

**REPORT
FROM THE
INSPECTORATE**

Havant College

May 1997

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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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 every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge and experience in the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.

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GRADE DESCRIPTORS

The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

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

By June 1996, some 329 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 329 colleges are shown in the following table.

College grade profiles 1993-96

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	59%	29%	3%	<1%
Cross-college provision	14%	50%	31%	5%	<1%
Overall	12%	54%	30%	4%	<1%

FEFC INSPECTION REPORT 65/97

HAVANT COLLEGE SOUTH EAST REGION

Inspected March 1996-February 1997

Summary

Havant College is a sixth form college in south east Hampshire. Despite lively local competition, it has consistently exceeded its targets for student recruitment. The college has successfully diversified its curriculum over the last three years; it now has a rapidly increasing number of adult students and a range of professional courses for business. There are good relationships with schools, universities and the local community. The quality of teaching is high, and the college's good examination results place it amongst the top 10 per cent of institutions in the further education sector, according to tables published by the DfEE. Students' pastoral care and guidance are well organised and thorough. Students are notably articulate and confident. Staff are well qualified, capable and efficiently deployed. The college is well equipped, with particularly good facilities for information technology. Governors have paid insufficient attention to the college's academic performance and its quality assurance arrangements. The college should continue to develop its departmental review system to ensure that student retention and results on the few weak courses are improved. Health and safety procedures require more systematic attention.

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

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

Curriculum area	Grade	Curriculum area	Grade
Mathematics	1	English	1
Science	2	Modern languages	2
Business, leisure and tourism and computing	2	Geography, history and politics	2
Art, design, media and performing arts	1	Psychology and sociology	2

INTRODUCTION

1 Havant College was inspected between March 1996 and February 1997. Two curriculum areas were inspected in March 1996; induction and enrolment in September 1996; the remaining curriculum areas in January 1997 and the inspection of cross-college issues took place in February 1997. Inspectors spent a total of 59 days in the college. Students' written and practical work was examined in each subject area and 139 lessons were observed. Meetings were held with members of the governing body, senior managers, teaching and support staff and students. Inspectors met a group of employers, a representative from the Hampshire Training and Enterprise Council (TEC), community representatives and parents of students attending the college. They examined policy statements, minutes of meetings, and a range of other documents.

THE COLLEGE AND ITS AIMS

2 Havant College is a sixth form college which has a single compact site for its full-time provision in the centre of Havant, in south-east Hampshire. It is near the city of Portsmouth and attracts students from some distance away, including Bognor Regis to the east, Fareham to the west and Petersfield to the north. Access by road and rail is good. The college grew from a grammar school which opened in 1958.

3 Within 10 miles of Havant College there are four general further education colleges and two other sixth form colleges. There are several schools with sixth forms in the area. The college has flourished in this competitive environment, exceeding its targets for growth in enrolments in each of the last three years. There were 1,232 full-time students enrolled in 1996-97 and so far this year approximately 2,000 adult students have enrolled on short courses and continuing education courses. Classes for adults started from scratch in 1993-94. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3.

4 In 1995, the proportion of 16 year old students in Hampshire who continued in full-time education was 72 per cent. The number of pupils in maintained schools who were awarded grade C or above in the general certificate of secondary education (GCSE) was above the national average at 41 per cent. The area has suffered from a decline in defence-related employment. The college's main emphasis is on its well-established general certificate of education advanced supplementary/advanced level (GCE AS/A level) courses, general national vocational qualification (GNVQ) programmes, and repeat courses for the GCSE, to meet the needs of 16 to 19 year old students. Over the last three years it has diversified its curriculum to include more vocational programmes, services to business which include a new training centre in Waterlooville, and the growing educational provision for adults.

5 The college employs 59 full-time and 31 part-time teachers during the daytime, a substantial but varying number of part-time teachers in the evenings, and 21 full-time and 32 part-time support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4. The college is organised in six curriculum groups: science and technology; mathematics; languages; history and social sciences; business management and administration; and the arts.

6 The college aims for excellence. Its mission commits it to building on its reputation for quality in courses for 16 to 19 year old students; expanding further its work in vocational and continuing education; and promoting both the achievements and personal fulfilment of all its students.

RESPONSIVENESS AND RANGE OF PROVISION

7 The college has extended its range of activities substantially over the past four years. The GCE A level programme is large, offering a choice of 34 subjects and 42 syllabuses. The full-time GCSE course has been reduced so that there are now only 24 students following 11 subjects. GCSEs are also offered as an additional component on the GNVQ and GCE A level programmes, mostly in English and mathematics. The curriculum has been extended to include three GNVQ programmes at advanced and intermediate levels in business, leisure and tourism, and health and social care. GNVQs in science and engineering were offered but they did not recruit enough students to be viable. There is a pre-foundation course in art which is based on a package of GCE A levels. Information technology and wordprocessing courses are available for full-time and part-time students, who can also achieve accreditation in modern languages.

8 There are no GNVQ foundation courses and no specific provision for students with learning difficulties and/or disabilities. The college has developed its GNVQ subjects and levels in the light of the courses offered by neighbouring schools and colleges. The teaching time devoted to GNVQ courses is below the average for full-time students at the college, and students are strongly recommended to supplement their studies with GCSEs or GCE A levels. Staff decided that they would not develop additional vocational units as they felt their students would benefit more from GCE A levels or GCSEs. Nearly 70 per cent of all GNVQ advanced students also take GCE A levels, but the lack of additional vocational units restricts student choice and may act as a disincentive for some GNVQ applicants who do not wish to study for GCE A levels.

9 There is a programme of complementary studies for full-time students, much of which is accredited by the Open College Network. Music, sports, health education, careers guidance and work shadowing are all available. Nearly 200 students are following such programmes and a further 100 students take information technology programmes linked directly to their main courses. Over 200 students are sitting the GCE A level in general studies this year. Regular student bulletins publicise

additional activities including foreign languages, scuba-diving, parachuting, an annual fashion show, a Christmas concert and a major drama production. Despite the lack of indoor sports facilities of its own, the college offers fitness training sessions and fields teams in hockey, netball, football and cricket. A sports leader award is available. There is a programme of study visits at home and abroad and exchanges with students in France, Spain and the United States of America.

10 Adult and continuing education provision has grown quickly to reach 2,000 enrolments so far in 1996-97. This year's curriculum includes nearly 100 new courses. Evening classes cover a wide range of work including GCE A levels; GCSEs; foreign language courses; information technology courses; counselling and other professional courses as well as leisure activities in the arts, crafts and sport. The courses vary in length from five weeks to the full academic year. An additional programme for adults provides a series of free four-week information technology and job-seeking courses for unemployed people. This is run in conjunction with the Havant Borough Partnership and is funded by the European Union. These courses assist unemployed people with such things as interview techniques and so far 64 people have followed the programme. Classes for adults are completely separate from those for younger students studying during the daytime.

