

Haywards Heath College

REPORT FROM
THE INSPECTORATE
1998-99

THE
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COUNCIL

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FUNDING COUNCIL***

The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 01203 863000
Fax 01203 863100
Website <http://www.fefc.ac.uk>*

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Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1997-98, are shown in the following table.

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

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

Student Achievements

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

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

Summary

Haywards Heath College

South East Region

Inspected March 1999

Haywards Heath College is a sixth form college in West Sussex. The college produced its third self-assessment report before the inspection. It contained insufficient detail and supporting evidence. Inspectors of curriculum areas found the detailed departmental reports more valuable. Action plans resulting from self-assessment were of uneven quality. Inspectors agreed with most of the judgements and with all of the grades in the curriculum area self-assessments. However, in all cross-college areas, inspectors found the self-assessments to be insufficiently rigorous, and awarded lower grades in each case.

The college offers courses in seven of the FEFC's 10 programme areas. The inspection covered provision in three of these. There are effective arrangements for advising and recruiting students, and good-quality careers guidance and advice. Students benefit from an extensive programme of visits and activities. Tutorial support is uneven. Although much teaching is good, the percentage of good or outstanding lessons observed was less than in the last inspection. Provision in sociology and psychology is outstanding. Students' achievements in GCE A level examinations are mainly good and often well above national benchmarks. In the smaller area of GCSE examinations they are often poor and overall

pass rates have fallen over the last three years. Some courses have poor retention and attendance rates. Since the last inspection, the college has improved its quality assurance arrangements, but more work needs to be done. Staff development and appraisal are well developed. Communication between managers and teachers is effective. A clear priority is given to equal opportunities issues. Governors are knowledgeable. They work closely with senior managers and have a good understanding of curriculum issues. The college needs to address a number of weaknesses. Governors and senior managers should urgently review the college's financial position in the light of the recent shortfall in enrolments. The departmental structure should be reviewed. Staff should be systematically involved in strategic planning and governors should improve their monitoring of progress towards the achievement of strategic objectives. Accommodation improvements are urgently required and better timetabling to improve room utilisation is needed. The tutorial system requires further development to ensure it is clearly understood by students and that its effectiveness is monitored. The college should provide a more comprehensive learning and welfare support service. It should ensure the effectiveness and consistency of self-assessment and continue to use quality assurance arrangements to achieve improvements.

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

| Curriculum area | Grade | Cross-college provision | Grade |
|-----------------------------|--------------|--------------------------------|--------------|
| Computing and mathematics | 3 | Support for students | 3 |
| Health and social care | 3 | General resources | 4 |
| English and theatre studies | 2 | Quality assurance | 3 |
| Psychology and sociology | 1 | Governance | 3 |
| | | Management | 3 |

Context

The College and its Mission

1 Haywards Heath College was established in 1980. It occupies a single site in a residential area near to the town centre. Its main focus is on the full-time education of 16 to 19 year olds and it attracts most of its students from local 11 to 16 schools, although it also recruits from the 11 to 18 Roman Catholic school in Haywards Heath, and from maintained and independent schools further afield. Increasing competition from local schools and other colleges, together with a demographic decline in 1998, has led to a reduction in enrolments.

2 The college provides courses in seven of the 10 programme areas of the Further Education Funding Council (FEFC). It offers 32 subjects at general certificate of education advanced level (GCE A level), 15 for the GCE advanced supplementary (AS) qualification and 20 for the general certificate of secondary education (GCSE). The college has introduced general national vocational qualification (GNVQ) courses at intermediate and/or advanced level in four curriculum areas. Enrolments for these are small compared with those for GCE A level.

3 Since incorporation the college has provided courses for mature students, chiefly part-time courses in information technology (IT), and courses providing access to higher education. Enrolments for these courses grew initially but fell significantly in 1998-99. From September 1999, the college plans to recruit fee-paying students from outside the European community. It is part of a Sussex consortium of sixth form colleges which is currently marketing its courses in Hong Kong.

4 Haywards Heath is a commuter town with a population of about 23,000. The total population of the area served by the college, which includes Burgess Hill and surrounding villages, is about 63,000. There is little manufacturing in the area and service industries provide most of the employment. Several national banks and other financial services

companies have their headquarters in Haywards Heath. A substantial number of residents travel to Brighton and other coastal towns to work. Although mid-Sussex is an affluent area there are pockets of relative deprivation in Haywards Heath and Burgess Hill.

5 The college's mission emphasises quality; 'committed to quality' is its logo. Its stated aim is: 'to be a centre of excellence committed to providing the highest possible quality of 16 plus education in the Mid-Sussex area, by meeting a wide range of learning needs, by encouraging and supporting individuals (staff as well as students) towards the fulfilment of their academic, personal and professional potential (and) by fostering a spirit of involvement within the college itself and within the wider community'.

The Inspection

6 The college was inspected in March 1999. Inspectors had previously evaluated the college's self-assessment report and information on the college held by other divisions of the FEFC. The data on students' achievements used by inspectors for 1996 and 1997 were taken from the FEFC's individualised student record (ISR). Inspectors found them reliable. Those for 1998 were produced by the college in an identical format and validated by inspectors. The inspection was carried out by nine inspectors and an auditor working for a total of 33 days. They observed 55 lessons and examined students' work and college documents. Meetings were held with students, governors, managers, teachers and support staff. Inspectors spoke with representatives of external organisations such as partner schools and Sussex Enterprise, the local training and enterprise council (TEC).

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons inspected 66% were rated good or

Context

outstanding. None were less than satisfactory. Although the proportion of lessons rated good or outstanding is similar to the national average for all inspected colleges, it is 10% lower than it

was at the college's last inspection in May 1995. The inspection sample included two areas in which the college had identified significant weaknesses.

Lessons: inspection grades by programme of study

| Programme | Grade | | | | | Totals |
|--|-------|----|----|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 | |
| GCE A/AS level | 10 | 12 | 13 | 0 | 0 | 35 |
| GCSE | 1 | 3 | 2 | 0 | 0 | 6 |
| GNVQ | 1 | 7 | 3 | 0 | 0 | 11 |
| Other vocational and access to higher education | 1 | 1 | 1 | 0 | 0 | 3 |
| Total (No) | 13 | 23 | 19 | 0 | 0 | 55 |
| Total (%) | 24 | 42 | 34 | 0 | 0 | 100 |
| National average, all inspected colleges 1997-98 (%) | 19 | 46 | 29 | 6 | 0 | 100 |

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

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

The highest attendance was in psychology and sociology at 88%, whilst health and social care was the lowest at 78%.

