

**REPORT
FROM THE
INSPECTORATE**

Hills Road Sixth Form College

June 1996

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to the FEFC's quality assessment committee.

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

*Cheylesmore House
Quinton Road
Coventry CV1 2WT
Telephone 01203 863000
Fax 01203 863100*

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GRADE DESCRIPTORS

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

The descriptors for the grades are:

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

By June 1995, some 208 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 208 colleges are shown in the following table.

College grade profiles 1993-95

Activity	Inspection grades				
	1	2	3	4	5
Programme area	9%	60%	28%	3%	<1%
Cross-college provision	13%	51%	31%	5%	<1%
Overall	11%	56%	29%	4%	<1%

FEFC INSPECTION REPORT 75/96

HILLS ROAD SIXTH FORM COLLEGE

EASTERN REGION

Inspected March 1995-March 1996

Summary

Hills Road Sixth Form College, Cambridge, has a well-deserved reputation for the outstanding achievements of its students. It has successfully managed a rapid growth in the number of full-time students without affecting the high quality of its provision. Students have a wide choice of GCE A level courses and there is an extensive range of additional studies and extra-curricular activities. Governors work in close partnership with senior management. The college is well led. Management roles are clearly defined and regularly reviewed. Academic departments are well managed. Demand for places at the college is very high. Clear policies for guidance and support are in place, operate effectively and are valued by students. Careful attention is given to monitoring students' academic and personal development and to keeping comprehensive records of their achievement. Teaching is of an impressively high standard and the energy and enthusiasm of staff and students combine to promote excellence. Students achieve results well above national averages for sixth form colleges. There is extensive analysis of students' achievements and detailed evaluation of the quality of all areas of college work. The college has begun to extend the range of courses offered but the opportunities for part-time study and the arrangements for managing learning and support for part-time students have not fully met the aims outlined in its strategic plan. The college should: improve its additional support for study skills and for students with learning difficulties and/or disabilities; extend the links between industry and some areas of the curriculum; ensure the development of key skills for all students; improve the quality of some accommodation; and increase study space in the library.

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

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

Curriculum area	Grade	Curriculum area	Grade
Physical sciences	1	Art and design	1
Life sciences	1	Modern languages	1
Mathematics	1	Social and political sciences	1
Business studies	1	English and media studies	1
		History and classics	1

INTRODUCTION

1 Hills Road Sixth Form College was inspected between March 1995 and March 1996. A team of nine inspectors spent a week in the college from 26 February to 1 March 1996 to inspect aspects of cross-college provision. A further 14 inspectors spent 50 days inspecting curriculum areas. In all, inspectors visited 179 classes, examined students' work and held discussions with governors, staff, students, parents, local employers, representatives of the local education authority (LEA), schools, and the training and enterprise council (TEC) for central and south Cambridgeshire.

THE COLLEGE AND ITS AIMS

2 Hills Road Sixth Form College was established in 1974 when post-16 education in Cambridge was reorganised. The main college building was constructed in 1903, as the Cambridge County School for Boys. Throughout its history the college has been regularly extended and refurbished to meet its changing needs. The most recent addition was made in 1993. There are two other further education colleges in Cambridge: Cambridge Regional College and Long Road Sixth Form College. The closest other further education colleges are Cambridge College of Agriculture and Horticulture, which has a site five miles north of the city, and Huntingdon Regional College which is about 15 miles away. Higher education is provided by the University of Cambridge and Anglia Polytechnic University.

3 In the 1991 census, the population of Cambridgeshire was recorded as about 645,000. This included 92,000 resident in the city of Cambridge. Minority ethnic groups form about 6 per cent of the population of Cambridge, the largest group being of Asian origin. The main sources of local employment are education, health and local government. Other major areas of employment include business services, distribution, and engineering, including electronics and computer services industries. Cambridge attracts around three to four million visitors each year and tourism and related industries are also important sources of local employment. In July 1995, the unemployment rate in the city of Cambridge was 7.4 per cent.

4 There are 18 maintained secondary schools in the Cambridge area. Three of these have sixth forms and one is proposing to start a sixth form. All five independent schools in the area have sixth forms. Six secondary schools cater for students with learning difficulties and/or disabilities, four of which offer post-16 provision. In 1995, 75 per cent of 16 year olds in the Cambridge area continued in full-time education. The progression of young people from school to further education is co-ordinated by a consortium of schools and colleges called the Cambridge Collegiate Board. This provides common applications procedures for post-16 courses and co-ordinates the guidance and information services between schools and colleges. Students' applications are processed in a standard way by all schools and colleges in the consortium. Each year, a detailed and helpful

student guide is published which describes the courses available and the careers to which they may lead. Independent schools are not part of the collegiate board.

5 The college has responded to strong demand for places and successfully increased student numbers by 40 per cent since 1993 without affecting the high quality of its provision. The number of young people who apply to the college exceeds the number of places available. In 1995, 851 young people applied and 630 were successful. The majority of the college's students are recruited from the Cambridge area through the collegiate board. Seven per cent of the college's full-time students come from outside the area.

6 In February 1996, the college had 1,202 full-time and 700 part-time students. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The curriculum of the college covers six of the Further Education Funding Council's (FEFC's) programme areas: business studies; science, mathematics and computing; art and design; hotel and catering; health and community care; and humanities. The curriculum is managed through four directorates. Each directorate is responsible for delivering a number of courses and subjects. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

7 The college's mission is to provide education of the highest quality by promoting academic achievement, vocational skills and personal and social development. Emphasis is placed on students assuming responsibility for their own learning in order to raise their aspirations and to enhance their qualifications and experience. The college has a high reputation for achieving outstanding results at General Certificate of Education advanced level (GCE A level). This is reinforced by the college's consistently high position in the Department for Education and Employment's performance tables, for students aged 16 to 18, entered for GCE A level and GCE advanced supplementary (AS) examinations.

RESPONSIVENESS AND RANGE OF PROVISION

8 Over 95 per cent of full-time students are 16 to 19 year olds and are studying two-year, full-time GCE AS/A level courses. There is a very wide choice of GCE A level and AS subjects which can be taken in almost any combination. Forty-two GCE A level syllabuses are offered, covering 32 different subjects. In several subjects students can choose between different syllabuses. There is also an extensive range of 26 GCE AS subjects. Students taking GCE AS subjects combine these with GCE A levels, studying both GCE AS and A levels over two years. Three General National Vocational Qualification (GNVQ) advanced courses in business studies, leisure and tourism, and art and design were started in September 1995. At present, 49 students are enrolled on these courses. They are encouraged to combine a GCE A level with their GNVQ, and the majority do so. Students who need to improve their General Certificate of Secondary

Education (GCSE) grades in English or mathematics may also combine these with their GNVQ course, or GCE A levels. Low demand led to full-time GCSE provision being discontinued in 1994, but students studying some foreign languages at advanced level are still able to take a GCSE after one year.

9 The college has successfully introduced a range of part-time and adult education courses. It is committed to the further development of these courses and has recently decided to fund further market research, improve marketing and develop more courses for employers. Part-time adult education courses were launched in 1993. In the current year, there have been over 700 enrolments mainly in languages, counselling, information technology and art and design. Some courses have been organised to meet the needs of commercial clients; for example, information technology courses have been provided for local companies. A daytime access to higher education course in English literature is currently attended by eight students. There are very few adult students attending other courses during the daytime. Marketing for the adult education programme is clear and informative. However, there is no reference to either the part-time adult programme or the access to higher education course in the college prospectus. The plans for the development and management of the adult programme are currently being reviewed.