11 A 'flexible learning' programme which enables students to study on their own using prepared learning materials began in 1994; there are now 142 students taking 166 separate courses. These include 17 GCSEs, 18 GCE A levels and three book-keeping courses. Some of the materials used by students are from the National Extension College and some are devised by staff at the college. Some students are on their second such programme having done well earlier; a testimony to the success of the scheme. Some students have been offered the opportunity to join daytime classes for revision or to participate in practical sessions.

12 The college has successfully established two business training centres, one on the main site and the other at Waterlooville, some five miles from the college. The TEC provided £190,000 for the establishment of these centres. They are open during the day, on some evenings and on Saturday. They are equipped with powerful computers and modern business software. They operate a full range of multimedia training courses including Open University Business School modules, national vocational qualifications (NVQs) in administration and customer services, and Institute of Management programmes. Some 400 people have received training during the first six months of this academic year. Several local employers, including the area's largest, Xyratex, make extensive use of these programmes and are pleased with them. According to the TEC, the college is responsive to local needs and displays considerable entrepreneurial skill.

13 Relationships between the college and the local schools are good. The Havant schools work together and have links with the college which

relate to the curriculum and to student progression. The college helps with school assemblies on special topics, career events and additional examination coaching. College staff are well informed about other education provision in the area and courses are planned to avoid unnecessary duplication. There are links with higher education providers including an access to higher education course, special arrangements for progression for some art and design students, and teacher training programmes. Marketing is well researched, thorough and carefully focused. Publicity materials are clearly worded, attractive and professionally presented.

14 The college's equal opportunities policy has been reviewed recently by a group of teaching and support staff. There were no students on the group. The equal opportunities group also monitors and reviews the college charter. There have been equal opportunities workshops for staff. The college collects a range of data on gender and ethnicity but there is no formal procedure for drawing conclusions which might affect the college as a whole and deciding on concerted action. Verbal harassment has been dealt with sensitively and effectively. There are clear policies towards students with learning difficulties and/or disabilities.

GOVERNANCE AND MANAGEMENT

15 The corporation board has 19 members. There are 10 independent members, three co-opted members, a representative from the TEC, the principal, two staff members, a parent and a student member. The board includes five women. At the time of the inspection there was a vacancy for an independent member. There is a committee which recruits governors when vacancies arise. The governors have a register of their interests, but do not have a code of conduct. Members reviewed their role and effectiveness at their first annual conference in 1996. Governors have a broad range of expertise; they understand the difference between governance and management; and they are strongly supportive of the college and its senior managers.

16 The board has five committees: finance and general purposes; employment policy; audit; remuneration; and a newly-established strategic development committee. Each committee has clear terms of reference and a calendar of meetings. Agendas and minutes of meetings are available to staff. Supporting papers for board meetings are clear and appropriate. The clerk to the corporation is one of the vice-principals of the college. Governors monitor financial matters closely but they have paid less attention to evaluating the college's academic performance.

17 Staff are consulted as part of the college's strategic planning process. Meetings are held to gather their views. The outcomes of departmental reviews are reflected in the college's strategic plan. The strategic objectives for 1995-96 and those in draft for the current year are expressed in general terms, so that progress towards meeting them would be difficult to measure.

18 The principal is assisted by two vice-principals, one of whom has responsibility for personnel and the other for curriculum development and quality assurance. Each vice-principal manages three of the six directors of studies. The principal and the vice-principals comprise the directorate, and they meet weekly. The directors of studies are responsible for one or more teaching departments and for the pastoral care of students. There is a senior tutor and a manager of adult and continuing education. The college's management structure is straightforward and staff understand how it works. However, it is about to be reorganised.

19 Management of the curriculum areas is generally good. There are regular curriculum area meetings which are minuted. Some minutes include action points and nominated responsibilities. Others only have suggestions and it is not clear whether any action follows. In most curriculum areas, departments work closely together and there are instances of team teaching. In a few curriculum areas, departments work alone and there is little sharing of good practice. Some full-time staff also teach classes for adults. The responsibility of the heads of department for reviewing teachers' work with adults needs clarification. Most departments are, however, managed effectively, though some rely too heavily on informal arrangements which sometimes leave staff unsure about what is expected of them. Departmental meetings are held regularly and are minuted. A few make no reference to previous meetings and any subsequent action. Brief job descriptions for all posts are contained in the staff handbook.

20 Communication in the college is good. Managers are open and consultative, and most staff say that they are adequately informed. The principal holds regular staff meetings and there are forums where staff can discuss issues informally with the directorate. There is a weekly bulletin. The academic board is a channel for communication but not a place for making decisions about new courses, reviewing the academic performance of departments or for controlling quality. Although agendas and minutes of the academic board are posted on the staff noticeboard, some staff are unaware of their existence.

21 The college has exceeded its growth targets each year since 1993. The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. The college's average level of funding for 1996-97 is £18.03 per unit, compared with the median for sixth form colleges of £19.36 per unit. The procedure for allocating budgets is widely understood. Directors of studies are allocated budgets according to a formula based on student numbers, and they delegate spending powers to heads of department. Managers receive reliable, regular financial information. Appropriate financial reports are prepared for governors once a term; data are sent more often to members of the finance and general purposes committee. The staffing budget is controlled centrally by a vice-principal.

22 Computerised systems provide accurate and timely information for external agencies, such as the Further Education Funding Council (FEFC), and for internal management. Appropriate management information is produced to monitor student enrolment, retention, destinations and achievements, and to support the personnel and finance functions.

23 There are policies for equal opportunities and health and safety. Equal opportunities issues are monitored by departments. The health and safety committee has not met since April 1996 and implementation of the health and safety policy has not been monitored. Safety inspections, apart from those to assess electrical safety, are irregular. Staff have been issued with a health and safety handbook but have not been trained to carry out their responsibilities. The college has a disability statement which has been approved by the governors. There is provision for religious education and for collective worship which complies with sections 44 and 45 of the *Further and Higher Education Act 1992*.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

24 The college has long-established links with local schools for pupils aged 11 to 16 years. Nominated senior staff keep in close touch with each of the seven partner schools and the schools liaison officer works with a wider range of independent, grant maintained and local authority schools. Students come to the college from more than 80 schools and there are flexible entry procedures which meet their differing needs. There are opportunities for pupils to visit the college to sample classes. Master classes in mathematics and English are provided for able pupils in partner schools. There are open evenings three times a year and college staff attend parents' meetings and careers forums in schools. Schools are provided with detailed information on the examination results, destinations and degree successes of their former pupils. Prospective full-time students attend an induction day at the college in late June. Applicants are introduced to college systems and given advice on courses. This well organised, lively occasion ends in the evening with a barbecue organised by students and staff. In late August, college staff are available to advise prospective students about any changes they may need to make to their plans as a consequence of their GCSE results.

