GCSE) courses is small. The opportunities for part-time students to study at times and at a pace to suit them are good. The design and implementation of courses is inadequately influenced by students' feedback.

19 Some schemes of work and lesson plans are detailed and well structured, but others are poorly planned and are mainly short lists of topics to be covered. In the better lessons, teachers provide work which is challenging and monitor students' understanding and learning. Practical lessons are conducted safely and teachers give individual attention to students who are in difficulty. Work experience is arranged for most full-time students. There are good levels of progression to employment and further study. In the poorer lessons, teachers fail to maintain students' interest or attention or set work which is appropriately varied or at a level which extends students' learning. Some teachers did not apply sound business practices when teaching and there was often a lax approach to punctuality and attendance. In classes of mixed ability, there are no specifically designed materials at different levels which take account of the differing needs of students. Some teaching pays inadequate attention to the application of theory. Curriculum organisation and management is generally satisfactory. Communication between curriculum areas could be improved. Weaknesses in lesson planning or classroom practice are not identified in the self-assessment report.

20 Inspectors did not agree with the college's view that the majority of students achieve their primary learning goal. Data on examination pass rates and student retention are incomplete and some are unreliable. The available data show the overall pass rate in the three curriculum areas to have fallen by 10 percentage points to 44 per cent in the last

Curriculum Areas

two years. In supervisory management, management accounting and the diploma in marketing course, pass rates are good. There are also good pass rates on GNVQ courses, though the number of students is small, and on some BTEC certificate and diploma courses. Pass rates on most professional courses and the majority of secretarial courses are below 50 per cent and some are as low as 13 per cent. However, in 1996 a student achieved the highest mark in the London Chamber of Commerce and Industry private and executive secretaries diploma award. The average student retention rate in 1997 was 65 per cent. Students' written work is often well presented, and the use of IT by students is widespread. Some students' marked work contains uncorrected errors in spelling, punctuation and grammar.

21 There is a good range of IT equipment with standard business software, complemented by helpful learning packages for students. The college's training office for students is too small, its facilities are limited, and it offers insufficient opportunities for students to develop appropriate skills. Staff do not have appropriate industrial experience in a few areas.

Examples of students' achievements in business, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level	Retention (%)	*	69	42
	Pass rate (%)	*	74	54
GCSE	Retention (%)	*	53	+
	Pass rate (%)	*	83	+
GNVQ advanced	Retention (%)	*	82	81
	Pass rate (%)	*	57	76
GNVQ intermediate	Retention (%)	*	66	73
	Pass rate (%)	*	100	57
NVQ level 3	Retention (%)	*	82	73
	Pass rate (%)	*	13	7
NVQ level 2	Retention (%)	*	76	49
	Pass rate (%)	*	32	8
Professional	Retention (%)	*	62	59
	Pass rate (%)	*	48	57
Other	Retention (%)	*	82	78
	Pass rate (%)	*	16	48

Source: college data

*data not available

+course not running

Curriculum Areas

Hotel and Catering, including Leisure and Tourism

Grade 3

22 The inspection covered all aspects of the provision for hospitality, leisure and tourism. Ten lessons were observed. The college's self-assessment report identifies many strengths and few weaknesses. Although inspectors considered that some of the strengths were overstated they agreed with the weaknesses that were identified.

Key strengths

- good support for students
- much good teaching and learning
- well-conceived and well-marked assignments
- good industrial experience of teachers
- external links with industry
- standards of accommodation and equipment

Weaknesses

- some poor students' achievements and retention rates
- lack of commercial rigour in some lessons
- some poor schemes of work and lesson plans
- inadequate resource materials in some areas
- failure of assessment on some courses to involve students

23 There is a good range of full-time and some part-time courses, including advanced and intermediate GNVQs in hospitality and catering and in leisure and tourism, the BTEC national diploma in sports studies, NVQs and other vocational courses. There are opportunities for students to gain qualifications in addition to their primary learning goals. Programmes are

well managed. Course teams meet regularly to review students' performance and to consider new developments. Good course handbooks which provide students with useful information were used effectively at induction. Links with local industry are used to extend students' experiences and to promote employment.

24 Most of the teaching and learning observed was good. Teachers clearly state their objectives and the intended outcomes at the beginning of lessons, a strength noted in the self-assessment report, although the overall planning of lessons is not thorough. In some lessons teachers failed to set tasks which would give students an understanding of the speed and pressure they will meet in industry. In some courses, students were not given responsibility for deciding when they were ready to be assessed. In several lessons, teachers used students' previous knowledge and experiences to inform the learning. The recording of students' progress and internal verification of their work, using clearly-defined processes in line with awarding body requirements, is improving. Work experience, an integral part of full-time programmes, is well established and worthwhile.

