

Havant College

REPORT FROM
THE INSPECTORATE
1999-00

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

***THE FURTHER EDUCATION
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.

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 024 7686 3000
Fax 024 7686 3100
Website www.fefc.ac.uk*

© FEFC 2000 *You may photocopy this report and use extracts in promotional or other material provided quotes are accurate, and the findings are not misrepresented.*

Contents

Paragraph

Summary

Context

The college and its mission	1
The inspection	8

Curriculum areas

Mathematics, computing and information technology	11
Business	16
History, politics, sociology and general studies	22
English and communications	27

Cross-college provision

Support for students	32
General resources	40
Quality assurance	47
Governance	56
Management	63
Conclusions	70

College statistics

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 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	–
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*
Sample size: 104 college inspections

Student Achievements

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

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 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 students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

Summary

Havant College

South East Region

Inspected April 2000

The self-assessment process and the resulting self-assessment report were comprehensive. Internal validation procedures were thorough. Action plans arising out of the self-assessment process are implemented by staff throughout the year. Generally, inspectors agreed with the strengths and weaknesses identified in the report, but found that the significance of some strengths and weaknesses had been overestimated, and that some weaknesses had been overlooked. Actions were not always sufficient to resolve the issues identified in the report. The college was more generous in the awarding of grades than were inspectors. Inspectors agreed with two out of four curriculum grades, and three of the five cross-college grades.

The college offers courses in nine of the FEFC's 10 programme areas. Courses in three programme areas were inspected, together with aspects of cross-college provision. Considerable progress has been made since the last inspection. The college has strengthened its self-assessment process, extended its quality assurance system to cover its provision for adults and improved its monitoring of health and safety issues. An extensive building programme is nearing completion, and study support arrangements have been improved.

The college continues to operate an open and consultative style of management. Financial management is sound, and governance is good. Teaching and learning are of a high standard. Students are often involved in lively debate within lessons. Students' achievements are generally good, and in some cases are outstanding. The college needs to pay close attention to declining retention rates at level 3. It needs also to: strengthen strategic planning; improve action-planning; address the issue of training for governors; ensure that the diverse learning needs of all the students are met in lessons; and monitor the effectiveness of its equal opportunities policy.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics, computing and information technology	2	Support for students	1
Business	2	General resources	2
History, politics, sociology and general studies	2	Quality assurance	2
English and communications	2	Governance	2
		Management	2

Context

The College and its Mission

1 Havant College is a sixth form college which occupies a compact site near the centre of the town of Havant in south-east Hampshire. Access by public transport and by road is good. The college is near Portsmouth and attracts students from a wide area, from the east of Chichester to the west of Fareham and the north of Petersfield. The site has its origins in buildings constructed in 1958 to house a grammar school.

2 The college operates in a competitive environment. Within 10 miles there are four general further education colleges, two other sixth form colleges, and several schools with their own sixth forms. The growth in full-time student numbers has levelled off recently but part-time adult enrolments continue to increase. In 1998-99, the college enrolled 1,232 full-time students and 1,412 part-time students. The area from which the college draws its students is diverse. It includes a large housing estate close to the college, the city of Portsmouth, and a number of more prosperous towns and villages in the surrounding countryside. The college recruits from a large number of schools, both in the private and public sectors. In 1999 it recruited from approximately 60 schools.

3 The college has three main areas of activity. The full-time provision is for 16 to 18 year olds studying subjects at general certificate of education advanced/advanced supplementary level (GCE A/AS level) and general certificate of secondary education (GCSE) levels and courses leading to general national vocational qualifications (GNVQs). There is a programme of vocational and non-vocational evening courses for adults. The college has a separate business centre on the site, which is available to people from local businesses both for timetabled courses and 'drop-in' provision, making use of information and communications technology. Of all students at the college, 79% are studying at level 3.

4 The college is involved in many local partnerships. It is part of 'On-line Training', a new business established by the Hampshire colleges which offers a range of Internet-based courses, and plans to become a learning centre for the new local University for Industry hub. It is also a member of the Hampshire Sixth Form Colleges' Partnership, which undertakes a range of activities, for example in staff development, from which the college is able to benefit. The college works in partnership with local schools and Havant Borough Council, and is part of the recently established local education action zone.

5 The principal and deputy principal, together with six directors, form the college's senior management team. Two directors oversee the work of the two academic divisions in the college, supported by nine programme area managers: the adult learning and business training provision is overseen by its own director. The other three directors are responsible for finance, learning resources and students and academic standards. The college employs 119 full-time equivalent staff, of whom 77 hold teaching posts.

6 The college is currently completing a major building programme in line with its accommodation strategy. Temporary classrooms are being replaced with a new classroom block and sports hall and a new library and learning centre is being constructed. The building programme includes landscaping work to ensure the appearance of the college is acceptable to the local community. The college has invested heavily in information technology (IT) and plans to continue this process to ensure that all teaching and learning spaces in the college have computer network access within the near future.

7 The college's mission is 'to sustain and enhance Havant College's established reputation for excellence and reliability as the regional leader in first-class, full-time education 16 to 19; to develop as an efficient provider of high-quality vocational and continuing education and

Context

business training; and to seek to ensure the maximum achievement and fulfilment of all its students, thereby giving the best possible service to the local community'. The college is committed to responding flexibly to new education needs and opportunities, and to extending provision in selected areas according to its strengths, resources and market position. It aims to:

- continue to provide high-quality pastoral care and guidance for all students
- maintain strong links with the communities whose interests and needs it seeks to serve
- maintain a favourable working environment for all students and staff, which supports, values and develops the individual.