Attendance rates in lessons observed

| | Average number of students | Average attendance (%) |
|--|----------------------------|------------------------|
| Haywards Heath College | 11.9 | 84 |
| National average, all inspected colleges 1997-98 | 10.4 | 77 |

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

Curriculum Areas

Computing and Mathematics

Grade 3

9 Inspectors observed 18 lessons. They agreed with most of the judgements made in the self-assessment report, but some weaknesses were understated and some strengths overemphasised.

Key strengths

- the range of GCE A level mathematics options
- well-organised and effective monitoring of individual students' progress
- good practical computing teaching
- up-to-date computing hardware and software

Weaknesses

- the narrow range of teaching methods
- insufficient use of IT in mathematics
- poor student achievement rates on some courses
- poor attendance in some classes
- underdeveloped student project skills in computing

10 There are separate departments of mathematics and computing with seven and five teachers, respectively. Two teachers contribute to both departments. The departments have regular, minuted meetings, and responsibilities are sensibly shared between teachers. Course organisation is generally good. In mathematics, two GCE A level schemes are used. A wide range of combinations of mathematics, further mathematics, pure mathematics, mechanics and statistics are offered to a large number of students taking other subjects. GCE A level IT is offered in addition to computing. Careful initial guidance ensures that most students make the appropriate choice of which course to study. Schemes of work are well developed by teachers.

11 Of the lessons observed, none were unsatisfactory and half were graded as good or outstanding. In the best, a well chosen variety of activities stimulated students' interest and theoretical concepts were placed in a practical context to aid students' understanding. For example, in an introduction to Pythagoras' theorem, the teacher described the problem of trying to fit a pair of skis into a cupboard whose height was less than the length of the skis. Students quickly realised that the skis might fit in diagonally and that this dimension was dependent on the other dimensions of the cupboard. However, such originality was not typical and the overall range of teaching methods was narrow in mathematics and in theoretical computing. The college's self-assessment report did not recognise these weaknesses in teaching. By contrast, practical work in computing was imaginative and tasks were designed carefully to allow students of different ability to progress satisfactorily. Teachers pay too little attention, however, to the needs of computing students in preparing for practical projects.

12 Assessment arrangements are well organised. A target minimum grade, predicted from each student's GCSE scores, is used as part of the regular review of students' progress. This provides an effective assessment focus for students and staff. However, the remedial programme to help students overcome any weaknesses identified during the reviews requires further development. Students' achievements on GCE A level courses in computing and mathematics are close to the national averages for sixth form colleges. Students' final GCE A level achievements are compared with predictions based on GCSE results. This analysis suggests that students perform as expected in computing, but less well than expected in mathematics. In GCSE mathematics, pass rates have declined over the last three years and are well below the national averages for sixth form colleges. The department is aware of this but has no effective

Curriculum Areas

policy to deal with the problem. Results on the RSA Examinations Board (RSA) computer literacy and information technology course are also poor. These weaknesses in students' achievements relative to their prior performance and predicated grades are given insufficient weight in the self-assessment report.

13 Computing is well resourced with up-to-date computers and good practical facilities. The quality of handouts, booklets and other paper-based resources is good. The mathematics department has four laptop computers but teachers make insufficient use of IT in their teaching. The college does not recognise this weakness in its self-assessment

report. Similarly, GCE A level students make insufficient use of graphics calculators. Most rooms are adequate for their purpose, although one classroom used largely for computing theory lessons is cramped, poorly furnished and inhibits effective use of visual aids. The mathematics department has a useful suite of four adjacent classrooms. However, these are too small for the largest classes which use them. Some rooms have attractive displays of mathematics materials. The teachers are well qualified. Most have attended relevant staff development sessions in recent years, although there is a need for more mathematics staff to receive training in the use of IT.

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

| Type of qualification | Level | Numbers and outcome | Completion year | | |
|--|-------|----------------------|-----------------|------|------|
| | | | 1996 | 1997 | 1998 |
| RSA computer literacy and information technology | 1 | Expected completions | 69 | 69 | 227 |
| | | Retention (%) | 90 | 88 | 87 |
| | | Achievement (%) | 52 | 82 | 57 |
| GCSE mathematics | 2 | Expected completions | 143 | 126 | 127 |
| | | Retention (%) | 85 | 83 | 83 |
| | | Achievement (%) | 50 | 51 | 32 |
| GCSE IT | 2 | Expected completions | 15 | * | 25 |
| | | Retention (%) | 87 | * | 76 |
| | | Achievement (%) | 69 | * | 47 |
| GCE A level computing | 3 | Expected completions | 42 | 46 | 47 |
| | | Retention (%) | 74 | 70 | 70 |
| | | Achievement (%) | 90 | 88 | 85 |
| GCE A level pure mathematics and statistics | 3 | Expected completions | 33 | 44 | 60 |
| | | Retention (%) | 91 | 77 | 83 |
| | | Achievement (%) | 70 | 94 | 92 |
| GCE A level mathematics (school mathematics project) | 3 | Expected completions | 43 | 41 | 30 |
| | | Retention (%) | 91 | 85 | 80 |
| | | Achievement (%) | 87 | 94 | 75 |

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

*course not running

Curriculum Areas

Health and Social Care

Grade 3

14 Inspectors observed 11 lessons across GNVQ health and social care courses at intermediate and advanced level. They agreed with most of the findings of the self-assessment report but found some additional strengths and weaknesses.

Key strengths

- effective teaching
- good academic support by teachers
- recent improvements in students' achievements
- good use of well-planned work experience
- good standard of students' assignment work

Weaknesses

- poor attendance on the GNVQ intermediate course
- poor students' retention rates
- inadequate course management
- the inconsistent level of individual tutorial support for students
- inappropriate recruitment on to the GNVQ intermediate course

15 Students may study GNVQ health and social care at intermediate or advanced level. Recruitment on to the intermediate course has declined over the last two years, and this year students who originally wished to study leisure and tourism were placed on the course. None of these students, and some of the others, met the department's entry requirements for the course.

