

Havering Sixth Form 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	6

Curriculum areas

Mathematics, computing and information technology	9
Business	15
Hotel and catering	21
Art, design and media	27
History, law and psychology	33

Cross-college provision

Support for students	40
General resources	48
Quality assurance	56
Governance	64
Management	73
Conclusions	82

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

Havering Sixth Form College

Greater London Region

Inspected May 2000

Havering Sixth Form College was established in 1991 in the London borough of Havering. Since then the number of students attending the college has increased from an initial intake of 800 full-time students to over 1,900 full-time students in 1999. The college provides mainly for 16 to 18 year olds. The self-assessment process involved staff at all levels of the college. The college's self-assessment report was comprehensive and clearly presented. It provided a good basis for carrying out the inspection. All sections contain detailed operational plans. There was substantial evidence to support judgements. Inspectors agreed broadly with most of the strengths and weaknesses in the report, although some strengths and weaknesses were overstated and some additional strengths and weaknesses were identified. Inspectors agreed with four out of the five curriculum area grades in the report and three out of the five grades for cross-college provision.

The college offers courses in six of the FEFC's 10 programme areas. Provision in five of these areas was inspected, together with aspects of cross-college provision. The college focuses particularly on GCE A level courses. There has been an increase in the number of students on

vocational courses since the last inspection. Recently, a small amount of part-time provision for adult students has been introduced. In the areas inspected, there is much good and some outstanding teaching. Students' achievements are good on most courses. Retention rates are generally high. Many students produce high-quality work. Most courses are well managed. Staff support students well. Students can choose from an extensive range of enrichment activities. There is high-quality accommodation and good learning resources. IT facilities are up to date and readily accessible. The college is managed in an open and consultative style. Managers put a clear emphasis on the importance of effective teaching and learning. Management and governance are outstanding. The college should improve: some pass rates; students' punctuality on some courses; the use of IT to promote learning on some courses; the monitoring of some quality assurance processes; and the lesson observation scheme.

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	2
Business	2	General resources	1
Hotel and catering	1	Quality assurance	2
Art, design and media	2	Governance	1
History, law and psychology	2	Management	1

Context

The College and its Mission

1 Havering Sixth Form College is located on a single site in the London Borough of Havering. Enrolments have increased each year since the college was established in 1991. There are now over 1,900 full-time students at the college, the vast majority of whom are aged 16 to 18.

2 The college's initial intake of students was from the 13 partner schools in the borough without a sixth form of their own. The college is still committed to providing a full curriculum offer to pupils from these schools and they are given priority for college places. Nearly 40% of the total year 11 cohort in these schools progressed to the college in 1999. An increasing number of students now come from schools in Havering which have their own sixth form and from schools in other boroughs.

3 There is a strong concentration on level 3 provision, particularly the general certificate of education advanced level (GCE A level) course. Since the previous inspection, there has been a significant expansion in vocational courses, on which 25% of the college's students are now enrolled. A small amount of provision for adults, mainly in information technology (IT), has been introduced in recent years.

4 The mission of the college is 'to enable full-time 16 to 19 year old students to work to their best advantage in order to maximise the potential of each individual'. The two fundamental aims of the college are to increase achievement and improve the quality of the college's provision. The strategic objectives of the college are:

- 'to review and develop teaching and learning methods
- to provide a curriculum with course content and organisation which meets the needs of students
- to develop further the student support systems
- to develop the potential of staff
- to improve and develop college facilities

- to continue the development of computers and other equipment
- to improve college quality assurance
- to manage the college more effectively and efficiently
- to improve the quality of governance'.

5 The college works collaboratively with local providers of post-16 education. This collaboration includes a common programme of promotional and joint admission procedures with the other main providers of full-time post-16 further education provision in the borough.

The Inspection

6 The college was inspected during May 2000. The inspection team had previously studied the college's self-assessment report and considered information held by other directorates of the Further Education Funding Council (FEFC). The college's data on students' achievements for 1999 were checked by inspectors against primary sources such as class registers and pass lists issued by examining bodies. Data for 1997 and 1998 were taken from the FEFC's individualised student record (ISR). The college was notified of the sample of the provision to be inspected approximately two months before the inspection. Eleven inspectors and an auditor carried out the inspection, working in the college for a total of 46 days. Inspectors observed 65 lessons, including tutorials, and examined students' work and documents relating to the college and its courses. They held meetings with governors, managers, college staff and students.

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the lessons inspected, 75% were judged to be good or outstanding and 2% were less than satisfactory. This is a better lesson profile than the national profile for sixth form colleges for 1998-99, of 71% and 3%, respectively.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	12	15	6	1	0	34
GCSE	1	4	0	0	0	5
GNVQ and NVQ	1	9	8	0	0	18
Other vocational	0	3	1	0	0	4
Other	0	4	0	0	0	4
Total (No.)	14	35	15	1	0	65
Total (%)	21	54	23	2	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*
 Note: includes tutorials

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Havering Sixth Form College	12.5	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

9 Inspectors observed 12 lessons on courses leading to GCE A level mathematics, computing and IT, general national vocational qualification (GNVQ) intermediate and advanced in IT, general certificate of secondary education (GCSE) mathematics and part-time IT qualifications. Inspectors broadly agreed with the strengths and weaknesses identified in the self-inspection report.

Key strengths

- much good and some outstanding teaching
- good retention rates
- excellent students' achievements in GCE A level further mathematics and GNVQ IT courses
- effectively managed courses
- high level of support for students

Weaknesses

- students' poor punctuality
- insufficient work-related activities for students in computing and IT

10 The college provides an appropriate range of full-time courses in mathematics, computing and IT. There is also a small amount of part-time provision, designed for adult students, in computing and IT. Courses are well managed. Staff review and adapt courses to meet students' needs. For example, students for whom GCSE mathematics is not a realistic option take a one-year foundation mathematics course. If the students make sufficient progress, then they join the GCSE mathematics course the following year. The preparation for the implementation of the curriculum 2000 initiative is detailed and has included a thorough analysis

of available syllabuses. Course documentation is comprehensive. Handouts for students are clear and helpful. GNVQ advanced IT students organise their own work experience placement, but some students are unable to find a suitable employer. Those not undertaking work experience miss an opportunity to relate theory to industrial practice. This point is acknowledged in the self-assessment report.