10 In its mission, the college aims to provide academic and vocational education for both full-time and part-time students, including adults and students with learning difficulties and/or disabilities. The diversity of the curriculum does not currently reflect these aims. Some progress has been made through the introduction of GNVQs and a range of evening classes for adults. However, demand for the development of advanced level provision for school leavers has concentrated the attention of college staff in this area. There is still some way to go to achieve the college's wider strategic aims. Few full-time teaching staff contribute to the part-time courses; only four departments are involved in supporting the provision. Many part-time tutors who teach on the evening courses do not have access to the support provided in academic departments. The arrangements for managing learning and tutorial support on these courses are at an early stage of development. There is little use of open learning or resource-based learning materials, which would enable adults to adopt more flexible attendance patterns. There is no accreditation of students' prior learning.

11 An additional studies programme, accredited by the open college network, provides a wide range of opportunities for full-time students to pursue intellectual interests, take part in sport, or work in the community. All students study computer literacy and choose from nearly 100 other courses including sports, drama, music, crafts and languages. There are college teams for most sports, including women's teams for cricket, rugby and football. Additional studies are optional for second-year students. Many continue to participate, particularly in sports. Ninety second-year

students have also opted for GCE A level general studies which was offered for the first time from September 1995.

12 There is effective liaison between the college and its 18 partner schools. This ensures that school pupils and their parents have good opportunities to talk to senior staff and subject specialists from the college before applying and enrolling. An informative prospectus is appropriate for both pupils and their parents. It effectively complements school visits, college open days and other marketing activities aimed at school leavers. There are some curriculum links with schools and staff in several subject areas attend meetings of collegiate board subject panels.

13 The college has strong links with a wide range of commercial and industrial employers. Although formal links with the TEC are limited, the college is regarded by the TEC as a well-informed and proactive organisation. Employers are regularly involved in mock interviews, giving lectures, receiving visiting students and other activities. Over 120 organisations provided work experience places in 1994-95. The college has worked closely with Ciba Agriculture for a number of years and in 1993 received jointly the TEC partnership challenge award. All the employers who met the inspection team spoke enthusiastically about the professionalism and reputation of the college and the standards achieved by its students. In some curriculum areas, for example mathematics and leisure and tourism, industry links are weak.

14 The college has links with several higher education institutions. It is an associate college of Anglia Polytechnic University and delivers a franchised module of a foundation course for the University's psychology degree. It also has agreements on admissions with Anglia Polytechnic University and De Montfort University. There are many informal links between college staff and the staff of Cambridge and other universities. Consequently students have benefited from regular visits and talks by several leading academics. Senior staff represent the college on many external education groups including the TEC education forum, the collegiate board and the Cambridge Community Education Committee. There continues to be a positive and beneficial relationship with the LEA.

15 Regular meetings are held with parents. Their role in supporting students and the college is highly valued. All parents automatically become members of the parents and friends association which provides valuable support to the college. During the inspection, parents spoke very warmly about the quality of college education and the excellent relationships they have with the staff. Students are involved in a wide range of extra-curricular activities in the community, including conferences, theatrical productions, sports, music, debates and social work. These and the extensive range of external activities contribute to the prominent position of the college in the community it serves.

16 The college charter contains a commitment to equal opportunities. An equal opportunities team, comprising eight staff and three students,

meets twice a term. It does not have formal terms of reference but it has succeeded in raising awareness of equal opportunities issues. Students' awareness of equal opportunities is also raised through tutorials, the additional studies options on the multicultural society and on equal opportunities. The college has not developed methods of monitoring progress on equal opportunities issues or standards.

GOVERNANCE AND MANAGEMENT

17 The corporation members have extensive experience of business, government and education. There are 17 members: 12 independent members; one member nominated by the TEC; a parent member; two staff members and the principal. Six governors are female and one is from an ethnic minority background. Governors bring expertise of local business, health trusts, university governance, teaching, research, and legal and accountancy practice. A member of the parents and friends association and three student observers make a valuable contribution from their immediate experience of teaching and learning at the college. The corporation has comprehensive arrangements to support its work. There is effective delegation of authority to seven committees: curriculum and guidance, finance and general purposes, personnel, audit, remuneration, governance and management, and search. Arrangements are in place to ensure that governors conduct their business appropriately and efficiently. The terms of reference of the committees have recently been reviewed and are summarised in a succinct handbook for governors. There is a register of members' interests and a code of conduct.

18 Governors work in close partnership with senior management to review policy and monitor the operation of the college. Corporation papers reflect the tradition of critical inquiry in the way they pose questions and suggest alternatives to governors. Strategic planning is comprehensive and involves staff at all levels of the organisation. The corporation and its committees monitor progress in achieving the college's strategic objectives and this informs discussion about future developments. A detailed report on the college's performance brings together a three-year analysis of trends to provide the basis for informed debate. Operating statements are explicitly linked to strategic objectives, and annual development priorities are allocated a rank order. In some cases, these development priorities are extremely broad and do not lend themselves to measurement. The college and the governors fulfil the statutory requirements to make provision for religious education and a weekly act of collective worship. The governing body have ensured that, from time to time, reports are received informing them of the form and content of the religious education provided.

19 Management roles are clearly defined, regularly reviewed and well understood. The main responsibilities of all management groups and teaching staff, including the principal, are comprehensively described in the staff handbook. The principal is supported by two vice-principals one

covering the curriculum, the other staff development and resources, and by a director of support and guidance. Together they form the college policy team which recommends policy for adoption by governors. The work of subject departments is co-ordinated by three curriculum directors. There are four other directors; two manage aspects of student guidance such as admissions and careers, one is responsible for adult and continuing education and one manages quality assurance. Together with the principal and vice-principals, this group forms the college management team. Communication is effective and there are regular meetings of teams. The channels through which support staff can represent their views are less well developed. For example there are no formal arrangements for technician staff across the college to meet and consider common issues.

20 Academic departments are well managed and there is a strong sense of teamwork. Efficient records are kept of departmental meetings and there is an appropriate concentration upon curriculum development and critical examination of existing practice. Clear targets are set and carefully monitored using a range of performance indicators, including value-added measures and reports of student attendance and retention. Team members have specific job descriptions which include targets for the year, specified in the annual departmental review. The college timetable is skilfully adapted at the start of each academic year to maximise students' choice and combination of GCE AS/A level subjects. The management of student assessment across subjects is currently being reviewed in recognition of the uneven and sometimes high workload placed on students.

21 A successful feature of the management of the college is the contribution of groups of staff to initiating and monitoring policy. Staff from different areas form working groups to investigate curriculum, resource and other issues. The reports produced are usually well researched and have a significant influence on the decisions taken by senior management and governors. For example, in recognition of the need for all students to develop basic information technology skills, the college information technology group has developed a policy which links closely to the strategic plan. It identifies appropriate objectives and has clear deadlines for the achievement of targets. This has led to effective co-ordination of resources and good support to departments for developing the use of information technology within subjects.

22 Computer reports provide managers and teachers with the information they need to carry out their work effectively. Information about students, on entry to the college, whilst in the college, and on leaving the college, is held on a central database. Effective use is made of these data in arranging the allocation of staff and rooms to meet the timetable demands resulting from students' choices. Entry qualifications and examination achievements are analysed to assist the calculation of value-added measures. Information is accessible on computer terminals across the college including several in the staff common room. The need to further enhance computer support is recognised. For example there is no

computerised record of students' achievements in GNVQ modules and no support in producing student record cards.