16 Informal communication between teachers is good, especially within the core team, but, as identified in the self-assessment report, formal meetings are infrequent. When meetings take place no minutes are taken. There are no

formalised schemes of work, the teaching is unco-ordinated and there is no assessment timetable. Students are given too many assessments, a weakness not identified by the college.

17 Despite these organisational weaknesses, much of the teaching is good. Teachers display a sound knowledge of their subjects. They use appropriate teaching methods which effectively engage students in learning. For example, in preparation for an assessment activity involving toy making, a visiting speaker, the manager of a local toy company, demonstrated a range of toys and explained how children's play varies according to their stage of development. The students were encouraged to examine the toys and discuss their design as part of the preparation for the production of their own toys. In a minority of lessons, teachers did not use a suitable variety of activities to maintain the interest of all students.

18 Teachers work effectively with small groups of students who require additional support. Students value this extra help, but it was not mentioned in the self-assessment report. It is college policy to mix students from different courses for group tutorials, which inhibits the discussion of course-specific matters. Some students get individual tutorials while others do not and students are unaware of the individual review processes in place in the college. Key skills are well taught and assessed during timetabled lessons with specialist teachers, but their integration with other aspects of the courses is weak. Work experience is well organised. Clear links are made between coursework, assessment and work placement activities. Documentation to support students' portfolio development is clear and helpful.

19 Inspectors agreed with the observation in the self-assessment report that achievement rates have improved on GNVQ courses. GNVQ advanced achievement rates were poor in 1996 and 1997, but rose to well above the national average in 1998. Intermediate pass rates were

Curriculum Areas

100% in 1998. Retention rates for the GNVQ advanced have fluctuated between 40% and 79% and the projected rate for 1999 is only 50%. Poor retention was not identified as a weakness in the self-assessment report. The attendance rate for intermediate level lessons observed during the inspection was poor, at 59%. Students' assignment work is of a good standard. Progression rates from the GNVQ advanced to higher education are high.

20 Specialist teachers are drawn from various departments to teach on the GNVQ health and

social care courses. One has a nursing background and all are well qualified. The teaching rooms are of a good standard and well resourced. One classroom has recently been refurbished and will also be used for out-of-school childcare. Students have good access to IT, including 10 networked computers in one classroom. There is a shared collection of good teaching materials. Plentiful learning resources are available to students in their base room. Library resources for intermediate students are inadequate.

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

| Type of qualification | Level | Numbers and outcome | Completion year | | |
|-----------------------|-------|----------------------|-----------------|------|------|
| | | | 1996 | 1997 | 1998 |
| GNVQ intermediate | 2 | Expected completions | * | 19 | 15 |
| | | Retention (%) | * | 74 | 60 |
| | | Achievement (%) | * | 71 | 100 |
| GNVQ advanced | 3 | Expected completions | 33 | 15 | 19 |
| | | Retention (%) | 79 | 40 | 79 |
| | | Achievement (%) | 54 | 50 | 87 |

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

*course not running

Curriculum Areas

English and Theatre Studies

Grade 2

21 Inspectors observed 14 lessons covering English lessons for GCSE, GCE A level and access to higher education, and theatre studies lessons at GCE A level. The college's self-assessment report identified strengths and weaknesses in students' achievements and specialist resources, but weaknesses associated with teaching and learning were understated.

Key strengths

- often lively teaching
- good examination results in English literature, theatre studies and GCSE English
- high students' retention rates
- effective management and teamwork at course level
- the range of opportunities for students to enrich their studies

Weaknesses

- low value-added performance in GCE A level English language
- inadequate facilities for teaching theatre studies

22 Management at department and course level is good. Teachers work well in course teams and have developed well-structured schemes of work. As the department's self-assessment report indicated, useful handbooks have been produced for the English and theatre studies courses. Enrolments on English courses have doubled since the introduction of GCE A level English language in 1995 and numbers in theatre studies have grown consistently since 1996.

23 Teaching is good. The majority of lessons are lively and a range of teaching methods is successfully used. Teachers showed genuine

enthusiasm for their subjects and lessons were well planned and resourced. There was often effective group work and whole-class discussions and debates were usually well managed. Presentations and performances by students were entertaining and appropriately used. A lesson on the identification of sex stereotypical language in a certain 'genre' of romantic novels culminated in parodies of romantic encounters composed and performed by students. A theatre studies lesson on the medieval concept of the dance of death moved from a close consideration of the text, to a performance of an improvised dance using music and lights. Another lesson successfully used a departmental booklet on Donne's poetry to enlighten students on Elizabethan philosophical and theological themes, whilst critically reviewing the poem *The Good Morrow*. Students take part in college trips to theatres, conferences, and poetry readings. Teachers willingly give extra help to individual students when they need it. They set challenging written tasks which are effectively marked with constructive but critical comments. A minority of lessons failed to live up to the generally high standard; for example, some group work went on beyond the attention span of students and teachers sometimes failed to vary their teaching when the declining interest of students became apparent. The self-assessment report did not identify these weaknesses in teaching.

24 Examination results in GCE A level English literature are very good. Pass rates in 1997 and 1998 were 99% and 97%, respectively. The proportion of passes at the higher A to C grades was an excellent 82% in 1998. GCSE English, with 61% of grades A to C in 1998, and GCE A level theatre studies, with 93% grades A to E, were also well above national averages. Results in GCE A level English language are slightly below the national average for sixth form colleges, and comparison of grades with those predicted on the basis of GCSE performance confirms that students underachieve on this course. This weakness was recognised in the

Curriculum Areas

college's self-assessment report. Retention is good on all courses. Generally students write well and, in their best work, display sound critical judgement and express ideas and arguments clearly. Students' progress is systematically monitored in an environment of encouragement and support. Students' attendance and punctuality during the inspection was good.