11 There are high retention rates on many courses. Retention on the GNVQ intermediate and advanced IT and GCSE mathematics courses is particularly good. Students' achievements in all mathematics, computing and IT courses are either in line with national averages or better. The pass rate on the GNVQ intermediate IT course has improved dramatically over the past three years. Large numbers of students take GCE A level mathematics and many students obtain higher grades than might have been expected from their GCSE qualifications. This value-added achievement is noted in the self-assessment report. All students who have completed further mathematics at GCE A level in the past three years have been successful. Two-thirds of the 1999 cohort achieved a grade A.

12 All but two of the lessons observed were good or outstanding. Lessons are well planned, in line with detailed schemes of work. Teachers are knowledgeable and clearly explain topics. In mathematics, an ethos of working hard in the classroom is quickly established, supported by effective working routines. During a particularly good GCE A level further mathematics lesson, the teacher's probing questions helped students to grasp complex ideas, which were then developed further through discussions. Groups of students worked on specific projects during a GNVQ advanced lesson in IT. The teacher unobtrusively monitored how effectively the groups solved the problems which arose and helped them to work together more effectively. A GCE A level computing student who had been

Curriculum Areas

absent from the college for some time, still managed to complete project work, because of the clear and detailed project guidelines issued.

13 Students' attendance is good, but punctuality is poor in some lessons. In many cases teachers deal effectively with students who arrive late, by quietly and quickly summarising key points for the latecomers. However, at other times, particularly in computing and IT lessons, time is wasted at the beginning of the lesson and the progress of other students is disrupted.

14 Teachers effectively support the students. In both the mathematics and computing curriculum areas, teachers are available to help students outside lessons. Regular lunchtime mathematics workshops are organised on four days a week. Students from a wide range of courses attend these sessions and most find

them very helpful. Where appropriate, teachers encourage individuals who are experiencing difficulties with their work to go to the workshop. Regular assignments provide students with detailed feedback from teachers and give an accurate view of the progress they are making and what they need to do to improve. As the self-assessment report records, students speak well of their learning experience and feel well supported.

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 (grade C or above)	2	Number of starters	280	281	235
		Retention (%)	89	90	89
		Achievement (%)	60	43	51
GNVQ intermediate IT	2	Number of starters	15	19	28
		Retention (%)	87	74	96
		Achievement (%)	0	88	93
GCE A level mathematics and further mathematics	3	Number of starters	134	159	184
		Retention (%)	84	78	78
		Achievement (%)	98	88	96
GCE A level computing	3	Number of starters	63	71	56
		Retention (%)	60	62	68
		Achievement (%)	51	61	79
GNVQ advanced IT	3	Number of starters	*	*	31
		Retention (%)	*	*	88
		Achievement (%)	*	*	84

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

*course not running

Curriculum Areas

Business

Grade 2

15 Inspectors observed 11 lessons covering GNVQ courses in business studies, national vocational qualifications (NVQs) in business administration, and GCE A levels in accounts, business studies and economics. Inspectors agreed with the majority of the judgements made by the college about business in the college's self-assessment report.

Key strengths

- high retention on level 2 courses
- good students' achievements on most courses
- much good teaching
- good individual support for students from teachers
- well-planned work experience for students on vocational courses

Weaknesses

- poor achievement in GCSE business studies and GCE advanced supplementary (AS) business studies
- underdeveloped use of IT to support learning on GCE A level courses

16 The college offers an appropriate range of mainly full-time business and business administration courses leading to qualifications from level 1 to level 3. Teachers use a variety of teaching methods which challenge the students and extend their learning. Teachers frequently apply theoretical principles to topical business situations. Some teachers skilfully use questions to test students' understanding. In a GNVQ advanced lesson, dealing with equal opportunities legislation, the teacher sustained the interest of the students by drawing on their own experiences in explaining the significance of legislation dealing with equal pay and race

relations. During a GCE A level revision lesson, the teacher demonstrated to students the ways of tackling different types of examination questions, whilst at the same time explaining some difficult business theories. In some lessons, there was little use of handouts and too much time was spent by students copying notes. In a few cases, the start of the lesson was disrupted by the poor punctuality of some students. Although IT facilities are available, there is little use of IT or the Internet as a source of materials to support learning on GCE A level courses.

17 There are high levels of retention on many courses, particularly GCSE, NVQ level 2 and GNVQ intermediate courses. However, retention on the NVQ level 3 business administration course has been low for the past three years, with most leavers taking up business-related employment. There are good students' achievements on most courses. Despite a doubling in the number of students taking GCE A level business over the past three years, high pass rates have been sustained. The GNVQ advanced course in business and finance shows consistently high pass rates during the same period, with a 98% pass rate in 1999. Pass rates at grade C or above in GCSE business studies have been low for the past three years. The GCE AS business studies pass rate fell to 36% in 1999.

18 Students receive high levels of support from teachers, both inside and outside the classroom. A staff mentoring scheme operates for GNVQ and NVQ students. The scheme is designed to improve the motivation and progress of students and it also enables teachers to give students individual guidance and help with their studies. A student mentoring system is also in place, in which business administration students on the second year of their course supervise the work of first-year students. Students are set imaginative assignments and the feedback they receive from teachers is informative, helping them to

Curriculum Areas

appreciate the strengths and weaknesses of their work. Overall the quality of students' work is high.