25 Assignments are well prepared and relevant to the industry; some are undertaken by students on work placement. Teachers mark students' work well and provide written comments which help students to improve their performance. Many students make good use of IT to wordprocess assignments, thereby improving their presentation and developing keyboard skills. The quality of students' written work is acceptable and their practical work is generally good. Examination results are more varied than the self-assessment report would suggest. Pass and retention rates are poor on GNVQ advanced hospitality and catering and the intermediate leisure and tourism courses. Achievements on GNVQ advanced leisure and tourism are above the national average but retention is poor.

Curriculum Areas

26 There has been comprehensive staff development but some teachers need to update their vocational skills. Accommodation is generally of a good standard. Inspectors agreed with the college's self-assessment report's conclusion that specialist equipment is generally good but considered that some is ageing and not now representative of that used in industry. Students have good access to modern computers.

Examples of students' achievements in hotel and catering, including leisure and tourism, 1995 to 1997

Course grouping		1995	1996	1997
GNVQ advanced† BTEC national diploma in sports studies	Retention (%)	+	+	53
	Pass rate (%)	+	+	65
GNVQ intermediate†	Retention (%)	+	85	67
	Pass rate (%)	+	36	49
NVQ levels 1 and 2	Retention (%)	+	*	54
	Pass rate (%)	+	*	53

Source: college data

†leisure and tourism and hospitality and catering

*data not available

+course not running

Curriculum Areas

Health and Care

Grade 3

27 Inspectors observed 18 lessons, covering most courses. The work inspected is managed within two curriculum areas. Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report but thought that it presented an over-optimistic view of the effectiveness of teaching and the management of learning.

Key strengths

- organisation and management of the curriculum
- the quality of the teaching in beauty therapy
- the use of work experience to inform the curriculum
- support for both full-time and part-time students

Weaknesses

- some poor teaching in the care area
- lack of a consistent vocational focus for teaching and learning in care
- inconsistent marking of assignments
- some ineffective use of teaching time

28 The area has introduced level 4 courses in care since the last inspection and has discontinued courses in health studies. NVQs in care and childcare have been established through local consortia arrangements but numbers are relatively low. Courses are well managed, with course managers responsible to the area manager in the case of beauty therapy and to curriculum co-ordinators in the case of care. Beauty therapy courses are effectively managed by a strong team in the programme area of creative arts.

29 Teaching is good in beauty therapy. In care, the quality of teaching is less consistent. Teachers fail to vary their methods appropriately and some teachers do not always relate the work to vocational requirements. In care, course teams have established a range of effective systems to support students, such as student mentoring and regular reviews. Well-organised work experience, external visits and visiting speakers enrich the curriculum.

30 The majority of assignments link theory and vocational practice to good effect. Some students have difficulty in meeting assignment deadlines. Assignments are marked quickly but inconsistently. Good use of IT is evident in students' work. Inspectors agreed with the college's identification of poor student attendance as a weakness, and also noted some lateness. They also agreed with the college that pass rates on some courses are significant weaknesses. Judgements about achievements are difficult, given the sparsity of data for a three-year period. Pass rates are above the national average on the GNVQ intermediate health and social care course. They have declined over two years in the childcare certificate and are poor on the assistant beautician certificate. Pass rates have improved on the certificate in childcare and education course, from 70 per cent in 1996 to 90 per cent in 1997, and on the access to social work course. Many students progress to appropriate employment and higher education. Where data are available, retention is satisfactory.

31 Some care teachers lack recent vocational experience. There is a well-equipped specialist care room and a specialist learning resource base which is used by students to good effect. The beauty therapy area is small but appropriately equipped. Accommodation is well kept but some of the care teaching spaces are bleak and have poor acoustics. Little use is made of display.

