

The Henley College

REPORT FROM
THE INSPECTORATE
2000-01

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

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FUNDING COUNCIL***

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

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

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Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1999-2000, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	6	44	44	7	0
Cross-college provision	9	45	38	8	0

Source: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Sample size: 112 college inspections

Note: percentages subject to rounding

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 1996, would appear in the results for 1997-98 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

The Henley College

South East Region

Inspected October 2000

The Henley College is a tertiary college located in Henley-on-Thames in south Oxfordshire. The self-assessment report was updated in preparation for the inspection. The college draws most of its students from an area of relative affluence and high employment in the Thames Valley. The college makes provision in nine of the 10 FEFC programme areas. Five programme areas were inspected, together with aspects of cross-college provision.

Since the last inspection, the college has made progress in many areas of its provision. Redevelopment has consolidated the college on two sites with new buildings and facilities. Improvements to student support have been particularly notable; students have access to a wide range of support services. The college has productive links with local schools and access to a wide range of facilities in the local area. Achievement in most areas is above the national average. Enrolments at levels 2 and 3 have dropped slightly in recent years but retention rates are beginning to improve. The day-to-day management of the college has been effective over a difficult period. The quality assurance system is comprehensive and beginning to show results. There is an extensive IT system for students and staff, and well-managed learning centres. The accommodation on the main site is good. The college should improve: the quality of

teaching and learning in some areas; retention rates; achievement relative to GCSE scores; target-setting and monitoring in all areas; the effectiveness and rigour of course review and evaluation; and strategic planning.

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

Curriculum area	Grade	Cross-college provision	Grade
Science	2	Support for students	2
Business	2	General resources	2
Health and community care	3	Quality assurance	3
Art and design	3	Governance	4
Humanities	2	Management	3

The College and its Mission

1 The Henley College is a tertiary college located on two sites in Henley-on-Thames on the borders of Berkshire and Buckinghamshire in south Oxfordshire. The population of Henley-on-Thames is just over 10,000. The area has very low levels of social deprivation, and, in common with the rest of the Thames Valley, Henley has an ageing population. The Thames Valley Training and Enterprise Council (TEC) estimates a reduction in the number of 16 year olds of about 1% each year for the next five years. Henley has affluent middle-class residents in and around the town with high parental expectations. The town is surrounded by the rural communities of south Oxfordshire which have a poor transport infrastructure, making it difficult for some students to travel to college. Student recruitment is from a 20-mile radius of the town and, since 1997, the college has organised a fleet of coaches to provide transport.

2 Henley has a small but slowly growing industrial base mainly serving the information technology (IT) industry. There are two major employers in the town and a wide range of small and very small businesses. The majority of the working population commutes to larger towns such as Reading, London or Slough.

3 The Henley College is the largest provider of education and training in south Oxfordshire with approximately 1,600 full-time students and 1,600 part-time enrolments. In recent years, full-time enrolments have suffered a decline. There are three large further education colleges and a specialist college of agriculture within 15 miles of Henley, and 31 schools, each with its own sixth form, within 10 miles. The college has a close partnership with four local 11 to 16 comprehensive schools and a special school.

4 The student population is almost equally divided between academic and vocational studies. In the curriculum, general certificate of education advanced level (GCE A level) and advanced supplementary (AS) subjects are

balanced by vocational courses from levels 1 to 3 with an emphasis on courses at level 3. Provision also includes an access to higher education course and a franchised higher national diploma business course with Oxford Brookes University. A range of short courses, funded and self-financing, is offered for adult learners. The international baccalaureate has been in the curriculum since 1990 with a steady growth in numbers.

5 The college's mission is 'to be the college that students aspire to attend, by providing high-quality education and training that meets the needs of our community and individual learners'. The college aims to respond to students' different learning styles by offering individual support to allow them to achieve their full potential.

The Inspection

6 The college was inspected during the week beginning 2 October 2000. The inspection team had previously evaluated the college's self-assessment report and considered information about the college held by other directorates of the Further Education Funding Council (FEFC). Curriculum inspectors used data on students' achievements drawn from the college's own individualised student record (ISR) returns to the FEFC for 1998 and 1999. The college submitted its own data on students' achievements for 2000, which were checked by inspectors against primary sources such as class registers and pass lists issued by examining bodies. The college was notified of the sample of its provision to be inspected approximately 12 weeks before the inspection. The inspection was carried out by 10 inspectors and an auditor working for a total of 44 days.

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1999-2000. Of the lessons inspected, 62% were rated good or outstanding. This is the same as the national average for all colleges inspected in 1999-2000.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	5	13	7	1	0	26
GNVQ	1	2	3	2	0	8
Other vocational	1	8	6	2	0	17
Other	1	5	1	0	0	7
Total (No)	8	28	17	5	0	58
Total (%)	14	48	29	9	0	100
National average, all inspected colleges 1999-2000 (%)	17	45	31	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Note: percentages subject to rounding

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1999-2000.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
The Henley College	14.1	86
National average, all inspected colleges 1999-2000	10.3	76

Source for national average: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Curriculum Areas

Science

Grade 2

9 Inspectors observed 12 lessons in GCE A level chemistry, physics, biology and human biology and broadly agreed with the college's self-assessment report which also covered mathematics and IT. One strength had been overstated and an additional weakness was identified.

Key strengths

- well-structured teaching
- high achievement rates on most courses
- good work experience in chemistry
- regular use of homework to check students' learning
- good use of informal workshops to support students

Weaknesses

- underdeveloped use of personal achievement targets for students
- insufficient use of IT in lessons

10 The college offers full-time GCE A/AS level courses in physics, chemistry, biology and human biology for predominantly 16 to 19 year old students. A high proportion of students progress to higher education. There is no provision at intermediate level.

11 Inspectors agreed with the college's self-assessment that teaching in science is good. Teachers are well qualified and enthusiastic about their subjects. Most have many years' experience. The majority of lessons are well planned with good integration of theory and practical work. Students' competence in practical work is generally good. Appropriate regard is paid to the requirements of health and safety. Learning outcomes are clearly identified. Handouts guide and support students' learning but are often handwritten or dated in appearance. Teachers use questions well to

retain students' attention and ensure that they are learning. In a biology lesson students investigated the effect of light and shade on the area to weight ratio of ivy leaves. Results were pooled and statistical tests applied to determine their significance. The students explained the results, drawing and building on knowledge gained in previous lessons. In a few lessons, the work is not sufficiently demanding for more able students.