19 Students on vocational courses benefit from realistic and well-organised work experience. They are required to gather business information during their placement, for use later in lessons and assignments. They also undertake work experience placements in the college, some working as personal assistants for college managers. This year, NVQ level 3 students changed places with trainees from a large company in Germany. To prepare for the exchange, all the students took a German language course.

20 Teachers are academically well qualified and have considerable experience in education. A number have appropriate industrial or commercial experience, although not much of it is recent.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE business studies and office applications (grade C or above)	2	Number of starters	127	150	77
		Retention (%)	92	79	90
		Achievement (%)	71	61	54
NVQ business administration	2	Number of starters	16	15	10
		Retention (%)	94	80	90
		Achievement (%)	100	91	89
GNVQ intermediate business and finance	2	Number of starters	35	44	23
		Retention (%)	80	61	87
		Achievement (%)	100	63	85
GNVQ advanced business and finance	3	Number of starters	59	54	57
		Retention (%)	75	70	72
		Achievement (%)	100	92	98
GCE A level accounts, business studies and economics	3	Number of starters	119	140	201
		Retention (%)	78	79	78
		Achievement (%)	81	77	90
NVQ business administration	3	Number of starters	26	22	20
		Retention (%)	77	50	55
		Achievement (%)	100	100	91

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

Curriculum Areas

Hotel and Catering

Grade 1

21 The inspection covered GNVQ courses in leisure and tourism, GCSE catering, GCSE travel and tourism, and GCE A level food technology. Eleven lessons were observed. Inspectors agreed with the strengths in the self-assessment report. They did not consider the weaknesses noted in the report to be significant.

Key strengths

- outstanding students' achievements on GNVQ courses
- much good teaching
- broad range of work experience for students
- strong vocational emphasis of courses
- good standard of students' work
- high quality of specialist accommodation and learning materials

Weaknesses

- some weaknesses in course management

22 Courses are offered mainly to full-time students in leisure and tourism, catering and food technology. There has been an increase in student enrolments this year in GCE A level food technology following a change in syllabus from GCE A level home economics. A significant number of students gain employment in the hospitality, leisure and tourism industry. Inspectors agreed with the college that work experience makes a significant contribution to students' learning. All GNVQ students spend at least two weeks on work experience in each year of their course. The college arranges a broad range of work experience placements in the United Kingdom and Europe. Recently, some students spent three weeks in Tenerife working with the holiday representatives of a

well-known holiday company. Another group worked with the representatives of a company specialising in skiing holidays. These placements give the students a realistic idea of what it is like working in the travel and tourism industry and provide good assessment opportunities. Visiting speakers, working for hotels, airlines and holiday companies, familiarise students with topical issues in the industry. Students have also recently visited the Millennium Dome, theme parks and seaside resorts.

23 Inspectors agreed with the college's self-assessment that teaching and learning is a strength. The majority of lessons observed by inspectors were good or outstanding. Lessons are well organised and teachers check carefully that students understand the work. Teachers use a variety of appropriate activities to maintain the interest of students. For example, a GCE A level food technology lesson began with a short introduction on fermentation and food preparation. The students then worked together in pairs making yoghurt, applying this theoretical knowledge to the practical task.

24 Students' achievements are outstanding on the GNVQ courses. All students completing the GNVQ advanced course in the past three years have been successful. Similarly all 11 students completing GCE A level home economics in the past two years passed. Retention is good for all courses. These strengths are acknowledged in the self-assessment report. The standard of students' work is high, particularly in food technology and catering. There is a good range of assignments in travel and tourism, which have a strong emphasis on work-related issues. The feedback students' receive from teachers is usually very comprehensive and includes clear guidelines on how to improve the work.

25 Course teams meet regularly. Minutes are produced and planned actions are clearly identified. The teams pay close attention to students' attendance and punctuality and there

Curriculum Areas

was good attendance and timekeeping in the lessons observed. However, there are some weaknesses in course management, which were not identified in the self-assessment report. For example, teams do not always check whether planned actions are actually carried out. Although some additional courses are offered to GNVQ students, the content of these courses is narrow.

26 The self-assessment report recognises that learning resources are good. The leisure and tourism base room has a good range of videos, textbooks, copies of trade journals and study packs. There is a well-laid-out kitchen, which allows both theory and practical work to be covered in the same lesson. Facilities for catering and food technology courses are excellent and teachers have built up a broad range of high-quality learning materials and are developing computerised learning materials that will be available online. Teachers have teaching qualifications and the relevant assessor awards and are generally well qualified. They have a wide range of experience in the travel, tourism, hospitality and leisure industries with which they maintain strong links.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE catering, and travel and tourism (grade C or above)	2	Number of starters	27	21	14
		Retention (%)	81	81	86
		Achievement (%)	68	53	58
GNVQ intermediate leisure and tourism	2	Number of starters	32	19	37
		Retention (%)	78	63	84
		Achievement (%)	100	75	93
GNVQ advanced leisure and tourism	3	Number of starters	20	37	35
		Retention (%)	65	73	75
		Achievement (%)	100	100	100

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

Curriculum Areas

Art, Design and Media

Grade 2

27 Inspectors observed 12 lessons covering GCSE, GCE A level and GNVQ courses in art, design and media. They agreed with most of the strengths and weaknesses in the self-assessment report but considered that a few strengths relating to teaching and learning had been overstated.

Key strengths

- much good teaching and effective lesson planning
- high pass rates on GCE A level and GNVQ advanced courses
- high standard of students' work
- rigorous, fair assessment procedures
- well-managed curriculum
- good progression to further and higher education

Weaknesses

- low pass rates in GCSE art and design, media and photography
- poor punctuality of some students

28 The college provides a good range of courses in art and design, design and technology, media studies and performing arts. Inspectors agreed with the college's judgement that the curriculum area is well managed. Communications between teachers and managers are good and students benefit from enthusiastic and highly committed teachers who work well together. Managers set targets for students' retention and achievements and regularly monitor performance against these targets.