Curriculum Areas

Examples of students' achievements in health and care, 1995 to 1997

Course grouping		1995	1996	1997
Advanced vocational, health and care	Retention (%)	*	*	84
	Pass rate (%)	*	*	95
Intermediate vocational, health and care	Retention (%)	*	78	86
	Pass rate (%)	*	68	88
Foundation vocational, health and care	Retention (%)	*	82	73
	Pass rate (%)	*	44	64
NVQ level 2 equivalent beauty therapy	Retention (%)	*	91	89
	Pass rate (%)	*	72	48

Source: college data

*data not available

Curriculum Areas

Art and Design

Grade 3

32 Inspectors observed 14 lessons spanning the full range of full-time and part-time courses. These included GNVQ diplomas in art design and media studies, national diplomas in performing arts, a franchised performing arts music course, GCE A level art, and a range of part-time day and evening courses in creative arts and crafts. The self-assessment report did not identify many of the specific strengths and weaknesses identified during the inspection.

Key strengths

- high standards of students' work, particularly in performing arts
- a successful range of complementary part-time vocational courses
- good students' achievements in performing arts, media and creative arts and crafts
- well-prepared courses
- regular, detailed and informative feedback to students

Weaknesses

- lack of basic drawing skills and poor standards of work in art and design
- some poor teaching
- lack of clearly-identified aims and objectives in many assignments
- uneven assignment workload for students
- poor pass and retention rates on some GNVQ courses
- poor accommodation and a lack of specialist resources in performing arts and media

33 Creative arts has been reorganised and has a new manager since the self-assessment report

was written. Teachers are beginning to work together, sharing best practice and developing links between the previously independent courses. They prepare thoroughly and have detailed schemes of work. Half the lessons observed were good or outstanding but a fifth were unsatisfactory. In the best lessons, often on the part-time creative arts and craft courses, teachers were thoroughly prepared, lessons well structured and students were fully involved in the work. In the poorer lessons, teachers failed to present students with work of sufficient difficulty and, as a result, many students were working well below their capacity. Students' workload is sometimes unbalanced with several assignments required at the same time. Teachers often extend the deadlines for these in an arbitrary way.

34 During the inspection, performing arts students were giving public performances of the pantomime *Peter Pan*. The production was highly successful in demonstrating students' confident and energetic acting, dance and ensemble skills. All students were involved in the production. Students in media achieve good photography skills and some creative and appropriate use is made of computer image manipulation. The work of GNVQ art and design students is often derivative and students are too apt to use ready-made images. Too little attention is given to basic drawing and students do not develop good research skills. Teachers assess students' work thoroughly and most give detailed and informative feedback. In some cases, comments are too short and do not provide students with sufficient information about ways to improve their work. There are good students' achievements in performing arts and in GNVQ media, and good completion rates on the part-time creative arts and crafts courses. On intermediate art and design and media courses, the pass and retention rates are poor. A growing proportion of full-time students are progressing to higher education courses; all those who applied last year gained places.

Curriculum Areas

Part-time students need more advice on progression opportunities.

35 Many teachers have good industrial and professional experience. Courses are located in a number of buildings and annexes which makes it difficult for the area to develop an identity. Full-time students do not have studio base rooms and cannot easily gain access to the specialist facilities they need to continue their projects alone. There is limited specialist accommodation for performing arts.

Student productions are staged in the college hall which has not been adapted for the purpose. In media studies, photography and video facilities are good, but there is a serious shortage of specialist computer equipment.

Examples of students' achievements in art and design, 1995 to 1997

Course grouping		1995	1996	1997
GNVQ advanced media studies	Retention (%)	*	*	55
	Pass rate (%)	*	*	100
GNVQ advanced art and design	Retention (%)	*	*	92
	Pass rate (%)	*	*	46
BTEC national diploma performing arts	Retention (%)	*	*	71
	Pass rate (%)	*	*	93
GNVQ intermediate art and design and media	Retention (%)	*	69	68
	Pass rate (%)	*	33	31

Source: college data

*data not available

Curriculum Areas

English, Languages and Communication

Grade 3

36 Inspectors observed 12 lessons covering GCE A level, GCSE, access to higher education programmes and English as a foreign language (EFL). Although inspectors agreed with some aspects of the college's self-assessment, they considered that the college overstated the quality of teaching and failed to record some very poor students' achievements.

Key strengths

- the range of part-time adult provision
- good teaching and progression on access to higher education programmes

Weaknesses

- unsatisfactory, uninspiring teaching on some courses
- poor retention and achievement on EFL programmes
- lack of specific and measurable targets in course review and evaluation

37 The college assessed the quality of teaching as good but inspectors found it to be more variable, having observed some outstanding and some unsatisfactory lessons. In one lesson, attended by part-time adult students, the teacher inspired confidence in the students who contributed willingly to every activity even though they made mistakes. The effective teaching on this course was reflected in the group's evident enjoyment and their steady progress towards their learning goals. In contrast, in another lesson, the tutor arrived late, failed to engage most students in productive activity and after 35 minutes instructed them to take a 10-minute break. In a few lessons, teachers lacked the basic

teaching skill of communicating with enthusiasm to students. There are schemes of work for all courses but many do not have enough detail to enable them to be used to monitor whether the syllabus is being covered systematically and progressively.