12 Although some students use IT to complete assessed work, there is not enough use of computers in lessons; this weakness was identified in the self-assessment report and steps are being taken by the college to upgrade facilities. Homework is set regularly. Marked assignments are returned promptly and usually reviewed at the start of the next appropriate lesson, although teachers do not make many written comments which might assist weaker students in particular, to improve their performance, a point not mentioned in the self-assessment report.

13 Chemistry students have the option of undertaking periods of work experience. These are carefully organised by the chemistry teachers who also visit the students during their placement period. The experience has persuaded some students to take degrees in chemistry when they otherwise would not have done so. There are no such arrangements for students of other science subjects. Some staff run additional science workshops on a voluntary basis, particularly for students preparing for examinations.

14 The day-to-day planning and management of science courses is effective. Subject teachers share offices, and are therefore in constant informal contact. There are more formal meetings for subject teachers and faculty staff. All staff are involved in subject evaluation and are successful in identifying weaknesses. However, faculty and subject action plans do not indicate ways of tackling weaknesses. Most laboratories are fit for purpose and

Curriculum Areas

appropriately equipped but, with the exception of one biology laboratory which has been recently refurbished, they are uninspiring. Technical staff provide effective support. There is a good range of books in the library and a small range of CD-ROMs relevant to science study.

15 The quality of most students' work is good and shows appropriate levels of understanding. Written work is well presented and well organised. Achievement rates for GCE A level chemistry, physics and biology are above the national average as are the proportions of high grades. Achievements in GCE A level chemistry fell in 2000. Retention rates in these subjects are at the national average. In human biology, both retention and achievement are below the national average and the achievement of high grades is also below the national average and falling. A recent analysis suggests that, although achievement rates are high for chemistry, physics and biology, students are often not achieving their full potential as predicted by their general certificate of secondary education (GCSE) grades. Personal

achievement targets have not yet been set to help students gauge their progress or assist teachers to determine their learning needs, although college procedures to support this process are in place. Teachers devote additional time to the provision of informal subject workshops, to provide extra help for students.

A summary of retention and achievement rates in science, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCE A level biology	3	Number of starters	66	42	52
		Retention (%)	77	77	71
		Achievement (%)	89	89	86
GCE A level chemistry	3	Number of starters	73	42	54
		Retention (%)	75	80	77
		Achievement (%)	92	97	85
GCE A level human biology	3	Number of starters	31	35	22
		Retention (%)	65	62	50
		Achievement (%)	58	67	60
GCE A level physics	3	Number of starters	77	61	54
		Retention (%)	71	66	78
		Achievement (%)	89	82	90

Source: ISR (1998 and 1999), college (2000)

Curriculum Areas

Business

Grade 2

16 Inspectors observed 13 lessons covering GCE A levels in business, economics and accounting, advanced vocational certificate of education (AVCE) and general national vocational qualification (GNVQ) in business courses, and part-time provision in IT applications for adults. Inspectors agreed with many of the strengths and weaknesses identified in the college's self-assessment report, but judged some strengths to be overstated and identified additional strengths and weaknesses. Some of the weaknesses identified in the self-assessment report had already been addressed by the time of the inspection.

Key strengths

- good achievement in business and economics
- good curriculum organisation and management
- improved tutorial programme for GCE A level students
- responsiveness to the needs of different full-time students
- balanced use of a range of different teaching methods

Weaknesses

- poor retention rates on GCE A level accounting and GNVQ intermediate business courses
- no part-time study opportunities for students transferring to employment

17 The faculty of business provides a range of business-related courses the majority of which are at levels 2 and 3. There is no business provision at level 1, and very few students progress to business courses from other college foundation programmes.

18 Courses are well managed. Work for the new key skills qualification incorporates much of previous good practice in the faculty and has been well planned and effectively implemented. A successful tutorial programme has been developed to serve the particular needs of GCE A level students, a strength not recognised in the self-assessment report. Targets for recruitment are agreed by the college and the head of faculty and, within these, course and subject leaders are able to negotiate realistic targets for their programmes. Course teams are fully involved in the evaluation of their work. The quality of resulting action plans is variable.

19 Course and subject team leaders control staff development funds, and training needs are identified during appraisal. Faculty managers respond quickly and appropriately to the needs of individual learners, a strength not recognised in the self-assessment report. Faced unexpectedly with a group of students with behavioural problems, managers responded swiftly to give immediate support and brought in outside expertise to help teachers develop longer-term strategies. Inspectors agreed with the self-assessment report that staff are motivated, enthusiastic and well qualified. Although some classrooms are untidy and appear not cared for, students recognise that they have good access to up-to-date IT facilities, which have been improved recently. Some classes suffer from taking place in inappropriately sized rooms.

20 Most lessons are well planned and executed. Teachers use a balanced range of teaching methods and learning activities. In one lesson, students in groups were applying their theoretical knowledge of transport issues to a real problem and presenting the results of their analyses to the class. The presentations demonstrated a thorough understanding of the concepts underpinning the proposed solutions and the teacher skilfully drew out key points, ensuring the correct use of specialist terminology. However, the self-assessment

Curriculum Areas

report overstates the overall quality of teaching and learning. Some opportunities to enliven lessons with practical exercises were missed, and some teachers were unresponsive to students' need for help. In one lesson, students were asked to copy from a screen without an explanation of the purpose of the exercise nor the meaning of the terminology. Student punctuality is a weakness identified in the self-assessment report. Many staff in the business faculty have developed strategies to use the beginning of lessons productively.

21 The quality of most students' work is high. The self-assessment report identifies both strengths and weaknesses in students' achievements and retention. With the exception of GCE A level accounting, students' achievements on two-year level 3 programmes are above the national average. In 1999 and 2000, all students taking GCE A level economics passed. Achievement on the GNVQ intermediate business course has been rising continuously; in

2000, all candidates achieved the full award. Retention is good on most GCE A level courses but is below the national average on GNVQ courses. Although, in an area of low unemployment, a significant minority of students leave courses for jobs in business. The faculty has no strategy to allow such students to continue their studies on a part-time basis.