25 Teachers are well qualified. Of the 10 teachers in the department, four are full time and six are part time. All except one of the part-time teachers work more than half time. English classrooms within the departmental area are well furnished and spacious. However,

much English work goes on in two huts some distance from the department. These are too small and are poorly ventilated. All English rooms are well decorated and have displays of recent students' work and appropriate posters and pictures. Theatre studies accommodation is inadequate, particularly in view of the increase in student numbers. The college's self-assessment report did not recognise this weakness. All teaching takes place in the hall, and lessons are often disturbed by noise from the adjacent students' common room. When the hall is needed for other activities lessons are moved to small rooms in huts. Storage for costumes and scenery is inadequate.

A summary of achievement and retention rates in English and theatre studies, 1996 to 1998

| Type of qualification | Level | Numbers and outcome | Completion year | | |
|---|-------|----------------------|-----------------|------|------|
| | | | 1996 | 1997 | 1998 |
| GCSE English language | 2 | Expected completions | 134 | 119 | 86 |
| | | Retention (%) | 75 | 78 | 81 |
| | | Achievement (%) | 52 | 65 | 61 |
| GCE A level English literature | 3 | Expected completions | ** | 90 | 86 |
| | | Retention (%) | ** | 89 | 87 |
| | | Achievement (%) | ** | 99 | 97 |
| GCE A level English language | 3 | Expected completions | * | 21 | 38 |
| | | Retention (%) | * | 86 | 92 |
| | | Achievement (%) | * | 94 | 86 |
| GCE A level theatre studies | 3 | Expected completions | 10 | 14 | 32 |
| | | Retention (%) | 80 | 79 | 91 |
| | | Achievement (%) | 88 | 82 | 93 |
| GCE A level English language and literature | 3 | Expected completions | 74 ¹ | 59 | 85 |
| | | Retention (%) | 96 ¹ | 92 | 92 |
| | | Achievement (%) | 89 ¹ | 87 | 92 |

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

¹includes entries for GCE A level English literature

**data are included in GCE A level English language and literature entries

*course not running

Curriculum Areas

Psychology and Sociology

Grade 1

26 Inspectors observed 12 lessons in GCE A/AS level psychology and GCE A/AS level and GCSE sociology. They agreed with many of the strengths and weaknesses identified in the departments' self-assessment reports. Some weaknesses had been remedied by the time of the inspection.

Key strengths

- good teaching
- attention to equal opportunities in the curriculum
- good subject handbooks with clear assessment criteria
- high quality of students' coursework
- very good examination pass rates and retention rates in sociology
- effective departmental management
- valuable sociology field course

Weaknesses

- the poor-quality accommodation and IT

27 The college offers GCE A/AS level psychology and sociology, including a one-year course in GCE A level sociology, taken by second-year students. Sociology is offered for the GCSE but psychology is no longer available at this level. The access to higher education course has a sociology module. Inspectors agreed with the college that the two departments offering these subjects are well managed. Both keep minutes which show that issues relevant to teaching and students' achievements are discussed, and that appropriate action is usually taken.

28 Inspectors observed much good teaching, well directed to deepening students' understanding. Lessons were well organised with clear aims and objectives. Both departments produce very thorough schemes of

work. Teachers used an appropriately wide range of teaching techniques, including videos, work with the whole class and small group work. They used well-directed questions to check students' understanding. In all cases, teaching was supported by high-quality, suitable handouts. Those for sociology are a model of good practice. Students took a full part in very productive group work and were able to demonstrate effective organisational skills. In a GCE A level lesson in psychology, students made good presentations on different forms of animal communication, using the examples of birdsong, whales and dolphins; well-produced handouts and tapes of animal sounds brought authenticity to the presentation. Students' understanding was developed further by creating a table comparing forms of communication used by different animals.

29 Inspectors agreed with the college's self-assessment that examination achievements on most courses are very good. GCE A level overall pass rates and the proportion at grades A to C are well above national averages for sixth form colleges. Retention on the GCE A level sociology course has also been well above the national average. In two out of the last three years, GCSE results in sociology and psychology have been above national averages, although sociology results in 1998 were less good. Comparison of GCE A level grades with those predicted on the basis of GCSE point scores shows that in psychology, students achieve as would be expected and in sociology, students achieve better than expected. Students' coursework is mostly of a high standard. It demonstrates a clear grasp of theoretical concepts. Most work is well organised and clearly meets the requirements of the task set. Much work is wordprocessed and some students illustrate their coursework with charts and graphs. Subject handbooks give students a clear understanding of teachers' expectations. Very clear assessment criteria include meticulous guidance for coursework. Teachers mark work

Curriculum Areas

to an appropriate standard, although sometimes their written comments are rather brief.

30 Teachers are well qualified. They are well deployed, although several have many overlapping responsibilities. Well-supported staff development includes attendance at conferences and other external events to ensure staff keep abreast of subject developments. Library support for both subjects is satisfactory. A well-devised library induction in sociology encourages students to use the library. As noted in the self-assessment report and the previous inspection report, the quality of accommodation is poor. Much teaching takes place in huts. Whilst the huts for psychology are grouped together, for sociology they are not. The computers in the psychology resource centre are outdated. There is no direct access to the college's intranet from the temporary accommodation. In some lessons, rooms were

crowded and it was very difficult for teachers to circulate to check on students' work. There are attractive and relevant displays in teaching rooms.

31 The comprehensive information about students' destinations indicates that significant numbers of students enter higher education. Careful attention is paid to equal opportunities in the curriculum, and the psychology department has sought to increase the relatively small numbers of male students taking the subject. Both departments offer opportunities for imaginative educational visits. Some sociology students undertake a visit to the Rhondda Valley, where they are able to study a social culture significantly different from their own in Sussex. Psychology students visit Marwell Zoo to undertake studies of animal behaviour.