23 Financial allocations are based on a formula which weights the allocation of resources to curriculum departments. Capital funds are allocated following a process of bids from departments. The system of allocation is carefully managed. The college has an average level of funding per unit of £18.47. The median for sixth form colleges is £19.37. The college's estimated income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

24 Clear policies on admissions, guidance and support are in place, operate effectively and are understood by staff and students. School leavers have access to comprehensive advice about the range of courses on offer at the college and other post-16 centres in the Cambridge area. Demand for places at the college is very high. Each year it is unable to offer places to about 25 per cent of applicants. A clear admissions policy gives priority to local students. All applicants from the Cambridge area, who are expected to achieve the entry qualifications, are offered a place. An appropriate balance is achieved between meeting the demands from local students and those from outside the area. The policy on the entry of students with learning difficulties and/or disabilities indicates that special consideration will be given to their applications.

25 All applicants to the college are interviewed. The quality of guidance given at interview is effective. College staff regard the needs of individual students as paramount. In selecting students, considerable weight is given to the school's recommendation and the pupil's predicted performance in GCSE examinations. At the time of application, prospective students need to expect to achieve GCSE results averaging at least a grade C, with at least a grade B in the subjects relevant to those to be taken at GCE A level. However, once pupils have been offered a place, the college undertakes to find an appropriate course for them even if predicted GCSE grades are not achieved. In practice, most students come with high average grades at GCSE. The college is seen by local schools as providing an academic education for able and well-motivated students.

26 Induction is well planned, follows well-delineated and comprehensive college guidelines and provides a good introduction to the college and to individual GCE A level subjects. Teaching departments have discretion in devising induction programmes for their own subjects. All departments provide students with handbooks giving information about the structure of their courses, teaching methods, assessment and grading, and reading requirements. The handbooks for history and mathematics are excellent. They include helpful advice on study skills as well as information on teaching schemes and assessment.

27 A well-organised tutorial programme includes topics such as health education and study skills. Mixed tutor groups of first-year and second-year students meet daily and give students the opportunity to consult with tutors on personal and academic issues. The care taken by tutors and their willingness to advise and help is valued highly by students. However, the timing of the tutorial, immediately before the lunchbreak, sometimes discourages students from raising and resolving issues. Attendance in college and at lessons is effectively monitored and poor attendance or unexplained absences are investigated. Transfer between courses is carefully considered and teachers and parents are consulted.

28 There is a well-structured careers education programme. Careers advice is offered by five teachers with careers responsibilities and through Cambridgeshire Careers Guidance Ltd. The careers library is well stocked with up-to-date materials and there is access to a comprehensive range of computer-based information. Careers staff arrange information sessions on topics such as higher education, employment, and careers in medicine, law and psychology. Further guidance takes place in tutorial sessions. There is comprehensive documentation and advice for students on making applications to higher education. Careers education for those seeking employment is less well developed.

29 The college successfully builds upon the effective recording of students' achievement by local schools. Well-maintained records of achievement are central to students' academic and personal development during their time in college. Tutors systematically monitor the completion of the records. Consistent review and careful setting of targets for individual students form an important part of tutorials. Students value the help this formal recording gives to framing their applications to higher education and in providing a basis for monitoring their own progress and achievement.

30 The level of support and guidance that is provided for full-time students is not yet available to part-time adult students attending courses in the evening. The careers library has been staffed for a one-hour period on one of the evenings each week, and systems for recording students' achievements are being piloted with some students. Students taking the access to higher education course have mentors. However, comprehensive tutorial support for adult students has not yet been put in place.

31 Students have ready access to their teachers for individual help with their academic work. Many departments provide additional tuition at lunchtime and after college to give extra support to their students. The support provided centrally to students who need help with study skills and written work is limited and does not include any provision for numeracy. A learning support unit has been set up but the accommodation is inappropriate, and books, study guides and other resources are minimal.

32 The students elect a council annually. Council members consult with senior staff and the principal on social matters and accommodation.

Students generally feel that they are well represented by the council's officers and are appreciative of the social activities organised for them through the council. Communication between council members and the general student body is good. Student council representatives are consulted widely by staff and are able to make a valuable contribution through their representatives on the corporation board, and the curriculum and guidance committee.

TEACHING AND THE PROMOTION OF LEARNING

33 A very high proportion of teaching sessions had strengths which clearly outweighed weaknesses. In only 9 per cent of classes was there a balance of strengths and weaknesses. There were no classes in which weaknesses outweighed strengths. The proportion of grade 1 classes was more than twice the national average given in the *Chief Inspector's Annual Report 1994-95*. The average number of students in each teaching group was 17. The average attendance in the classes inspected was 93 per cent. The following table summarises the grades given for the teaching sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		75	58	13	0	0	146
GNVQ		7	3	0	0	0	10
Other*		9	11	3	0	0	23
Total		91	72	16	0	0	179

*includes GCSE, evening classes, additional studies, introduction to information technology and tutorials.

34 The teaching observed was of a very high standard. Teaching in performing arts, foreign languages, English and media studies was consistently good. There were many examples of good practice in lessons. Teaching was well researched and carefully planned. All the classes seen were managed effectively to enable students to develop their knowledge. Staff are committed, skilled and conscientious. Students and staff share an enjoyment and a sense of purpose in their work. The combined energy and enthusiasm of students and staff consistently produces excellence. Teaching programmes are well planned to ensure a balanced development of knowledge and skills. For example, science subjects are planned effectively to integrate practical laboratory work with theory and to develop students' analytical and investigative skills. Most subjects have well-developed schemes of work which form a sound basis on which to plan teaching.

35 A wide variety of well-considered teaching methods are used to support students' intellectual and personal development. Teachers show considerable skills in providing clear explanations, and using questions effectively to monitor understanding, develop critical thinking and

encourage students to speak. Good use was made of group work in all subjects. A GCE A level German class analysed events in Nazi Germany using authentic historical documents to identify Hitler's policy and practice towards the Jews. The use of these sources gave the whole lesson immediacy and impact. Students worked together in small groups and the teacher drew ideas together using the board to compile a summary. All students joined in activities, speaking German naturally and expressing their ideas fluently.

36 Lessons were lively and interesting and often included a stimulating variety of activities. For example, after a brief introduction by the teacher, students studying GCE A level mathematics worked in small groups to investigate the characteristics of graphs of algebraic functions. They made good use of up-to-date computers in the nearby mathematics resource area. After a short discussion the class was divided into small groups to work on a practical exercise. At the end of the session, the results were summarised for the whole class. The lesson was well planned, no time was wasted, the students were fully engaged throughout and good progress was made.

37 Teachers give appropriate attention to developing core skills. Communication and oral skills are effectively developed through discussion, presentation, writing reports and essays. Teachers encourage students to argue points cogently in classes and make articulate contributions to discussion. Where appropriate, emphasis is placed on students' ability to research background information. For example, effective use was made of students' research to introduce a discussion about the influence of colonialism on Shakespeare's *The Tempest*. A 20-minute presentation by two students using historical background material, the details of the text itself, and other contemporary literature, supported an interpretation of the play showing Prospero as a colonialist oppressor and Caliban as an indigenous victim. Teaching and assessment of core skills is planned carefully as part of the GNVQ courses and there is detailed recording of students' attainments. However, there is less effective planning for the development of other students' key skills, particularly the numerical skills of students taking non-mathematical GCE A levels.