A summary of retention and achievement rates in business, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GNVQ intermediate business	2	Number of starters	37	23	22
		Retention (%)	92	78	64
		Achievement (%)	53	61	100
GCE A level business studies	3	Number of starters	92	99	81
		Retention (%)	85	92	96
		Achievement (%)	76	70	83
GCE A level accounting	3	Number of starters	10	7	10
		Retention (%)	100	100	80
		Achievement (%)	50	100	63
GCE A level economics	3	Number of starters	37	19	22
		Retention (%)	51	74	73
		Achievement (%)	76	108	100
GNVQ advanced business (two-year course)	3	Number of starters	84	65	78
		Retention (%)	73	77	72
		Achievement (%)	92	78	89

Source: ISR (1998 and 1999), college (2000)

Curriculum Areas

Health and Community Care

Grade 3

22 Inspectors observed 12 lessons in health and community care. They agreed with some of the judgements in the self-assessment report but considered that some strengths had been overstated. They identified additional strengths and weaknesses.

Key strengths

- above average achievement in health studies
- good retention rates in childhood studies
- effective teaching in health studies and counselling
- good teaching resources

Weaknesses

- some unsatisfactory teaching in childhood studies
- lack of learning activities which take account of the wide range of students' abilities
- a narrow range of provision
- poor management of childhood studies
- slow progress on strategies for the assessment of key skills

23 The college has a small range of courses in health and community care. The core courses are BTEC national diplomas in science (health studies) and childhood studies. The college decided to discontinue its national vocational qualification (NVQ) programme in September 2000 and to replace a GNVQ intermediate health and social care with a more broadly-based BTEC first diploma. This course failed to recruit, contributing to the disappearance of level 2 courses. Several students are therefore enrolled on level 3 courses without the recognised entry requirements.

24 Inspectors did not agree with the self-assessment report that all courses are well managed. There has been a high turnover of staff on the national diploma in childhood studies; in 1999-2000, one subject had four different teachers in succession. Students were not visited on work experience for two terms, so there was no teacher assessment for the professional practice component of the course. The students' knowledge of child health is below the level that would be expected. This weakness was not identified in the self-assessment report.

25 The number of good lessons is well below the national average for the programme area. In some less effective lessons, there was poor classroom management and a lack of pace in the work. In one childhood studies lesson, the teacher did not explain clearly the aims of the planned activity leaving students confused. No timescales were given for the activity, and the teacher did not ensure that students settled to work. After 10 minutes, half the students had not produced any work and were immersed in conversations unrelated to the topic. Teaching on health studies and counselling courses is good. Lessons are well planned and clearly relate theory to practice. In a well-planned psychology lesson on bystander behaviour, students developed a script for a television news programme. They chose news cuttings in which bystanders had demonstrated a range of different behaviours. The script included an interview with a psychologist who was commenting on the behaviour taking place. The teacher effectively linked theory to the exercise. There was no evidence of learning activities devised to take into account the wide range of ability within teaching groups. Planning the development and assessment of students' key skills has been slow, and even second-year childhood studies students were only just being introduced to the assessment of common skills.

26 Inspectors agreed with the self-assessment report that achievement rates on the BTEC national diploma in science (health studies) are

Curriculum Areas

good. They have been above the national average for the last three years. Achievement rates on the national diploma in childhood studies have been more variable, although retention rates are consistently above average. There is a slow completion rate; five students from the 17 who should have completed their course in June 2000 had many uncompleted assignments outstanding at the time of inspection. Retention and achievement rates on the GNVQ intermediate health and social care were below the national average in 1998 and 1999. Students' work is at an appropriate level and is generally well presented. Teachers provide few written comments and do not provide guidance on how the work can be improved. Progression to higher education from the national diploma in health studies is good.

27 Teachers are well qualified and have relevant industrial experience. The college stated in its self-assessment report that courses are well resourced; inspectors agreed. Specialist classrooms are allocated to the programme area and contain good practical resources to support the learning requirements and displays which are vocationally relevant. The learning centre has a wide range of appropriate books, periodicals and CD-ROMs.

A summary of retention and achievement rates in health and community care, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
BTEC national diploma science (health studies)	3	Number of starters	20	17	25
		Retention (%)	55	94	64
		Achievement (%)	100	87	100
BTEC national diploma childhood studies (nursery nursing)	3	Number of starters	16	18	15
		Retention (%)	94	94	93
		Achievement (%)	67	100	*

Source: ISR (1998 and 1999), college (2000)

*students still to complete course

Curriculum Areas

Art and Design

Grade 3

28 Inspectors observed 11 lessons covering the full range of provision in visual art and design. Inspectors agreed with many of the strengths identified in the college's self-assessment report but considered that some weaknesses had been omitted.

Key strengths

- above average achievement on level 3 courses
- high standard of students' work
- good, and some outstanding, planning of GCE A level courses
- rigorous monitoring of students' attendance

Weaknesses

- percentage of satisfactory lessons well below the sector average
- retention below the national average on most courses
- inadequate integration of IT with the curriculum
- insufficient attention to the outcomes of internal evaluations

29 The college offers a range of courses in visual arts encompassing GNVQ intermediate art and design, BTEC national diplomas in general art and design and foundation studies, GCE A/AS levels in fine art, photography and ceramics, and City and Guilds of London Institute (C&G) photography. As a part of their course, foundation diploma students also take level 2 qualifications in ceramics and life drawing. Productive links with partner schools have led to students applying for courses which are more suited to their abilities than was previously the case.

30 Achievements are high in foundation studies, general art and design and GCE A/AS

levels. In 1999 and 2000, all candidates for BTEC foundation studies art and design achieved the award. Much student work is of a high standard. As a part of their GCE A level programmes, students prepared a personal study based on a chosen artist. Studies were lively and well presented, demonstrating students' refined critical and evaluative skills. Retention rates over three years are below the national average on most courses, a weakness underestimated in the self-assessment report. The pass rate has been falling in GNVQ intermediate art and design and is now well below the national average. Progression within the programme of courses and to higher education is good.