The Inspection

8 The college was inspected during the week beginning 3 April 2000. The inspection team had previously examined the college's self-assessment report and information about the

college held by other directorates of the Further Education Funding Council (FEFC). Inspectors used data on students' achievements derived from the individualised student record (ISR) for 1997 and 1998. The college provided data for 1999. These were checked against registers and pass lists from examining bodies, and were found to be reliable. The college was given approximately two months' notice of the sample of provision to be inspected. The inspection was carried out by a team of eight inspectors and an auditor, working for a total of 38 days. Inspectors observed 50 lessons and tutorials. The team examined documents provided by the college to support its self-assessment report, and held meetings with governors, managers, staff and students.

9 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. The percentage of lessons judged to be good or outstanding was 5% above the national average for all colleges inspected in 1998-99.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	9	13	10	3	0	35
GCSE	1	7	1	0	0	9
GNVQ	2	0	0	0	0	2
Other vocational	1	2	1	0	0	4
Total (No)	13	22	12	3	0	50
Total (%)	26	44	24	6	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

Context

10 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. Attendance in mathematics, computing and IT, and English and communication was particularly good, at 87% and 86%, respectively.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Havant College	10.9	80
National average, all inspected colleges 1998-99	11.2	78

Source for national average: Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report

Curriculum Areas

Mathematics, Computing and Information Technology

Grade 2

11 The inspection covered GCE A level courses in mathematics, computing, IT and GCSE mathematics. Inspectors observed 12 lessons. They agreed with the strengths in the self-assessment report, but considered that the significance of some weaknesses in computing and IT had been understated and that one key weakness had been omitted.

Key strengths

- much good teaching and learning
- effective support for individual students' academic progress
- excellent achievements of GCE A level mathematics students
- good retention and achievements of full-time GCSE mathematics students
- well-organised mathematics lessons
- good learning resources and equipment

Weaknesses

- poor retention in GCE A level IT
- achievements in computing for the past two years below national benchmarks
- congested specialist accommodation

12 The college offers a good range of specialist courses in mathematics, computing and IT. There are also a number of IT-related courses in the FEFC's programme area 5. Enrolments in mathematics are substantial, as a result of initiatives to widen participation by attracting some students with modest entry qualifications to GCE A level programmes. Working relationships with partner schools are carefully maintained. Most GCE A level and GCSE students study full time, although a small number of part-time students study GCSE mathematics during the day or in the evening.

13 Inspectors agreed with the college's judgement that teaching is of a high standard. Lessons are well planned and effectively delivered. Schemes of work for all subjects are shared with students, and their work is marked regularly. Teachers are skilled in managing classroom activities for groups with a wide range of abilities, for example in GCSE mathematics. Exceptionally able GCE A level students are fully challenged. In a second-year mathematics lesson, a complex problem was set out clearly by the teacher following a practical demonstration of its relevance. Students participated fully in the lesson. They asked to be set an even more challenging problem which they then solved successfully. They used mathematical principles and techniques learned in another subject to produce theoretical solutions that closely matched results from the practical demonstration.

14 Student achievement rates on some courses are good. The rates for full-time students in GCSE mathematics have been at or above the national average for sixth form colleges for the last three years, though the small number of part-time students taking evening courses have been less successful. The successes of GCE A level mathematics students are particularly impressive, and inspectors identified this as a strength. Overall pass rates at grades A to E have been above the national average for sixth form colleges for the last three years. Higher pass rates at grades A to C have been at least 12% above the national average over the same period. Retention rates have been at or above national benchmarks. For the past three years, all students taking GCE A level pure mathematics were successful, and in 1998, all the students achieved high grade passes. Several pure and applied mathematics students have been placed in the 'top five candidates' lists by examination boards in recent years. Retention and achievement rates in GCE A level computing and IT are less satisfactory. In GCE A level computing, pass rates at grades A to E and at grades A to C have been below the

Curriculum Areas

national average for the last two years. In GCE A level IT, retention has been at or below the national figure for the last two years. Against this general background of poor retention, pass rates and the percentage achieving high grades were above benchmarks for the first time last year. In the past, a number of IT students who transferred from GCE A level to the GCE AS programme have succeeded in achieving the qualification. Retention has improved in the current GCE A level IT student cohort, but still compares unfavourably with the national average.

15 Learning resources, computing equipment and software are all appropriate. The plentiful learning resources prepared by staff are used effectively to support lessons. Students are provided with books for their courses. The specialist accommodation used for GCE A level computing and IT is poorly arranged and congested. The self-assessment report failed to note this weakness, but it acknowledged the dispersed nature of the IT accommodation. The college's better IT accommodation is not used for the teaching of GCE A level computing or IT.

A summary of retention and achievement rates in mathematics, computing and information technology, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE mathematics (one-year course)	2	Number of starters	169	150	193
		Retention (%)	76	85	83
		Achievement (%)	61	46	46
GCE A level mathematics courses	3	Number of starters	185	212	185
		Retention (%)	77	83	73
		Achievement (%)	90	96	96
GCE A level computing	3	Number of starters	33	39	58
		Retention (%)	76	79	72
		Achievement (%)	96	68	78
GCE A level IT	3	Number of starters	18	39	42
		Retention (%)	72	56	32
		Achievement (%)	69	90	100

Source: ISR (1997 and 1998), college (1999)

Curriculum Areas

Business

Grade 2

16 Inspectors observed 13 lessons covering GCE A level business studies and accounts, GCSE business and accounts, GNVQ intermediate and advanced business and courses in secretarial and administrative procedures and business IT. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report, but identified an additional weakness.