38 The poor retention and achievement rates on the EFL programmes were not recorded in the self-assessment report. On access programmes, retention is good and over 90 per cent of those completing the course in the last two years progressed to higher education. Pass rates on GCE advanced supplementary (AS) and GCE A level programmes are generally below the national average. Some pass rates mask the actual level of students' success. For example, in GCSE German in 1996-97, although the pass rate was 66 per cent only 11 per cent of students who started the course achieved their primary learning goal: 19 students enrolled, 14 completed the course, three entered the examination and two passed. In GCSE English in 1997, retention was good at 86 per cent and the pass rate at grades C or above was 80 per cent. Most students are given regular homework and other assignments. The sample of students' work inspected was of an appropriate standard. The quality of teachers' marking is sometimes poor but there is some good practice in all areas.

39 The recently-created curriculum area has brought together courses previously located in other areas. Managers are aware of the weaknesses that exist and have made a determined start in introducing strategies to remedy them. It is too early to judge how successful the new structure is, but there is evidence of some progress, notably in the supervision of course planning and teaching. There are monthly briefings for all staff and efforts are made to involve the many part-time teachers. The area manager holds weekly meetings with course co-ordinators to agree actions and monitor progress. Course review and evaluation procedures were completed

Curriculum Areas

under the old management structure. There is little rigorous analysis and action plans lack clear and measurable targets. GCSE English repeat programmes are not suitable for some students and some classes contain students whose learning aims differ too widely for them to be taught effectively.

40 Teachers are efficiently deployed. Most classrooms are spacious and well maintained but lack the kind of display which helps to create a stimulating learning environment. For languages, there are cassette recorders and the availability of satellite television has enabled teachers to build up a good range of audiovisual learning resources. However, there is no language laboratory. The range of books in the library to support these programmes is barely adequate. Some texts are available within the curriculum area.

Examples of students' achievements in English, languages and communication, 1995 to 1997

Course grouping		1995	1996	1997
GCE A level	Retention (%)	*	68	67
	Pass rate (%)	*	58	77
GCSE	Retention (%)	*	80	83
	Pass rate (%)	*	69	81
Access to higher education	Retention (%)	*	83	78
	Pass rate (%)	*	100	87
Other foundation	Retention (%)	*	96	65
	Pass rate (%)	*	19	18
Other intermediate	Retention (%)	*	39	83
	Pass rate (%)	*	36	20
Other advanced	Retention (%)	*	+	79
	Pass rate (%)	*	+	40

Source: college data

*data not available

+course not running

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Support for Students

Grade 3

41 In its self-assessment report the college mentions only one weakness, although it does not claim significant strengths. Inspectors identified several others.

Key strengths

- impartial and fair recruitment and enrolment
- helpful and well-received programmes for students' induction
- the residential experience for students with moderate learning difficulties
- careers and learning support services

Weaknesses

- some ineffective tutorial support for students
- inadequate induction for students starting late
- weak relationships between learning support, course development and teaching

42 Inspectors agreed with the college's identification of its publicity materials, and its recruitment, enrolment and induction procedures as strengths. Potential students are given sufficient and impartial course information through a range of well-presented publications and college events. Managers attend school open evenings and career events and college 'taster' days are well received. Arrangements for enrolment are clear and fair. New students attend induction sessions which they find helpful. Students who start late do not always have such an induction.

43 The college undertakes to test all new full-time students for literacy and numeracy. It has not done so this year, deciding that it was manageable only to focus on foundation and

intermediate students. Of the 588 students assessed, 361 needed support. Only 69 per cent of these attend the mandatory classes arranged for them. The tests show that some courses have many students with learning difficulties, but arrangements do not ensure that their teachers are made aware of them. As a result, inadequate attention is given to some students' needs in the design and teaching of courses. Support for students with specific learning difficulties and/or disabilities is appropriately identified and implemented. The college's residential provision for students with moderate learning difficulties is a particular strength. Students live as a community, learning to care for themselves and each other while undertaking their studies. They receive a high level of personal support, are confident and take pride in their progress.