31 The percentage of satisfactory lessons was well below the sector average, a judgement not reflected in the self-assessment report. In some cases, teachers failed to structure lessons effectively, so that students became disengaged and learned little. In one lesson, the teacher, after arriving late, asked students to prepare a short talk on an artist. The talks were poorly delivered, and other students became increasingly restless. The questioning which followed could not be understood by the class. The best teaching in art and design was lively and engaging. Teachers based their lessons on students' prior knowledge, identified individual starting points, and regularly checked students' learning by questioning them, engaging them in discussion, or by setting appropriate tasks. In a photography lesson, the teacher helped students question how individuals construe their own worlds with an imaginative combination of projected images and student responses. The class was fully engaged, and learned the importance of composition, tone and content as the conveyers of meaning and impact in photographs. Although newly appointed teachers benefit from the college mentoring process, some new art and design staff have little experience of the classroom. They are not adequately prepared for the demands of lesson planning and management.

Curriculum Areas

32 GCE A level courses are carefully planned and all have detailed and informative schemes of work. These ensure continuity from day to day. Some schemes of work are outstandingly good. Some assignment briefs contain details of key skills of communication and numeracy, but students at the early stage of their course, were, as yet, unclear what these meant, or how they might be assessed.

33 Students' comments on their courses are not always taken into account. The self-assessment report highlights features rated highly by students, but causes of concern, such as the late start of some lessons, are not acknowledged. The self-assessment report indicates weaknesses identified during lesson

observations; some of these had not been sufficiently addressed at the time of inspection. The achievement of improvement targets is not systematically monitored.

34 Accommodation for art and design at the Rotherfield site is unsatisfactory. The furniture is of poor quality, and some rooms are cramped and poorly heated. The self-assessment report acknowledges that the recently improved IT resources have not yet been sufficiently integrated with the art and design curriculum. A recently appointed IT 'champion' has begun to raise awareness among staff and students of the possibilities and applications of computers in art and design.

A summary of retention and achievement rates in art and design, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
Short courses	2	Number of starters	†	†	143
		Retention (%)	†	†	72
		Achievement (%)	†	†	59
GNVQ intermediate art and design	2	Number of starters	19	15	20
		Retention (%)	47	73	58
		Achievement (%)	100	82	64
BTEC foundation studies art and design (one-year course)	3	Number of starters	13	22	18
		Retention (%)	92	91	94
		Achievement (%)	92	100	100
BTEC national general art and design	3	Number of starters	39	28	25
		Retention (%)	69	89	61
		Achievement (%)	100	100	94
GCE AS fine art and photography	3	Number of starters	40	42	43
		Retention (%)	70	50	73
		Achievement (%)	89	14	81
GCE A level fine art and photography	3	Number of starters	123	145	101
		Retention (%)	64	66	72
		Achievement (%)	90	84	90

Source: ISR (1998 and 1999), college (2000)
 †course not running

Curriculum Areas

Humanities

Grade 2

35 Inspectors observed 10 lessons. They agreed with many of the strengths identified by the college but considered that the weaknesses in teaching and learning had not been recognised.

Key strengths

- good pass rates
- much stimulating teaching
- constructive marking of students' written work
- effective programme of external visits to enrich the students' experience and understanding of their subjects
- retention rates above national averages and improving

Weaknesses

- insufficient attention to the students' differing abilities and speeds of learning
- some ineffective planning of lessons
- insufficiently systematic monitoring of targets and action plans

36 The faculty of humanities and social studies offers courses in ancient history, modern history and classical civilisation at GCE A level, history as part of the access course and the international baccalaureate, and theory of knowledge as the compulsory element of the international baccalaureate. Courses are well managed. Teachers meet in faculty, division and subject groups to discuss the curriculum and issues relating to students. Targets are set for enrolment, retention and achievement, but targets and action plans resulting from course reviews are not monitored systematically enough.

37 Much of the teaching is good. Teachers are enthusiastic, knowledgeable about their subjects and well qualified. They stimulate and

challenge their students. Most of the teachers checked students' previous learning and understanding. The best lessons were brisk and varied and students responded well. In one history lesson, students had to grade out of 10 the reforms of Alexander II for intention and result. This provoked lively and focused discussions. Students were encouraged to refer to their notes and to do further research for homework. Insufficient attention is paid to students' differing abilities and speeds of learning. The predominant teaching style is for teachers to talk and question students. In some lessons, up to half the students made little contribution and some lost their concentration. In a few poorly structured lessons, teachers allowed discussions to become unfocused. Although some teachers provided headings on the board for note-taking, some first-year students did not get enough help in this aspect of the work. Inspectors did not agree with the self-assessment report that schemes of work are a strength. Some schemes of work are a list of topics to be covered and skills that will be acquired with no detail on when or how they will be taught.

38 The self-assessment report cites as a strength teachers' strong links with examining boards and this is demonstrated in the thorough preparation for examinations. Teachers set homework and timed essays regularly. Students' work is marked carefully. Comments are detailed and constructive, indicating precisely how students could improve their work and their grades. The coversheets for returned work include grades for essay writing skills as well as content. Students' understanding of their subjects is enriched by attendance at conferences and visits to museums, Italy, Greece and Germany, a strength acknowledged in the self-assessment report. Handbooks for students are clear and informative about the subject and course requirements. Students were given insufficient opportunity, or encouragement, to use IT.

Curriculum Areas

39 Most students progress to higher education. Achievement rates on all courses are above national averages and the achievements of the international baccalaureate students are above the worldwide norms. In 1999, the pass rate was 100% compared with 81% worldwide, and in 2000, 94% compared with 82% worldwide. At GCE A level, pass rates are consistently above the national average, particularly for one-year courses in ancient history and classical civilisation. The proportion of students gaining grades A to C is generally above the national average, especially on one-year courses. Retention rates were generally low in 1997-98 and 1998-99. They improved on all courses in 1999-2000. On GCE A level courses they have risen to above the national average and are significantly above for the one-year courses. The self-assessment report identifies all the strengths in students' achievements.