25 Enrolment is well planned and effectively managed. Entrants receive appropriate guidance in choosing courses. Tutors are at pains to respond sensitively to students' problems and anxieties. Induction includes an introduction to the library, the learning resource centre, and the procedures for obtaining learning support, counselling and careers guidance. Students are informed about the college charter which outlines their rights and responsibilities. The charter is published in an attractive student handbook which describes the college's facilities and policies. The procedures for transfer between courses work well and are explained to students. The rapid growth of evening courses has outrun the development of efficient procedures for providing guidance for adult entrants. Better arrangements are being planned for next year.

26 The senior tutor and the directors of studies manage the tutorial system for full-time students, who are assigned to a tutor group which meets for 15 minutes each day. These meetings provide an opportunity for passing out information and monitoring students' attendance and punctuality. There is also some time to deal with the needs of individual students. The tutorial programme is enhanced by a series of health education workshops. Attendance in the college is generally good and procedures for monitoring it are systematic. Staff usually contact parents directly if students are absent more than twice without explanation, but some do not follow this procedure as punctiliously as they should. Tutors co-ordinate a system of reviews and reports on student performance in their academic work. They monitor the actions required as a result of these reviews. Several parents' evenings are held each year to discuss students' progress. Parents value the college's business-like approach. Students are not encouraged to keep up their national records of achievement but tutors do provide opportunities for students to compile their own informal records.

27 Around 80 per cent of students in the college go on to higher education, and staff guide their applications expertly. Tutors give initial advice during sessions planned specially for the purpose. The senior tutor, directors of studies, heads of department and the careers adviser all offer guidance on choosing the right courses. Parents' evenings are arranged to provide information on higher education. The procedure for completion of personal references and processing applications is systematic and well managed. Students are given opportunities to visit universities and higher education forums. Speakers from universities come to the college to talk about particular courses. Students are taught to present themselves well at interviews. The careers adviser runs a post-examination results clinic each August for students who need more advice.

28 There is a culture in the college of supporting students and encouraging them to do well in their studies. Departments offer students extra tuition and individual attention. Workshops in examination topics are available. Teachers help students outside lesson time as a matter of course. While systematic screening of all students is seen as inappropriate, the study support unit gives well-structured help with language problems and the development of study skills. Support for students with dyslexia is good. More than 100 students have attended the learning support unit this year, having either been sent by their teachers or sought help themselves. Information on the progress of individual students is passed on discreetly to classroom teachers. The college's successful flexible studies programme is managed by the study support co-ordinator. It is an effective way of helping adults who are returning to study after a long gap. The co-ordinator also helps teachers to support full-time students when difficulties arise.

29 Careers education and guidance for full-time students aiming to go into work is good. The 'job search' scheme provides students with a

two-week programme which helps them to apply for appropriate employment. Job search is guided by research into trends in the local labour market and is increasingly successful in placing students. Students have opportunities for work experience and work shadowing. The college is an active member of the Hampshire Education Business Partnership. Adult students also have access to careers guidance.

30 Counselling in the college is provided by members of staff who are trained for the purpose and by an external counselling service. The college is also a centre for training counsellors. There is an active student union which is affiliated to the National Union of Students. The elected committee organised a series of popular social events last year, including a summer ball and a 'Battle of the Bands'. The committee has direct access to the principal and other college managers, and to the governors through the student member who is a member of the student union executive.

TEACHING AND THE PROMOTION OF LEARNING

31 Of the 139 teaching sessions inspected, 76 per cent had strengths which outweighed weaknesses. Only 4 per cent had weakness that outweighed strengths. These percentages compare with 63 per cent and 8 per cent, respectively, for all colleges inspected in 1995-96, according to figures published in the *Chief Inspector's Annual Report 1995-96*. Attendance in the sessions observed averaged 84 per cent, with the lowest attendance in modern languages at 77 per cent, and the highest in history and geography at 90 per cent. The following table shows the grades awarded to the sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade 1	2	3	4	5	Totals
GCE AS/A level	25	59	16	1	0	101
GCSE	2	6	6	2	0	16
GNVQ	1	6	4	2	0	13
Other	1	5	3	0	0	9
Total	29	76	29	5	0	139

32 There are schemes of work for all subjects and students are usually given copies of them. Most show clearly how the syllabus will be taught. The schemes of work for science and English have objectives which are particularly well defined. Poorer planning is found in languages, psychology and sociology where schemes are insufficiently detailed to be of real use in co-ordinating teachers' work. In geography, history and politics there is little evidence that teachers plan a sufficient range of class work to reflect the spectrum of ability found among students. Most plans for individual lessons are adequate. The better examples relate clearly to the overall scheme of work, set out well-defined objectives to be attained, lay down the content of the lesson and indicate the teaching methods and resources to be used.

33 Relationships between staff and students are friendly and purposeful. Teachers have good command of their subjects and they are respected by their students. Students are articulate, well motivated and behave appropriately in class. They are encouraged by staff to participate in classroom discussion and they do so with confidence. Group work is used to enable students to debate issues and to reach shared conclusions. Particularly well-managed group activities were found in English, drama, media studies and business.

34 In all areas, teachers prepare handouts to help their students to learn independently, and in some subjects staff have also produced guidance on further study and revision. In mathematics these materials are cross-referenced with textbooks and worksheets so that they form a comprehensive set of resources. In science, music, psychology, business and English there are particularly good and well-presented study guides. Students in most areas are required to keep files which hold both their own notes and the materials that are provided for them. However, in geography and history many of these files are disorganised. They are not checked by staff with sufficient care and they provide an inadequate basis for revision.

35 In the more successful lessons, teachers have high expectations of their students and they set varied and challenging work. This is particularly evident in English, drama and mathematics. In English lessons staff are inventive in finding ways to help students to understand and enjoy the set texts. For example, in a GCE A level literature class Hamlet's soliloquy 'O, that this too, too solid flesh should dissolve in to a dew' was studied in a journalists' newsroom setting. The speech was displayed on a computer screen in sections which appeared at intervals as though it was being spoken. This presentation gave a contemporary flavour to the work and put students under pressure to understand the language at the speed required by sight reading in an examination. In a drama session, groups of students were asked to freeze a pose, as in a photograph, to illustrate news headlines in three styles; one naturalistic, one melodramatic and the other stylised. Having watched the performances students were asked which style was the more memorable. The aim of the session was to show students that naturalistic performance is not always the most appropriate form.