44 Not all students receive adequate personal and academic support. It is college policy that all students should have a personal tutor and individual tutorials. In its self-assessment report the college cites as the sole weakness the lack of tutorials for part-time students. Inspectors identified more weaknesses. Students speak highly of the personal support provided by teachers, but this is not guaranteed in tutorials. Some tutorials have become a means for both teachers and students to catch up on their courses. Some teachers believe they lack the expertise to manage tutorials. The policy does not deal with any of these issues and is in urgent need of review.

45 The college, working closely with the local careers service, provides excellent careers advice for students. Specialist staff are available for those with learning difficulties and/or disabilities. Other student services include effective student counselling. The counsellor is responsible for the allocation of funds to students in financial hardship. This gives rise to a potential conflict of interest at odds with the counselling role. Arrangements for giving other kinds of financial support and advice are clear.

Cross-college Provision

General Resources

Grade 2

46 There have been considerable improvements in general resources since the last inspection. Overall, inspectors considered the college to have made an accurate assessment of its strengths and weaknesses. They agreed with the college's recognition that it needs to make more efficient use of its accommodation.

Key strengths

- considerable recent investment in computer hardware and software
- the modern resources centre
- adaptations of accommodation for students with restricted mobility
- pleasant, appropriate and well-maintained accommodation

Weaknesses

- inefficient use of accommodation
- the quality of library services
- low expenditure on library books

47 The college is located on three well-maintained and pleasant sites close to each other. There is also a residential centre for students with moderate learning difficulties and six outreach centres for adult education. The five main buildings date from the 1960s and, as the college's self-assessment report notes, some of these have been extensively refurbished since the last inspection and provide good teaching accommodation. A lift, ramps and toilets have been provided for students with disabilities. Most areas have wheelchair access.

48 Opposite the main site, a school built in the 1920s is used for health studies, performing arts, photography and art courses. It also houses the 20-place college crèche. The building has been considerably improved since the last inspection and provides good

accommodation, except for the small performing arts room. There is no wheelchair access to the first floor of the building or the huts on this site. The third site, some 300 metres from the main site, is a renovated Edwardian primary school, which has a limited number of classrooms of suitable quality and which is largely used for adult education. The leased residential centre, some five miles away, offers bright, modern and suitable accommodation for 15 students.

49 The modernised 250 place student refectory, which has extensive opening hours, acts as the major social centre for students. The students' union hut has pool tables, music and television. The sports hall and fitness room can be used by arrangement with sports staff. There are no playing fields.

50 The college is endeavouring to use its accommodation more efficiently. It has recently adopted central timetabling and carried out a daytime space utilisation survey. This shows that actual usage is towards the bottom of the average range for general further education colleges. The college has been reviewing its previous maintenance programme and the capital equipment replacement plan. Essential maintenance has not been affected and money has been spent on vital equipment, including £80,000 on new computers. Inspectors agreed with the view expressed in the self-assessment report that the overall ratio of modern computers to full-time equivalent students has improved significantly recently and is now acceptable at 1:8.

51 The main library is in modern accommodation, conveniently located near to the main entrance and the refectory. There is also a small library at a nearby site. The quality of service they provide is limited. Library spending is very low, less than £6 per full-time equivalent student in 1996-97, although it increased this year to £8 per full-time equivalent student. The quality and range of books in some curriculum areas is poor. There is no comprehensive student induction to the library.

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Links between the library and some curriculum areas are weak and there is no library committee. This encourages inequities in the share of the budget curriculum areas receive. The number of students using the library has declined. These weaknesses are not identified in the college's self-assessment report. Audiovisual aids support is provided by technicians, including video tapes and recording, but is more accessible to staff than students. The adjacent, recently-developed resources centre offers a well-equipped, comfortable and welcoming environment. It has 48 study spaces, 24 computer workstations and related resources. Its use for some class teaching affects its availability for open access, but it provides an invaluable service for students wishing to study on their own or use IT.

Quality Assurance

Grade 4

52 Staff below senior management level are not sufficiently involved in matters of quality assurance. Course and curriculum reviews lack evaluative judgements and action plans have few measurable targets for improvement. The recent introduction of new structures to tighten controls, and plans to reorganise the customer services unit, hold promise for the future. Inspectors considered that the college has been too generous in its self-assessment of this aspect.