29 There is much good teaching, although no outstanding lessons were observed. All teachers effectively use a variety of appropriate teaching methods including lectures and group discussions.

There are good schemes of work and detailed lesson plans. Most teaching is based on practical assignments. Students know precisely what is expected of them. Teachers encourage students to work on their own and take responsibility for organising their own learning. They emphasise the relevance of theory to industrial practice. Students speak positively about the support they receive from teachers. The self-assessment report recognised all of these strengths.

30 In the best lessons in art and design, students are encouraged to explore and experiment with a wide variety of ideas and with different media. In a particularly good lesson observed in GCE A level graphic design, students were revising work for a mock examination. Their work led them to explore the many different aspects of typography used in advertising, book design, printmaking and illustration. In a highly effective lesson on the GCE A level media course, the teacher showed a short film and then engaged students in discussion, using questions and answers to check their observational skills. All of the students were made to think and were involved enthusiastically in the lesson. Students arriving late disrupted some lessons. In some art and design lessons teachers did not ensure that all students had sufficiently demanding work and in some media lessons they allowed one or two students to dominate discussions too much. These weaknesses were not identified in the self-assessment report. At the last inspection, inspectors were critical about the links with industry. A few commercial projects are now in place and some students undertake work placements. However, students on design and technology and graphic design courses still have only a slight appreciation of industrial issues.

31 Inspectors agreed with the college's assessment that students' achievements are generally high. For example, GCE A level pass rates have been over 90% for the last three years. Achievement on the GNVQ advanced art and design course is also high. However, on

Curriculum Areas

GCSE courses in art and design, media and photography, pass rates in 1999 were well below the national averages. Retention rates are satisfactory. Students' practical work is of a high standard and there is evidence of them developing a range of skills and individual styles. They carry out thorough research and generate a wide variety of creative ideas. Media students are developing professional skills in video production. Some of the students' work in art and design, graphic design, and photography is outstanding. However, the basic drawing skills of a few first-year students in design and technology, and graphic design are underdeveloped. Assessments are rigorous and fair. Feedback record sheets, completed by teachers, give students helpful guidance on how to improve their work. There has been a good record of students progressing to further or higher education and employment.

32 The quality of general classrooms, specialist studios and workshops is good, although the growth in student numbers has resulted in some overcrowding. Since the last inspection, the college has made further improvements in the quality and range of specialist computing equipment. Specialist resources for media are good, but there is insufficient technician support for media courses. The college is addressing this issue. Teachers are well qualified, highly committed, and have appropriate experience in the areas they teach.

A summary of retention and achievement rates in art, design and media, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE photography (grade C or above)	2	Number of starters	37	37	39
		Retention (%)	78	86	85
		Achievement (%)	*	*	57
GCSE graphics (grade C or above)	2	Number of starters	13	16	20
		Retention (%)	69	56	85
		Achievement (%)	11	22	64
GCSE media (grade C or above)	2	Number of starters	72	88	62
		Retention (%)	71	89	90
		Achievement (%)	88	78	56
GCE A level art and design and graphics	3	Number of starters	71	96	90
		Retention (%)	72	75	76
		Achievement (%)	91	93	92
GCE A level media	3	Number of starters	71	130	104
		Retention (%)	86	69	79
		Achievement (%)	92	96	90
GNVQ advanced art and design	3	Number of starters	17	17	16
		Retention (%)	65	76	75
		Achievement (%)	73	92	100

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

*data unreliable

Curriculum Areas

History, Law and Psychology

Grade 2

33 Inspectors observed 13 lessons covering GCSE, GCE A level and GCE AS courses in history, law and psychology. They agreed with most aspects of the self-assessment report, but identified some additional strengths and weaknesses.

Key strengths

- much excellent teaching
- consistently high retention rates
- outstanding pass rates in GCSE and GCE A level history
- good use of extra-curricular activities to promote learning
- effective curriculum organisation and management
- good teaching accommodation and learning resources

Weaknesses

- low pass rates in GCSE law and psychology
- insufficient use of IT to promote learning

34 Courses are well organised and well managed. Progression from GCSE to GCE A level courses is strong. Regular departmental meetings take place, which part-time as well as full-time teachers attend. Planning for curriculum 2000 is well advanced, particularly in history and law. Students' progress is monitored regularly and students are set individual targets. There are increasing numbers of students taking GCE A level law, but GCSE and GCE A level history enrolments are falling.

35 Inspectors agreed with the self-assessment judgement that there is much excellent teaching. Most lessons include a broad range of appropriate learning activities. Clear lesson

aims are shared with students. In a GCE A level psychology lesson students took part in a well-structured role-play exercise. Assuming the examiner's role, they marked copies of GCE A level essays on topics such as schizophrenia, using the examination board's marking scheme. The teacher then discussed with the students what constitutes good and poor features of essay writing. In a GCSE law lesson, small groups of students carried out an exercise, using colour-coded jigsaw pieces, to match appropriate statements about the law of tort. This engaged the students' interest and functioned as a purposeful revision exercise, by identifying gaps in the students' understanding of the subject, which were dealt with by the teacher. In a particularly good GCE A level law lesson the teacher used a video on the training of magistrates to illustrate sentencing issues. In an excellent GCE A level history lesson groups of students made clear presentations which analysed key issues of the Weimar Republic. Conscientious attention by the teacher ensured that all the students made sound progress.

36 There is little use of IT to promote learning. Only one lesson referred to the Internet as a source of information. Similarly, in what are otherwise detailed schemes of work, there is little reference to using IT as a way of stimulating learning. However, some teachers are developing computerised learning materials that will be available on the college's intranet. In a number of lessons the poor punctuality of some students had an adverse effect on the learning of students overall.