38 First-year GCE A level students are given good opportunities to develop their information technology skills through the additional studies programme. A well-organised information technology course, lasting 10 weeks, enables students to develop basic skills in using standard software. Students worked at their own pace through a series of exercises choosing when to complete the assessments contributing to the RSA Examinations Board (RSA) computer literacy and information technology certificate. Good supporting notes enabled them to work on their own organising their time to concentrate on improving their skills rather than being required to go over material with which they were already familiar. A good proportion of students regularly use computers to wordprocess coursework.

39 Good teaching was often accompanied by the appropriate and imaginative use of teaching aids. In a Latin class, students worked together on translating two passages about water wheels and baths. Slides were effectively used to illustrate the physical features in the descriptions. These helped students to understand both vocabulary and the context of the passages. Students studying English literature were shown two very different video versions of the last scene of a play, including a punk version involving the actress Toyah Wilcox. A lively and perceptive discussion of the significance of the ending of the play was carefully guided by the teacher, using well-produced worksheets. Learning resources were also used effectively in business studies, geography, and history. Some departments provide student guides and learning and assessment materials on the college computer network, enabling students to gain ready access to them.

40 A small number of classes with a balance of strengths and weaknesses were observed in most subjects. Generally, in these sessions teachers relied too heavily on one teaching method, the level of students' understanding was not adequately checked or the accommodation and resources were inappropriate. An over emphasis on copying notes from the board was a feature of four of the sessions. In six classes, planning took insufficient account of students' ability; consequently, students lost interest and became unresponsive. In four of the sessions, teachers did not sufficiently check that students had understood the lesson. In some subjects, schemes of work were insufficiently detailed to provide useful guidance to teaching staff on areas such as induction, assessment, teaching approaches and use of resources. More emphasis should be given to developing scientific methods when planning geology courses. The development of study skills was insufficiently encouraged in sociology and in physics.

41 Students' progress is regularly assessed and systematically recorded. Assignments are well structured and closely related to the requirements of the syllabus and examinations. They provide a suitable challenge for the most able whilst allowing all students to respond at an appropriate level. Students are given a schedule of assessments for each subject to enable them to plan their work. However, the workload is sometimes too demanding when students are required to complete assessed work for several subjects at the same time. Project work is often related to the needs of a commercial organisation and forms an important part of the assessed work for some subjects. Students' work on projects is well managed; for example the GCE A level business studies project is supported by a comprehensive handbook, setting out procedures to support students during their project and including standard letters to parents, companies and an evaluation form to be completed by the company. Some art and design project specifications were insufficiently detailed and did not clearly state the criteria for assessment.

42 Student work is carefully and thoroughly marked and there is an appropriate level of feedback to provide encouragement and identify areas in which students can improve. Appropriate attention is given to correcting spelling and grammar. There is consistent marking of work in modern foreign languages at all levels. Teachers make clear comments in the language being studied and provide detailed suggestions to help students. Students are also encouraged to organise their assessed work in folders and to make records of recurring errors.

43 An extensive range of activities is organised to enhance learning. It includes field trips in biology and geography, educational visits in most subjects, visiting speakers, including a professional pianist offering a master-class to performing arts students, an innovative programme in the art department which supports artists in residence, and conferences for students which are supported by commercial organisations. Each year over 100 students, taking a range of subjects, are involved in activities planned by the Ciba company and college staff. Last year groups of biology students produced conservation plans for one of Ciba's research farms. Each plan was presented to a joint group of Ciba and college staff. Business studies students worked on a marketing plan for pet care products and geography students were involved in field investigation of soil profiles.

44 A range of opportunities is provided for students to experience work in business and local organisations. These include a well co-ordinated work placement programme and a social work option in the additional studies programme. The number of students taking work placements has increased significantly in the last year to about 25 per cent of first-year students. Two members of staff have responsibility for international links. Twenty students completed two weeks work experience in Hamburg in 1994-95. Individual and group foreign exchange visits are organised for students taking foreign languages and a number of other subjects. These opportunities led to 128 students travelling abroad in the last year. Visits included: an exchange with Moscow State University School, enabling GCE A level physics students to go to Russia for 10 days; students taking history of art, ancient history or classical civilisation exchanging with students in Athens; and a partnership agreement with Lycée Jean Monnet in Montpellier, enabling students taking media studies or performing arts to join French students for study workshops.

STUDENTS' ACHIEVEMENTS

45 The performance of students in GCE A level examinations is outstanding. A high proportion of students complete their courses and gain two or more GCE A levels. In 1995, 92 per cent of students who enrolled for three GCE A levels in 1993 completed their courses; from an initial enrolment of 552 only 41 students left before completing their studies. Of the students who entered GCE AS/A level examinations, 86 per cent passed at least three GCE A levels and a further 12 per cent gained at least two GCE A levels. An analysis of the performance of those students

entered for examinations over the last three years is shown in the following table.

An analysis of GCE AS/A level examination results 1993-95

	1993	1994	1995
Number of candidates	357	439	520
Average points per subject*	6.6	7.2	7.1
Average points per candidate*	21.4	22.1	21.9
Average number of passes per student	2.93	2.94	2.99
Percentage passing two or more A levels	98%	95%	98%

*Grade A=10 points, B=8 points, C=6 points, D=4 points, E=2 points.

46 The performance of individual candidates is consistently good and most students achieve better results than predicted from their GCSE performance. On average, each student taking GCE A levels gained two grades higher than was predicted by their GCSE results. In 1995, 20 per cent of students who entered for GCE AS/A level examinations gained the equivalent of at least three grade A passes and a further 24 per cent achieved at least the equivalent of three grade B passes. The results achieved in examinations are well above the average for sixth form colleges and substantially above the average for all schools and colleges. Similar results have been achieved in previous years. The following table shows the grades achieved by students over the last three years.

An analysis of the grades achieved by GCE AS/A level students 1993-95

	1993	1994	1995
Number of A level entries	1,021	1,231	1,468
Grades A to E (%)	97	96	98
Grades A to C (%)	79	80	79
Grades A to B (%)	57	60	56
Estimated value added*	2.8	3.2	3.8

*The estimated value added is the average gain in points score per student (where A=10, E=2) over the predicted score.

47 In 1995, 100 per cent pass rates were achieved in 19 of the 32 subjects offered at GCE A level and in 16 of the 26 subjects at GCE AS. The pass rates in all subjects at both GCE AS and A level were above national averages for sixth form colleges. The proportion of students gaining grades A to C was below the national average in only one subject, music theory, which had four entries. There were 191 GCE AS examination entries in 1995. The pass rate was 97 per cent and 80 per cent of entries achieved grades A to C. These rates were well above the averages for sixth form colleges of 73 per cent and 37 per cent, respectively.

48 A few subjects, mainly foreign languages, provide an opportunity to enter for a GCSE examination at the end of their first year. In 1995, of 77 entries to GCSE examinations 95 per cent resulted in grades A* to C and 27 per cent were awarded a grade of A*. In Italian, of the 14 students who took the examination, 10 gained an A* and the remainder an A grade. A small number of students retake GCSEs in English or mathematics whilst at the college.