Key strengths

- the high standards set by the new college management and its commitment to improvement
- the institution of new structures to tighten controls
- the closer alliance of staff development activities to institutional objectives

Weaknesses

- lack of staff involvement in quality assurance
- lack of evaluative analysis in course and curriculum reviews
- failure of course and curriculum reviews to address the quality of teaching and learning or the key indicators of achievements and retention
- few measurable targets for improvement in action plans at course and curriculum level
- failure of quality assurance procedures to provide reliable evidence to inform strategic planning
- lack of service level agreements

53 In its strategic recovery plan the college sets itself high standards and commits itself to continuous improvement. The college has a long-established course review and evaluation system from which clearly-defined quality procedures have developed. However, the system is not well used. Most course reviews lack evaluative judgements. They do not address the quality of teaching and learning or use key indicators such as students' achievements and retention rates. The standards of some internal verification processes are low. Students' achievements data are unreliable as a basis for detecting trends. Steps are being taken to improve the quality of student data.

54 The college recognises that course and curriculum action plans have few specific targets which can be systematically measured. The newly-constituted academic board and the clear allocation of accountability for quality to area teams are intended to help to tighten quality control measures. Reporting arrangements for quality assurance and self-assessment are linked closely in time with the strategic planning cycle. The data arising from the quality assurance and

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self-assessment processes are insufficiently robust and judgements are not rigorous enough to reliably inform strategic planning. In its self-assessment report the college overestimates the quality of teaching and learning and pays insufficient attention to the quality of the student experience.

55 Inspectors agreed with the college's recognition in its self-assessment report of the need to review the charter. The college held discussions with students which revealed that a significant number were unaware of the contents of the previous charter, had not used the formal procedure and were not always happy with the outcomes. A revised charter was recently completed and approved and was distributed to students during the week of the inspection. It is customer oriented and promulgates service standards, enabling the college to introduce service level agreements to monitor charter commitments. A customer feedback mechanism has been introduced to encourage positive comments as well as complaints, and contains challenging timescales for response. Records of formal complaints from August 1997 indicate an increasing speed of response. A heightened awareness of customers' needs is required across the whole college. Such recognition is evident, for example, on the access courses, where problems are tackled before they become a crisis.

56 The self-assessment report prepared for the inspection is the first to be produced by the college. The self-assessment process focused mainly on curriculum areas. An achievement support group to review curriculum strengths and weaknesses was established in the autumn term 1996. This included classroom observation as a valuable part of the self-assessment process. The low level of consultation over the process of self-assessment tended to reinforce the view of many staff that quality assurance was the responsibility of the quality assurance manager. Governors

rigorously conducted their own self-assessment, and the senior management team was similarly rigorous in respect of management. The format of the report failed to provide an overall picture of strengths and weaknesses. Accompanying action plans are few.

57 The college achieved the Investor in People award in 1995. The staff appraisal scheme operates mainly to identify training or professional development needs. A positive feature has been the increasing proportion of part-time staff being appraised and participating in staff development. The appraisal cycle is biennial, which is inappropriate for current circumstances. Due to management changes, at least a third of the staff have not had an appraisal interview. Staff development activity is based on priorities agreed each year by managers. The college has tied these much more tightly to the four strategic objectives. The view expressed by staff that there is less opportunity for staff development is not supported by the college's records. The budget remains at just over 1 per cent of the payroll.

Governance

Grade 3

58 Governors prepared a self-assessment in June 1997 after an extensive and rigorous review of their own organisation and effectiveness. They concluded that governance was less than satisfactory and prepared a comprehensive action plan to address the shortcomings. At the time of the inspection, major changes had taken place and some weaknesses identified by self-assessment had been addressed. The college is aware of all the weaknesses still outstanding and is actively working to address them.

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Key strengths

- governors' skills and expertise
- governors' successful relationships with new senior managers
- well-organised and well-conducted corporation business
- significant improvement in board structure and operational effectiveness
- governors' review of the mission statement and strategic recovery plan
- effective monitoring of the college's financial performance

Weaknesses

- the college is in deficit and working under a financial waiver from the FEFC
- lack of effective monitoring by the corporation of enrolment, retention and achievement targets
- some governors' limited understanding of the curriculum

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

60 During 1994-95 and 1995-96, the college encountered significant financial difficulties and governors have had to take serious remedial action. This included a rigorous review of board membership and methods of working, followed by the appointment of a new chief executive and the restructuring of the senior management team. A recovery plan was produced and accepted by the FEFC in support of a financial waiver. The recovery plan includes a fundamental review of the college's mission as well as major changes in staffing and financial monitoring arrangements.