36 Staff in business, English, modern languages and politics use a range of pedagogical devices to foster students' skills and understanding. Teachers in business set out issues plainly and then expand on them through references to practical applications. Effective use is made of case studies drawn from recent newspapers and magazines. In modern languages, links are made between current, past and future work to enable students to put each lesson in context so that they can see how their skills are developing. A series of drawing sessions in art and design for first-year GCE A level students was planned so that the work became progressively more difficult and students learnt how to observe and how

to record accurately. In English, diagrams are used cleverly to explain literary works in terms of the relationships between the characters, or the development of ideas in a poem, play or novel.

37 Learning support is well managed and is appreciated by students. In music and mathematics there are regular sessions when students who are encountering problems in their work can get help from staff. Students use these opportunities to catch up on lessons they have missed, or to find out more about topics that they have not fully understood. Some students use the workshops regularly each week, while others drop in occasionally. Because all GCE A level and GCSE mathematics teachers use common schemes of work and share learning materials, any member of staff on duty in a workshop can cope effectively with students' questions.

38 Equal opportunities issues are often explored as an important part of the curriculum. In media studies and modern languages matters of race, gender and disability are given appropriate emphasis. In one economics lesson, there was a lively debate on the difference between the earnings of men and women, and discussion of whether there is a limit on women's earnings resulting from a 'glass ceiling' holding them back from promotion. In psychology, ethical matters and aspects of the curriculum that may be sensitive for some students are dealt with consistently, using a carefully worked out set of guidelines.

39 In the few poorer lessons students' abilities were underestimated, so that the pace at which they were asked to work was too slow or the content too simple. The tutor in a GCSE modern language session failed to engage students' interest and pressed on with the planned lesson while the class chattered noisily. The students learned very little and some were clearly frustrated. In science, some sessions lacked variety and were so dominated by the teacher that students had little opportunity to contribute. Some history groups were too small to allow sufficient variety in teaching methods. In some lessons, staff who were more familiar with teaching advanced level students failed to adjust their language, teaching style or pace of work to suit students on lower level courses. Some teachers took little account of the particular needs of adult students. In business, there were sessions which were disrupted by students who arrived late. A third of the sessions observed in psychology and sociology lacked pace, challenge and energy.

40 Homework is set regularly in all subjects. The college has developed marking standards. These include guidance on the feedback that students should receive and deadlines for the return of work. Staff in mathematics have set tighter deadlines than most in that they aim to return marked work within one or two days. The quality and breadth of feedback in psychology are variable and sometimes students do not receive enough guidance on how their work could be improved.

STUDENTS' ACHIEVEMENTS

41 Students at the college are notably confident and articulate. They work hard and talk about their work with enthusiasm. Their progress is aided by an atmosphere in which students feel sufficiently confident to admit to not understanding and to ask their teachers for help. Staff respond well to requests to use different ways of teaching or to adjust schedules of work to make it easier for students to succeed. Students work well independently or collaboratively in groups. Written work is generally good. Many students build up their skills in information technology as part of their main studies. In practical subjects, they work with proper regard for health and safety.

42 The following table shows the number of students, aged 16 to 18, who entered for GCE A level examinations each year between 1994 and 1996, together with pass rates at grades A to E and A to C, compared with the national averages for sixth form colleges.

GCE A level entries and pass rates 1994-96

	1994	1995	1996
Number of students entered	485	510	511
Number of subjects in which students were entered	33	34	35
Average pass rate at grades A to E	90%	90%	88%
National averages at grades A to E for sixth form colleges	83%	84%	86%
Average pass rate at grades A to C	58%	53%	56%
National averages at grades A to C for sixth form colleges	48%	49%	51%
Number of subjects with pass rates at or above the national average	27	23	24
Number of subjects with pass rates below the national average	6	11	11

43 Over the past three years, the college's GCE A level average pass rates at grades A to E and A to C have been consistently above the national average for sixth form colleges. Achievement of results at the higher grades is significant for students seeking to progress to university. Students aged 16 to 18 who entered for GCE AS/A level examinations in 1996 scored, on average, 5.3 points per entry (where grade A=10 points, E=2). This places the college in the top 10 per cent of colleges on this performance measure, according to data published by the Department for Education and Employment (DfEE). The college has maintained this position in the tables since 1994.

44 There are outstanding results in individual subjects. For example, in mathematics there have been 100 per cent pass rates for the past three years. In 1995, a pass rate of 100 per cent at grades A to E was achieved in English language, with 88 per cent of passes at grades A to C. In sociology, results have been well above the national average and in 1996, 76 per cent of passes were at grades A to C. Results in French have been consistently above the national average. In contrast, results in chemistry have been erratic for the past five years and were frequently below the national averages. In one history syllabus, results are continuing to decline and are now below the national average.

45 The rate of student retention on GCE A level programmes is variable. Some subjects achieve high pass rates combined with high retention. However, apparently satisfactory or good results in other subjects are compromised by relatively poor retention. The following table illustrates performance in a sample of subject areas when pass rates are expressed as a percentage of enrolments at the start of the course.

Effect of retention on pass rates, at grades A to E, in GCE A level examinations in 1996

GCE A level subject	Pass rate expressed as a percentage of students who sat the examination	Pass rate expressed as a percentage of students enrolled on the course in November 1994
History (Tudor)	100	100
Media studies	95	81
Mathematics	100	86
Sociology	90	86
Art and design	98	75
Law	83	58
Human biology	73	50
Accounting	73	50
Chemistry	65	53

46 Since 1992, the college has used its own system for measuring added value by comparing students' actual performance at GCE A level with their predicted performance based on GCSE grades. These statistics are an integral part of the annual analysis of students' achievements in every department. In 1996, the college calculated that the value added was significantly above expectations in 18 subjects, in line with expectations in 11 subjects and significantly below in six.

47 The large numbers of students aged 16 to 18 entered for GCSE examinations include those enrolled on full-time GCSE repeat programmes

and those taking single subjects as additional qualifications. Grades A* to C have been sustained at rates well above the national average for sixth form colleges, most notably in 1996 when the pass rate was 17 per cent higher. In 1996, 43 per cent of the entries were in mathematics and English language, and A* to C pass rates in these subjects were 67 per cent and 68 per cent respectively; significantly above the national averages for sixth form colleges. Data on students' achievements on GCSE courses are summarised below.