40 The international baccalaureate has been offered at The Henley College since 1990 and is a well-organised and slowly growing programme. The co-ordinator, who is managed by the head of faculty of humanities and social sciences, is responsible for the smooth running

of the whole programme across the college. The programme has a high profile within the college and local area; two of the tutors are senior managers. The baccalaureate team has been working together closely for a number of years. Good links are made between the range of different subjects taken and conflicting demands on students' time are minimised. Students are selected carefully for the course and consider that they were fully informed about the demands of the course. They are given personal and academic support by their personal tutors, the co-ordinator and the head of faculty, all of whom are easy to approach. Students value the diversity of nationalities represented on the course. The fact that a small number of international students leave after one year slightly affects the retention rate. The emphasis is on developing students' independent learning, and students felt that teachers prepared them well for the transition from GCSE to the demands of the international baccalaureate.

A summary of retention and achievement rates in humanities, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCE A level history/classical civilisation (two-year course)	3	Number of starters	90	81	80
		Retention (%)	83	68	88
		Achievement (%)	85	91	88
GCE A level history/classical civilisation (one-year course)	3	Number of starters	65	63	66
		Retention (%)	74	79	89
		Achievement (%)	74	74	88
International baccalaureate*	3	Number of starters	26	34	41
		Retention (%)	69	71	80
		Achievement (%)	94	100	94

Source: ISR (1998 and 1999), college (2000)

*data may not be reliable

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Support for Students

Grade 2

41 Inspectors agreed with the overall judgement in the self-assessment report, but identified additional strengths and weaknesses.

Key strengths

- strong tutorial support
- good pre-course information and advice
- comprehensive support for students progressing to higher education
- valuable programme of enrichment activities
- students' participation in the life of the college

Weaknesses

- some unsatisfactory aspects of learning support
- little evaluation of support activities to aid planning

42 Since the last inspection, the college has made substantial improvements to the quality and range of support for students. The organisational structure has been developed to ensure that responsibility for students' progress and support lies firmly with heads of faculty, supported by senior tutors and course co-ordinators. The central student services team has been strengthened with new posts to develop and promote additional learning support and key skills. These developments are beginning to have a positive impact on the services provided to students.

43 Inspectors agreed with the self-assessment that students receive good pre-course information and advice. College materials are clear and informative. Details of part-time courses are distributed to over 14,000 homes. The college works effectively with partner schools to provide full information to year 11

pupils; this includes a 'taster' day when over 600 pupils sample courses and receive advice. The college arranges educational guidance for adults through Oxfordshire's New Start project. Interviews are conducted by curriculum specialists and recorded using a common format. Some full-time students report that they are not made fully aware of all course costs before joining the college. Students' evaluations of induction are positive.

44 Tutorial support is good. There is a comprehensive tutors' handbook which is updated annually and augmented by tutor training. Many policies in the handbook have been recently revised. Tutors receive effective support from senior tutors and course co-ordinators. Tutorial schedules provide a helpful framework for planning topics and are revised annually to take account of tutor and student feedback. The system for setting students individual targets and reviewing their progress in meeting them was underdeveloped but has been revised this year to provide a more focused approach. Tutors meet senior tutors or course co-ordinators for a twice-yearly review of students' progress and to monitor completion of records. This is a helpful development but has not been carried out consistently; some reviews were cursory. The time allocated to tutorials has been increased this academic year to one-and-a-half hours. This is to take account of tutors' new responsibility for monitoring students' progress in key skills, for the revised individual target-setting arrangements and to provide additional support for the 'at risk' procedure, which pinpoints those students who may need additional support and attention. It is too early to assess the effectiveness of these new arrangements. Students' attendance is monitored and is generally good.

45 The organisation and provision of learning support is improving. However, there is no systematic approach to the identification of students' support needs. Staff use GCSE grades as an initial indicator of need; this is

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inadequate. Teachers sometimes refer students for one-to-one assistance and occasionally students refer themselves. Once students are seen by learning support tutors, assessments are carried out carefully and appropriate programmes are devised. The monitoring of the progress of these students is patchy; the system for advising teachers or tutors of their progress is not effective. General in-class support has been increased, particularly for level 2 courses. Where it was used last year, it was successful. Most students use 'drop-in' workshops to solve immediate and short-term problems. The evaluation of the service concentrated more on recording activity undertaken than considering its impact and effectiveness. These weaknesses in learning support were not fully recognised in the self-assessment report.

46 Students seeking to enter higher education receive very good advice and support. Approximately 50% of full-time students progress to higher education. There is a special programme for students wishing to apply to Oxbridge; about eight students go to Oxbridge each year. Support for entry to employment is provided by the local careers service or is included within vocational programmes. There is no structured programme for those GCE A level students who wish to go on to employment.

47 The central student services team provides information, counselling and advice on careers, financial and transport issues. They are located in a welcoming, centrally located office alongside a private counselling room and careers resource centre. Students have ready access to the counselling service and are usually able to see the counsellor within five days. The college provides an extensive transport service. College buses bring students from south Oxfordshire as well as Buckinghamshire and Berkshire. The service is carefully monitored to ensure value for money. The access fund is allocated to students in need by the college counsellor. The impact of the fund on student retention and achievement has not been assessed.

48 Students have many opportunities to participate in the life of the college and are well represented on college groups. There is an active and well-supported students' union, which holds regular liaison meetings with tutor group representatives and conveys concerns to college managers. Students report that their views are taken seriously. As recognised in the self-assessment report, the college has a well-established enrichment programme. Last year 34 activities were offered, including public speaking, skiing and journalism. The programme is thoroughly reviewed as part of the quality assurance process, including an analysis of attendance and retention.

General Resources

Grade 2

49 Inspectors agreed overall with the judgements in the self-assessment report but considered that some strengths and weaknesses were understated.