Key strengths

- well-planned courses
- high-quality teaching
- good standard of students' work
- an extensive range of additional activities for students
- effective course management
- good students' achievements on GCE A level and GNVQ intermediate courses

Weaknesses

- insufficient opportunities for students to contribute to some lessons
- low achievement in GNVQ advanced business
- poor retention in GCE A level business

17 The college offers a range of courses for 16 to 18 year olds and has recently expanded its provision to include a number of courses for adults. Training programmes for staff in local businesses, run on a self-financing basis, are also available. Over the past three years, IT provision for adults has increased significantly. Inspectors agreed with the college's view that courses are effectively managed. There is a full calendar of extra-curricular events for students including conferences, visits by local speakers, industrial visits and an annual trip to Europe on which students visit the European Parliament building in Strasbourg and a number of

industrial plants. Inspectors judged this programme to be a strength. Staff roles are clearly defined, and responsibilities effectively delegated. The department operates a cycle of staff meetings which are well documented and where implementation of the action agreed is regularly monitored. The outcomes of student surveys are used to improve teaching and learning.

18 Most lessons are good or outstanding. In the better lessons group work is effective and students are given clear responsibilities for the task set. There is a good mix of theoretical and practical activities. In one lesson, students were asked to identify the factors they took into account when considering a job and to rank them in order of importance. These factors were then linked to theories of motivation. In most lessons, teachers monitor the progress students are making, and then use this to give quick advice and guidance. In the poorer lessons, students have limited opportunities to participate, and discussions are dominated by the more vocal members of the class. In a few lessons, students did not use their time productively.

19 The quality of most students' written work is good. Students are well prepared for examinations through thorough and regular assessment. Teachers grade assignments accurately and provide students with constructive feedback on how to improve their work. Students' portfolios are generally well organised and well presented. Students' progress is carefully monitored and parents are kept informed.

20 Inspectors agreed with the college that GCE A level achievements are a strength. In 1999, all of those students who completed the GCE A level business studies and accounts courses were successful. In the same year, 91% of students taking GCE A level accounts achieved grades A to C. Achievements for GNVQ intermediate business were above the national benchmark. However, achievement on

Curriculum Areas

the GNVQ advanced has declined and was below the national benchmark in 1999. Retention on GCE A level business courses is also below the national benchmarks. The self-assessment report does not address this satisfactorily. Results for adult learners are good; those for computer literacy and information technology and integrated business technology level 2 are well above the national averages. Adult learners take a wide range of single subject examinations and achievement rates for many of the Oxford Cambridge and RSA Examinations (OCR) wordprocessing and text processing courses are 100%.

21 Adult learners have access to excellent facilities. The rooms they use have the latest technology and are very comfortable. Younger students on full-time courses have good access to IT equipment, industry standard software and the Internet, but some of the rooms they use are very cramped. The library is well stocked with business books, journals, magazines, CD-ROMs and videos. Staff are well qualified for the courses they teach and there are good opportunities for staff development.

A summary of retention and achievement rates in business, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Computer literacy and information technology	2	Number of starters	186	108	163
		Retention (%)	96	94	91
		Achievement (%)	57	86	75
Integrated business technology	2	Number of starters	35	80	90
		Retention (%)	86	96	97
		Achievement (%)	33	52	63
GNVQ intermediate business	2	Number of starters	17	14	13
		Retention (%)	94	86	100
		Achievement (%)	44	73	85
GNVQ advanced business	3	Number of starters	16	16	21
		Retention (%)	81	56	90
		Achievement (%)	69	67	53
GCE A level business (full-time course)	3	Number of starters	103	107	99
		Retention (%)	77	79	69
		Achievement (%)	94	94	100
GCE A level business (part-time course)	3	Number of starters	19	17	7
		Retention (%)	58	65	71
		Achievement (%)	40	56	60
GCE A level accounts (full-time course)	3	Number of starters	22	22	16
		Retention (%)	86	77	69
		Achievement (%)	58	100	100

Source: ISR (1997 and 1998), college (1999)

Curriculum Areas

History, Politics, Sociology and General Studies

Grade 2

22 Inspectors observed 13 lessons in general studies, history, government and politics, and sociology. They agreed with most of the strengths and weaknesses identified in the self-assessment report, but identified additional weaknesses.

Key strengths

- well-planned courses
- stimulating teaching
- high quality of students' written work
- good achievement and retention rates overall
- excellent teacher-devised materials

Weaknesses

- failure to provide suitable activities for the most and least able
- low students' attendance

23 The college offers a wide range of GCE A level courses, particularly in history, where students can choose Roman, early modern or modern history. GCSE courses are only available in two subjects, history and sociology. Over the past three years GCE A level general studies has attracted increasing numbers of students. Provision is well managed. There are regular team meetings where teachers discuss students' progress and quality assurance issues. Courses are well planned. Schemes of work are detailed and serve as an important guide for part-time teachers as well as full-time staff. The aims and objectives of lessons are shared with students. Teachers plan assignments with care and mark them constructively. Teachers are concerned to improve the standard of students' written English and their communication skills as well as dealing with the specific demands of the courses.

24 Inspectors agreed with the college's self-assessment that teaching and learning is of a good standard. Teachers use current news items and recent academic debates to inform their teaching. They are skilled at stimulating students' interest and in fostering discussion. In one history lesson, the teacher brought in artefacts from Germany in the 1930s to illustrate the nature of Nazi ideology and its impact on society. Teachers question students to check their understanding; they support group work effectively, and manage student debates well. Students are generally well motivated and contribute to discussion. In some lessons observed, teachers helped students develop their intellectual skills further by probing their choice of material and encouraging them to use it more effectively. Students' written work achieves high standards overall. In both sociology and history, students undertake a written project and the research and communication skills they display are impressive. Inspectors judged the quality of students' written work to be a strength. In a small number of GCE A level lessons, teachers did not make it clear to students that they were required to develop an analytical and evaluative approach to their work; in some oral work, teachers did not challenge students' reliance on description and narrative. Teachers spend considerable time outside lessons providing further help for students with their work, including preparing them for entry to Oxford and Cambridge universities. However, within lessons, insufficient attention is paid to meeting the needs of the most and least able. Inspectors did not agree with the college's judgement that attention to individual needs was a strength. A weakness identified in the self-assessment report but not given sufficient weight, was students' attendance. The average attendance for the lessons observed was 71%, and attendance was particularly low in general studies classes. Teachers note poor punctuality but do not deal with it firmly enough.

