

Enfield College

**REPORT FROM
THE INSPECTORATE
1998-99**

**THE
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FUNDING
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 1997-98, are shown in the following table.

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

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

Student Achievements

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

- as expected completions, which is the number of initial enrolments on qualifications where the student expected to complete the qualification in a given year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which the students have completed as expected (or are continuing with the prospect of late completion). For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not shown.

Summary

Enfield College

Greater London Region

Inspected March 1999

Enfield College is a general further education college in the London Borough of Enfield. The college's self-assessment process is rigorous. The self-assessment report was thorough, and most judgements were supported by strong evidence. The college has sound plans to build upon the improvements in the quality of provision that have taken place since the last inspection. Inspectors agreed with most of the judgements made in the self-assessment report, and agreed with all but one of the grades the college awarded. However, inspectors considered that some of the features identified as strengths had been overstated and were no more than standard practice.

The college offers courses in eight of the FEFC's 10 programme areas. Almost 30% of full-time students are enrolled on courses in health and community care. Provision in four programme areas was inspected, together with aspects of cross-college provision. Since the last inspection, the college has improved retention and students' achievements on many courses. It has established productive relationships with many outside agencies. These have been particularly effective in widening participation, and in supporting students with learning difficulties. There is much good teaching. The college has continued to improve its quality

assurance procedures, and has linked them closely with the self-assessment and strategic planning processes. Students receive a high standard of support. Recent reorganisation of the management structure has resulted in a clear management framework which is well understood by staff at all levels. Governors, managers, teachers and support staff evaluate their own performance in a self-critical way. Governors are committed to the success of the college and make a significant contribution to strategic planning. There have been improvements to accommodation since the last inspection. The college should improve: the standard of teaching in some areas; attendance, retention and achievements on some courses; students' access to language support; the development and monitoring of action plans by some course teams; the provision of IT equipment; and governors' consideration of performance indicators in relation to students' achievements.

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

Curriculum area	Grade	Cross-college provision	Grade
Business	2	Support for students	2
Health and care	2	General resources	2
Humanities	3	Quality assurance	2
ESOL	3	Governance	2
Provision for students with learning difficulties and/or disabilities	2	Management	2

Context

The College and its Mission

1 Enfield College is a general further education college which was established in 1985 to provide education and training for the London Borough of Enfield and the surrounding area. Enfield has a population of over 260,000. Enfield College is one of three colleges in the borough. The college has one main campus which is situated on a 14 acre greenfield site. English for speakers of other languages (ESOL) and adult education programmes are located on a range of sites throughout the area ensuring wide access to the local community. The college benefits from transport services which draw students from the north London area, and major road networks such as the M25 provide a wider regional catchment area.

2 Enfield has a diverse manufacturing base, a strong small business sector and a large number of residents who are self-employed. Since the 1980s, the borough has experienced a decline in employment in the manufacturing sector. There are over 6,000 small businesses in the borough. The number of large firms is small. Enfield College is one of the larger employers within the borough, employing over 200 staff.

3 In 1998, the unemployment rate in the area was 5.6%. Unemployment is disproportionately high among particular groups, including young people, lone parents and some minority ethnic groups. Enfield is a relatively deprived borough. The government's revised index of deprivation shows Enfield to be the seventieth most deprived area in England. Enfield College is also situated within the Lee Valley corridor. This is an area which includes a concentration of high social and economic deprivation. The Lee Valley Partnership, of which Enfield College is a member, focuses upon the social and economic regeneration of the area. A significant number of the college's students come from areas of high social and economic disadvantage. In 1997-98, the college enrolled over 6,000 students on a wide range of

courses covering eight of the 10 Further Education Funding Council (FEFC) programme areas. The student profile reflects the north London community in which the college is located. The FEFC has identified the college as one of a group which typically recruits a high percentage of students from disadvantaged areas. In 1998-99, 73% of the students were female, 27% male, and 41% were drawn from minority ethnic groups. The college recruits a significant number of students from Greek and Turkish backgrounds. Students identified as being from deprived areas consist of 58% full-time and 43% of all students. Increasingly the college recruits mature students who are seeking to return to study and improve their basic and vocational skills.

4 The college mission lies in 'helping people build success into their lives'. Enfield College is committed to being a leading provider of high-quality education and training for all sectors of the community. The mission statement is supported by three corporate objectives which are to:

- enhance the quality of the learning experience and learning outcomes for all students
- ensure efficient and effective management throughout the organisation
- develop partnerships with a range of external organisations.

The Inspection

5 The college was inspected during the week beginning 22 March 1999. The inspection team had previously studied the college's self-assessment report and reviewed information about the college held by other directorates of the FEFC. For the two years 1996 and 1997, data contained in the FEFC individualised student record (ISR) were used to provide data on students' achievements. The college submitted data on students' achievements for 1998. These were checked by inspectors against primary sources, such as class registers

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and pass lists issued by examining bodies. In most areas, data were found to be accurate. The college was notified in January 1999 of the sample of provision to be inspected. The inspection was carried out by nine inspectors and one auditor for a total of 44 inspector days. They observed 66 lessons, evaluated students' work and examined college documents. Meetings were held with governors, managers, other college staff, students, employers, and representatives of local schools and community organisations.

6 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the 66 lessons inspected 62% were judged to be good or outstanding and 8% were judged to be less than satisfactory. These figures are similar to the average figures for all colleges in the sector inspected during 1997-98.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A level and GCSE	1	3	6	1	0	11
GNVQ	1	5	3	1	0	10
NVQ	1	3	0	0	0	4
Basic education including ESOL	4	12	6	2	0	24
Other*	5	6	5	1	0	17
Total (No)	12	29	20	5	0	66
Total (%)	18	44	30	8	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

*includes access to higher education and higher education courses

Context

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

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Enfield College	9.6	67
National average, all inspected colleges 1997-98	10.4	77

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

Curriculum Areas

Business

Grade 2

8 The college's self-assessment report clearly identified the strengths and weaknesses of the business provision. However, it did not sufficiently analyse students' achievements. Inspectors agreed with many of the statements in the self-assessment report, but found that some of the features identified as strengths were little more than standard practice.