49 Science students worked well, individually and in groups, collecting information, applying their knowledge to new situations and carrying out practical work conscientiously and competently. There were many examples of work of a very high standard including investigations where students were required to complete coursework on their own. Students enjoyed their studies, were attentive, contributed well to lessons, and used scientific terminology with confidence. For example, in a lesson on respiration, students used knowledge gained from their own background reading to contribute to discussion and were able to handle difficult biochemical terms competently. Students' questions to teachers often demonstrated a deep understanding of the phenomena being studied, particularly in chemistry. Examination results are outstanding. For example, 40 per cent of students in biology and in physics gained grade A at GCE A level in 1995. This is about twice the national level of grade A passes in these subjects.

50 Mathematics is a popular choice for students studying to GCE A level. About 40 per cent of students enter for GCE A level mathematics. In 1995, there were over 200 entries for mathematics and over 40 for further mathematics. Examination results are very good. In 1995 about 45 per cent of students entered for mathematics gained a grade A. This is a significantly higher proportion of passes at grade A than was obtained nationally. In lessons, students were purposeful, enthusiastic, articulate and sufficiently confident to discuss mathematical problems, defend their arguments and challenge their teachers. They were able to use their information technology skills appropriately to support investigations and help their own note taking. Although some students in the first year were limited in their ability to manipulate algebraic expressions, by the second year they were able to solve problems confidently and completed written solutions with elegance and accuracy. The college encourages entries to the British Mathematical Olympiad and one student was selected for the British team of the International Olympiad in 1993.

51 In geography and geology, students had good analytical skills and were able to collect and record data systematically and accurately making appropriate use of information technology to wordprocess their reports. They had a good knowledge and understanding of their subjects and contributed effectively to discussion. In geology, students' work was thorough and they showed a good understanding of geological concepts. Records of field observations were good, with careful recording of primary

observations and accurate field sketches. However, the techniques for testing hypotheses were not always effectively used or understood. In 1995, the college gained twice as many grades A in geography as was achieved nationally.

52 Business studies students demonstrated high level of competence in the core skill areas of communications, numeracy and information technology. Written work was very well organised and neatly presented. Some students made good use of information technology skills, producing wordprocessed assignments with graphs and tables. A higher than average proportion of GCE A level business studies and economics students achieved grades A to C and twice as many as the national average achieved a grade A.

53 High standards of work are consistently achieved in art, not only by students aiming to make a career in art and design but also those for whom art is an additional GCE A level. Students show a willingness to explore and experiment. There is a clear development of artistic ideas and well-executed realisation of practical work, resulting in generally good portfolios. Students' achievements are celebrated with well-organised displays of work. All students passed their GCE A level examinations in 1995. In addition, one student won the art history prize awarded by the University of Cambridge Examinations Syndicate.

54 Students taking GCE A levels in performing arts work hard and enjoy their studies. They are lively, good humoured and work well in teams and groups, giving up a significant amount of their free time to rehearse for the college's many music and drama activities. Performing arts contributes much to college life through the college orchestra, choirs and wind groups, dance and drama productions and its support for the additional studies programme. Students' performance in music and drama is accomplished across a broad range and volume of activities. Some original and successful creative work was observed, as well as some high-quality analytical work. Students' written work is very good and students' performance in external examinations is well above the average for GCE A levels in music, dance, performing arts and theatre studies. In 1995, all students passed their examinations in these subjects.

55 In history, an exciting debate on the 1831 reform bill showed students to have a good understanding of historical evidence and an extensive background knowledge of the period. Students' debating skills were well developed and most were able to conduct and develop well-reasoned argument with reference to relevant evidence. When students were challenged to develop their ideas in class they responded articulately and convincingly. Essay work is well structured and students achieve a high standard particularly in the analysis of relevant issues. In 1995, students at the college gained twice as many grade A passes in history as students did nationally. The small number of students who take classics at GCE A level gain a wide background knowledge of history and literature and use

this well in their written work. Some students have difficulty with Latin grammar and vocabulary. However, the examination results at GCE A level are better than average. Fifty per cent of students gained a grade A in 1995 compared with 45 per cent nationally.

56 GCE A level results in most social sciences are generally above the national averages. In philosophy, whilst the pass rates are good, no students gained a grade A pass in 1995. Students in many classes demonstrated high levels of confidence, fluency and knowledge; some showed great insight and understanding of their subjects. A wide range of investigations is conducted in practical work in psychology. The work is well presented and completed to a high standard. In philosophy and politics, students present new ideas with confidence and initiate lively discussion amongst themselves.

57 A high standard is achieved in assignments and coursework in modern foreign languages. Examinations results are consistently well above the national average in French, German, Italian and Spanish, with all students passing. Particularly outstanding results are achieved in Italian. Students are able to express themselves well and showed a high level of understanding of languages spoken at normal speed. In the adult and continuing education beginners classes students also achieved a good level of spoken language skills.

58 About a third of full-time students were entered for GCE A level English or media studies in 1995. The department has consistently achieved 100 per cent passes and a proportion of grades A to C above the national average over the last three years. Students' work is of a very high standard. In both English and media studies practical projects and commentaries showed good use of editing techniques. In classes, students' commentaries on texts were well researched and their contributions to discussion were perceptive and articulate. Students prepared a video of a scene for a second-year GCE A level class on a difficult extract from *Waiting for Godot*. There was a well informed and reasoned discussion of the nature of the characters. The students' comments showed good understanding of the text and the discussion succeeded in generating fresh insights into the nature of the characters.

59 Almost all students enter the college with the intention of securing a place at university. About 90 per cent are successful in this. The college has an impressive record of helping students to gain entrance to Oxford and Cambridge Universities; for example 46 students gained places in 1995. The college's analysis of students entering higher education shows that 70 per cent of students achieve their first choice preference. Information on the achievements of previous students and the offers made by higher education institutions are used to provide guidance for the present cohort of students. Seventy-five per cent of students who began the access to higher education courses in the last two years have progressed to degree courses. In the last year, one student from the access course

gained a place at Cambridge University. The college's analysis of its students' destinations is shown in the following table.

An analysis of students' destinations 1993-95

	1993	1994	1995
Higher education degree (%)	86.9	88.8	90.3
Higher education other (%)	1.9	3.5	1.2
Reapplying to higher education (%)	0.3	0.9	0.4
Further education (%)	1.1	0.7	0.4
Employment (%)	5.0	3.1	3.0
Unknown (%)	4.8	3.0	4.7
Total (%)	100.0	100.0	100.0

60 The college also encourages high levels of achievement in extra-curricular activities. In 1994-95, four students received the gold award from the Duke of Edinburgh Award scheme and two achieved the silver. Most students participate in sporting activities. In the last year, 11 students have been chosen to play at county level and seven have competed at national level. Three students are members of the National Youth Orchestra.

QUALITY ASSURANCE

61 The quality assurance system, approved by the corporation in 1994, is comprehensive and effective. There are clear procedures for reviewing and evaluating all aspects of college planning, performance and management as well as the student experience. Detailed objectives contained in the staff handbook are being achieved within a well-considered cycle of deadlines for implementation. Staff co-operate in these processes and are clear about their responsibilities. The approach to the monitoring of quality is challenging and thorough, clear on priorities, and intent on eliminating unnecessary paperwork.