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

| Type of qualification | Level | Numbers and outcome | Completion year | | |
|------------------------|-------|----------------------|-----------------|------|------|
| | | | 1996 | 1997 | 1998 |
| GCSE sociology | 2 | Expected completions | 18 | 16 | 15 |
| | | Retention (%) | 89 | 81 | 80 |
| | | Achievement (%) | 73 | 77 | 58 |
| GCSE psychology | 2 | Expected completions | 19 | 28 | 9 |
| | | Retention (%) | 84 | 54 | 78 |
| | | Achievement (%) | 25 | 60 | 71 |
| GCE A level psychology | 3 | Expected completions | 43 | 50 | 46 |
| | | Retention (%) | 79 | 68 | 78 |
| | | Achievement (%) | 97 | 97 | 100 |
| GCE A level sociology | 3 | Expected completions | 80 | 69 | 95 |
| | | Retention (%) | 84 | 86 | 80 |
| | | Achievement (%) | 99 | 98 | 97 |

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

Cross-college Provision

Support for Students

Grade 3

32 Inspectors agreed with those judgements made in the self-assessment report, although they weighted a number of them differently. Important strengths and weaknesses had been omitted.

Key strengths

- well-developed arrangements for recruitment
- effective induction and tutorial arrangements for access students
- academic support
- good-quality careers guidance and advice
- extensive curriculum enrichment programme

Weaknesses

- the inadequately established and monitored tutorial system
- limited arrangements for welfare support and personal, health and social education
- incomplete arrangements for learning support
- the underdeveloped basic and key skills strategy
- inadequate college-wide strategies for communicating with students

33 The college has extensive arrangements for recruiting students. Close relationships with partner schools enable college teachers to contribute to careers conventions and to provide advice and guidance for prospective students. The college organises an annual 'taster' day for year 10 pupils, open evenings in November and a 'question time' event in January. Enrolment arrangements were streamlined last year. Enrolment tutors are provided with excellent

documentary guidance, and are assisted by specialist careers staff. Some students feel under undue pressure to study additional subjects, but most, including late starters, are satisfied with the advice and guidance they receive. The college's introductory programme of briefings and tutorials prepares them well for college life. Arrangements for access students are particularly effective and students speak highly of the sensitivity with which they are reintroduced to learning.

34 The college's tutorial system needs further development. It was changed 18 months ago in an effort to place greater emphasis on individual guidance and support, and less on administration. Each student has a personal tutor who is one of their teachers and who normally sees them on an individual basis at least three times a year. Either party can arrange further meetings. The personal tutor is responsible for reviewing students' overall progress, taking into account the students' target minimum grades. Students discuss their progress towards these during specially-organised profiling days. Additionally, there are timetabled periods for subject support. Some teachers organise workshops, but this practice is not formalised across the college. Students value the attention paid to academic performance.

35 Whilst some students, particularly mature and access students, speak highly of the quality of personal tutoring, many students have not grasped how the tutorial system overall is supposed to work, nor its purpose. The work of tutors is not effectively monitored. Where tutorial practice is poor, the onus is on the student to take action. Students' tutorial files are poorly organised and inconsistently maintained. In its self-assessment the college recognised some of these strengths and weaknesses. Personal matters are dealt with sensitively by teachers as the situation requires.

36 Communication with students has suffered, following the changes to the tutorial system.

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The college recognised this in its self-assessment report and has begun to address the problem. Students are unfamiliar with the students' handbook and college charter and have a poor understanding of the role and achievements of the students' representative body, the college council. Communication with parents is good. Regular contact is maintained with parents through progress reports and parents evenings. The college has improved its attendance and punctuality monitoring and the welfare assistant investigates absences. These changes have resulted in improved attendance rates.

37 Students have limited access to welfare support, and are unclear about the kind of assistance available. The college employs a welfare assistant for three days a week, during which time other duties are also undertaken. The assistant draws on a wide range of contacts to refer students for professional services. The college is unable to determine the level and range of use of the service as its work is not fully documented. The college lacks a comprehensive personal, health and social education strategy. Health awareness activities are organised periodically. These are well received, but are not part of a wider programme.

38 The arrangements for learning support are incomplete. Students requiring learning support are identified through school references and a simple self-assessment. Approximately 50 students a year receive tutorial support in the learning support department. Facilities are poor and resources meagre. Some students receive additional support within departments. The college intends to develop assessments for basic and key skills, differentiated by curriculum area but this major development has not been approached systematically. The requirements of each subject and course have not been fully determined, and the means to support students requiring assistance have not been identified. The self-assessment report did not acknowledge these weaknesses.

39 The quality of careers advice and guidance is good. This strength was not identified in the college's self-assessment report. The careers centre is well resourced and staffed, and is popular with students, who can use it throughout the week. Specialist guidance of a high quality is provided by the externally contracted careers staff. College careers staff organise a careers conference every year and publish a careers bulletin. First-year students are expected to attend three careers lessons each year, but attendance is low. The college supports students' learning through an extensive enrichment programme which includes sporting activities, field trips, theatre visits and recitals, exchange visits and work experience placements.

General Resources

Grade 4

40 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report. However, the inadequacy of some accommodation had not been sufficiently emphasised in the college's overall assessment.

Key strengths

- some recently remodelled accommodation
- good management of the library

Weaknesses

- much poor teaching accommodation
- low room utilisation
- inadequate access for students with restricted mobility
- insufficient improvement in accommodation since the last inspection
- lack of a library book security system

Cross-college Provision

41 The college is situated in a mainly residential area. The main college building has been adapted from a grammar school built in 1958. A further block was added in 1972. The campus is on a sloping site, resulting in several different levels of access to buildings. There is one hockey pitch and an adjacent 4.2 hectare playing field used for rugby, soccer, cricket and athletics.

42 The main buildings are generally in a poor state of repair, exacerbated by the severe curtailment of the planned maintenance programme over the last few years. Many areas have ill-fitting windows that leak and are draughty. Heating and ventilation are poor. The science laboratories are in need of major refurbishment and present some health and safety problems. The theatre studies accommodation is inadequate. The canteen is also the main social space and is very overcrowded at peak times. Eighteen additional teaching areas are provided in nine huts, of which half are 30 years old, although they were originally intended as temporary buildings. Many are cramped, poorly lit, poorly soundproofed, and difficult to maintain at comfortable working temperatures. Some are inconveniently shaped and few have adequate storage space. Many departments have rooms in the main buildings but also teach in these hatted classrooms. This effort to spread out the misery leads to a fragmentation of teaching resources and makes effective teamworking by teachers more difficult to achieve.