Key strengths

- outstanding retention and achievement rates on the general national vocational qualification (GNVQ) foundation programme
- much good teaching
- thorough key skills development on all courses
- well-managed provision
- effective individual support for students
- good-quality written handouts and visual aids
- high quality of students' written work

Weaknesses

- poor retention and achievement rates on the GNVQ advanced course in 1998
- lateness and absenteeism of some students
- poor quality of some teachers' feedback on marked work
- insufficient integration of work experience with GNVQ programmes

9 The college offers a range of business courses leading to a variety of qualifications including; GNVQ foundation, intermediate and advanced; national vocational qualifications (NVQs) in administration at levels 1, 2 and 3; higher national certificate in business, and NVQ

levels 3 and 4 in management. There is also an access to higher education course in business and courses leading to the qualification of the Association of Accounting Technicians. Management of the curriculum area, across two divisions of the college, is effective. Most courses are planned thoroughly. Teachers hold appropriate qualifications for the courses they teach.

10 There is much good teaching. In over half the lessons observed by inspectors the teaching was good or outstanding. The teaching on the GNVQ foundation in business is of a very high standard. Teachers on NVQ programmes are careful to employ a range of suitable teaching and learning activities and to link the lesson content closely with realistic commercial and industrial issues. NVQ management students receive extensive individual tuition which enables them to produce high-quality portfolios of evidence. Most teachers use good-quality handouts and visual aids. GNVQ accounting and finance teachers produce and distribute particularly useful materials which help students to prepare for external tests. Lessons observed which were based around these materials were very effective in helping students to learn. In a few lessons on advanced and higher level courses, learning is not so well managed. In some cases, students spend too much time listening to lectures or copying from the whiteboard. Such lessons often fail to deal with topics in sufficient depth. Although there is a shared understanding among teachers about the ingredients of effective lesson planning, a minority of staff do not regularly check whether learning is taking place. In some lessons, teachers rely too much on exposition and do not find ways of getting students to demonstrate their understanding of any difficult concepts involved in the topic.

11 Students' retention and achievements on the GNVQ foundation course are outstanding. On most other courses, students' achievements are similar to national averages, but

Curriculum Areas

achievement and retention rates on the GNVQ advanced were below the national figures in 1998. The levels of achievement on the access to business and GCE A level business studies programmes are above national averages, and most of the successful students progress to relevant higher education courses. Retention on NVQ programmes is good, but some students do not complete the full qualification in the expected timescale.

12 The self-assessment report recognised that students' attendance and punctuality is poor on full-time business programmes and this problem is being addressed by course teams through improvements to the tutorial programme. There has been a significant improvement in the attendance of some, but not all, students since November 1998. The late arrival of students undermines the effectiveness of the teaching and learning in some lessons.

13 Inspectors agreed with the college that the integration of key skills is a significant strength of the business provision. Teachers have worked effectively to include business-related examples of application of number and information technology (IT) in students' assignments. NVQ candidates are able to gain additional external accreditation for their key skills achievements.

14 Most students' written work is of a high standard. The portfolios of work produced by NVQ and GNVQ students are well organised. Marked work is usually returned promptly to students, but in some cases teachers do not give enough written feedback to enable students to improve their work, or, in other cases, to understand the reason for the grade awarded. There are some examples of effective coursework being linked with students' work experience. Students on full-time administration courses take part in carefully-monitored work experience provided by outside employers and in the college's training office. GNVQ advanced students have a two-week block of work experience. Currently, GNVQ foundation and

intermediate students do not have a period of work experience, and there are few opportunities to assess the skills they need to develop in the workplace during the course.

Curriculum Areas

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ foundation	1	Expected completions	25	21	21
		Retention (%)	56	67	62
		Achievement (%)	50	93	85
GNVQ intermediate	2	Expected completions	78	58	61
		Retention (%)	73	100	70
		Achievement (%)	93	60	65
NVQ administration	2 and 3	Expected completions	313	247	98
		Retention (%)	82	80	89
		Achievement (%)	82	77	64
GNVQ advanced	3	Expected completions	74	73	92
		Retention (%)	76	65	66
		Achievement (%)	65	84	54
Access to business	3	Expected completions	30	31	45
		Retention (%)	73	77	80
		Achievement (%)	73	87	69
GCE A level business studies	3	Expected completions	38	43	28
		Retention (%)	47	86	71
		Achievement (%)	81	95	75

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

Curriculum Areas

Health and Care

Grade 2

15 Inspectors agreed with the college's comprehensive assessment of the quality of the provision in health and care. The action plan for addressing issues raised in the self-assessment report is being implemented already. The self-assessment report did not identify some weaknesses in teaching and learning.

Key strengths

- well-planned lessons
- effective use of a range of teaching methods
- good students' achievements on the access programmes
- high quality of students' written work
- effectively-managed work experience for most students
- good management of the curriculum

Weaknesses

- failure to meet individual learning needs of some students
- IT and numeracy skills development not fully integrated with GNVQ programmes
- students' achievements and retention on some courses below national averages

16 The college provides a wide range of care courses, from foundation level to higher education. Students can study part time or full time, in the day or evening, and some courses are timed to enable students with childcare responsibilities to attend college. Over 30% of full-time students at the college are enrolled on health and community care courses. Students frequently progress within the college or to relevant employment or higher education. Courses are well managed, and have comprehensive schemes of work. Teachers plan lessons carefully to ensure coverage of the

course syllabus. Much of the teaching is good and some is outstanding.