Students' achievements on GCSE courses 1994-96

	1994	1995	1996
Number of students aged 16 to 18	279	225	258
Number of subjects	23	20	18
Number of entries	513	399	482
Average pass rate grades A* to C	65%	61%	68%
Average pass rate grades A* to C for sixth form colleges	49%	48%	51%

48 The number of students aged 19 and over who were entered for GCE A level and GCSE qualifications has been small. Of the 44 students aged 19 and over who were entered for GCE A level examinations in 1996, 82 per cent achieved grades A to E, and 45 per cent achieved the higher grades A to C. These pass rates are above the national average according to data published by the DfEE. Retention, however, was low at 63 per cent. Of the 51 students aged 19 and over who were entered for GCSE subjects in 1996, 71 per cent gained passes at grades A* to C. These results are above the national average according to data published by the DfEE. Retention was satisfactory at 70 per cent.

49 The college introduced advanced GNVQ programmes in leisure and tourism in 1993, and business in 1994. Initially student numbers were small. In 1996, of the 35 students who completed the course 71 per cent achieved the full qualification, and 29 per cent achieved a merit or distinction. This placed the college in the middle third of colleges in the further education sector on this performance measure, according to data published by the DfEE. Retention on the two courses was good at 85 per cent. Over 40 per cent of full-time day students and many adult part-time evening students have achieved accreditation through the Open College Network in a range of academic or vocational courses at levels 1 and 2.

50 The college records the destinations of its leavers; the destinations of only 2 per cent of leavers were unknown in 1996. Data on the destinations of all students aged 16 to 18 leaving the college after completing one or two-year courses are analysed. The rates of progression to higher and further education are above average for sixth form colleges for the last two years.

Destinations of students aged 16 to 18 in 1995 and 1996

	1995	1996
Total number of leavers	546	575
Progression to higher education	81%	76%
Progression to other further education courses	4%	5%
In employment or training	13%	14%
Other	1%	3%
Unknown	1%	2%

51 Students have gained public recognition for both their academic performance and their sporting achievements in the last two years. A mature student was placed in the top five in the country for GCE A level philosophy after completing the course in one year. A student taking Japanese at the college in one year won a competition enabling further study in Japan. In the British Mathematical Olympiad, a student was placed eleventh in a field of 25,000 competitors. A college team reached the finals of the national under-18 netball league and a student became the national schools windsurfing champion.

QUALITY ASSURANCE

52 There is a long-standing commitment to quality assurance and improvement which is evident throughout the college. Most staff give their full support to implementing the college's quality assurance policy. A course and department quality assurance system has been developed over a number of years into a coherent set of procedures. In 1994, a quality cycle was introduced which is based on an annual departmental review. There are clear guidelines for staff and detailed documentation. The cycle starts with an evaluation of the previous year's performance including analysis of students' recruitment, retention, examination results and, where possible, added value. However, performance trends over several years are not analysed. Comparisons are made with national data on examination results published by the DfEE. Curriculum leaders present their reports individually to the principal and vice-principals with whom an action plan is agreed. A further meeting is held later in the year to assess progress towards implementing the action plan. The process culminates in a departmental development plan, again to a standard format, in which each department is required to identify how it contributes to fulfilling the college's strategic objectives.

53 Student satisfaction surveys are conducted after enrolment, in mid-year and at the end of each course. Responses are carefully analysed and the action to be taken is recorded by curriculum leaders and monitored by senior managers. Students' views of the usefulness of these surveys vary. The college has yet to extend its full quality assurance procedures to adult part-time evening provision. Service standards have been

established for some of the college's non-teaching functions and there are plans to introduce others by the end of the current academic year.

54 The college uses a range of performance indicators. The principal's annual report which is presented to governors each November, includes a detailed analysis of the past year's performance compared with the previous year. College targets are set annually, for example, for students' recruitment and examination results. However, individual departments do not set targets for improvement. If their performance is unsatisfactory or declining, this is sometimes obscured by other good results. Action plans do address improvement of some aspects of teaching and learning, such as development of key skills and resources.

55 A 'quality performance review group' has recently been established. Its membership includes representatives of all curriculum areas and it has the power to co-opt support and administrative staff. Its terms of reference are primarily to monitor the quality assurance process and to identify ways in which it may be improved, rather than to improve performance. Its preliminary recommendations are under consideration by senior managers. The quality performance review group is the only college forum in which quality matters are formally discussed and minuted. There is no record of quality issues being discussed in the minutes of the directorate, the senior management group or the college's academic board. The academic board's terms of reference state that its purpose is to act as an additional source of advice and opinion. Governors do not receive regular reports on quality issues other than the principal's annual report. Governors need to be more involved in monitoring quality.

56 Appraisal for teaching staff was introduced in 1993. It was based on a national scheme for schools. The system, working to a two-year cycle, was reviewed in 1996. It no longer includes classroom observation as a matter of course and its focus is on performance against targets and identification of individual development needs. Teachers may ask to be observed in class as part of their appraisal. However, classroom observation is to be part of the departmental quality review process. Eighty-five per cent of teachers have been appraised once and 50 per cent twice. Those yet to be appraised are newly-appointed staff or those who have recently changed their role. All support staff have been appraised once under a separate scheme based on a civil service model. This includes a review of the previous year's performance, setting targets and establishing staff-development requirements.

57 Staff development is well managed. Each year, individual staff and curriculum managers are required to submit requests for staff development and training. There is a standard form which asks staff to identify to which of the college's strategic objectives their request relates. The staff-development officer drafts an operating plan which is evaluated at a meeting with the principal and vice-principal responsible for personnel.

This meeting is also used to evaluate the effectiveness of the previous year's plan. When staff attend an external course or conference, they are required to complete an evaluation of the event and to state what they will do at college as a result. The college participates in staff-development activities mounted by a consortium of southern sixth form colleges.

58 There is a staff-development budget of £14,500, and a separate budget for the senior management group. In addition there are five in-service training days. The principal determines the aims of three days, while the other two are used according to the needs of individuals or curriculum area teams. A staff-development group, chaired by the staff-development manager, meets at least once a term. It makes recommendations for staff support and development. The group includes representatives of all curriculum areas and support staff. All staff have free access to professional programmes offered by the college as part of its adult and continuing education programme. There is a good induction programme for all staff, which is normally completed during the first term after appointment. Arrangements are made to ensure that part-time staff are included. The college intends to gain Investors in People status and has made some progress towards its achievement.

59 The college charter is a concise and clear statement of the college's commitments to its students and other stakeholders. All full-time and part-time students receive a copy of the charter, and they are aware of its purpose. However, students do not consider that it has much significance for them. There is a simple complaints procedure which has been used only once.

60 The college produced its first self-assessment report in 1994 and reports have been produced annually since, with steadily increasing rigour. The 1995-96 report used for this inspection is succinct, and makes clear judgements. It follows the headings outlined in Council Circular 93/28, *Assessing Achievement*. There are supporting papers for each area of activity. The report proposes actions to remedy weaknesses. Responsibility is clearly allocated and deadlines are set. The report relates to departmental action plans. Judgements are largely consistent with those of the inspectors, although in a few instances the report is overgenerous and fails to identify weaknesses.