62 The director of communications and quality assurance, who reports to a vice-principal, leads an evaluation team of volunteer staff. The team supports the establishment and maintenance of quality assurance systems, carries out an annual review of the college charter, advises on departmental quality assurance, co-ordinates a variety of value-added systems including membership of the Advanced Level Information System, and, working with the head of management information, produces performance and audit measures. Such a remit has given cohesion and impetus to the development of quality assurance throughout the college.

63 There is impressive provision of information to assist in reviewing and evaluating the quality of everything the college does. The performance indicators set out in Council Circular 94/31, *Measuring Achievement* and data on a range of other measures are now collected together in the

college's annual performance indicators report. The document is collated in October, summarises the previous academic year and includes a diagrammatic representation of corresponding indicators for the last three years, as well as comparison with national and FEFC sector averages. This comprehensive report keeps governors well briefed on college performance and quality assurance, and informs policy formation and strategic planning. College services, such as the careers service, and teaching departments receive information on individual students' achievements and on their own team performances.

64 An effective cycle of annual departmental review and reporting contributes to a rigorous assessment of the quality of curriculum delivery. Departments are given detailed analyses of data drawn from examination results, enrolment, retention, completion and destinations statistics, and from value-added information. The accuracy, extent and appropriateness of the information enables departments to identify their significant strengths and weaknesses. Priorities are set and action planned to achieve improvement. A sensible balance is struck between the need for a standardised and prescribed quality system for the whole college and freedom for departments to act as they think fit. Heads of department involve all their team members in the cycle of review. The review leads to clear action that benefits teaching and learning, staff and students. A few departmental reviews are insufficiently self-critical or fail to identify clearly the improvements required. Some departments benefit from students attending their subject review teams. There is effective monitoring of the departmental reports and plans by the directors of curriculum areas.

65 Extensive use is made of student surveys by the evaluation team, by other college teams and by individuals. Findings are acted upon; recommendations are forwarded to the college management team and staff and students are kept informed. Following a recent survey of induction, tentative conclusions were shared with staff and students. Decisions were then made that led to much improved arrangements for the induction of students the following year. Another survey, to gauge the level of satisfaction with GCE AS/A level teaching, produced generally positive responses. However, it revealed some student concern about the lack of variety in classroom activities and this was discussed extensively by teachers and students. The college is systematic and open in searching out and rectifying perceived or alleged shortcomings.

66 The college charter is clear, concise and positive. It was developed following consultation with full-time and part-time staff, students, parents and governors. Students are given individual copies in their first term although those questioned did not recall the occasion or the product. As a result of the comprehensive procedure for quality assessment, the commitments contained in the college charter are adequately monitored.

67 The college self-assessment report contained detailed description but did not bring the same level of self-critical analysis that is characteristic of its quality assurance process. There was relatively little evaluative

comment. The main headings of Council Circular 93/28, *Assessing Achievement* were used as the framework for the report. The judgements reached were generally in accord with inspection findings.

68 Comprehensive and rigorous appraisal for all full-time and part-time staff was introduced in September 1994, operating on a two-year cycle. It normally includes observation of teaching. Temporary staff have the opportunity to request appraisal. Arrangements for the appraisal of new staff are being reviewed. They are not appraised until their second year and although their teaching is observed they receive insufficient information on their progress. Annual departmental reports rarely include details of training requirements identified during appraisals.

69 Staff development is effectively managed. There is a clear policy which supports development related to individual as well as to curriculum needs. A staff-development team drawn from across the college ensures that policy is implemented, advises the college management team on staff-development issues and reports annually to the governors. The budget for staff development is about 1.4 per cent of the payroll. There is an extensive end-of-year training programme organised in the college. In the last two years, in addition to college and department training days, 75 per cent of the teaching staff have undertaken a satisfactory level of staff development relevant to their curriculum areas. Administrative and technical support staff have had little opportunity to benefit from staff-development activities. Two support staff have recently joined the staff-development team to help increase the participation of non-teaching staff. There is comprehensive induction for new teaching staff. Support is provided by a mentor within the department and through the regular meetings of new staff. The quality of induction for non-teaching staff is more variable. They do not attend the 'new staff' meetings and depend on help from their colleagues.

RESOURCES

Staffing

70 College staff give a very high level of commitment to their work with students. Teaching staff have high academic qualifications; 90 per cent have a degree, 27 per cent have higher degrees, and 76 per cent have a teaching qualification. About a third of the teaching staff have relevant industrial experience but much of it was more than 10 years ago. Recent appointments to support the teaching of GNVQs, for example in business studies, are helping to improve the level of commercial experience. The college has a recruitment policy which is based on equality of opportunity and which takes account of what it considers to be an effective balance between proportions of full-time and part-time staff. There is a comprehensive system for covering staff absences which works well. Staff are deployed effectively and have steadily increased their efficiency since incorporation.

71 Administrative and technical support staff respond well to the high standards of the staff with whom they work. Technicians assigned to departments form part of curriculum teams. Staff shared between departments sometimes lack clear direction for their work. The quality of support is good but the number of technicians and the resulting level of support is uneven. There is a high level of support in performing arts but it is insufficient in art and design and in information technology. The library is staffed by well-qualified and experienced staff, but there are insufficient support staff to provide help for students using computers.

Equipment/learning resources

72 Most departments have a good range of up-to-date equipment and resources. Mathematics has a wide range of equipment and materials, including a class set of laptop computers, access to an excellent range of software and a well-equipped resources area. The theatre is well equipped and provides a realistic working environment for performing arts. In history the recent purchase of a computer-assisted learning package has provided additional support for students. In some areas, however, equipment is out of date or there are shortages. For example, teaching equipment to support languages is old and there is no voice-recording facility; there are insufficient resources to support the new GNVQ courses in leisure and tourism; and equipment and materials for three-dimensional art and design are inadequate. Nearly all classrooms are equipped with overhead projectors and there is ready access to video facilities.

73 The college has a clear strategy for the management and development of information technology. The hardware and software is largely up to date, and conforms to agreed standards across the college. The computer network currently includes 42 computers in the library and 20 in the computing department. In addition there are four small suites in other departmental resource areas. These suites provide one computer to about 12 students. The extent of computer facilities varies widely with departments; good computer facilities are provided in mathematics, biology, business studies and art. The computers in the library are heavily used by students, and it is sometimes difficult to find a free space.

74 The size of the library constrains the level of the bookstock. There is a comparatively low number of books and the stock in some subjects is inadequate. However, all students are issued with several textbooks and this limits the demands made on the library. As well as providing students with up-to-date and relevant textbooks, some departments supplement the library with books bought from their departmental allocations. Some maintain these collections in departmental areas which means that they are not available to students of other subjects. There is a good stock of non-book items, comprising 60 periodicals, over 250 video recordings and a good range of compact disk read-only memory (CD-ROM) database material. However, there is only one video-playback machine with headphones, and this is reserved for students of modern languages.

75 The library is well managed and its use is carefully monitored. A helpful library guide and accompanying video is available to students. Some departments have issued students with a library booklist on a floppy disk. It is planned to introduce a computerised catalogue containing details of all books, whether held in the main library or in departmental collections, which will improve the information available to staff and students. Liaison between the library and subject departments is effective; staff work together to provide students with the resources they need. For example, the library provides a cuttings, cataloguing and indexing service for students of art and design, which forms a resource bank for staff and students. Some heads of department regularly work with the librarian to update the bookstock and withdraw books which have become outdated or irrelevant to students' needs. However, some old stock remains on the shelves.