17 In most lessons, students are involved in a range of interesting activities. Many teachers are skilled at stimulating learning. In one very effective lesson dealing with issues encountered by social workers, the teacher drew out the personal experiences of members of the group, and used them to illustrate concepts in care. In another good lesson, a teacher used his own extensive experience of working in the police force to enliven an exercise in which students were analysing crime statistics. In a childcare lesson, the students were preparing a story to use in their workplace with groups of young children. The stories were set in a variety of cultural backgrounds relevant to the ethnic origins of the children. In many lessons, teachers are careful to make use of the life and work experience of students. However, in some lessons teachers do not provide learning opportunities which are sufficiently demanding or do not address the individual learning needs of students. The acquisition of key skills is an important feature of many courses. Inspectors agreed with the college's judgement that IT and numeracy skills are insufficiently integrated with the vocational aspects of some courses. The lack of sufficient numbers of appropriately-qualified staff has adversely affected the quality of IT teaching on some courses.

18 As identified in the self-assessment report, all full-time students, apart from those on the access to nursing programme, participate in well-managed work experience. Course handbooks set out clearly what skills should be developed during the work experience placement. Employers receive careful briefing on the skills students need to develop, and how they should be assessed. Personal tutors monitor students' progress during regular visits to the workplace. Teachers make good use of students' work experience to provide illustrative learning materials and to enable students to reflect effectively upon vocational practice.

Curriculum Areas

19 Students' written work is often of a high standard. Students receive regular feedback from teachers about their work and progress. However, some students do not receive sufficiently detailed information to enable them to improve their performance. Most students who complete their course of study achieve their desired qualification. However, retention is poor on some courses. Consistently high levels of retention and achievement for access to social work and access to nursing programmes are identified as a strength in the self-assessment report and inspectors agreed. Retention rates on the GNVQ intermediate and advanced courses are above the national average, but achievement rates were below the national average in 1998. Registers indicate that retention on the first year of courses that started in 1998 has been poor. Attendance at lessons observed by inspectors was poor on some full-time courses.

20 Inspectors agreed with the college that courses are managed effectively. Teams set and monitor performance targets, undertake reviews of students' progress and evaluate course delivery. The care programme area has been responsive to the learning needs of the local community. For example, NVQs in care and childcare were introduced in response to local demand. Most classrooms provide a suitable working environment, and have whiteboards and overhead projectors. There is an ample supply of materials for art and craft activities, and for students to practise care techniques. Teachers use displays of students' work effectively. Students have little access to IT equipment. Most teachers are appropriately qualified and experienced for the subjects they teach.

Curriculum Areas

A summary of achievement and retention rates in health and care, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ foundation health and social care	1	Expected completions	13	11	9
		Retention (%)	87	85	82
		Achievement (%)	75	82	67
GNVQ intermediate health and social care	2	Expected completions	13	14	14
		Retention (%)	72	70	78
		Achievement (%)	36	71	43
Council for Awards in Children's Care and Education certificate in childcare and education	2	Expected completions	37	31	39
		Retention (%)	74	78	83
		Achievement (%)	75	68	78
GNVQ advanced health and social care	3	Expected completions	4	11	17
		Retention (%)	29	65	77
		Achievement (%)	50	70	41
Council for Awards in Children's Care and Education diploma in nursery nursing	3	Expected completions	33	33	39
		Retention (%)	70	70	78
		Achievement (%)	88	91	89
Access to social work, and access to nursing	3	Expected completions	48	49	40
		Retention (%)	83	85	91
		Achievement (%)	88	92	94

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

Curriculum Areas

Humanities

Grade 3

21 Inspectors agreed with most of the strengths and weaknesses identified by the college in its self-assessment report, but found some weaknesses in teaching which had not been identified by the college.

Key strengths

- much good teaching
- regular monitoring of students' progress
- high retention and pass rates on access to higher education courses
- good progression to higher education

Weaknesses

- poor attendance and punctuality in some classes
- poor retention rates on GCSE and GCE A level courses

22 The college offers a range of courses in the humanities, including GCSE and GCE A level in English, history, psychology and sociology, access to higher education courses in primary teaching, humanities and social sciences.

23 Much of the teaching in the humanities is good, a strength identified in the self-assessment report. Teachers are enthusiastic and knowledgeable about their subjects. Courses are carefully prepared and well documented. Teachers give clear, well-structured explanations of topics, supported by a range of teaching aids. The best teaching was highly demanding and yet supportive of students' learning. In a well-managed psychology lesson, the teacher provided clear explanations and led students through a carefully-planned sequence of learning activities of different kinds which helped them to maintain their concentration for a long period. Students successfully built on their previous knowledge, and demonstrated

a critical understanding of complex and contentious topics. The teacher systematically checked that students were learning, and gave additional help where necessary. However, teachers do not all have the same high expectations of students. In some lessons, students were expected to work to a high standard and were given opportunities to demonstrate and develop their knowledge and understanding. In others, teachers did not give students enough opportunity to develop and practise their skills and their expectations of students were too low. Sometimes, teachers did not check whether students were learning. On occasions, the same activity went on for so long that students became inattentive.

24 Attendance and punctuality were poor in some lessons. Teachers differed in their response to latecomers, and sometimes made no comment on their poor time-keeping. Most students are attentive and responsive in class. The standard of students' written work in humanities varies widely. The best shows an ability to write a well-structured essay or report, drawing on and evaluating a range of evidence. The most common weaknesses in written work are mistakes in standard English, and a failure to focus sufficiently on the question in hand. Students' work is carefully marked, and teachers make clear evaluative comments. Occasionally, the comments are more enthusiastic than the mark given deserves.