37 Teachers make good use of contemporary issues in their lessons and also organise extra-curricular activities to enrich students' learning. Psychology students visit a well-known theme park to carry out practical research in connection with projects which they are undertaking. Law students visit the Courts of Justice and take part in mock trials. In 1998, they won a nationally organised competition. History teachers and students organise an

Curriculum Areas

annual Holocaust survivors' conference, during which the personal testimony of a survivor from the Holocaust is given. Students then participate in workshops led by people who have a close link to the Holocaust, either directly or by family. Participants of the conference describe it as a powerful and moving learning experience.

38 As noted in the self-assessment report, retention is good, particularly on GCSE courses. Pass rates in GCSE and GCE A level history are outstanding. However, students' achievements in GCSE law and psychology are low. This is acknowledged in the self-assessment report and departments have introduced strategies to improve the situation. Coursework standards are good. Regular assignments are set. Marked

work in history includes detailed comments from teachers. In law, work is sometimes assessed by the ticking of correct responses, rather than the teacher giving informative comments. Common assessment practice is being developed in law to improve assessment techniques.

39 Inspectors agreed with the self-assessment report that the teaching accommodation is good. Classrooms are attractive and of an appropriate size. There are sufficient teaching aids, and attractive pictures and posters stimulate learning. The college's library is used well by students and contains good resources in history, law and psychology. All teachers have appropriate qualifications and experience.

A summary of retention and achievement rates in history, law and psychology, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE history (grade C or above)	2	Number of starters	30	22	18
		Retention (%)	87	86	83
		Achievement (%)	80	63	73
GCSE law	2	Number of starters	26	38	29
		Retention (%)	88	79	90
		Achievement (%)	52	30	23
GCSE psychology	2	Number of starters	57	67	55
		Retention (%)	82	88	85
		Achievement (%)	45	34	47
GCE A level history	3	Number of starters	139	100	87
		Retention (%)	89	88	85
		Achievement (%)	86	90	95
GCE A level law	3	Number of starters	65	74	96
		Retention (%)	78	82	83
		Achievement (%)	92	80	83
GCE A level psychology	3	Number of starters	164	145	174
		Retention (%)	77	71	78
		Achievement (%)	90	78	84

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

Cross-college Provision

Support for Students

Grade 2

40 Inspectors mainly agreed with the strengths and weaknesses identified in the self-assessment report on support for students.

Key strengths

- comprehensive, impartial guidance to students
- effective students' induction
- supportive tutorial system
- wide range of enrichment activities

Weaknesses

- inadequate support for part-time students
- underdeveloped assessment of additional learning support needs

41 Inspectors agreed that the college offers impartial guidance and assists students in their choice of course. Publicity materials are attractive and informative. The college's website provides an accurate description of the ethos of the college and the courses offered. There is an effective transfer process between the college, the 13 partner schools in the borough and the local college of further and higher education. The two colleges make a joint presentation to year 11 pupils on the post-16 further education provision available in the borough. All prospective students and their parents are invited to visit the college and meet tutors. Those from the partner schools are guaranteed a place on an appropriate course at the college. Students currently at the college feel that the advice and guidance they received helped them in their choice of course.

42 As stated in the self-assessment report, there are effective induction arrangements. Prospective students and their parents are invited initially to an evening event in June, at which they are introduced to staff and the

tutorial process is explained. The students are then invited to afternoon events at which they become familiar with the college campus and details of their chosen course are explained. At enrolment, all full-time students receive a comprehensive student handbook, containing information about the college and details of relevant external support agencies. Many students use the diary section of the handbook to organise their work. During induction students are well informed about the college charter, the learning agreement, relevant policies and procedures, the personal development skills programme and other aspects of the college. During the induction period, all students have individual review meetings with their personal tutor. Staff receive training on interviewing and induction procedures. Students speak highly of the induction process, feeling it helps them to settle on to their course.

43 The ethos in the college is friendly and students find their tutors supportive. Tutorial groups meet for 10 minutes daily, when information is passed on and students' attendance and punctuality is monitored. The college has developed an effective process for setting individual students a target grade for their GCE A level subjects, based on their GCSE entry qualifications. The personal tutor receives progress reviews from subject teachers, and four meetings take place each year between the student and personal tutor, at which progress towards the target is reviewed. The process is supportive and motivates students. All teachers, except those who are newly qualified, act as personal tutors and receive appropriate training. Each personal tutor is linked to a senior tutorial adviser, whose role is to support a team of tutors in providing advice and guidance and monitor the quality of the tutorial process. The college council formally represents students in the college. Student representatives on the college council are elected from each tutor group; one male and one female representative are elected as joint chairs of the council.

Cross-college Provision

44 Part-time adult students receive help from their teachers and the principal is readily available to deal with issues which arise. However, they do not have direct access to the college's support systems and facilities, or receive a student handbook which is appropriate to their needs. The college recognises that support and guidance for adult, part-time students is inadequate.

45 The college provides a range of services to support the additional learning needs of students. It works closely with its partner schools to identify any students who are joining the college who are likely to require additional support. Where appropriate, students are advised to take appropriate additional qualifications, such as GCSEs in English or mathematics, or attend specific workshop sessions to develop literacy or numeracy skills. They may be referred by a tutor or may refer themselves to the workshops. But although students and tutors are made aware of the availability of additional learning support, formal testing to identify additional learning needs is not carried out for all students. There is insufficient overall evaluation of the effectiveness of the additional learning support which students' receive. The college recognises this in its self-assessment and is taking action to address it.

46 College staff work closely with a local careers company to provide careers education and guidance. A careers centre, centrally located in the college, is open on each weekday. It is well stocked with current materials, such as university prospectuses and career guides. Good support is provided to students applying for higher education, but careers advice for those seeking employment is less well structured.

47 The college offers a wide range of enrichment activities, including an externally accredited personal development skills programme, which is part of the tutorial

programme. Students participate in a wide range of extra-curricular activities, including music, drama, arts, sports, social and charity events and the Duke of Edinburgh award scheme. The college's sports teams have been successful in various competitions for many years at local, regional and national level.