43 There have been a few accommodation improvements since the last inspection. A physics laboratory has been converted into an IT room and a redundant home economics room has been remodelled to form an out-of-school care club. At other times it will provide a high-quality teaching room for health and social care. These are rightly recognised as strengths in the self-assessment report. There are good specialist rooms for art and design which have been further improved by the conversion of a

redundant dressmaking room into a spacious darkroom. A number of areas have been redecorated and effective use is made of corridors to display students' artwork. Provision has recently been made for additional car parking. A number of additional wheelchair ramps have been built, but students with restricted mobility are still unable to access more than a third of the ground-floor levels.

44 The college's accommodation strategy outlines plans to provide a mezzanine floor in the main hall, relocate the library, provide alternative accommodation for theatre studies and remove some of its temporary accommodation. This is identical to the strategy of four years ago but the college has been unable to finance the proposed changes. In the meantime the condition of many buildings has deteriorated significantly. Although the college has recently made some adjustments to its timetable, room utilisation is still very low. This weakness was not mentioned in the self-assessment report.

45 The library is small and has 59 workspaces that are heavily used by students. In addition there are some 78 study spaces in small curriculum resource areas in departments. The bookstock, totalling 17,600 volumes, is not large but was judged to be satisfactory in all the curriculum areas inspected. There are additional books and videos in the curriculum resource areas but the number of these is unknown, as they are not recorded in the central library catalogue. There are eight computers in the small learning resource area next to the library, all with CD-ROM drives and internet access. The learning resource area contains a range of printers together with binding and laminating facilities intended to support students' project work. The library budget is £16 per full-time equivalent student, and departments still supply text books for students. The self-assessment report recognised that the library has no book security system, resulting in significant losses of expensive texts.

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Otherwise the management of the library and liaison arrangements with departments are effective and have improved significantly over the last year.

46 The college has recently improved its computing facilities. The ratio of full-time equivalent students to modern networked computers across the college is now adequate at 8:1. About 20% of the machines are available on a 'drop-in' basis in the library learning resource area or in curriculum resource centres, although many in the latter are slower, older machines, not extensively used. The reliability of the academic network, indicated as a weakness within the self-assessment report, is reported to have improved, although there is no record of the times when the network is out of action. The college has an effective policy for the development of IT and an associated equipment replacement policy.

Quality Assurance

Grade 3

47 The self-assessment report did not provide a helpful basis for the inspection of quality assurance. Inspectors agreed with most of the strengths and weaknesses identified by the college, but discovered others.

Key strengths

- a clearly-expressed and well-publicised commitment to quality
- consistent and analytical approach to self-assessment by teaching departments
- detailed action-planning and monitoring by teaching departments
- well-founded support, development and appraisal arrangements for staff

Weaknesses

- the poor quality of self-assessment by some non-teaching areas
- insufficient evidence from self-assessment for the judgements on teaching and learning
- failure of quality assurance arrangements to improve performance in GCSE courses
- failure to meet all charter commitments

48 The college's mission statement proclaims its commitment to quality. A vice-principal has overall responsibility for quality assurance. An assistant principal and the curriculum heads manage quality assurance in the curriculum. Action has been taken to improve quality assurance arrangements since the last inspection. A common approach involves staff at all levels, and governors. This development was appropriately included as a strength in the self-assessment report. The quality system is based on annual self-assessments in each area of the college's operation. The outcomes inform the college's planning.

49 Teaching departments assess their strengths and weaknesses in the key areas of recruitment, attendance, retention, achievements, resources, and teaching and learning. These self-assessments are generally consistently presented. In some respects they are thorough and analytical. They are accompanied by detailed action plans which include specific, monitored objectives. Examination results are compared with external averages; trends are examined and value-added information is included. Target-setting for improvement at departmental level is not yet in place. The quality of teaching and learning is assessed largely through students' feedback and discussions between teachers. The well-founded programme of internal lesson observations began only in September 1998, and has not yet contributed to self-assessment. The profile of

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teaching grades arising from internal observations is significantly more generous than that awarded by inspectors.

50 Self-assessment reports for the non-teaching areas of the college are variable in quality. The college did not identify this weakness in its overall self-assessment. Some self-assessments are well structured and provide good evidence for the conclusions reached. Many are little more than a statement of strengths and weaknesses, with no supporting evidence. These do not make clear which quality characteristics are being assessed or what standards are expected.

51 Students' views are gathered through college-wide questionnaires, including one on the college's charter commitments. The charter promises to publish the results of all questionnaires but these are not routinely made known to students. This weakness, identified in the previous inspection, was not included in the self-assessment report. Many departments give students additional, highly-focused questionnaires. Views are also gathered less formally, for example through students' progress reviews and through the college council. The views of staff and parents are not routinely sought.

52 Quality assurance arrangements have improved some areas of college work. For example, the appointment of the full-time computer network manager and a part-time media studies instructor originated from weaknesses identified in self-assessment. According to college data, overall attendance and retention have improved appreciably in 1998-99 compared with 1997-98. Responses to questionnaires have resulted in changes to teaching and have influenced the choice of syllabuses. For example, the art department changed the length and timing of its projects and students' views were influential in changing the physics syllabus.

53 Inspectors identified important features which had not significantly improved since the last inspection. The quality of teaching and learning observed, as indicated by the observation grades awarded by inspectors, has not improved. Whilst the college has maintained a high percentage of passes for GCE A level students, these students usually enrol with good GCSE grades and do not generally exceed expected performance. GCSE achievements fell, over the three years to 1998, to well below the average for sixth form colleges.

54 The self-assessment report for 1998 was the third produced by the college. It was unhelpful to inspectors in the planning and execution of the inspection. The contributory departmental reports were more helpful. The college identified strengths and weaknesses which it considered important to the achievement of its strategic objectives. However, in not explicitly relating these to the more comprehensive set of quality statements contained in Council Circular 97/12, the college failed to identify a number of important strengths and weaknesses revealed by inspectors.

55 Good arrangements are in place for supporting and developing staff, as recognised in the self-assessment report. New staff have trained mentors during their first year and are appropriately introduced to the college. Staff development is managed well. Development needs are determined from the strategic plan, through self-assessment or through appraisal. All development activities are evaluated, including external training. In the well-conceived appraisal system, full appraisal takes place every three years. Appraisers draw on a wide range of evidence including students' and colleagues' opinions. Progress towards agreed targets is reviewed formally in each intervening year and new targets are agreed. The college achieved Investor in People status in 1998.