Curriculum Areas

25 As the self-assessment report states, student pass and retention rates are generally good. In all subjects, in two of the previous three years, pass and retention rates have matched or exceeded national averages. In all GCE A level subjects, there have been instances of students' achievements exceeding the benchmarks for grades A to C. However, student retention and pass rates have fluctuated in all subjects except general studies, and at all levels, dropping below national averages in at least one of the past three years. The college has no explanation for this variability.

26 Inspectors agreed with the self-assessment report that specialist teaching resources are good. Textbooks in all subjects are available in

the college library and in base rooms. Inspectors considered the very high quality of the resources devised by some teachers to be a strength. In one subject, the teacher had produced a revision pack which included documentary source material and associated questions, previous years' students' answers to questions, and examiners' comments on the students' answers. Teachers are well qualified in their subjects; a number possess higher degrees, and most are experienced in both teaching and examining externally in their subject areas. Provision is housed in unsatisfactory temporary accommodation which is shortly to be demolished.

A summary of retention and achievement rates in history, politics, sociology and general studies, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE sociology	2	Number of starters	16	13	30
		Retention (%)	63	92	83
		Achievement (%)	67	50	44
GCE A level general studies	3	Number of starters	276	314	384
		Retention (%)	96	93	94
		Achievement (%)	89	92	82
GCE A level government and politics	3	Number of starters	37	29	21
		Retention (%)	92	83	62
		Achievement (%)	74	79	100
GCE A level history	3	Number of starters	131	122	107
		Retention (%)	78	83	81
		Achievement (%)	90	86	91
GCE A level sociology	3	Number of starters	63	63	40
		Retention (%)	89	79	85
		Achievement (%)	92	84	90

Source: ISR (1997 and 1998), college (1999)

Curriculum Areas

English and Communications

Grade 2

27 Inspectors observed 12 lessons covering GCE A level in communications, English literature, English language, English language and literature, and GCSE English. Inspectors agreed with many of the judgements contained in the self-assessment report, but concluded that some strengths had been overstated.

Key strengths

- effective teamwork within the curriculum area
- imaginative use of resources to promote learning
- high quality of students' contribution to debate
- good students' achievements, consistently above national benchmarks
- creative use of accommodation

Weaknesses

- insufficient attention to individual students' learning needs
- declining retention rates on most courses

28 The college offers two-year, full-time GCE A level courses in communications, English literature, English language and English language and literature. A one-year GCE A level English language and literature course is available for adults who wish to study in the evening. GCSE English is offered during the daytime for full-time 16 to 18 year old students, and is available for adults during the day and in the evening. Overall, the number of full-time students enrolling for these courses has remained constant. Whilst English literature remains the most popular option, the number of students choosing GCE A level English language and literature is increasing. The curriculum

areas are well managed. Teachers work together effectively. They organise resources well, so that all those teaching a subject have access to them. There are regular team meetings where students' performance is evaluated and action plans for improvement are drawn up. These plans take students' views into account. However, the actions proposed are sometimes not sufficient to tackle matters causing concern, and there are no actions to address the low participation in, and poor attendance on, adult education courses.

29 Most teaching is of a high standard. Lessons are well planned and schemes of work are satisfactory. Resource packs for teachers on particular texts, for example King Lear, or for topics such as language development are helpful and well used. Teachers use a wide range of resources to enliven activities, including computer-based exercises, film and television clips and newspapers. In a communications lesson, three film clips were shown in order to explore censorship and British Board of Film Censors' classifications with regard to female and male nudity. This generated a lively debate within the group and mature reflection on the issues raised. In the poorer lessons, the teacher dominated proceedings, providing too few opportunities for students to contribute, and they lost interest. Objectives were not always clear to students and some lessons lacked purposefulness. Inspectors did not agree with the self-assessment report that students' individual needs are well catered for. Although lesson plans showed an awareness of the needs of students of differing abilities, in practice, students experiencing difficulties were paid little attention. Students' written work is of a high standard and teachers generally provide constructive comments. Students are positive about the courses they are undertaking. They are able to undertake a wide range of visits, including an annual one to New York for communications students.

Curriculum Areas

30 Inspectors agreed with the college that student achievement rates are a strength. Achievements in all subjects are consistently above the national average for sixth form colleges. For the last three years, in English literature studied over two years, achievement has stood at 98%, 96% and 99%. Over the last two years, the achievement rates for GCSE English have been well above the national benchmark. The pass rate for full-time students on the two-year English language and literature course for the last three years has been 100%. However, achievements in GCE A level English language declined in 1999 to just below the benchmark. Although they remain at or slightly above the national average, student retention rates on GCE A level English courses show a

steady decline. For example, the rate for GCE A level English language and literature has dropped from 88% in 1997 to 71% in 1999. This decline is noted in the self-assessment report, but robust strategies to address the trend are not identified in the action plan.

31 English and communications courses are housed in a suite of rooms which are used inventively to give a variety of spaces for learning. Classrooms are well equipped. There are many displays of students' work, which help create a stimulating learning environment. The stock of textbooks is impressive, and the library is generally well resourced. Staff are well qualified, knowledgeable and enthusiastic.