General Resources

Grade 1

48 Inspectors agreed broadly with the strengths and weaknesses identified in the college's self-assessment report. Some weaknesses had been addressed by the time of the inspection. Inspectors identified one further strength.

Key strengths

- high-quality, effectively used accommodation
- well-managed development of college accommodation
- good access to IT facilities
- good library facilities and learning resources

Weaknesses

- there are no significant weaknesses

49 Havering Sixth Form College is situated in pleasant grounds in a residential area of Havering. It has an impressive modern frontage and entrance. The main building was developed in 1991, from a 1930s school building. Several other buildings were added during the 1990s, to accommodate the college's growing student population. Other buildings date from the 1940s and 1970s.

50 The college's accommodation strategy has been carefully designed to make the most of the available space, a strength recognised in the college's self-assessment report.

Cross-college Provision

Accommodation needs are reviewed in the light of curriculum changes, feedback from the teaching departments and from students. Developments since the last inspection have included a new extension that provides better facilities for physical education and performing arts. The college is making efficient use of its space, but has recognised a need for more classrooms and facilities for taking examinations, particularly in the light of the demands of curriculum 2000. A working party of the corporation is currently considering ways of meeting this need. There is a planned programme to maintain and improve the college's buildings. The self-assessment report identified the maintenance of external grounds as a weakness and steps have been taken to address this.

51 General-purpose classrooms are well decorated and well equipped. There is good access for students with restricted mobility to almost all areas of the college. Both these strengths are acknowledged in the self-assessment report. The college has improved the social space available to students by adding a mezzanine floor in the refectory, and by providing additional seating areas both inside the college and in the grounds. However, public spaces still become crowded at peak times. Sporting facilities available to the students include a large sports hall, a well-equipped fitness suite and a new all-weather pitch. To supplement these facilities, the college uses sports fields belonging to two local schools, as well as other local amenities.

52 The college has substantially invested in new technology. This strength is recognised in the self-assessment report. There is a large, well-equipped IT centre which provides an attractive environment in which students can study on their own. There are 330 computers for students' use, a ratio of one terminal for every 4.7 full-time equivalent students. Of the college's computers, 60% are in the IT centre, where some may be booked by teachers

for their groups, while the rest are available for students to use outside timetabled lessons. The remaining 40% of machines are for students' use in the business studies, IT and design curriculum areas.

53 The college has a well-designed, interactive website. Students have access to the Internet on about 25 terminals currently and there are plans to increase this number significantly. The college's intranet provides a range of materials for most curriculum areas which students can access from inside or outside the college. The materials include course handbooks and notes, information on induction, interactive learning materials and guidance on other useful websites. All students can register for an electronic mail address. Videoconference facilities have been introduced and have been used for two successful conferences. One conference involved the college's students and their counterparts in a town in Germany; the other involved the college's students and French-speaking students at a British university.

54 IT facilities and resources are reviewed annually in consultation with teaching and administrative teams. There has been an audit of the use made currently of information and learning technology in courses across the college. This audit is being used to inform the development of a revised information and learning technology policy and strategy.

55 The library is well stocked in most curriculum areas, with approximately 100 study spaces. A substantial part of the library's budget is delegated to teaching departments, to ensure that the resources reflect the college's curriculum. All teachers have workspaces and access to high-quality computing facilities. Teaching staff and students are well supported by the resources centre, where an enthusiastic team prepares teaching and other materials to a high standard. The team creates good-quality displays for noticeboards throughout the college. This strength was not recognised in the self-assessment report.

Cross-college Provision

Quality Assurance

Grade 2

56 Inspectors agreed with most of the judgements on quality assurance identified by the college in its self-assessment report. They found that some weaknesses were overstated in the report and identified an additional strength and weakness.

Key strengths

- a comprehensive quality assurance framework
- helpful guidelines for self-assessment
- measurable improvements as a result of quality assurance procedures
- effective staff development arrangements

Weaknesses

- some uncritical evaluation of the quality of teaching and learning
- insufficient monitoring and moderation of some elements of the quality assurance procedures

57 The college's commitment to continuous improvement is reflected in its arrangements for quality assurance. The arrangements include termly self-assessment, staff appraisal, a system of lesson observation and a review of the extent to which commitments in the student charter are met. There is a comprehensive framework for quality assurance, which encompasses all aspects of the college's operations and involves all staff and governors. The college's quality assurance arrangements have led to measurable improvements in the quality of provision and cross-college services. For example, the use of IT resources has improved as a result of re-siting the IT centre. Similarly, the process of individual target-setting with students was revised on the basis of student and staff feedback and early indications are that the revised system is more effective. Overall, the

college has succeeded in making general improvements in students' achievements and retention.

58 The college encourages continuous self-assessment. Specific time is made available each term for staff to review and discuss current practices. Arrangements for self-assessment are reviewed regularly. Changes have been made to both procedures and moderation arrangements in the light of review and staff feedback. Many self-assessment judgements are evaluative and analytical, but in some cases strengths identified are no more than normal practice. Support teams have performance standards that are reviewed regularly. Staff in each subject area carry out a self-assessment of the quality of provision. These self-assessments contribute to departmental reports and subsequently to the overall college self-assessment report. The college's quality assurance committee, comprising members of the senior management team, monitor the self-assessment process. A team of experienced managers, drawn from other sixth form colleges, reviews the full report. The college corporation's quality assurance committee is required to endorse the final report.

59 Comprehensive guidelines and appropriate statistical data on performance against targets are used in the quality assurance process. This strength was not recognised in the self-assessment report. Good use is made of feedback from students to inform the development of the quality assurance process. The gathering and use of feedback from staff on the quality of support services is less well developed. Monitoring the achievement of actions in the operational plans is not always carried out systematically.