Accommodation

76 The college provides a stimulating educational environment for its students. The campus is compact and visually attractive; the main buildings are grouped around a pleasant grassed area, which students use as a social area. The premises are well maintained, according to a planned maintenance programme, and the standards of cleanliness and decoration are extremely high. Teaching accommodation is coherently grouped and given a sense of identity by the excellent displays of students' work in classrooms and corridors. The students take good care of their environment: for example, they tidy the student social area on a rota basis each lunchtime. They generally respect the rules on smoking, eating and drinking with the result that the accommodation is kept clean and free of litter. Staff and students take pride in the appearance of the college, and there is no sign of any vandalism or graffiti. Access for wheelchair users is confined to parts of the ground floor. Before incorporation it was the policy of the LEA to concentrate facilities for students with disabilities at a different institution. The college plans, in its accommodation strategy, to make nearly all of its buildings accessible to wheelchair users.

77 The college's accommodation reflects the varied age of its buildings. In the modern, purpose-built accommodation the facilities for teaching and learning are excellent. For example, the mathematics suite has been imaginatively designed around a central resource area, with space for storage and for individual study. Classrooms and staff offices are grouped around this central area. Sciences are also based mainly in recently-built accommodation which allows the layout for laboratories to be flexible and which incorporates project areas for private study. Teaching in English, languages, and social and political studies takes place in demountable classrooms. These comprise 17 per cent of the teaching accommodation of the college, and are due to be replaced as part of the college's accommodation strategy. They are cramped and suffer from extremes of temperature. There is little storage space and poor security for equipment.

Soundproofing is poor and the scope of teaching and learning activities is severely constrained.

78 The college's accommodation is under considerable pressure as a result of the rapid growth in numbers. On average, each classroom is used for 91 per cent of the teaching time between 09.00 and 15.35 hours when full-time students' timetables finish. The average class size of 17 represents efficient use of the seating capacity of classrooms. Use at other times is at a much lower level. The dining room seats 72, and becomes very overcrowded at peak times. Common room facilities are cramped and lack sufficient seating. Private study spaces in the library and elsewhere are at a premium. The library has only 135 study spaces, which is small for the size of college and the nature of its provision. It is heavily used by students and is a hive of activity but it is often overcrowded. There is a shortage of accommodation for teachers and support staff. There is no parking for students during the day, and parking for visitors and evening class students on the college site is also limited.

79 The college hall is a valuable resource for large-scale activities such as orchestral and choral rehearsals, talks from visiting speakers and examinations. Facilities for outdoor sport are good. The college has three tennis courts, a netball court, squash court, cricket nets, gymnasium, fitness room and 10 acres of playing fields at a site half a mile away. The gymnasium and changing rooms are unsuited to present-day needs and are to be replaced by a new sports complex which is currently under construction.

80 The college has drawn up a strategy to address the shortcomings in its accommodation. It plans, in the next 12 months, to enhance its teaching, social, library and administrative accommodation through new buildings and through substantial internal modifications to existing premises.

CONCLUSIONS AND ISSUES

81 Hills Road Sixth Form College promotes academic excellence and contributes significantly to the personal, cultural and social development of its students. The college has many strengths:

- effective governance and management and the emphasis given to critical enquiry in forming decisions
- governors, staff and students contributing to the development of the curriculum
- the wide range of GCE AS/A level courses, with few restrictions on subject choices
- the additional studies programme and the wide range of opportunities for students to participate in social, cultural and sporting activities
- the tutorial support and the care shown by staff for students

-
- consistent monitoring of students' academic and personal development through well-maintained records of students' achievements
 - teaching of a very high standard
 - the energy and enthusiasm of staff and students which combines to promote excellence
 - outstanding levels of achievement in coursework and examinations
 - comprehensive quality assurance, which is supported by a rigorous analysis of data
 - generally good levels of equipment and effective development of information technology facilities
 - some high-quality accommodation which contributes to a stimulating learning environment.

82 To improve the already high quality of its work, the college should:

- ensure that all students develop appropriate core/key skills
- strengthen the additional support for study skills and for students with learning difficulties and/or disabilities
- improve the co-ordination of assessments across subjects to ensure a more even workload for students
- continue to develop a diversity of courses in accordance with its mission statement
- improve links with industry for some areas of the curriculum
- ensure that all students have appropriate access to computers
- improve the quality of some accommodation and increase the space for study in the library.

FIGURES

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

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

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

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

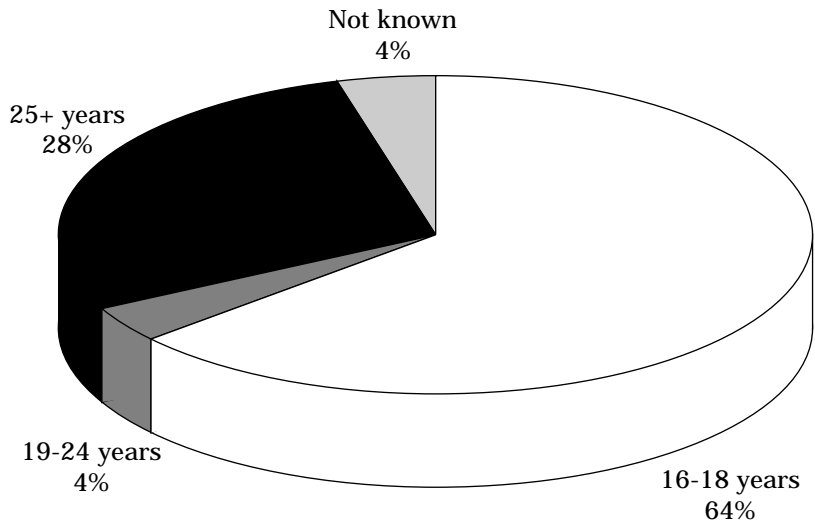
 - 5 Estimated income (for 12 months to July 1996)

 - 6 Estimated expenditure (for 12 months to July 1996)

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

Figure 1

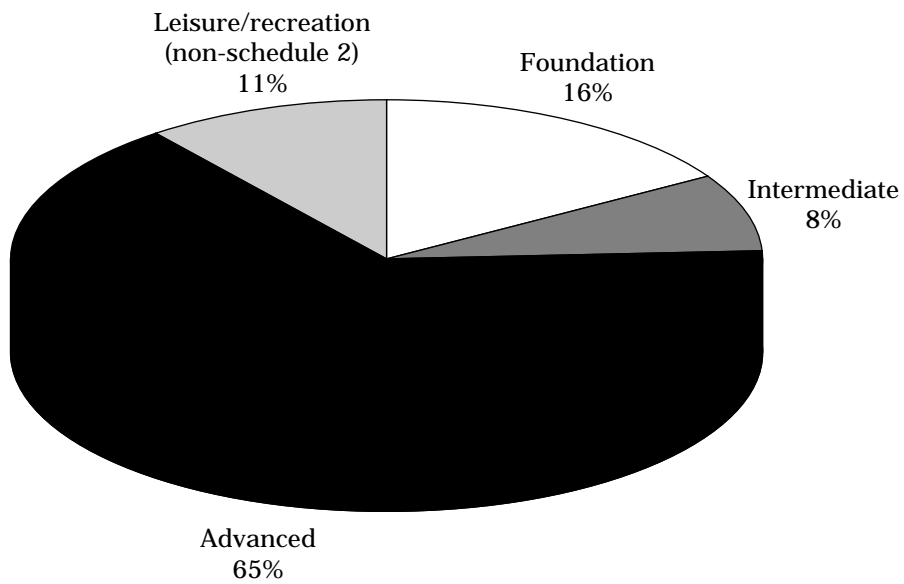
Hills Road Sixth Form College: percentage student numbers by age (as at February 1996)