A summary of retention and achievement rates in English and communications, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE English	2	Number of starters	115	116	96
		Retention (%)	76	78	77
		Achievement (%)	46	74	77
GCE A level English language	3	Number of starters	56	41	37
		Retention (%)	86	85	82
		Achievement (%)	96	100	89
GCE A level English literature	3	Number of starters	133	139	111
		Retention (%)	89	86	81
		Achievement (%)	98	96	99
GCE A level communication skills	3	Number of starters	20	20	21
		Retention (%)	90	85	70
		Achievement (%)	78	94	100
GCE A level English language and literature (two-year course)	3	Number of starters	17	43	61
		Retention (%)	88	74	71
		Achievement (%)	100	100	100
GCE A level English language and literature (one-year course)	3	Number of starters	19	18	10
		Retention (%)	84	78	70
		Achievement (%)	94	93	100

Source: ISR (1997 and 1998), college (1999)

Cross-college Provision

Support for Students

Grade 1

32 Inspectors agreed with the college's overall judgements in this area.

Key strengths

- welcoming and supportive ethos of the college
- extensive links with schools
- comprehensive pre-entry advice and guidance
- effective arrangements for enrolment and induction
- quality of additional learning support
- excellent careers education and guidance

Weaknesses

- there are no significant weaknesses

33 The supportive ethos and reputation of the college attract full-time students from some 60 schools. The college has close links with 20 of them. Prospective students receive impartial advice and guidance. College staff make frequent visits to schools and there are open evenings and 'taster' courses at the college. The prospectus is attractive and informative. This year, an additional leaflet describes the college's arrangements for implementing curriculum 2000 and the extra support available to help students make informed choices. The college notifies prospective students of their interview appointment within two days of receiving their application.

34 An induction day for full-time students takes place in July. Students have opportunities to meet and get to know one another, and they are told about the college's enrolment procedures. They speak highly of this event. In late August, when GCSE results are out, the college provides 'surgeries' for students who need to review their choice of course. Many students make use of this service. Inspectors

agreed with the college's assessment that pre-entry guidance and advice are a strength.

35 Enrolment is speedy and efficient. Careers staff, specialist subject teachers and course leaders assist as necessary. Once students' choices are confirmed, time is set aside for subject teachers to present course handbooks to their new groups. Effective procedures enable students to make changes to their programmes of study during September. Students receive an informative handbook which includes the college charter. Throughout September, they are gradually introduced to the wide range of college services.

36 New tutorial arrangements for full-time students were implemented in September 1999. The programme is now more focused on the needs of students at different stages in their course of study. For example, new students learn about the college's procedures for monitoring their academic progress and the process for those causing concern. Those whose goal is higher education, work with tutors to agree the minimum grades they will work for, based on analysis of GCSE performance, and these are reviewed regularly. Students on one-year programmes are advised of the requirements for progression to more advanced courses. All students are provided with essential careers information and guidance relevant to their individual goals, they have access to study skills workshops, and they undertake a personal, social and health education programme, including activities to raise awareness of equal opportunities. The new arrangements include a centralised procedure for monitoring attendance. Students are required to attend a minimum of 90% of their lessons. Attendance overall is higher than the average for sixth form colleges, but does not yet meet this demanding target. For some courses, follow-up action is not sufficiently prompt.

37 Since the last inspection, the college has restructured additional learning provision. The study support centre provides a service for full-

Cross-college Provision

time and part-time students of all abilities, who wish to improve a particular skill or aspect of their work. The provision is sensitive to students' anxieties and needs, and efficiently managed. Many students refer themselves. Student surveys confirm that this provision is one of the most valued services of the college. Inspectors agreed that it constitutes a strength. The college introduced diagnostic testing for all new full-time students in September 1999. Some 200 students were judged in need of additional learning support. Each student has an individual programme with objectives agreed between the personal tutor, the manager of the study support centre and the student. Most students identified as needing help attend the study support centre every week. Attendance is strictly monitored. There is close liaison between the personal tutor and the study support manager. When five support sessions have been completed, progress is reviewed and new objectives are agreed and documented. During tutorial sessions, the college also provided independent learning and self-assessment materials for students requiring less substantial help in improving their basic skills. However, it did not formally check that all were taking up this help until students had completed half their year's work.

38 Inspectors agreed with the college that careers education and guidance are outstanding. Full-time students benefit from a comprehensive careers education programme which addresses the needs of those seeking progression to higher education or employment. Adult students can easily access this service. The careers library is spacious and well equipped. Details of job opportunities, careers events and visits are posted on an eye-catching noticeboard. Each year the college is able to produce a detailed report on the destinations of 99% of all leavers. The analysis is systematically used to review and develop the service. Student surveys confirm the high regard in which the careers service is held.

39 A member of the college's teaching staff provides welfare information and advice for students on a part-time basis. Approximately 50 students seek advice annually. A termly report on the categories of problems encountered and the advice given is provided to senior managers. Students also have access to a professional counselling service within easy reach of the college. Where appropriate, the student welfare officer refers students to this service. Another member of staff provides support and guidance to the students' union through regular meetings. The union makes representations on behalf of the student body to the principal and organises a wide range of social and sporting activities. Satisfaction surveys confirm that students rate highly the 'quality of life', both academic and social, at the college.

General Resources

Grade 2

40 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report, but identified some additional weaknesses.

Key strengths

- improvements to teaching accommodation since the last inspection
- a well-considered and well-executed building development programme
- good IT facilities
- well-managed library
- well-resourced careers centre

Weaknesses

- cramped accommodation in the IT flexible learning centre
- no planned maintenance programme
- refectory too small

Cross-college Provision

41 Most of the permanent buildings on the college's 6.3 hectare site are in good condition. Inspectors agreed with the college's assessment that the quality of teaching accommodation has significantly improved since the last inspection. Curriculum areas have been relocated into coherent operational locations. For example, media is now located alongside English and communications. The former media room has been successfully converted into a study support centre. Facilities for music and performing areas have been considerably improved. Staff have good work areas with appropriate resources, and a large staff room. There are two full-sized football pitches. An all-weather hockey pitch is jointly used by Havant Hockey Club and the college.