RESOURCES

Staffing

61 Teaching staff in the college are well qualified academically for the work they do. Ninety-two per cent of those who teach full-time students have a degree or equivalent qualification. Eighty-two per cent are qualified teachers; this is a lower proportion than in many sixth form colleges. The adult and continuing education programme is taught by 53 teachers who are all appropriately qualified in their subjects. Most teach part time and

only 42 per cent of them have teaching qualifications. They are encouraged to follow a teacher training programme at the college. Ten teachers working on vocational courses have training and development lead body qualifications, and a further 10 are working towards them. The number who are now qualified is sufficient to assess the 70 students following vocational courses. There are 39 men and 53 women teachers involved in the daytime programme, amounting to 73 full-time equivalents. Eight men and 24 women work as part-time teachers. Although the majority of teachers are female there are only three women in the senior management team of 12, and none of the directorate is female. A third of the teaching staff have worked at the college for more than 16 years. There are 11.6 full-time equivalent learning support staff, including those who work as technicians and in the library and learning resources areas.

62 Many staff have additional qualifications and professional experience such as higher degrees, authorship of textbooks, membership of a national development committee, national examinerships and membership of regional subject panels. Some staff, including those in business studies where it is particularly important, lack recent industrial experience. The college fosters the career development of its staff. Examples include the development of continuing education, flexi-study and management training for the local community, all of which are managed by staff who were themselves enthusiastic proponents of these initiatives.

63 There are sound personnel policies and procedures managed by one of the vice-principals. While there are no staff with formal personnel qualifications, the college can call for advice on the Sixth Form Colleges' Employers Forum and other national bodies. Recruitment and selection procedures are clearly documented and include the monitoring of equal opportunities data. Deployment of staff is efficient, with the majority teaching up to their maximum contracted hours. Only 3.5 per cent of group sizes are of less than 10 students. The college calculates staff to student ratios and student group sizes carefully. The ratio of teaching staff to full-time students is approximately 1:17.

Equipment/learning resources

64 The standard of general teaching equipment is high. Most classrooms are equipped with overhead projectors, whiteboards and, where they are required, video facilities. With a few exceptions, specialist equipment is also good. The new language laboratory and open-access language centre has a selection of compact disk read-only memory (CD-ROM) software which provides interactive learning materials of a professional standard. In some other areas teaching teams have developed specialist resources which include well-displayed books, videotapes and learning packages. The science laboratories are well maintained and equipped, although much of the equipment is old. In media studies, however, 150 GCE A level students have only two basic editing suites to work on. There are no facilities for sound mixing or recording for media, music and performing

arts students. There are procedures for replacing equipment which are based partly on allocating money to divisions for smaller items, and partly on bidding.

65 The quality of the college's information technology equipment is outstanding. Computer purchasing is centralised and there is a consistently high standard of machines, programs and maintenance. There is one modern computer for every six full-time equivalent students. Students have access to good machines in the flexible learning centre. The recently-developed management training centres are equipped with modern computers and a large range of CD-ROM and flexible learning packages. It is college policy to have all computers in centralised locations rather than in classrooms, but some subjects, for example, mathematics and languages have specialist machines in their teaching areas. Some other areas, such as music, would also benefit from having relevant information technology equipment in the classroom.

66 The books held by the library are relatively few, at 11,000 non-fiction volumes, 1,200 books of fiction and 300 reference books. Another 2,600 books are held in departments and are included in the library catalogue. The range of books available is carefully focused on GCE A level work, and outdated texts are regularly culled. In addition, the library has a wide range of CD-ROM, video and audio tapes, a press-cuttings file, 10 daily newspapers and 70 periodicals. During the past two years the annual budget has been increased from approximately £10 per full-time student, to £13.30.

Accommodation

67 The college's buildings are relatively modern and are situated close to good rail and road systems. There is adequate space for outdoor activities and car parking. The oldest buildings date from the 1960s. In 1978 a staff centre was built and 15 of the temporary classrooms added then are still used for teaching. In 1993, the college built a library and flexible learning block, a new entrance hall and offices, and refurbished the refectory and performing arts spaces. Last year, the refectory was extended and a management training suite completed. There is a realistic accommodation strategy to further extend and improve the buildings.

68 Attention to detail in both design and internal decoration has resulted in an environment which feels spacious and light. Most specialist areas are appropriate for their purpose and some have been imaginatively developed. For example, the languages and English departments have created informal reception areas, staff offices and displays of resources. Laboratories are being redecorated, although their basic layout is traditional and inflexible. Wall displays are lively; students' art work is exhibited in the main circulation areas. There is some poor accommodation. The music and media studies areas lack the necessary soundproofing. Music practice facilities are very limited and there are no individual practice rooms. Theatre and performing arts students use the

drama workshop and have access to the college hall, but both of these spaces are also used for examinations. The use of huts for teaching encourages a degree of isolation among some subjects from the rest of the work of the college. Heating is difficult to control in some areas, resulting in either very cold or very hot and badly ventilated rooms. The library is an attractive building located above the flexible learning area, but it is too small, with only 70 study spaces for use by 1,200 students during the day. Other quiet study areas are available in different parts of the college, but they lack immediate access to resources.

69 The college calculates its daytime classroom utilisation at 74 per cent, but group sizes have not been included in these calculations. Evening classes occupy only about one-third of the available space and there is a two-hour gap between the end of the full-time students' day and the start of most evening work. These factors make the overall utilisation figure much lower than that quoted by the college.

70 Outside spaces are well cared for and include access to an all-weather pitch located in the college grounds. Students are able to use the pitch during the day and a local hockey club uses it at weekends and in the evenings. Indoor sports facilities are hired from a neighbouring leisure centre. Although this is conveniently located, the college gives high priority to acquiring its own facilities as part of its expansion plan. Access for students with restricted mobility is only practicable to the ground floor, the huts and the library.

CONCLUSIONS AND ISSUES

71 The particular strengths of the college are as follows:

- the broadening of the curriculum over the last three years, especially the introduction of adult part-time provision
- the entrepreneurial activities, particularly those that serve business
- the good relations with local schools, higher education providers, and the community
- growth targets that have been exceeded each year since incorporation
- the effective management information systems
- the open and consultative management
- the good pastoral care and guidance
- the good teaching and examination results
- the articulate and confident students
- the excellent resources for information technology.

72 If the college is to continue to improve its provision it should:

- increase the involvement of the governors in evaluating the college's academic performance

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- increase the rigour of course reviews to remedy any poor achievement or retention rates
 - extend the quality assurance system to include part-time evening provision
 - improve health and safety training and monitoring
 - improve access to the buildings for wheelchair users.