Key strengths

- good IT facilities for students
- well-managed and responsive library and educational technology services
- good access to wide range of sporting facilities
- improved and well-used accommodation

Weaknesses

- inadequate communal facilities for students
- inadequate resourcing of maintenance plan

50 Inspectors agreed with the self-assessment report that the college has made considerable progress since the last inspection in improving its accommodation. A major capital building project replacing temporary classrooms and consolidating the college on two sites within

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easy walking distance of each other was completed in 1999. The new buildings on the Deanfield site contain high-quality facilities for performing arts, humanities, catering and IT and imaginative use has been made of corridors to produce informative and attractive displays. At the same time, the refurbishment of other accommodation has produced dramatic improvements, none more so than the Pathways kitchen and toilet facilities for students with disabilities. Other developments include an extension to the sports hall and a second drama studio. The college recognises that accommodation remains inadequate in a few specialist areas. Annual space utilisation surveys indicate continuous improvement over the last three years, and use of space is now well above the national average. Staff work rooms are appropriately located, of sufficient size and well equipped with computers connected to the college intranet. There are two large and pleasant staff rooms, one on each site. The college has much improved access for people with restricted mobility on both sites and has plans to address the outstanding points raised in an accessibility audit report. Following completion of the capital building project, the future accommodation strategy is yet to be formulated.

51 The Rotherfield site, with its extensive grounds, is six times larger than Deanfield. The main building is the nineteenth-century Rotherfield Hall; other buildings on the site were constructed between 1950 and 1980. The Rotherfield site is a most attractive location with a distinctive character. Its accommodation is fit for purpose, but heating, plumbing and electrical systems are outdated and need regular repairs and maintenance. The college acknowledges much of this in the self-assessment report, and admits that many parts are in need of decoration. However, the long-term maintenance plan includes items requiring more urgent attention than is indicated and it is doubtful that the maintenance budget, reduced because of the lesser demands of the new

buildings, will be sufficient.

52 Estates and premises are kept clean and tidy. Staff respond quickly to problems. There are few communal areas for students. At peak use times a considerable amount of litter gathers in these areas. The college has recently provided a space at the Rotherfield site for students to relax and socialise but this is not entirely appropriate for the purpose. Catering facilities have long been a source of student complaints; a recent change of contractor has so far produced positive responses. The state of many toilets is poor, partly because of poor plumbing and partly through abuse by students. The college does not recognise this fully in its self-assessment report and should introduce a more effective monitoring and cleaning system.

53 Since the last inspection the college has replaced and extended its IT facilities creating a sound infrastructure for future developments. The IT provision for students is good, with a computer to full-time equivalent student ratio of 1:5, above the sector average. All 385 computers are of good specification and 99 are on open access. Students report ease of access. Records of attendance at the learning centres demonstrate heavy computer use, evidence supported by inspectors' observations. Computers for staff and students' use are connected to the college's intranet.

54 The library and student learning centres are well managed and provide a good service for students and staff, a strength acknowledged in the self-assessment report. The librarian actively promotes the library within the college and communications with teachers are very good. Monitoring of usage is regular, and the library responds to evaluations by both staff and students. The 207 study spaces, 134 of which are for silent study, are sufficient for the size of the college. The library has about 21,000 books and subscribes to 117 periodicals. There is a press cuttings service and a good range of CD-ROMs, videos and newspapers. The budget has remained stable at about £21,000 a year

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showing that the college spends less than the national average for each student on books. The efficient educational technology and reprographics service is highly rated by both staff and students.

55 Students' access to sporting facilities compares well with those of many other colleges in the further education sector. Resources of professional quality in the local community enable the college to provide over 20 different sports, all with qualified coaching. Of particular note, given local achievements in the recent past, are rowing and rugby.

Quality Assurance

Grade 3

56 Inspectors agreed with most of the strengths and weaknesses identified in the college's self-assessment report. However, a significant weakness was omitted and a number of strengths were over-rated.

Key strengths

- a well-designed and comprehensive quality assurance system
- a wide range of improvements resulting from quality assurance activities
- a clear definition of college quality characteristics, standards and measures

Weaknesses

- ineffective evaluation of action plans
- failure to address adequately student underachievement on GCE A level courses
- inferior quality of some team reviews and files

57 Quality assurance systems are well designed, well documented and comprehensive, although practice has been slow to develop. Identifiable improvements have resulted from the quality assurance system. These include an

increased emphasis on improving student retention and upgraded IT resources.

Inspectors agreed with the college's self-assessment that the annual calendar for quality assurance activities is well understood by staff and complements the strategic and operational planning cycles. Documentation is clearly written and regularly reviewed. All aspects of the college, except for some part-time courses, are included in team reviews and action-planning which draw evidence from a wide variety of sources. All members of course teams contribute to course self-assessment reports. Most subject review teams now have student representation. The quality assurance manager chairs a newly formed quality self-assessment group responsible for moderating faculty and cross-college reviews. A governor is part of the team that validates the final self-assessment report before consideration by the corporation. The resulting self-assessment report is clear and identifies the majority of the college's strengths and weaknesses.

58 All cross-college areas have developed service level agreements which are due to be published later in the year. The college uses a comprehensive set of thrice-yearly student questionnaires which are carefully analysed, both at course and college levels, and compared with results from other colleges. The senior management team and governors receive a detailed report and a summary analysis of issues raised and a list of proposed actions is published internally. Surveys indicate that students are generally very positive about the college and their teachers. Other reports about quality issues such as examination results and complaints are similarly thorough and detailed. A number of developments have taken place as a result of these reports, such as new catering contracts, late starter packs for art and design students and increased governor involvement in the curriculum.

59 Inspectors agreed with the college's self-assessment that it has developed a clear set of quality characteristics, standards and measures.

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These are linked to the student charter, which is clearly written and regularly reviewed. Course targets for retention and achievement are scrutinised by the college management committee and referred back to course teams if they are considered to be unsatisfactory. The final results are aggregated into whole-college targets. However, the college has yet to develop an ethos where rigorous target-setting and local accountability are accepted as the norm. Targets at all levels of the organisation lack precision. Action plans contained within course team reviews are sometimes vague. The quality of some of these reviews is poor and some files are not completed fully.

60 External verifier reports are mostly good and there are sufficient numbers of internal assessors and verifiers for the courses offered. The college has been slow to identify and address the underachievement of GCE A level students, a weakness not included in the self-assessment report. The Henley College has only recently joined a nationally operated scheme which calculates how much value the college adds to students' GCE A level grades. Results show that only 31% of students gain higher grades than those predicted on the basis of their GCSE results. Target minimum grades for individual students have yet to be introduced but are planned for autumn 2000.