42 The college is steadily implementing its accommodation strategy. Targets have either been achieved or will be within the next few months. A new block comprising a sports hall and 12 classrooms is nearly completed. All eight temporary huts will be removed at the end of this academic year. Work to modify the original hall is nearing completion. The stage has been transformed into a spacious, well-organised and attractive careers centre. Work is well under way to transform the body of the hall into a large library and information centre. This will replace the existing library, considered to be too small at the last inspection. The former library will be converted into three more classrooms by September 2000. Space utilisation has increased from 74% at the time of the last inspection, to 78%. There are plans to improve access for people with restricted mobility, though access to first-floor science laboratories will still not be possible.

43 Most buildings are well maintained although some accommodation requires redecoration. The college does not have a planned, budgeted maintenance programme enabling it to prioritise work over the longer term. Inspectors judged this to be a weakness. Major maintenance projects are dealt with on an

annual basis. An extensive window replacement programme is in progress. To date, 60% of the wooden-framed windows have been replaced. Minor maintenance requests are handled efficiently by the maintenance team. The health and safety committee monitors procedures thoroughly and oversees regular risk assessments. A detailed assets register is kept. The equipment replacement policy is comprehensive.

44 Inspectors agreed with the college's assessment that IT facilities are good. There are 280 computers with a high specification available for students' use, giving a ratio of full-time equivalent students to computers of 5:1. This is better than at the last inspection. Currently only 35 computers are available to students on open access, mainly in the flexible learning centre, which is very cramped. This weakness is recognised in the self-assessment report. However, the number of open access computers will increase with the opening of the new library and information centre. Some classrooms for teaching IT and computing are also cramped. The well-designed business training centre is also used by adult learners. Good IT support is provided by technicians. Many staff have limited IT skills, so that students rely heavily on technicians for the support they need. A recent audit of IT needs in curriculum areas will form the basis of the college's information and learning technology strategy. Access to the Internet is good.

45 The library is a highly valued, well-managed resource. There is good liaison between the librarian and teachers to explore ways to improve the library service. Students' views on the nature and quality of the service are also sought and lead to action. The bookstock is low; it is culled regularly to ensure it remains up to date and relevant. Many other books are catalogued and held in programme areas. These are older books which are judged to be still useful to students. The library budget is modest but has been increased from £13.30

Cross-college Provision

to £15.00 per full-time equivalent student. Opening hours are longer on three evenings a week to cater for adult students.

46 Social space for students is limited. The refectory can only accommodate 160 people. Plans to develop an outside eating area will help, but only in the summer term. A foyer is used as an informal meeting area at break times and as a quiet study area at other times. This facility is well used, but as food and drink are not permitted, it does not alleviate the pressure on refectory accommodation. Adults are able to use the staff room as their common room, and value the use of this facility.

Quality Assurance

Grade 2

47 Inspectors agreed with most of the judgements contained in the self-assessment report. They concluded that the significance of some strengths was not fully recognised, and identified additional weaknesses.

Key strengths

- strong commitment to continuous improvement throughout the college
- well-developed self-assessment procedures
- effective integration of quality assurance and management processes
- systematic arrangements for monitoring achievements against targets
- comprehensive programme of lesson observation
- analysis of student feedback leading to improvements

Weaknesses

- inconsistent quality of action-planning
- ineffective strategies to address non-achievement of targets
- overgenerous lesson observation grades

48 Inspectors agreed with the college's assertion that its quality assurance system is thorough, rigorous and subject to scrutiny and change. All staff support the quality assurance procedures. Corporation members demonstrate their commitment to quality improvement through their membership of key quality committees and by actively debating quality assurance matters.

49 The annual cycle of self-assessment for all aspects of the college's operations has been developed significantly since the last inspection, and is now well established. Inspectors judged that self-assessment procedures have been carefully designed. They are fully documented and understood by all staff. A culture of critical analysis now prevails throughout the college. Staff in all programme areas compile self-assessment reports to a standard format. A substantial amount of evidence is used to support the self-assessments. Lesson observations inform judgements about the effectiveness of teaching and learning. The college recognises that the self-assessment reports for some support functions are insufficiently self-critical. The mechanism for internally validating self-assessment reports is thorough. The quality of action plans is inconsistent, a weakness not included in the college's self-assessment. Some self-assessment reports demonstrate a thorough understanding of key issues, which are then addressed in the action plan. In others, the actions given are not sufficient to address the weaknesses identified. The strategic development subcommittee of the governing body receives an overview and analysis of the self-assessment reports for debate.

50 The self-assessment process and the college's planning and performance management systems are fully integrated. Action plans are approved by an internal validating committee which includes teaching and non-teaching staff, the principal and a governor. Once agreed, these plans provide an

Cross-college Provision

important focus for the following year's activity. During validation, performance targets are set for the coming year. In the case of teaching areas, these include targets for improving retention and achievement. Individual course targets are collated to produce whole-college targets which are approved by the governing body. Inspectors judged the integration of self-assessment and performance management systems to be a strength. Progress on the implementation of action plans is systematically monitored each term and reported to senior management and to the governing body. The college underestimated the strength of its procedures for checking progress.

51 Overall, retention on level 3 courses has declined significantly over the past few years. The college has recently revised its tutorial programme to try to address this issue and there are signs of improvement. Although declining retention was identified and reported upon through the self-assessment process, managers were slow to recognise that the action being taken in programme areas to deal with this matter was having little effect. This weakness was not acknowledged in the self-assessment report.

52 The college operates a well-established lesson and tutorial observation scheme. Every teacher is observed twice each year, once by their line manager and once by a peer. The line manager observation is graded. Staff value the observations as a way of improving the effectiveness of their teaching. Issues arising through observation are discussed at programme area meetings. The self-assessment report underestimated the value of this process as a means of developing good practice. The college does not moderate observation grades, and staff are reluctant to use the full range of grades. This has led to the significance of weaknesses in teaching being underestimated. The college awarded significantly fewer grade 3s than inspectors. This weakness was not identified in the self-assessment report.