FIGURES

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- 1 Percentage student numbers by age (as at November 1996)

 - 2 Percentage student numbers by level of study (as at November 1996)

 - 3 Student numbers by mode of attendance and curriculum area (as at November 1996)

 - 4 Staff profile – staff expressed as full-time equivalents (as at November 1996)

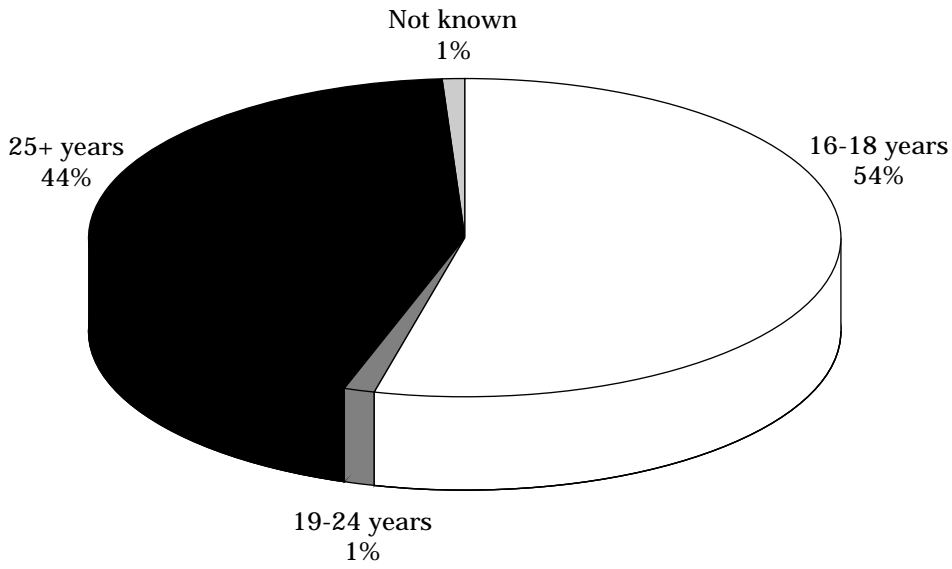
 - 5 Income (for 12 months to July 1996)

 - 6 Expenditure (for 12 months to July 1996)

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

Figure 1

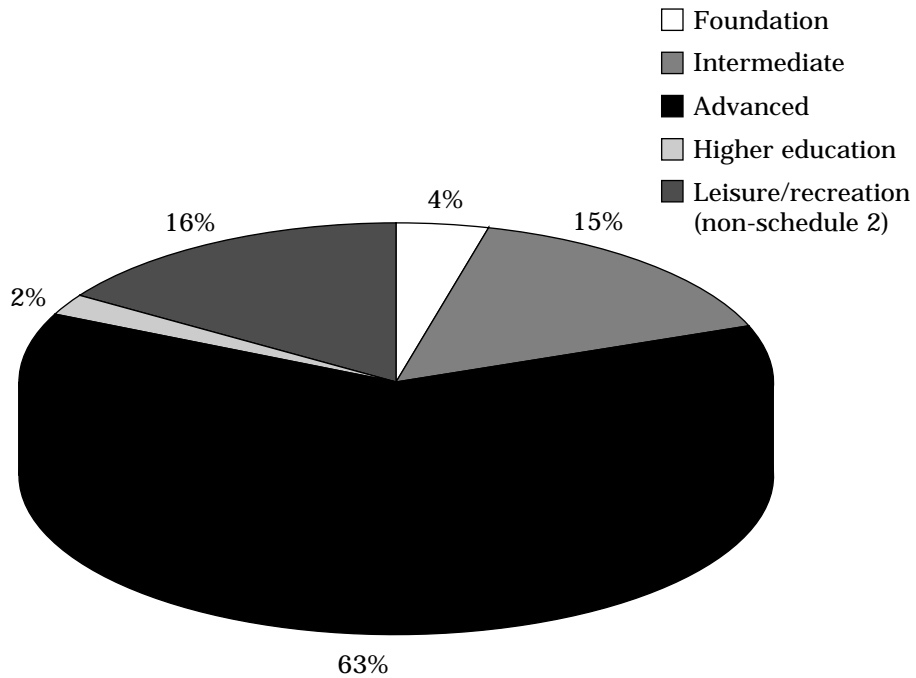
Havant College: percentage student numbers by age (as at November 1996)



Student numbers: 2,280

Figure 2

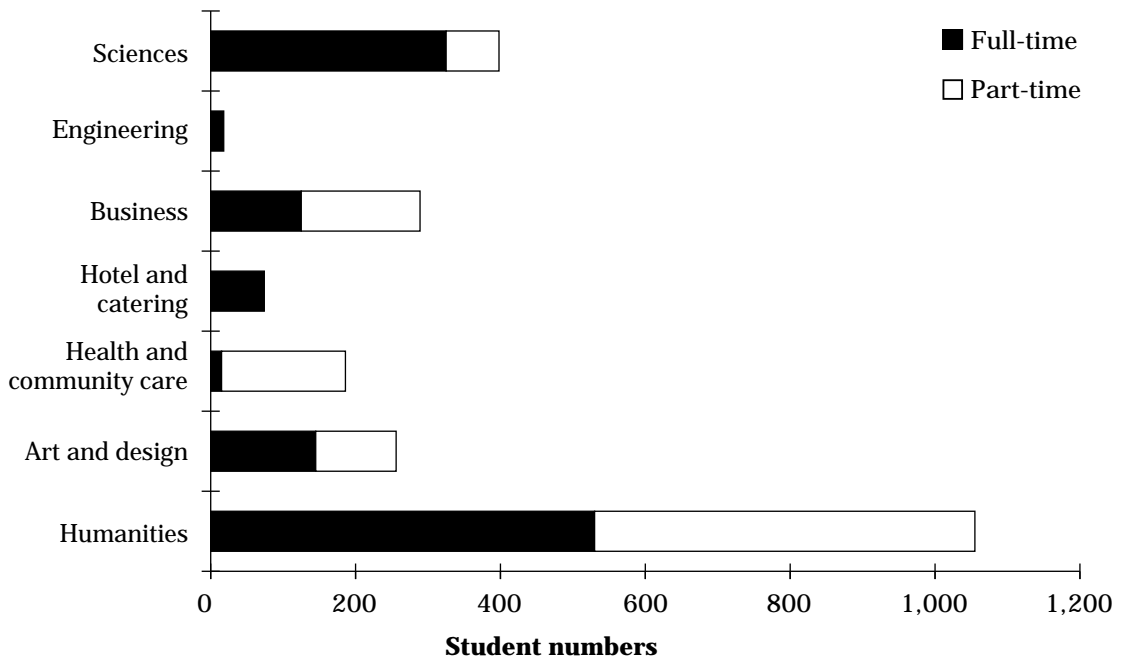
Havant College: percentage student numbers by level of study (as at November 1996)