61 The corporation has increased its agreed membership to 19 and introduced new members to ensure a more effective representation of key vocational sector interests from the Eastleigh area. The corporation consists of nine independent members, one TEC representative, one co-opted member, two staff, one student, one community member and the chief executive. At the time of the inspection, the search committee was actively working to fill three independent member vacancies. It has also concentrated on improving the mix of key professional skills within the corporation.

62 In recognition of a weakness identified in the self-assessment report, the corporation has revised its committee structure and developed comprehensive terms of reference for their operation. Attendance by members at both corporation and committee meetings is good. The corporation conducts its business in an open and effective manner. Agendas and minutes are well presented and resolutions are clear. Papers, especially those concerned with financial information, have significantly improved over the last 10 months. Members receive monthly reports of progress made against the recovery plan and demonstrate a commitment to ensuring the long-term financial stability of the college. The effectiveness of the revised committee structure has yet to be fully demonstrated, although the college has currently met all its monthly financial targets with only some minor adjustments to estimates of income and expenditure. Governors' understanding and observance of the distinction between governance and management contributes to their successful working relationship with the new senior managers.

63 Governors are increasingly well informed about the business of the college through briefings by college managers and training days. They have recently recommenced visiting selected curriculum and support areas, as part of their renewed interest in the college's work. Governors do not yet effectively review retention

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rates and academic achievements because of the unreliability of the college's past management information. They are aware of these deficiencies which are being tackled by the new curriculum and customer services committee.

64 The clerk to the governing body is also the college's personnel manager. There are separate job descriptions for each role and no indication that conflicts of interest have arisen. The clerk is aware of emerging issues of best practice and is working to incorporate these within the corporation's operations.

The corporation has a register of interests covering both governors and senior members of the college staff. This register has been made available for public inspection. The corporation has agreed the outline of the arrangements for the appraisal and development of the chief executive and senior post holders.

Management

Grade 3

65 The college's self-assessment report was prepared in June 1997 while fundamental management changes were taking place. Few strengths were identified. A great deal has been achieved since then although the new arrangements need time for their full impact to be demonstrated.

Key strengths

- comprehensive development and monitoring of the strategic recovery plan
- clarity of senior management team objectives
- enthusiastic and well-directed area managers
- tight financial control
- good internal and external communications

Weaknesses

- underdevelopment of curriculum area management structures
- lack of management training for course co-ordinators
- poor student management information
- little use of quantitative targets for quality assurance
- little focused market research to underpin strategic planning

66 In the last 12 months, almost the whole of the senior and middle management has been changed. Following the retirement of the principal in August 1996 and the college secretary in January 1997, a chief executive was appointed from outside the college in February 1997. The senior management team was restructured, leading to the appointment of directors of finance, curriculum and customer services. The remaining members of the former senior management team left in the summer. During this time, the faculty structure was replaced by seven curriculum areas with new internal appointments to area manager posts from 30 June 1997. As a consequence, all senior and curriculum middle managers were operating within new roles, in an entirely new management structure, at the time of the inspection.

67 The college mission statement clearly expresses the realistic intentions of the college. It was reviewed during the recent development of the strategic recovery plan. This is a challenging document which is used as an effective aid to management. The college is on target in achieving all its major milestones. Managers make major efforts to keep staff fully informed about important matters and formal and informal communications are good. Regular structured reviews of staff opinion about the college's progress are sought. As the college's self-assessment report recognises, the

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college's values and revised aims are not yet fully understood or appreciated by some staff.

68 The strategic recovery plan is supported by a detailed analysis of general labour market trends from published sources but there is little specific market research. The college has good links with industry, commerce and the community through curriculum activities and seeks to develop this into a cohesive framework for customer relations. There are good links with local schools, the TEC, local universities and many companies through the Hampshire Education Business Partnership.

69 Senior and middle management roles in the revised structure are clear. Members of the senior management team are highly focused in their achievement of the strategic recovery plan. The area managers are enthusiastic, well directed and work well as a team. However, influenced by their previous responsibilities, some are too involved with particular aspects of the curriculum in their new areas. Further development of curriculum area management structures and staff development for course leaders and co-ordinators are needed. Successful implementation of the new arrangements has been complicated by the simultaneous introduction of new contracts for all teachers. Teachers are increasingly effectively and efficiently deployed. Support staff deployment and roles are being carefully reviewed. Staff costs have dropped from 76 per cent of income in 1995-96 to 67 per cent in 1996-97. Effective personnel procedures are in place but all personnel policies are being reviewed.