53 The college undertakes comprehensive student satisfaction surveys. The data collected are analysed, published and action is taken. Students recognise the influence they have in improving aspects of the college's provision. Inspectors judged the college's responsiveness to students' views to be a strength.

54 The college monitors its performance against service standards set out in the college charter. However, few standards have quantifiable targets. The complaints procedure for students is contained in the charter and in the student handbook issued to all full-time students. The formal complaints procedure involves immediate recourse to the principal with no intermediate stages. The informal procedure is not documented, and there is no published guidance to help ensure that staff deal with complaints consistently. Students, however, are confident that they can make their voices heard should the need arise.

55 The college has a clear and concise staff development policy. Staff development activity is planned through annual professional development interviews with individual staff. Staff are requested to ensure that the college's strategic objectives are reflected in their staff development proposals, but there is no costed staff development plan for the whole college, and no regular evaluation of the impact of staff development on the college's strategic goals.

Cross-college Provision

Governance

Grade 2

56 Inspectors agreed with many of the strengths identified in the self-assessment report but identified an additional weakness. Some strengths were judged to be overstated.

Key strengths

- constructive working relationship between governors and college managers and staff
- close monitoring by governors of quality improvement
- good oversight by governors of the college's financial position
- rigorous monitoring of committee performance against agreed targets

Weaknesses

- underdeveloped governor training
- poor attendance by some governors

57 Governors work in partnership with the principal and senior staff, and are both supportive and challenging. They are informed about the work of the college and visit academic departments regularly. During these visits, governors observe lessons, discuss developments with staff and listen to presentations. Staff appreciate the interest shown in their work. Corporation members are aware of the importance of maintaining the distinction between governance and management. Each committee identifies targets for its work which are subject to the approval of the whole corporation. The corporation prepares an annual report on its activities and priorities, which is presented to college staff during an evening social event. The report is primarily for use in the college, but can be requested by members of the public. Inspectors agreed with the self-assessment that links with college staff at different levels are a strength.

58 The corporation views quality improvement as a key aspect of its responsibilities. Governors have increased their involvement in monitoring the quality of the provision over the last two years and have designated the strategic development committee as their standards committee. A governor sits on the college's quality, performance and review group and termly reports are presented to the corporation. Each corporation committee meeting has a quality assurance agenda item. This leads to some unnecessary duplication in the review and consideration of information. The aim of the corporation is to ensure that the performance of the college remains within the top 25% of sixth form colleges in the country. Retention and achievement targets are approved and monitored at course level and across the college. Examination results are closely scrutinised. Inspectors agreed with the self-assessment report that the monitoring of academic performance is a strength. Governors' involvement in academic matters has increased significantly since the last inspection.

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

60 The corporation has 19 governors including staff, student and parent governors. There is currently one vacancy. Governors have a wide range of skills and professional experience in areas such as education, accountancy, banking and management. Their skills are used particularly effectively within the finance and general purposes committee. The corporation has not approved procedures for the nomination and appointment of new governors. Although the search committee considers skills required when recommending new governors to the corporation, there has been no formal skills

Cross-college Provision

and experience audit of existing governors. There is a formal induction programme for new governors, but there has been no longer-term analysis of governors' training needs, and there is no planned programme of training. A governors' briefing paper has been introduced which contains details of governors' roles and responsibilities, instrument and articles of government, funding, the curriculum and inspection issues. Recently appointed governors speak highly of the support provided by the clerk. Although the corporation has set itself an average attendance target of 80%, the target has not been met; two governors have not attended any meetings for the past 12 months. Inspectors agreed with the self-assessment that this is a weakness.

61 Corporation and committee minutes are available in the college library and on the college intranet. Their availability is not publicised. The register of interests is available on request. The corporation has approved policies on 'whistleblowing' and on access to information about college business. The conduct of meetings is regulated by a set of standing orders which require revision to meet legislative changes. There are six committees: finance and general purposes, audit, remuneration, search, employment policy and strategic development. The terms of reference of the search committee and the audit committee are not in accordance with statutory requirements. The finance and general purposes committee closely monitors the monthly management accounts at each of its termly meetings. The corporation pays close attention to the financial health of the college. It receives a report on the financial position of the college site development project at each of its meetings. Inspectors agreed with the self-assessment that oversight of finances is a strength.

62 Inspectors judged that some of the strengths associated with strategic planning identified in the self-assessment report are

overstated. The corporation has set strategic objectives, but some are of an operational nature and the corporation has not conducted a formal review of the mission of the college or identified clear strategic priorities. The strategic development committee approves the annual operational objectives. Their considerations are informed by the results of self-assessment and monitoring reports and analyses prepared by the principal. The corporation approves and monitors annual personal objectives for the principalship. The principal, the deputy principal and the deputy principal in his role as clerk are appraised annually by the chair and the vice-chair. Personal objectives related to the college's strategic objectives are set at these meetings. The principalship's appraisal includes an additional performance-related pay element. Different levels of bonus payments are triggered through achieving financial and academic-related targets.

Management

Grade 2

63 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report but concluded that some strengths were overstated and that some weaknesses had been omitted.

Key strengths

- open and consultative approach to management
- effective management of individual performance
- productive use of self-assessment action plans
- reliable management information
- good financial management

Weaknesses

- insufficiently thorough strategic planning

Cross-college Provision

- inadequate monitoring of equal opportunity policy

64 The college is well managed. The senior management team has been reduced by two posts since 1996. The deputy principal has overall responsibility for resources, student programmes and support, and also acts as clerk to the corporation. The principal and deputy principal meet weekly, while the senior management team meets fortnightly. Divisional directors meet their programme area managers every month. All meetings are minuted in a common format, and minutes are distributed widely within the college. The pattern and frequency of meetings, together with staff bulletins and easy access to records of meetings, contribute to effective communications. Inspectors agreed with the self-assessment that the management style is open and consultative. Staff are committed to ensuring that the college performs well and consider that they are able to contribute to the decision-making process.