25 Retention and achievement rates on access to higher education courses are consistently high, a strength acknowledged in the self-assessment report. The achievement rate for GCE A level history has been consistently above national figures for the past three years. Despite a general improvement in the last three years, retention rates on GCSE and GCE A level courses are poor overall. This was acknowledged in the self-assessment and the college is taking further action to improve retention. Figures for the current academic year 1998-99 indicate that there has been an improvement. The proportion of higher grade

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passes in GCSE English has risen from well below the national average to well above in the last three years. Achievement rates in GCE A level subjects have risen since 1996 and are now around the national average. The college subscribes to an agency which calculates added value by comparing students' performance at GCE A level with their previous GCSE performance. These figures indicate that students perform as might be expected across most subjects. Progression to higher education is good from both GCE A level and access courses.

26 Teachers are conscientious and enthusiastic and well qualified for their work, and are making systematic attempts to improve students' achievements. Action is already being

taken to address weaknesses identified in the self-assessment report, including strengthened procedures for the regular monitoring of students' progress, evaluation of teaching by students themselves, and improved arrangements for liaising with parents.

27 Most lessons take place in specialist accommodation in which displays of students' work contribute to a pleasant and stimulating working environment. There is a good supply of handouts and other written learning materials. The self-assessment report identified these strengths, but acknowledged that the range of books in the library is inadequate in some subjects. As a result of this evaluation, there has been a substantial increase in the quality of books and materials in the library.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE English language	2	Expected completions	153	137	110
		Retention (%)	56	69	66
		Achievement (%)	35	60	68
GCE A level English	3	Expected completions	86	86	77
		Retention (%)	65	63	68
		Achievement (%)	55	74	66
GCE A level history	3	Expected completions	38	62	33
		Retention (%)	47	55	82
		Achievement (%)	75	82	88
GCE A level psychology	3	Expected completions	76	70	69
		Retention (%)	45	69	68
		Achievement (%)	56	77	68
GCE A level sociology	3	Expected completions	60	57	41
		Retention (%)	45	56	61
		Achievement (%)	74	77	68
Access to higher education	3	Expected completions	61	70	71
		Retention (%)	82	88	83
		Achievement (%)	98	96	87

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

Curriculum Areas

ESOL

Grade 3

28 The self-assessment report for ESOL was comprehensive and identified strengths and weaknesses for all aspects of the provision. Although inspectors agreed with the strengths and weaknesses identified in the self-assessment report, they considered that the college had given insufficient weight to some of the weaknesses.

Key strengths

- effective use of bilingual tutors in widening participation
- good links with external community organisations
- good use of volunteers for teaching students at home

Weaknesses

- inadequate reviews of individual learning plans
- low attendance, retention and achievement on many courses
- lack of progression from classes held in the community to vocational courses

29 The college offers a small range of qualifications in ESOL. The courses are accredited by the London Open College Network, and are currently offered at four levels. The college has forged many fruitful links with community organisations. The provision is designed to meet the needs of young learners and adults. Students can study full time in college, or part time during the day or evening at a range of community venues, including the college's small site at Derby Road. Childcare facilities are available at Derby Road, and at many community venues. There is currently no such provision at the main college site which deters some students from progressing to

vocational courses. Many of the young people who join the full-time programme have educational attainments from their home country. The college acknowledged in its self-assessment report that retention and achievement rates are low for these students. Average attendance in classes observed during the inspection was 42%. Some of these students would be better motivated to attend and complete their studies if they were able to join vocational courses with additional language support.

30 Most of the teaching is satisfactory. There were detailed schemes of work and lesson plans for all lessons. ESOL teachers use a variety of appropriate methods to develop students' language skills and maintain their interest. For example, the use of listening exercises, question and answer sessions and group work help to improve students' confidence in their use of English. Most part-time evening students are enthusiastic and motivated about learning the language. Many students are learning English either to gain employment or to enable them to continue their education. They are keen to practise their oral and written skills and value the tutors who offer such opportunities. In some lessons, teachers failed to provide sufficient opportunities for students to improve their speaking skills. Most ESOL teachers are very aware of the need to develop accurate language skills, and seize all opportunities to correct students' English. Some teachers on vocational courses have not received training to help them to work with students whose first language is not English. Bilingual tutors are used effectively to encourage potential students, who would otherwise not receive any education or training, to join classes, particularly in community venues. For example, there is an enthusiastic group of elderly Asian women learning English at the Enfield Asian Women's Centre. Many members of the group would be reluctant to attend classes at the main college site. Inspectors observed members of the group learning how to use their English in practical

Curriculum Areas

situations, such as making or cancelling appointments at the doctor's surgery.

31 Most students' portfolios of work are well organised and of an appropriate standard. Most students' marked work is accompanied by helpful feedback from teachers. Teachers set useful tasks for students to complete at home, and students are encouraged to improve their language skills by taking books home to read on their own. The college has recruited a number of volunteers who work with individual students in their homes. Students appreciate this help. Students studying in college are entitled to tutorial support, but the quality of some of this support is poor, and sometimes individual learning plans are not reviewed to reflect the students' changing needs. Additional workshops for ESOL students are not always appropriately structured, and help is not always given to address the specific problems which students are encountering on their courses.

32 Most teachers are appropriately qualified. Classrooms at the main college site provide a suitable learning environment. Some of the teaching accommodation at community venues is of a poorer quality. Library and other resources are adequate.

Curriculum Areas

Provision for Students with Learning Difficulties and/or Disabilities

Grade 2

33 The inspection covered separate specialist courses for students with learning difficulties and/or disabilities. Inspectors concluded that the college's self-assessment report was self-critical. They agreed with the strengths and weaknesses of the provision identified in the report but considered that it gave insufficient weight to some of them.

Key strengths

- much good teaching
- good individual support for students
- good retention, attendance and progression
- productive partnerships with local agencies and employers
- well-managed work experience

Weaknesses

- failure of teachers to encourage less confident students to participate in lessons
- opportunities to promote students' independence not always taken by tutors
- the activities in lessons do not always meet the needs of all students

34 The college provides full-time and part-time courses for students with emotional and behavioural difficulties, and for students with moderate or severe learning difficulties. Inspectors considered that the college had underestimated the strength of the links it has forged with schools and many external agencies. The college has developed a new modular course structure with a wide range of options to cater for individual students' learning needs.