Student numbers: 2,280

Figure 3

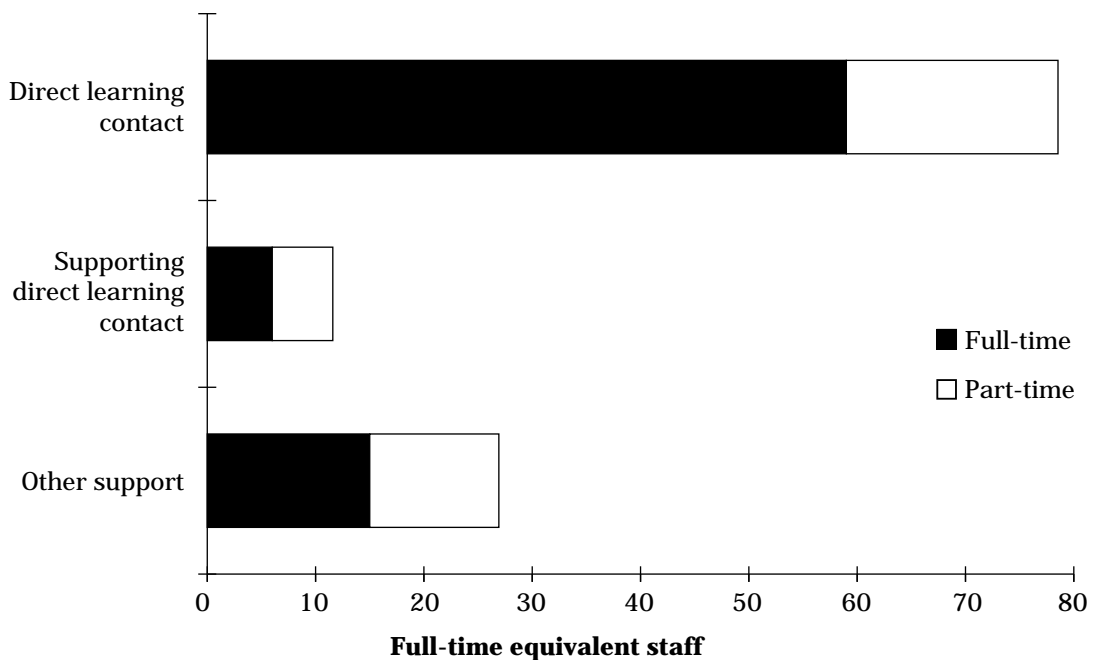
Havant College: student numbers by mode of attendance and curriculum area (as at November 1996)



Student numbers: 2,280

Figure 4

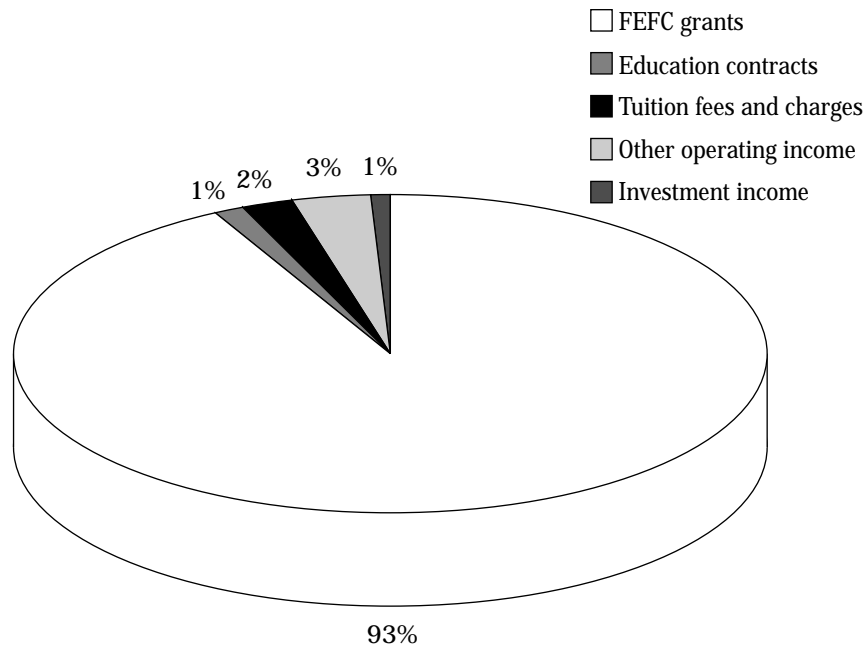
Havant College: staff profile – staff expressed as full-time equivalents (as at November 1996)



Full-time equivalent staff: 117

Figure 5

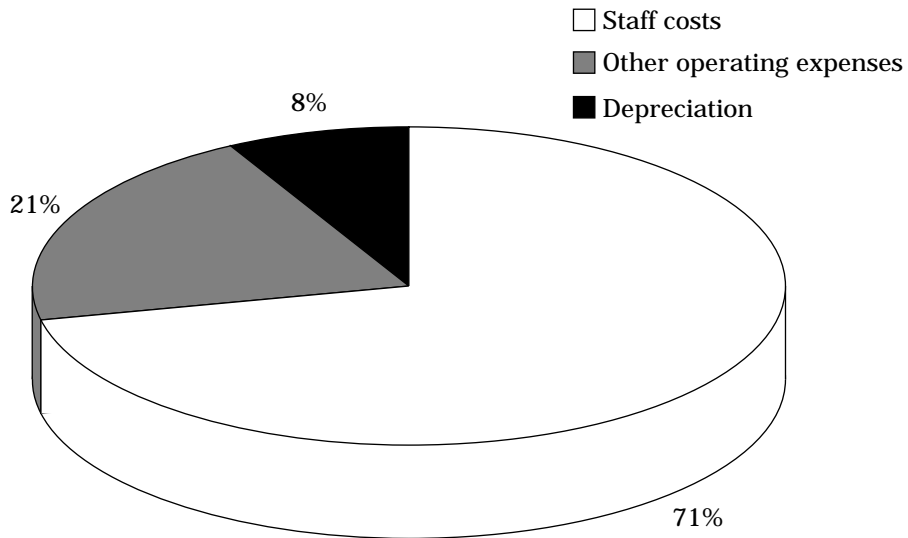
Havant College: income (for 12 months to July 1996)



Income: £3,589,000

Figure 6

Havant College: expenditure (for 12 months to July 1996)



Expenditure: £3,581,000

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