60 Since the last inspection, the college has improved the procedures for setting objectives and quantitative targets at departmental level. In addition to targets for students' achievements and retention, the college has a wide range of other performance targets. These include

Cross-college Provision

students' progression to higher education and from intermediate to advanced programmes, students' attendance and class size.

61 The college's lesson observation scheme concentrates on improving the standard of teaching and learning. The moderation of lesson observations is currently at the discretion of heads of department and only takes place in a few areas. The grading of observations is optional and some departments have chosen not to award grades. The college's lesson observation scheme leads to overgenerous judgements about the quality of teaching and learning.

62 Inspectors agreed with the self-assessment report that staff development in the college is effective. Training needs are identified through staff appraisal and the self-assessment process. Training which is undertaken is expected to address the college's strategic objectives. An annual analysis matches the training undertaken against each of the objectives. The college holds a number of in-house training events and conferences which concentrate on improving teaching and learning. For example, a recent conference included training for tutors on a new approach to setting targets for individual students. Planning for the implementation of curriculum 2000 has included a thorough programme of staff training. The college also demonstrates a strong commitment to the career development of staff. An in-house management training programme is held for middle managers and those with sufficient experience to be realistically considering managerial positions. The majority of staff who are eligible take advantage of this training, and feedback on the scheme is very positive. Several staff are undertaking courses leading to the qualifications of a local university.

63 The staff appraisal system focuses on the identification of staff development needs. The links between staff appraisal and operational planning is weak in some areas and there is little use of target-setting for individual staff.

Governance

Grade 1

64 Inspectors and auditors broadly agreed with the judgements about governance in the self-assessment report, but considered that some weaknesses were overstated, and that many had been addressed by the time of the inspection.

Key strengths

- effective use of governors' extensive skills and experience
- high-quality clerking and conduct of corporation and committee business
- effective induction and training of governors
- systematic monitoring by governors of their own and the college's performance
- governors' involvement in strategic planning
- clear understanding by governors of curriculum and further education issues

Weaknesses

- there are no significant weaknesses

65 Governors bring a wide range of professional and academic experience to the governing body. Inspectors agreed with the college that governors' skills and experience are used effectively to support and advise the college's managers. There is a clear understanding of the distinction between governance and management. Governors have a sound understanding of the college's mission and are enthusiastic about their work with the college. Most governors live in the vicinity of the college and have good links with the local community. The children of several governors have been students at the college.

66 The corporation has a membership of 17, comprising six business governors, one co-opted governor, two staff governors, one student governor, two local authority nominees,

Cross-college Provision

two community members, two parents, and the principal. There is currently a vacancy for one co-opted governor. The two students who jointly chair the college council attend meetings of the governing body as observers. There are seven women members. The search committee has identified a need to recruit a governor from a minority ethnic group.

67 Inspectors agreed that there is a systematic approach to the induction and training of governors. New governors are provided with an induction pack, which includes a comprehensive corporation handbook. Early meetings with the clerk, the chair of the corporation and the principal give new appointees a good understanding of the work of the corporation. An experienced governor acts as a mentor to new governors during meetings. A joint review of the new member's experiences is carried out with the clerk after six months of joining the corporation. Governors' training needs are met in a number of ways. There is an annual conference for all governors, which covers key curriculum and further education issues. Governors attend external courses, where relevant. The clerk ensures that all governors receive copies of up-to-date documents relating to governance and further education.

68 The clerk produces an annual timetable for corporation and committee meetings. Corporation meetings are held termly. Attendance at corporation and committee meetings in the 12 months before the inspection was 82%, just exceeding the college's target of 80%. The corporation has the following main committees: finance and employment policy; audit; search; strategic review; quality assurance; and remuneration. The committees have appropriate and clearly defined terms of reference. Corporation papers are of a high standard and are sent to members at least seven working days before the relevant meeting. The minutes of meetings provide a good record of decisions taken, and clearly summarise the debate that has taken place in meetings.

As noted in the self-assessment report, the standard of clerking is high, and the clerk is independent of any managerial or financial responsibilities at the college.

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

70 The audit committee operates in accordance with Council Circular 98/15, *Audit Code of Practice*. It prepares for the corporation an annual report of its activities. Performance indicators have been set for assessing the effectiveness of internal and external auditors. The governing body has a code of conduct, which is currently being reviewed to reflect fully the Nolan committee's recommendations on the conduct of public life. The clerk maintains a register of interests, which covers the interests of the college's governors and senior postholders. Governors closely scrutinise the financial reports presented to them by managers. They have agreed key financial performance indicators for the college covering aspects such as solvency and liquidity, and they receive regular information with which to monitor the college's performance. As well as receiving financial extracts, governors receive summary reports, which are particularly useful in clarifying financial issues for governors with non-financial backgrounds.

71 The corporation has established a set of performance indicators that it has used to monitor its own performance for the last two years. Governors regularly set priorities for action, and assess the effectiveness of the actions taken. Inspectors agreed that the self-assessment process for governors is self-critical and evaluative. Governors monitor their performance against targets and this has

Cross-college Provision

helped governors to improve their performance. Governors contribute effectively to the college's strategic planning process and regularly review progress being made against strategic objectives.

72 Through the strategic review and quality assurance committees, governors regularly review the college's academic performance against targets and against national averages. They are aware of the importance of the use of value-added data in assessing performance. They have a clear commitment to attract students who might not otherwise consider further education. Governors demonstrate their commitment to the college by high levels of attendance at drama and music performances and at presentation ceremonies. They also visit the college to observe lessons and to discuss curriculum issues with teachers. Governors with senior business experience are involved each year in the assessment of the final projects undertaken by NVQ and GNVQ business students.

Management

Grade 1

73 Inspectors and auditors agreed with most of the college's judgements on management, but identified some additional strengths and considered that some weaknesses had been overstated.