Course files and records of students' progress are maintained carefully.

35 Most of the teaching is well planned and effective. Teachers prepare detailed schemes of work and lesson plans. They are well qualified and enthusiastic about giving individual support to students. Whilst students appreciate the individual attention they receive, teachers sometimes give too much help, which inhibits students from doing more for themselves and developing their abilities more fully. This weakness was noted in the previous inspection report and in the self-assessment report.

36 The self-assessment report recognised that the emphasis on devising learning programmes for individual students is a strength. On the whole, inspectors agreed with this view. However, the inspection revealed that some less confident students do not receive all the guidance they need. Some students require considerable guidance in making choices about subjects and courses. Work experience options are, in some cases, more restricted than implied in the self-assessment report. Many of the activities in lessons are imaginative and effectively test students' practical capabilities. Students' attendance and retention rates are over 90%. Most students enjoy their studies and report that they value the support they receive from teachers and tutors. More than 70% of students with learning difficulties and/or disabilities have progressed to more advanced college courses or relevant employment in the past two years.

37 The college has forged links with over 90 organisations which provide work experience for students with learning difficulties and/or disabilities. The work experience provided takes account of the needs of each individual student. In some cases, students are able to experience a real workplace. Inspectors observed one student working at the cooked meat counter in a large supermarket. The student had been taught the necessary skills to undertake unaided the complete range of tasks

Curriculum Areas

required of full-time employees. Many students are able to take part in a residential visit in which they can develop skills which will help them to live independently, and to work as part of a team. Inspectors agreed with the college that these experiences are a strength of the provision.

38 There were some outstanding examples of individual and small group work in literacy and numeracy. Students have the opportunity to develop a range of useful IT skills. Inspectors observed some imaginative science work in which students were encouraged to solve problems for themselves.

39 Students take an active part in planning their own programmes of work in college and for work experience through the tutorial system. Their achievements are recorded carefully. They are analysed and evaluated but no credits for completed units had been awarded at the time of the inspection. Students also consider their own achievements during tutorials and record their progress in a record of achievement. Some students progress to vocational courses in the college, but teachers in some vocational areas need more training in order to integrate students with learning difficulties effectively with their courses.

40 Courses are well managed. Teams hold regular meetings, and consider curriculum development and quality assurance issues. Many staff have undertaken relevant staff development to enable them to work more effectively with students with learning difficulties and/or disabilities. Accommodation and equipment is generally satisfactory. The layout of the training flat and the equipment in it do not provide a satisfactory learning environment.

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Support for Students

Grade 2

41 Inspectors agreed with the strengths and weaknesses identified in the self-assessment report. Appropriate action has been identified to address the weaknesses.

Key strengths

- well-planned range of effective services, with clear policies for their implementation
- friendly and efficient recruitment, admission and induction procedures
- good tutorial support for most students
- effective identification of students' literacy, numeracy and other support needs
- wide range of additional services for students
- flourishing students' union
- appropriate guidance on careers and progression possibilities

Weaknesses

- insufficient language support to meet assessed needs of students
- some poor take up of literacy, numeracy and learning support
- some duplication of services and fragmentation of support for students on their courses

42 The college strives to provide the high-quality support for students which is central to the fulfilment of its mission. Clear planning and appropriate action have resulted in effective systems of support for students at each phase of their courses. The centralised admissions service provides good-quality course information and guidance. Helpful, well-informed admissions staff ensure that enquiries are dealt with competently. The college is developing a database of the details of enquirers

who do not apply for a college place so that they can be contacted again. A successful advice and guidance shop has been set up in the local high street to attract potential students who might not otherwise contact the college.

Knowledgeable advice and guidance workers interview prospective students who are unsure about their choice of course. Course applications are processed efficiently and enrolment procedures are streamlined and conducted in a businesslike manner. Most students are offered places on courses which are suited to their attainments, interests and ambitions. However, the admission criteria for some courses are too low, so that some students enrol on courses with little prospect of success. There are clear policies to guide staff through the admissions process. Inspectors agreed with the strengths and weaknesses of the admissions process identified by the college.

43 Sound induction programmes ensure that students settle into the college quickly. The lively Freshers' Fair provides useful information for new students. All full-time students have personal tutors who meet them regularly throughout their course. The tutors monitor students' progress and provide guidance and support to enable students to make the most of their time at college. Most formal tutorials are effective and some are outstanding. Tutors also provide much informal guidance and support. Part-time students receive support according to the number of hours their course involves. For those on substantial part-time courses, the course leader fulfils some tutorial roles, and for those on shorter courses, the subject teacher provides advice and support. The college acknowledged in its self-assessment report that tutoring is less effective in some areas, and that the quality of tutorial support for some part-time students does not always fully meet their needs.

44 The college successfully identifies students who require additional literacy, numeracy or language teaching to enable them to succeed on their courses. However, many students who

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have been identified as needing extra teaching do not attend the lessons arranged for them. Some students and tutors do not attach the same importance to students' attendance in learning support lessons as they do to subject lessons. The level of language support is insufficient to meet the requirements of all the students who need it and this was acknowledged in the self-assessment report. English language, literacy and numeracy support and other support, such as signing or scribing, for students with disabilities, are provided through three different divisions. Although staff work closely together, there is some duplication of services and some fragmentation of the different aspects of support which some students need. The college has begun to address this issue through the formation of the learner services consultative committee which aims to provide central co-ordination of learning support services.