65 Marketing of the college's provision to the 16 to 18 year old students is effective and is based on the good relationships which have been developed with the main partner schools as well as by analysing existing students' views about their experience at the college and the support they receive. The college is a member of a number of partnerships aimed at widening participation. Although the full benefits of these relationships are yet to be realised, early indications are positive.

66 Strategic planning is informed by self-assessment and the analysis of external factors. Strategic objectives are translated into one-year objectives with associated targets and performance criteria. The college was slow to address the decline in retention for level 3 students at a strategic level, although the decline has now halted. Some strategies are lacking or not formally or fully developed to meet strategic objectives. For example, market research and

marketing strategies for adult learners are not well developed, even though strategic and operational plans and financial projections identify the need for growth. An initial high rate of recruitment has not been maintained and the numbers on some courses are low. The college did not acknowledge these weaknesses in its self-assessment report.

67 Directors are set personal objectives based on the college's annual objectives; these are approved by the corporation and progress towards their achievement is monitored by the senior management team. Objectives are set similarly for all other staff. Inspectors agreed with the college that this creates a sound basis for individual performance management. Programme area self-assessment action plans and personal objectives are the primary instruments for implementing the strategic plan. Self-assessment action plans, which include targets for retention and achievement, are viewed by staff as valuable documents which drive their work. Management information is reliable and senior managers and programme area managers have on-line access to the appropriate information.

68 Personnel policies and procedures have been developed and the corporation's employment policy committee has identified the need to review and update them. In general, staff are efficiently deployed. All staff have job descriptions with clear responsibilities. Health and safety policies have been developed and their implementation is carefully monitored. Annual inspections are carried out to ensure compliance. The college equal opportunity policy does not make explicit the legal rights of individuals and does not inform them of their obligations to others. The policy's implementation is not regularly monitored.

69 The FEFC's audit service concludes that, within the scope of the review, the college's financial management is good. The financial position of the college is sound. The college

Cross-college Provision

reported deficits in 1996-97 and 1997-98 as a result of staff restructuring costs. An operating surplus was reported in 1998-99 and similar surpluses are forecast for the next three years. The college has a history of achieving its funding unit requirements and has adopted a prudent approach to recent increases in targets. Management accounts are produced each month and formally monitored by the principal and deputy principal. A commentary is not included. The key assumptions underlying the current financial forecasts have been clearly defined and are understood by senior managers. The director of finance provides budget holders with timely reports of committed as well as actual expenditure. The college financial regulations, which were reviewed recently, are comprehensive. Reports from internal and external auditors do not indicate significant weaknesses in internal control. Returns to the FEFC have been made within specified time limits.

Conclusions

70 The college produced a comprehensive self-assessment report as part of its regular performance management cycle. This provided a sound basis for planning the inspection. Inspectors agreed with many of the strengths and weaknesses identified in the report. They concluded, however, that some strengths had been overstated, while the significance of others had been underestimated. Some important weaknesses had been overlooked. Inspectors agreed with two out of four of the college's self-assessed curriculum grades, and three cross-college grades.

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

College Statistics

Student numbers by age (July 1999)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	47
19-24 years	5
25+ years	48
Not known	0
Total	100

Source: college data

Student numbers by level of study (July 1999)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	12
Level 2 (intermediate)	9
Level 3 (advanced)	79
Level 4/5 (higher)	0
Non-schedule 2	0
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 1999)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	380	78	17
Agriculture	3	0	0
Engineering	10	13	1
Business	122	1,076	45
Hotel and catering	49	0	2
Health and community care	22	12	1
Art and design	81	23	4
Humanities	565	200	29
Basic education	0	10	1
Total	1,232	1,412	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 15% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (March 2000)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	66	11	0	77
Supporting direct learning contact	14	0	0	14
Other support	28	0	0	28
Total	108	11	0	119

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£4,038,000	£3,827,000	£3,829,000
Average level of funding (ALF)	£18.06	£16.65	£16.50
Payroll as a proportion of income	76%	71%	80%
Achievement of funding target	110%	102%	100%
Diversity of income	10%	9%	10%
Operating surplus	-£268,000	-£154,000	£32,000

Sources: Income – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

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

Payroll – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

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

Diversity of income – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

Operating surplus – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1997	1998	1999	1997	1998	1999
1	Number of starters	65	222	286	59	77	55
	Retention (%)	65	81	90	81	70	71
	Achievement (%)	71	85	88	73	63	100
2	Number of starters	880	1,089	1,010	222	173	53
	Retention (%)	87	93	91	65	61	80
	Achievement (%)	82	96	81	84	95	70
3	Number of starters	2,046	2,439	2,252	175	167	57
	Retention (%)	83	81	79	62	59	63
	Achievement (%)	90	89	88	81	87	77
4 or 5	Number of starters	n/a	n/a	n/a	1	6	4
	Retention (%)	n/a	n/a	n/a	100	100	100
	Achievement (%)	n/a	n/a	n/a	0	100	100
Short courses	Number of starters	558	872	603	1,187	1,734	1,725
	Retention (%)	98	98	98	99	98	98
	Achievement (%)	94	91	78	99	97	98
Unknown/unclassified	Number of starters	13	33	44	50	1	51
	Retention (%)	92	100	93	82	100	59
	Achievement (%)	0	100	100	100	100	95

Source: ISR (1997 and 1998), college (1999)

n/a not applicable

FEFC Inspection Report 90/00

**Published by the
Further Education Funding Council
Website www.fefc.ac.uk
© FEFC July 2000**