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Governance

Grade 3

56 Inspectors and auditors considered that the self-assessment report did not provide a comprehensive evaluation of governance. They found strengths and weaknesses not identified by the college.

Key strengths

- knowledgeable governors with appropriate skills and experience
- governors' understanding of curriculum areas
- the close working relationship between governors and senior managers

Weaknesses

- insufficient monitoring of progress towards strategic objectives
- inadequate procedures for the recruitment of governors
- the poor attendance of some governors at meetings
- failure to monitor health and safety issues

57 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.

58 The corporation has a membership of 17. At the time of the inspection, there was one vacancy. The present membership includes nine independent members, the local TEC nominee, three co-opted governors, two parent governors and one student governor. The principal is not a member of the corporation. A formal skills audit has not been carried out but, as indicated in the self-assessment report,

governors have a wide range of appropriate expertise and experience. Although the corporation has established a search committee, it has yet to draw up a publicly available appointment procedure with job descriptions and person specifications for governors. The induction of governors is limited to briefings by the chairman and principal. There is no structured training or updating for governors. A programme is now being developed through the consortium of sixth form colleges in Sussex.

59 The corporation has established a suitable range of committees. Committees operate within appropriate terms of reference, except the audit committee. Its terms of reference need updating to embrace responsibilities for reviewing the work of the college's auditors. The rules of some committees need amending to clarify the status of staff who attend meetings. Members of the finance committee receive management accounts each month and review the college's financial position at their termly meetings. Corporation meetings have not been well attended. The recent high turnover of governors has contributed to the variable attendance. This weakness was recognised in the self-assessment report.

60 Governors are clear about the mission of the college and, through their committees, are actively involved in the development of the strategic plan. They have a policy of investing in staff at the expense of material resources and accommodation. The findings of this inspection suggest that it may be time to review these priorities. The strategic plan and the spending priorities have been formally approved by the corporation, but the board does not routinely monitor progress towards the achievement of strategic objectives. Governors have had varying degrees of involvement with curriculum areas since incorporation. Each governor is now attached to a teaching area. They demonstrate a good knowledge of their areas and an understanding of the importance of students' retention and achievements. Staff

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appreciate governors' visits and value their openness and accessibility. Visits are arranged by the clerk. Governors confer with senior managers to ensure that their activity does not overstep the boundary between governance and management. The personal involvement of governors with college departments helps them to make informed contributions to the work of the board, especially to the curriculum committee which considers quality issues. Inspectors agreed with the self-assessment report that this aspect of governance is a strength. Health and safety matters are not reported to the board.

61 There is a close working relationship between governors and senior managers. The chairs of the board and its committees maintain regular contact with appropriate members of the senior management team. The principal provides detailed reports for each board meeting. The principal's most recent appraisal took place in 1997. Appraisal was conducted by a governor and another college principal, on behalf of the board. The assessment is not used to determine his remuneration. The principal has responsibility for the appraisal of other senior postholders.

62 The corporation operates within a code of conduct and maintains a register of interests. However, it has only recently adopted a code of ethics and a policy on access to college information. The minutes of all meetings are held by the clerk and are posted on the staff noticeboard. They are available to others only on request. The board does not publish an annual report. Governors have only recently begun to review their own performance. The process was led by two governors and involved an assessment of the strengths and weaknesses by each governor. Findings were analysed and considered by the full board before the production of the final version of the self-assessment report. Governors devoted a whole meeting to the consideration of the college's self-assessment report before giving it their

approval. They did not make use of any external views in reaching their conclusions.

Management

Grade 3

63 Inspectors and auditors considered that the college's self-assessment report did not adequately address all aspects of management. Inspectors identified some weaknesses not mentioned in the self-assessment report.

Key strengths

- good communication between managers and teachers
- efficient and equitable deployment of teaching staff
- the priority afforded to equal opportunities

Weaknesses

- the unplanned drop in enrolments in autumn 1998 and its impact on college finances
- the inefficient middle management structure
- the inadequate involvement of staff in strategic planning

64 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. Preparation of the annual budget is well organised and carefully documented. Financial management information is reported monthly to senior managers. Management accounts are comprehensive and comprise an income and expenditure account, balance sheet and cashflow statement. They are supported by an appropriate commentary, including information on student numbers and key accounting ratios. However, the cashflow forecast is not prepared on a rolling 12-month basis. No significant

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internal control weaknesses have been identified by the internal and external auditors.

65 The college has a high average level of funding of £18.97 per unit for 1997-98 compared with a median for sixth form colleges of £17.50 per unit. Since incorporation it has had a policy of sustaining staffing levels, although allowing some reduction through natural wastage. However, it is unlikely to achieve its enrolment targets for 1998-99 given an unforeseen drop of 12% in full-time student enrolments. The college has not adequately assessed the risk of such a decline in enrolments in its three-year financial forecast.

66 The senior management team comprises the principal, two vice-principals, for staffing and students, and two assistant principals, for finance and the curriculum. Weekly meetings are well minuted and actions are systematically reviewed. The college committee is the main forum for the development and implementation of policy, and meets twice a term. It brings together the senior management team, three heads of department representing curriculum groups, the three senior tutors, the equal opportunities co-ordinator and a student representative. It has developed some important initiatives, for example, case loading of teachers and measures to integrate academic and pastoral provision. Staff, including heads of department, are insufficiently involved in strategic planning. They perceive it as a function of senior management and do not understand its links with self-assessment. The self-assessment report contained the annual operating statement, identifying college-wide targets related to corporate objectives. However, departments do not consistently make explicit links between their performance and the achievement of strategic objectives. These weaknesses were not identified in the college's self-assessment report.