45 A wide range of additional services are provided in the college. A youth worker, who is a valuable source of informal advice and guidance to students, also supports the flourishing students' union in running social activities. The students' union has already run a successful Christmas party, produced a popular valentine's magazine and raised money to enhance the facilities in the students' common room. Many students engage in sports such as football, and in 1998 the college's football team won the Southern England Students' Sports Association Challenge Plate. The college's nurse gives health advice to students and staff, and leads tutorials on issues such as HIV and pregnancy. A confidential counselling service is available and is well used by students, many of whom have financial and family difficulties. The college provides a substantial fund from which contributions are made to help students with expenses such as the cost of travel and childcare.

46 Students receive appropriate guidance on the opportunities available to them when they

have completed their studies. Careers guidance and advice are arranged through the tutorial system, and by specialist careers advisers, in collaboration with a local careers company. Students preparing for entry to higher education are well supported. The college is aware of these strengths, and acknowledged in its self-assessment report that all its advice and guidance services could be publicised more extensively.

General Resources

Grade 2

47 The college's self-assessment report identified most of the strengths and weaknesses in general resources, and in most instances, gave them appropriate weight.

Key strengths

- safe, welcoming environment
- good general teaching accommodation
- well-equipped learning development centre

Weaknesses

- insufficient IT provision

48 The college owns two sites within the London Borough of Enfield. The main site has six main buildings, some of which are linked. They stand in attractive grounds, next to a public park. A large Victorian house, some half a mile away in Derby Road, provides the setting for some teaching for students on ESOL programmes. The college also uses a number of local schools and church halls for its community education courses.

49 Since the last inspection the college has made a number of improvements to its main site. These include: a new reception, advice, guidance, and admissions area; improvements to the library and the learning resource centre; and the provision of a new students' common

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room. The site provides a safe and welcoming environment. The teaching accommodation is generally of a good standard. The self-assessment report acknowledged this strength. Rooms are attractively decorated and appropriately equipped. They provide a suitable setting for learning. There is some well-maintained hatted accommodation on the main site. The site has ample car parking for staff and students. The accommodation at Derby Road is poorer than the main site and two of its classrooms are very small. It does, however, provide secure and agreeable surroundings for first-time ESOL students, many of whom will not have visited a college in this country.

50 Since the last inspection, the library and learning resources centre have been linked to form the learning development centre. There is an area set aside for language, literacy and numeracy workshops, a careers room, a library, and a large area available for reading and study. In response to the self-assessment report's judgement that library stock was inadequate in some curriculum areas, the budget was increased in 1998. There are effective formal and informal links with teaching teams to ensure that appropriate books and other materials are ordered. The library has a wide range of resources including CD-ROMs and an unusually large number of videotapes. There are facilities for students to view these within the learning development centre and for teaching staff to use them in the classroom. There are sufficient spaces in the learning development centre for students to study. A separate room can be booked by students who wish to work in small groups. The self-assessment report acknowledged that there are too few staff working in the area. One result of this is that evening opening has been restricted to three evenings a week.

51 There is currently a ratio of computers to students of 1:10. The college recognised in its self-assessment report that this is inadequate. Many of the computers are situated in

open-access areas which are being used increasingly for timetabled classes. There is insufficient open access to IT facilities for students in the evenings. The college has set up a working group to develop its IT provision. The group's priorities include upgrading the college's network and reviewing the accommodation within which IT is provided. As a result, the board of governors has approved additional funds to increase the number and quality of computers available for students' use.

52 There is a variety of social facilities on the main site. There are separate canteens for staff and students, and the one used by students has recently been upgraded. The new students' common room, managed jointly by the youth worker and the students' union, provides a comfortable place in which students can relax, with access to a pool table, pinball and electronic games machines. Staff have suitable work rooms with computers, and two common rooms. There is a sports hall which the self-assessment acknowledged needs refurbishing. There is also a playing field and football pitch. On the main site, the upper floors of two of the buildings are not accessible to people who use wheelchairs. However, there are no specialist teaching rooms on these floors and the college has managed to make other areas accessible by installing ramps and a stair-lift in the learning development centre.

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Quality Assurance

Grade 2

53 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report but considered that the college had given insufficient weight to some of the strengths and weaknesses.

Key strengths

- rigorous reviews of the curriculum
- self-assessment fully integrated with the college's quality assurance systems
- creation of measurable service standards
- strong leadership of quality initiatives by the quality assurance group
- overall improvements in retention and achievements over the past three years

Weaknesses

- lack of understanding and use of targets and quantifiable data in some areas
- lack of measurable outcomes in some action plans

54 Inspectors agreed that the college is committed to continuous improvement. This is reflected in its corporate objectives, one of which is to improve the quality of the learning experience and learning outcomes for all students. Since the last inspection the college has continued to operate its well-established quality assurance system involving annual course and service review and evaluation. The system is overseen and monitored by the quality assurance group which has been a driving force in the development of self-assessment throughout the college. The quality assurance policy and framework has been revised to incorporate the self-assessment process and emphasises the use of performance indicators and targets. One of the outcomes of this process has been a decision by the board of governors to

establish a quality and self-assessment committee.

55 All college staff contributed to the self-assessment report. The quality assurance group developed the self-assessment methodology and produced extensive guidance documentation for staff and governors. The self-assessment monitoring group monitored progress and finalised the content and format of the report. The group comprised representatives from within and outside the college and included a governor. Governors were fully involved in the self-assessment process.

56 Inspectors agreed that self-assessment is integrated with the strategic planning cycle. Self-assessment is acknowledged by all staff to be a valuable process. It is particularly valued by service staff in recognising their contribution to the achievement of corporate objectives and in enabling them to initiate actions to improve the quality of their service against the standards they have set themselves. Programme area reports are evaluative and self-critical. However, the college acknowledges that evaluation of strengths and weaknesses is weaker at course team level.

57 Targets for recruitment, retention and achievement are set annually. Overall, there have been improvements in retention and achievements, but the college recognises curriculum areas where these are less than satisfactory. These targets did not appear in the self-assessment report and not all teachers are aware of them. Data relating to students' retention and achievements are not always used at course team level. This weakness was identified in the self-assessment report.