61 The college's lesson and tutorial observation scheme is well designed and effectively implemented. A team of five observers undertakes all lesson observations and teachers are encouraged to bring a copy of their lesson observation notes to their appraisal. Approximately 32% of all teachers are observed each year. As the standard of observations has improved there has been a 20% decrease in the number of high grades awarded. Inspectors agreed with the college's lesson observation profile that 62% of all lessons are good or outstanding.

62 The staff development process is mostly effective. Staff training and development needs are identified through the yearly appraisal

process and priorities signalled in college and departmental operational plans. The induction programme for new staff is good and new teachers are assigned a mentor. Both teaching and support staff spoke positively about the support they receive. A wide range of in-house courses and events are run each year. The annual staff development budget of £36,000 is controlled centrally by the staff development manager. When the cost of salaries is included, the total represents a modest 1% of the college's budget. Systems for recording and monitoring staff training are adequate but there is little evaluation of the effectiveness of training against strategic priorities. The staff appraisal scheme is good; all full-time and part-time employees are included. Most of the documentation is comprehensively completed and clear actions are identified. The college was re-accredited for the Investors in People award in November 1999.

Governance

Grade 4

63 Inspectors and auditors agreed with some of the strengths and weaknesses recorded in the college's self-assessment report. However, a number of the recorded strengths were overstated and inspectors identified some additional weaknesses.

Key strengths

- good use of governors' experience and expertise
- constructive working relationship with college managers

Weaknesses

- insufficient focus on the college's strategic direction
- lack of strong action to address the college's financial deficit
- little awareness and implementation of sector good practice

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64 Governors have demonstrated considerable commitment to the college during its recent period of difficulty. They have attended many additional meetings and supported the temporary senior management team. Governors have an effective working relationship with all college managers. At least one governor is involved in the twice-yearly reviews of performance. A governor attends health and safety meetings. Recently, governors have been linked to curriculum and cross-college areas which reflect their own particular skills. Inspectors agreed with the self-assessment report that governors possess a broad range of skills and expertise. Particular use was made of governors' expertise in the working group set up to monitor the college's recent capital project. The governing body has a determined membership of 18.

65 Inspectors did not agree with the self-assessment report that the governing body takes an informed and effective role in determining the college's strategic direction. The strategic plan is prepared by management and reviewed annually by governors. However, it does not contain any clearly identified and focused key corporate objectives to support the mission statement. At the time of inspection, governors had not adequately monitored the college's 1999-2000 operational objectives, set in the previous strategic plan. It is unclear, therefore, how governors assure themselves that the strategic direction they have agreed with the college is being followed. Governors have recently undertaken a full review of the educational character and mission of the college. The outcome of this review will inform the development of a revised strategic plan.

66 The governing body is supported by six committees. The cycle of meetings for the committees and the governing body is well planned. Inspectors and auditors concluded that the audit committee operates effectively and in accordance with the provisions of Council Circular 98/15, *Audit Code of Practice*, including

submission of an annual report of its activities to the governing body. Governors have been slow to respond to the increased emphasis on the oversight and interrogation of academic standards recommended by the government. A curriculum and strategy committee has now been established in response to the last self-assessment. Although in its early stages, the committee is beginning to require more sophisticated information and analysis from management to inform its debates and subsequent advice to the full governing body.

67 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is weak. The governing body substantially conducts its business in accordance with the instrument and articles of government. It does not, however, fulfil its responsibilities under the financial memorandum with the FEFC. This is specifically in respect of the governing body's responsibility for planning and conducting the college's financial and academic affairs so that the college's total income is not less than sufficient, taking one year with another, to meet its total expenditure. Governing body minutes, back to January 1998 at least, record the college's forecasting of increasing operational financial deficits, and the need for action to be taken to redress this situation. However, at the time of the inspection, no comprehensive financial plan had been required by, or presented to, the governing body to demonstrate how the college would restore a balanced, operational financial position. This is not in accord with the financial memorandum between the college and the FEFC.

68 Inspectors agreed with the self-assessment report that the governing body undertakes regular monitoring of the financial status of the college. The finance committee members receive the latest management accounts each month, and other governing body members receive the accounts at the termly governing body meetings.

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69 An independent clerk supports the work of the governing body. The current clerk has only been appointed from October 2000 and is the third clerk in the last year. This instability has inhibited the effective operation of the governing body and limited its awareness and implementation of good practice, including that identified by the Nolan committee. For example, minutes are not freely available in the library, the code of conduct is outdated and the register of interests has yet to be extended to encompass senior managers and budget holders. The governing body did not fully follow published guidance for the transition to the modified instrument and articles of government in 1999. The individual skills of governors are identified and matched against six broad descriptors used by the governing body to represent its perceived skills needs. Inspectors judged that this is not a rigorous skills audit. There is no formal training needs analysis, or training plan, for governors. As a result, governors have few opportunities to gain knowledge of developments in the sector.

Management

Grade 3

70 Inspectors and auditors agreed with many of the strengths and weaknesses in the college's self-assessment report. They considered some strengths to be overstated and identified some additional weaknesses.

Key strengths

- good communication throughout the college
- productive external links
- effective leadership during a difficult period

Weaknesses

- insufficiently comprehensive strategic planning

- inadequate market research and needs analysis
- slow response to declining financial performance

71 The college is going through a period of significant change. The principal appointed in September 1998 was suspended and subsequently resigned in July 2000. A temporary senior management structure is in place. The deputy principal is acting as principal and two directors are acting as deputy principals. This structure was also in operation during a period of absence by the principal prior to his suspension. Leadership has been effective during this difficult period and staff and students have not reported any disruption. In September 1999, after extensive consultation with staff, the college was reorganised. A new faculty structure was put in place and better links established between curriculum and cross-college areas, particularly with regard to tutor support. Lines of reporting are now clearer.

72 The college has a clear mission statement, and a strategic plan is in place. However, strategic planning does not clearly indicate how the college intends to meet the needs of its potential constituency. Its needs analysis and market research have not enabled it to address satisfactorily the decline in full-time student numbers since 1997-98. There are indications of a slight increase in enrolments this year. The college has placed considerable dependence on the *Qualifying for Success* reforms to produce extra income but recognises the substantial risk in new and, as yet, unproven provision. The target for full-time students has been reducing for a period of years, against a background of consistent underachievement of the unit target. Faculties and cross-college areas each produce an annual operating statement, and outcomes are monitored twice yearly. The effectiveness of this process is hindered by a lack of quantifiable targets. Some of these issues are beginning to be addressed. Eight critical success factors have

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been identified to simplify the monitoring of the strategic plan. Governors have recently carried out a review of the college's educational character as a first step in revising the college's strategic objectives.