67 Since the last inspection, the college has gradually reduced some 30 curriculum departments to 22. Half of these have three or

fewer teachers, many of whom are part time. The departments are organised in three curriculum groups. Group meetings are chaired by an elected head, who holds no managerial responsibility for the other departments. The assistant principal for curriculum oversees the groups, receives minutes of all meetings and formally discusses developments with each head. While these measures have resulted in more manageable and effective meetings, it is nevertheless a burdensome model. The assistant principal, who is also responsible for a number of cross-college areas, has the task of checking over 30 departmental self-assessment reports. However, departmental management is generally effective and is more or less formal depending on the number of staff involved. The college plans to review the present departmental structure.

68 There is a tradition of consultation with staff about key issues but implementation of new developments is dependent on achieving a broad consensus and is slow. Inspectors agreed with the self-assessment report that communication with staff is good. There is a weekly news bulletin, internal mailing, briefing sessions and two full staff meetings each term. The minutes of all committees are displayed on the staff room noticeboard.

69 The college's personnel procedures reflect good practice and have been formally approved by the corporation. All staff have a handbook which contains these procedures. In the past year a formula to ensure equitable teaching workloads has contributed to their efficient deployment. The implementation and monitoring of equal opportunities has a high priority. A monitoring group meets monthly. An annual report covering both staffing and student issues is provided to senior managers and governors. The college has an up-to-date health and safety policy. A risk assessment is undertaken once a year. However, the health and safety committee meets only sporadically and no senior manager attends. These

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weaknesses were not identified in the self-assessment report.

70 The college's main external links are with other sixth form colleges through the Sussex consortium. Joint curriculum groups provide opportunities to share good practice. The college is in the process of changing its management information system, which needs upgrading, and has collaborated with consortium colleges to draw up a specification for a new commercial system. A programme for its installation includes training for key staff. Inspectors agreed that the college's involvement in the consortium is beneficial.

Conclusions

71 The inspection team found the college's self-assessment report to be unhelpful in planning and carrying out the inspection. Although it included all the areas to be inspected, it was insufficiently detailed. Referencing to evidence was often inadequate or too general. Good references were made to external benchmarks. Curriculum inspectors were able to make good use of much more detailed departmental self-assessments. There were no such additional reports for cross-college areas. Curriculum inspectors agreed with most of the findings in the report, but found that some strengths and weaknesses had not been identified, or had been given insufficient weight. In all of the cross-college aspects, inspectors considered the college to be overgenerous.

72 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 (February 1999)

| Age | % |
|-------------|-----|
| Under 16 | 0 |
| 16-18 years | 76 |
| 19-24 years | 9 |
| 25+ years | 13 |
| Not known | 2 |
| Total | 100 |

Source: college data

Student numbers by level of study (February 1999)

| Level of study | % |
|-------------------------------------|-----|
| Foundation | 8 |
| Intermediate | 7 |
| Advanced | 82 |
| Higher education | 0 |
| Leisure/recreation (non-schedule 2) | 3 |
| Total | 100 |

Source: college data

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

| Programme area | Full time | Part time | Total provision % |
|---------------------------|-----------|-----------|-------------------|
| Science | 283 | 51 | 29 |
| Business | 85 | 36 | 10 |
| Hotel and catering | 64 | 16 | 7 |
| Health and community care | 25 | 21 | 4 |
| Art and design | 116 | 8 | 11 |
| Humanities | 424 | 20 | 38 |
| Basic education | 3 | 2 | 1 |
| Total | 1,000 | 154 | 100 |

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 0% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (November 1998)

| | Perm- anent | Fixed term | Casual | Total |
|------------------------------------|----------------|---------------|--------|-------|
| Direct learning contact | 51 | 0 | 0 | 51 |
| Supporting direct learning contact | 7 | 0 | 0 | 7 |
| Other support | 33 | 0 | 0 | 33 |
| Total | 91 | 0 | 0 | 91 |

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

College Statistics

Three-year Trends

Financial data

| | 1996 | 1997 | 1998 |
|-----------------------------------|------------|------------|------------|
| Income | £3,414,000 | £3,386,000 | £3,420,000 |
| Average level of funding (ALF) | | | |
| Out-turn to 1997; funded 1998 | £21.90 | £20.11 | £18.97 |
| Payroll as a proportion of income | 76% | 79% | 76% |
| Achievement of funding target | 99% | 109% | 100% |
| Diversity of income | 7% | 7% | 10% |
| Operating surplus | -£62,000 | -£137,000 | -£56,000 |

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

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

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

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

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

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

Students' achievements data

| Level | Retention and pass | Students aged 16 to 18 | | | Students aged 19 or over | | |
|----------------------|----------------------|------------------------|-------|-------|--------------------------|------|------|
| | | 1995 | 1996 | 1997 | 1995 | 1996 | 1997 |
| 1 | Expected completions | 87 | 737 | 183 | 13 | 105 | 82 |
| | Retention (%) | 90 | 92 | 87 | 85 | 97 | 90 |
| | Achievement (%) | 83 | 51 | 97 | 82 | 28 | 88 |
| 2 | Expected completions | 418 | 1,092 | 463 | 28 | 45 | 58 |
| | Retention (%) | 84 | 87 | 81 | 89 | 76 | 69 |
| | Achievement (%) | 94 | 75 | 57 | 92 | 76 | 59 |
| 3 | Expected completions | – | 1,649 | 1,477 | – | 53 | 84 |
| | Retention (%) | – | 90 | 80 | – | 85 | 77 |
| | Achievement (%) | 90 | 88 | 91 | 81 | 90 | 85 |
| 4 or 5 | Expected completions | – | 0 | 0 | – | 0 | 0 |
| | Retention (%) | – | n/a | n/a | – | n/a | n/a |
| | Achievement (%) | n/a | n/a | n/a | n/a | n/a | n/a |
| Short courses | Expected completions | 7 | 15 | 56 | 2 | 48 | 255 |
| | Retention (%) | 0 | 80 | 96 | 0 | 98 | 100 |
| | Achievement (%) | n/a | 50 | 82 | n/a | 36 | 95 |
| Unknown/unclassified | Expected completions | 0 | 0 | 2 | 0 | 0 | 3 |
| | Retention (%) | n/a | n/a | 50 | n/a | n/a | 33 |
| | Achievement (%) | n/a | n/a | n/a | n/a | n/a | n/a |

Source: ISR

–ISR data not collected

n/a not applicable

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