58 Insufficient attention is paid in some course reports to the quality of teaching and learning. The college has introduced a lesson observation system to remedy this. Lessons are graded realistically. The proportion of lessons awarded each grade by the college is broadly in line with the grade profile awarded to lessons observed by inspectors. Too few observations had been

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conducted to inform fully the college's self-assessment report. In-depth course reviews take place every three years for curriculum areas and service areas. Inspectors agreed that the quality of these reviews is good. Evaluation of strengths and weaknesses is rigorous and the action required is explicit in most reviews. However, some reviews are less thorough and do not include measurable outcomes in their action plans.

59 The college's charter is published in the student handbook. It is presented in an innovative manner. Students' understanding of the charter is tested in a questionnaire which they complete at the end of their course induction. The academic board has recently agreed to review the charter on an annual basis since the range of students and other clients is widening.

60 The college originally achieved Investor in People status in 1996, and the approval was renewed just before the inspection. Staff appraisal and staff development are directly linked to divisional and strategic plans and corporate objectives, and are co-ordinated by the staff development committee, a subcommittee of the academic board. Although there have been positive outcomes from staff development activities, such as the establishment of the retention working party, some staff do not routinely evaluate the effectiveness of staff development.

Governance

Grade 2

61 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report.

Key strengths

- governors' wide range of skills and expertise
- effective involvement of governors in strategic planning
- effective committees
- good clerking arrangements
- comprehensive policies for openness and accountability

Weaknesses

- inadequate use of performance indicators in relation to students' retention and achievements
- insufficient links with curriculum areas

62 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The board of governors 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.

63 The board of governors has 19 members, comprising nine independent governors, a TEC nominee, five co-opted governors, two staff governors, a student governor, and the principal. At the time of the inspection, there were vacancies for an independent governor and two co-opted governors. As identified in the self-assessment report, the search committee is seeking to improve the representation from minority ethnic groups. There are a number of long-serving governors, who provide stability and continuity, and these are complemented by

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several governors in their first term of office, who are able to contribute fresh ideas. Attendance at full board and committee meetings is good. The self-assessment report noted the strong links between governors and the local community. The college benefits from the wide range of professional expertise amongst governors. A formal skills audit is currently being analysed to ensure that governors can use their skills in the most effective way. At the same time, governors' training needs are being identified.

64 The governors have a clear understanding of the distinction between governance and management. This was one of the themes discussed at a governors' workshop in December 1998. Governors are involved in the development of college policies and procedures and in the strategic planning process, and are kept informed by college managers of progress in implementing plans. Comprehensive policies have been established for openness and for the accountability of governors, and these were identified as strengths in the self-assessment report. The work of the board of governors is assisted by a code of conduct, which incorporates the seven principles of public life set out in the Nolan report, standing orders, and a register of interests. The register has been completed by those members of college staff who have significant financial responsibilities as well as by all governors.

65 The board of governors has established committees which are operating effectively. Their work is overseen, but not duplicated by the full board. The committees are: finance and general purposes; personnel; remuneration of senior postholders; audit; health and safety; and nominations of prospective new governors. There is also a student and governor panel which enables governors to hear directly from students about their experience of the college. The work of the board and its committees is supported by regular, well-written reports from the principal and other managers. The annual budget is approved by the board of governors,

on the advice of the finance and general purposes committee, in advance of the year to which it relates. Monthly management accounts, setting out progress against the budget, are sent to finance and general purposes committee members, and are amongst the matters discussed at their meetings. Other governors receive management accounts quarterly. The audit committee effectively monitors the plans and reports of the internal and external auditors, and reports on these to the board of governors.

66 Governors undertook a self-assessment exercise as part of a workshop in July 1998 during which the key strengths and weaknesses of each committee, as well as those of the full board, were identified. The college's full self-assessment report was reviewed by the board of governors before its submission to the FEFC. Governors recognised in their self-assessment the need for improved performance indicators to help them evaluate the college's performance. The board looks closely at examination results against national figures each year. However, governors are not presented with clear, aggregated data illustrating trends in students' retention and achievements. Whilst they receive informative presentations on the curriculum by managers at training workshops, governors have identified a need to develop more opportunities to communicate with staff. They participate in the work of the self-assessment monitoring group and the strategic planning group, but do not yet have direct links with curriculum areas.

67 As recognised in the self-assessment report, good clerking arrangements contribute to the efficient conduct of corporation business. Agendas, indicating whether items are for information or decision, are distributed with supporting papers seven days in advance of each meeting. Draft minutes, providing a clear record of proceedings, are available within two weeks of meetings. Board of governors and committee agendas, papers and minutes, with the exception of confidential items, are publicly

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available in the library. The governors have approved a public interest disclosure procedure.

Management

Grade 2

68 Inspectors agreed with the strengths and weaknesses identified by the college in its self-assessment.

Key strengths

- well-defined management structure
- effective strategic planning process
- good lines of communication
- productive collaboration with external organisations
- good financial management

Weaknesses

- inadequate action plans produced by teaching divisions
- insufficient use of aggregated data to demonstrate trends in students' retention and achievements

69 The management of the college is good. The senior managers have a strong vision for the college's future which clearly steers all developments. The management structure has recently been reorganised. Staff understand their roles and responsibilities within the new structure and reporting lines are clear. These strengths were acknowledged in the college's self-assessment report. The senior management team comprises the principal; vice-principal; assistant principal with responsibility for learner services; finance, personnel and premises managers; and two heads of curriculum faculties. The team meets weekly.

70 There are a number of effective management and working groups which meet regularly to plan and discuss important aspects of the college's operations. For instance, there

are three management groups dealing with finance, academic development and personnel matters, respectively. Subcommittees of the academic board have been established to deal with equal opportunities, course approvals, staff development and IT policy and strategy.