70 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. In their 1996-97 annual report, the college's internal auditors concluded that the college's student record systems were not adequate to meet the needs of the college. The new finance directorate has two senior members recruited

externally. Progress monitoring against the strategic recovery plan is carried out monthly and reported to the senior management team, all governors, staff and appropriate external bodies. The college did not achieve its target enrolments in 1994-95 but exceeded them in 1995-96 and 1996-97.

71 Budgeting is centrally controlled, although directors have the discretion to devolve their budgets. Monthly reporting for budget holders has been established, but the format of the reports is not finalised. Managers maintain tight financial control, however, a college-wide approach for ensuring value for money is not in place. As yet, the college has not been able to produce reliable data on enrolment, retention and overall achievements, but new computer software is beginning to track student data more reliably. Adequate internal benchmarks for improvement are now in preparation. Three overdue individualised student record returns have recently been completed and the college expects that the new software will enable timely returns to be made to the FEFC from now on. Neither the finance nor the student data system are available on-line to middle managers.

Conclusions

72 Despite the college's difficulties, inspectors found the self-assessment report a useful basis for planning and carrying out the inspection. Many of the judgements in the self-assessment report coincided with those of the inspection team. Inspectors agreed with most curriculum grades attached by the college to the areas inspected. In some areas, although inspectors agreed with the college's overall assessment, they identified strengths and weaknesses which differed from those identified by the college. Inspectors considered that the college's self-assessment report often overestimated the strength of students' achievements. There was less agreement about grades for cross-college provision. In two areas, improvements

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accomplished since the writing of the report led inspectors to award a higher grade. In one other area, they considered the college to have been overgenerous in its judgement.

73 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 1997)

<i>Age</i>	<i>%</i>
Under 16	6
16-18 years	13
19-24 years	10
25+ years	70
Not known	1
Total	100

Source: college data

Student numbers by level of study (July 1997)

<i>Level of study</i>	<i>%</i>
Foundation	7
Intermediate	37
Advanced	12
Higher education	2
Leisure/recreation (non-schedule 2)	42
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 1997)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	370	1,025	12
Construction	101	117	2
Engineering	240	598	7
Business	335	1,662	17
Hotel and catering	173	103	2
Health and community care	248	2,170	20
Art and design	180	1,938	18
Humanities	162	2,250	20
Basic education	44	164	2
Total	1,853	10,027	100

Source: college data

Staff expressed as full-time equivalents (November 1997)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	96	42	0	138
Supporting direct learning contact	43	0	0	43
Other support	56	0	0	56
Total	195	42	0	237

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

College Statistics

Three-year Trends

Financial data

	1994-95	1995-96	1996-97
Income	£8,863,000	£8,779,000	£9,008,000
Average level of funding (ALF)			
Out-turn to 1995-96; funded 1996-97	£17.78	£16.63	£17.79
Payroll as a proportion of income	76%	76%	67%
Achievement of funding target	95%	110%	102%
Diversity of income	30%	26%	24%
Operating surplus	-£472,000	-£1,067,000	-£507,000

Sources: Income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

ALF – Performance Indicators 1995-96 (1994-95 and 1995-96), Funding Allocations 1996-97 (1996-97)

Payroll – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Achievement of funding target – Performance Indicators 1995-96 (1994-95 and 1995-96), college (1996-97)

Diversity of income – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Operating surplus – Council Circulars 96/29 (1994-95), 97/35 (1995-96), college (1996-97)

Performance data for students aged 16 to 18

Qualifications		1994-95	1995-96	1996-97
GCE A level	Number of candidates	36	46	55
	Average point score per entry	1.9	1.9	1.7
	Position in tables	bottom 10%	bottom 10%	bottom 10%
Advanced vocational	Number in final year	190	136	159
	Percentage achieving qualification	79%	62%	63%
	Position in tables	middle third	bottom third	bottom third
Intermediate vocational	Number in final year	*	191	243
	Percentage achieving qualification	*	50%	59%
	Position in tables	*	bottom third	middle third

Source: DfEE (1994-95 and 1995-96), college (1996-97)

Note: the majority of the college's students are 19 years of age or older

The achievements of these students are not covered in published DfEE performance tables

*1994-95 intermediate vocational results not available

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