73 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is weak. The college has returned four successive years of operational deficits and, according to the latest three-year financial forecast submitted to the FEFC, is forecasting a further three years of increasingly significant deficits. This is not in accord with the financial memorandum, which requires the college to ensure income is sufficient to cover expenditure over a period. Plans have been formulated and implemented over the last two to three years to address this issue. These plans have not been sufficiently robust in addressing the issue and have not always succeeded in producing the planned impact. Recent financial forecasts have been incomplete.

74 In 1997-98, the college embarked on a major capital project with an overall value of approximately £5.5 million. An external project manager was appointed and the project was completed on time and on budget. The college has a good record of meeting deadlines for submission of statistical and financial returns to the FEFC. Both internal and external auditors have provided the college with positive assurances over the effectiveness of the financial systems in operation at the college.

75 Management accounts are produced promptly each month, reviewed by the college management committee and forwarded to members of the governing body's finance committee. Finance staff acknowledge, however, that some changes to the format of the accounts would improve their usefulness for monitoring purposes. There is little use of targets or performance indicators for monitoring the achievement of financial objectives.

76 Inspectors agreed with the college that communication is good. The senior

management team meets weekly. Although the purpose of this meeting is to make key decisions on strategic matters, it has recently, of necessity, focused mainly on operational matters. There are weekly operational meetings with the deputy principal and heads of faculty. The college management committee, which includes key cross-college managers, meets twice termly. An annual staff conference helps staff to focus on issues facing the college. Staff report that managers are easily accessible both formally and informally. A weekly newsletter and extensive electronic mail facilities contribute to effective communication.

77 Staff are efficiently deployed. Despite the continuing deficit, all staff recently benefited from a pay award to bring them in line with national pay rates. Indications are that reports produced from the college's management information system are becoming more accurate. Introductions of both a new registry system and kitemarked software have been particularly beneficial. The implementation of health and safety policies is carefully monitored. There is a comprehensive equal opportunities policy which is regularly monitored with reports to the academic board.

Conclusions

78 The college produced a comprehensive self-assessment report, covering all aspects of the college's provision. The report served as a useful basis for planning and conducting the inspection. Inspectors agreed with many of the strengths and weaknesses recognised in the report. Some additional strengths and weaknesses were identified by inspectors. The college gave insufficient emphasis to weaknesses in student retention rates. Some curriculum areas of the self-assessment report gave insufficient prominence to weaknesses in the quality of teaching and learning. Inspectors agreed with the grades awarded by the college in three of the curriculum areas. In two curriculum areas the grades awarded by

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inspectors were one lower than those awarded by the college. In the cross-college areas, inspectors agreed with two of the grades awarded but awarded grades one lower than those awarded by the college in two other areas and two lower in one other area.

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

College Statistics

Student numbers by age (July 2000)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	51
19-24 years	11
25+ years	36
Not known	2
Total	100

Source: college data

Student numbers by level of study (July 2000)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation) and entry level	17
Level 2 (intermediate)	15
Level 3 (advanced)	49
Level 4/5 (higher)	1
Level not specified	17
Non-schedule 2	1
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 2000)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	321	413	23
Agriculture	8	0	0
Engineering	63	30	3
Business	221	271	15
Hotel and catering	82	166	8
Health and community care	61	130	6
Art and design	244	102	11
Humanities	557	367	28
Basic education	36	144	6
Total	1,593	1,623	100

Source: college data

Widening participation

Based on a postcode analysis of 1998-99 ISR data, the college recruited 3% of students from disadvantaged areas defined in relation to the Department of the Environment, Transport and the Regions' Index of Local Conditions.

Staff expressed as full-time equivalents (July 2000)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	71	13	1	85
Supporting direct learning contact	12	6	2	20
Other support	54	5	1	60
Total	137	24	4	165

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

College Statistics

Three-year Trends

Financial data

	1998	1999	2000
Income	£7,526,000	£5,472,000	£5,843,000
Average level of funding (ALF)	£16.48*	£16.39	£16.83
Payroll as a proportion of income	52%	64%	65%
Achievement of funding target	101%	97%	94%
Diversity of income	36%	15%	17%
Operating surplus	£1,450,000	£-105,000	£-549,000

Sources: Income – Council Circular 00/10 (1998), college (1999 and 2000)

ALF – Funding Allocations 1997-98 (1998), Funding Allocations 1998-99 (1999),
Funding Allocations 1999-2000 (2000)

Payroll – Council Circular 00/10 (1998), college (1999 and 2000)

Achievement of funding target – Performance Indicators 1998-99 (1998 and 1999), college (2000)

Diversity of income – Council Circular 00/10 (1998), college (1999 and 2000)

Operating surplus – Council Circular 00/10 (1998), college (1999 and 2000)

*provisional data

Note: 1998 figures reflect profit on disposal of properties of £1.56 million

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	35	362	365	171	175	286
	Retention (%)	60	82	79	43	75	74
	Achievement (%)	31	45	20	9	43	53
2	Number of starters	724	695	678	100	166	381
	Retention (%)	74	76	67	58	75	82
	Achievement (%)	59	65	70	64	50	47
3	Number of starters	2,323	2,224	2,146	198	126	250
	Retention (%)	77	71	75	62	74	68
	Achievement (%)	84	83	84	73	67	75
4 or 5	Number of starters	1	1	5	9	9	30
	Retention (%)	100	100	80	100	100	97
	Achievement (%)	100	100	100	100	100	100
Short courses	Number of starters	136	205	225	619	455	524
	Retention (%)	77	87	92	63	93	92
	Achievement (%)	73	62	64	74	53	53
Unknown/unclassified	Number of starters	271	1,869	271	84	112	31
	Retention (%)	73	88	76	75	91	87
	Achievement (%)	21	1	43	46	20	19

Source: ISR

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