71 Lines of communication within the college are good. There is a regular staff bulletin. Curriculum team managers hold regular team meetings. Accurate records are kept of the teams' work. Staff have opportunities to put their views forward and contribute to planning. All staff feel that managers listen to their views. Staff are all aware of the college's mission and their role in carrying this forward.

72 There is an effective process for strategic planning, which builds on contributions from teams at all levels within the organisation. Planning is based on the college's strategic objectives. The objectives are used as the basis of clear development plans for the two teaching faculties and service areas. Heads of the teaching divisions have produced plans to carry forward the faculties' objectives. Many of the action plans are not fully developed, a weakness not noted in the self-assessment report. The plans comprise lists of broad objectives and do not necessarily specify clear action points, timescales and responsibilities.

73 Targets are set for enrolment, retention and achievement on all courses through a process of consultation as part of the strategic planning process. These targets are used to determine the funds allocated to each course. This system has made heads of division aware of the financial aspects of course provision. Not all teaching staff are aware of course targets for retention and achievements. There is no systematic use at divisional, faculty or whole-college level of aggregated data on retention and achievements to show overall trends over a period of years. This weakness was not identified in the self-assessment report.

74 Managers have access to accurate management information. There is a computer

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'intranet' which allows managers to obtain information readily on student numbers and the progress made against the target number of funding units generated by each course. Course teams are provided with analyses of retention and achievement rates, as well as other data, such as those on the gender and ethnic origins of students. Attention is paid to the efficient and effective use of resources. A staffing committee, comprising most of the senior management team, carefully considers requests for additional staffing against overall resource constraints. Managers are required to develop and justify their budgets annually.

75 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The college is in a sound financial position. There is an appropriately qualified and experienced finance team. Comprehensive monthly management accounts are available within 10 working days following each month end. The management accounts are distributed to members of the senior management team, and are the subject of discussion at meetings of the corporate management group, which deals with financial matters and includes the principal, vice-principal, assistant principal, and finance manager. Budget holders receive detailed monthly reports which assist them to manage their budgets effectively. The financial regulations are periodically reviewed by senior managers. These are then approved by the board of governors on the advice of the finance and general purposes committee, most recently in March 1999. No serious internal control weaknesses have been identified by the internal or external auditors.

76 The college has developed a wide range of effective collaborative partnerships. These include working with other further education colleges and Middlesex University in the North London College's European Network, and the North London TEC. It has close links with organisations such as the Association of Jewish

Youth. A collaborative partnership with the Chicken Shed Theatre Company is part of the college's commitment to developing inclusive learning. Representatives of a number of organisations confirmed to inspectors that the college has a positive attitude to collaboration and to increasing opportunities for local people. Inspectors agreed with the college's judgement that the range of partnerships is a significant strength.

77 Equality of opportunity is actively promoted within the college, a strength identified by the college. There is an equal opportunities committee of the academic board which revised the college's equal opportunities policy during 1998. The committee has produced an implementation plan for the policy. The college has participated in two national projects concerned with widening participation and inclusive learning.

Conclusions

78 The self-assessment report used for the inspection was the first comprehensive self-assessment report produced by the college. Inspectors found the document helpful when they were planning the inspection. All staff were involved in the self-assessment process and the college is increasingly self-critical. The self-assessment report was clear and concise, and identified strengths and weaknesses and planned action under the headings of Council Circular 97/12, *Validating Self-assessment*. The report was supported by detailed evidence drawn from course reviews and internal quality assurance processes. The college was rigorous in evaluating the quality of its provision and the inspection team agreed with most of its judgements. Inspectors agreed with all but one of the grades awarded by the college.

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

College Statistics

Student numbers by age (November 1998)

Age	%
Under 16	0
16-18 years	16
19-24 years	13
25+ years	69
Not known	2
Total	100

Source: college data

Student numbers by level of study (November 1998)

Level of study	%
Foundation	38
Intermediate	20
Advanced	19
Higher education	1
Leisure/recreation (non-schedule 2)	22
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	136	237	6
Engineering	0	35	1
Business	348	472	13
Hotel and catering	147	537	11
Health and community care	426	518	15
Art and design	165	212	6
Humanities	176	1,866	30
Basic education	191	1,043	18
Total	1,589	4,920	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 50% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (November 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	67	8	0	75
Supporting direct learning contact	20	8	1	29
Other support	52	2	2	56
Total	139	18	3	160

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£7,068,000	£7,399,000	£7,175,000
Average level of funding (ALF) Out-turn to 1997; funded 1998	£17.69	£16.27	£16.43
Payroll as a proportion of income	74%	70%	62%
Achievement of funding target	99%	110%	104%
Diversity of income	28%	26%	25%
Operating surplus	-£284,000	£50,000	£15,000

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

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

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

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

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

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

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	71	72	198	434	411	500
	Retention (%)	75	75	74	78	74	79
	Achievement (%)	75	87	84	59	47	80
2	Expected completions	712	689	770	823	914	868
	Retention (%)	73	64	71	85	74	72
	Achievement (%)	73	48	71	70	66	87
3	Expected completions	–	584	559	–	755	795
	Retention (%)	–	66	71	–	64	72
	Achievement (%)	68	70	83	63	65	86
4 or 5	Expected completions	–	0	0	–	52	69
	Retention (%)	–	n/a	n/a	–	85	96
	Achievement (%)	n/a	n/a	n/a	81	80	91
Short courses	Expected completions	119	105	99	1,386	2,208	2,825
	Retention (%)	94	95	86	98	88	91
	Achievement (%)	82	52	96	73	46	92
Unknown/ unclassified	Expected completions	109	197	348	936	1,027	1,027
	Retention (%)	87	87	80	82	61	79
	Achievement (%)	87	89	89	92	39	93

Source: ISR

–ISR data not collected

n/a not applicable

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