Key strengths

- clear management emphasis on the importance of teaching and learning
- open, responsive management style
- extensive staff involvement in strategic and operational planning
- significant and well-managed growth in student numbers
- strong record of financial management
- effective external links

Weaknesses

- underdeveloped monitoring of equal opportunities

74 The college is well managed in an open and responsive manner. The principal, the vice-principal and four assistant principals form the college senior management team. They make themselves readily available to all members of staff. The college's management structure is clearly defined and understood by all staff. Members of the senior management team act as curriculum area advisers for groups of departments. Heads of department make a strong contribution to the overall management of the college. Senior tutorial advisers lead teams of personal tutors.

75 Communications in the college are effective. There are four annual college conferences each year, attended by all staff. Regular bulletins are produced, containing news and information for staff and students. Staff express their views through regular meetings and the principal holds two early morning briefings for all staff each week. Staff understand their roles and those of their colleagues. There is a clear understanding of the college's mission and staff are strongly committed to the aims and values of the college.

76 Managers and staff have easy access to a college-wide administrative network, which provides reliable management information. They are encouraged to make effective use of these data for planning and analysis. Key staff receive regular and useful reports on a range of management issues, including students' achievements and retention. An electronic student registration system is in place, which helps staff monitor students' attendance.

77 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. Since the last

Cross-college Provision

inspection in 1996, the college has reported historic cost surpluses annually, although in 1998-99 a marginal deficit was recorded in its day-to-day operations. The college has exceeded its FEFC funding unit targets each year. The average level of funding per unit has declined yearly to its current level of £16.23. Throughout this period the college's cash position has remained strong. An experienced and qualified accountant manages the college's small finance team. There is no qualified accountant in the senior management team.

78 The college's management accounts are considered each month by the principal and members of the finance committee, and each term by other members of the corporation and the senior management team. The reports comment clearly on the main issues affecting the finances of the college. The college has recently updated its financial regulations to reflect good practice within the sector. The financial procedures for the guidance of staff are comprehensive and clear.

79 The college's strategic and operational planning process is coherent and thorough. It involves extensive consultation with all staff. The schedule for strategic planning ensures that staff at all levels are able to contribute to the planning process, through meetings and a questionnaire. At both a strategic and operational level, the importance of teaching and learning permeates management thinking and influences decision-making. Course management is generally good and each department produces operational plans and objectives as part of the annual self-assessment cycle.

80 The college has managed significant growth in student recruitment very effectively. Careful attention has been given to maintaining cost-effective group sizes, without making teachers' workloads excessive. The college has a strong and active network of links with external organisations, including close

relationships with local schools and colleges. These partners speak highly of the responsiveness of the college.

81 The college's equal opportunity policy is disseminated to staff and students in the students' handbook. Student questionnaires enable students to feed back whether or not they feel that they have been treated in accordance with the policy. Staff recruitment is analysed in terms of age and gender, but there is currently no formal monitoring in terms of ethnicity. The college has recognised in its self-assessment the need to increase the monitoring of equal opportunity issues more fully and has plans to do so.

Conclusions

82 The college's self-assessment report is comprehensive and clearly presented. It provided a good basis for carrying out the inspection. The self-assessment process involved staff at all levels of the college. For each curriculum area, the report includes actions taken to improve quality since the last inspection, data on students' achievements and retention for the previous three years and a summary of feedback from students. All sections contain detailed operational plans. There is a good use of evidence to support judgements. Inspectors agreed with most of the strengths and weaknesses in the report, although they considered that some strengths and weaknesses were overstated and identified some additional strengths and weaknesses. Inspectors agreed with the curriculum grades in four of the five curriculum areas inspected and three of the five grades for cross-college provision.

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

College Statistics

Student numbers by age (November 1999)

Age	%
Under 16	0
16-18 years	90
19-24 years	6
25+ years	4
Not known	0
Total	100

Source: college data

Student numbers by level of study (November 1999)

Level of study	%
Level 1 (foundation)	3
Level 2 (intermediate)	10
Level 3 (advanced)	87
Level 4/5 (higher)	0
Non-schedule 2	0
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	356	63	21
Engineering	1	0	0
Business	359	5	18
Hotel and catering	59	0	3
Health and community care	44	0	2
Art and design	232	1	11
Humanities	868	41	45
Basic education	6	0	0
Total	1,925	110	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 11% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (November 1999)

	Per- manent	Fixed term	Casual	Total
Direct learning contact	96	9	0	105
Supporting direct learning contact	14	1	0	15
Other support	21	0	0	21
Total	113	10	0	141

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£5,052,000	£4,949,000	£5,099,000
Average level of funding (ALF)	£19.18	£16.72	£16.23
Payroll as a proportion of income	70%	74%	74%
Achievement of funding target	117%	102%	107%
Diversity of income	4%	5%	4%
Operating surplus	£245,000	£49,000	-£10,000

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	9	10	12	0	0	0
	Retention (%)	89	70	92	0	0	0
	Achievement (%)	88	57	36	0	0	0
2	Number of starters	1,354	1,414	1,200	0	0	2
	Retention (%)	85	82	85	0	0	50
	Achievement (%)	79	89	91	0	0	0
3	Number of starters	2,282	2,821	3,068	3	18	27
	Retention (%)	96	78	79	100	100	100
	Achievement (%)	81	78	82	67	44	52
4 or 5	Number of starters	0	0	0	0	0	0
	Retention (%)	0	0	0	0	0	0
	Achievement (%)	0	0	0	0	0	0
Short courses	Number of starters	4	145	209	43	300	237
	Retention (%)	100	98	98	100	100	100
	Achievement (%)	75	80	45	63	63	47
Unknown/unclassified	Number of starters	2,367	3,035	3,136	45	32	11
	Retention (%)	91	91	88	100	100	100
	Achievement (%)	75	67	87	100	100	100

Source: college

FEFC Inspection Report 103/00

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