Student numbers: 1,902

Figure 2

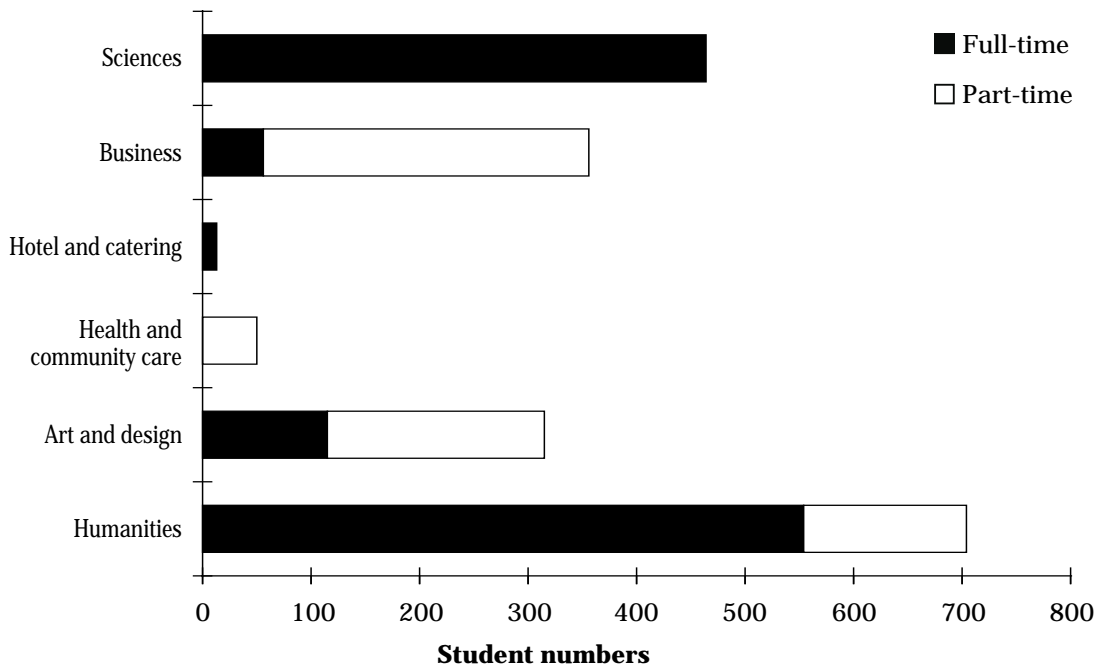
Hills Road Sixth Form College: percentage student numbers by level of study (as at February 1996)



Student numbers: 1,902

Figure 3

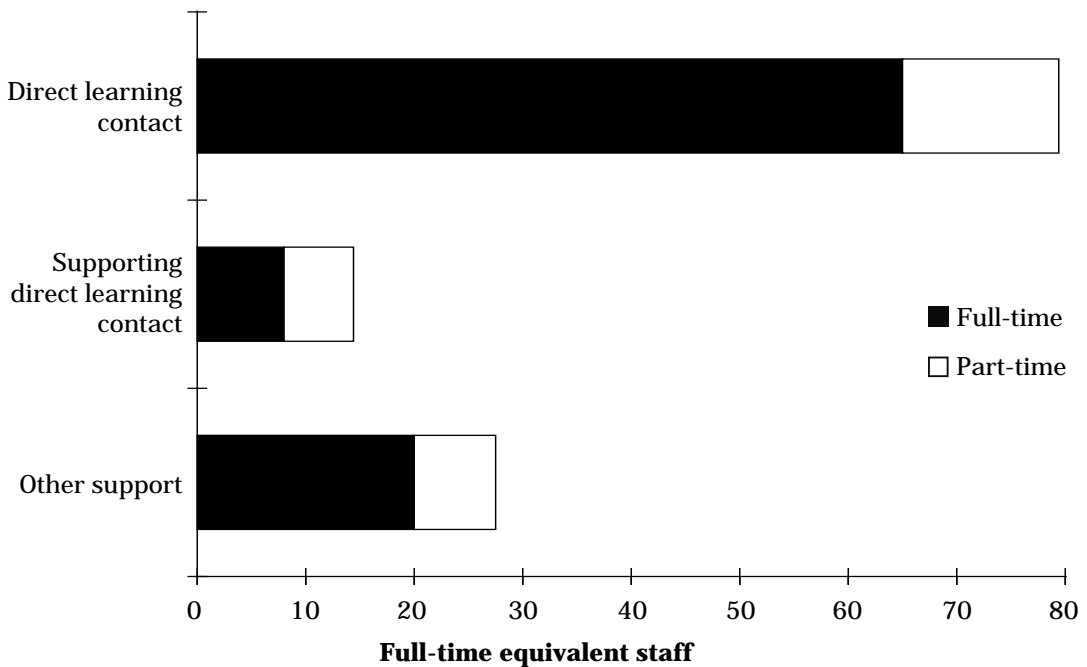
Hills Road Sixth Form College: student numbers by mode of attendance and curriculum area (as at February 1996)



Student numbers: 1,902

Figure 4

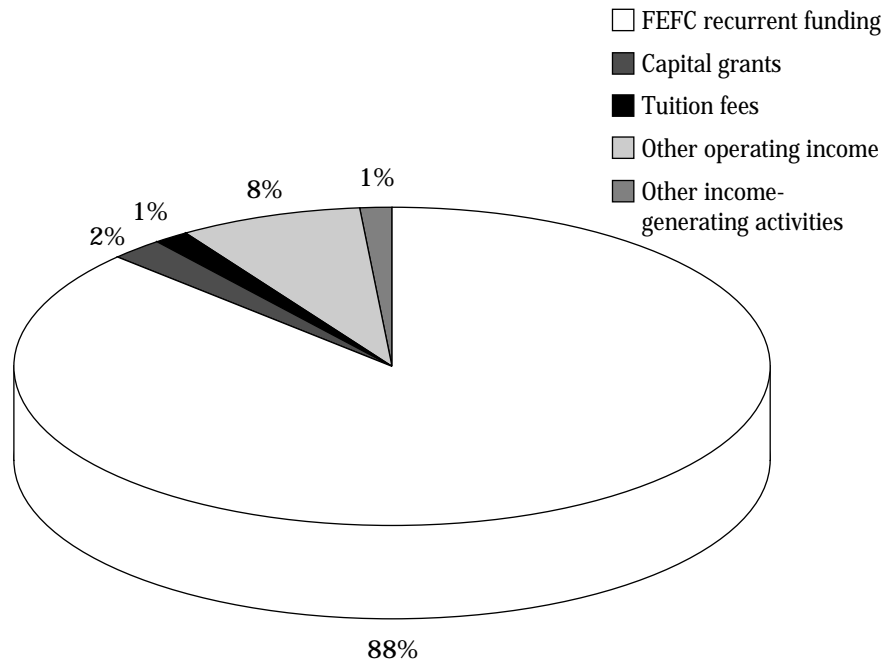
Hills Road Sixth Form College: staff profile – staff expressed as full-time equivalents (1995-96)



Full-time equivalent staff: 121

Figure 5

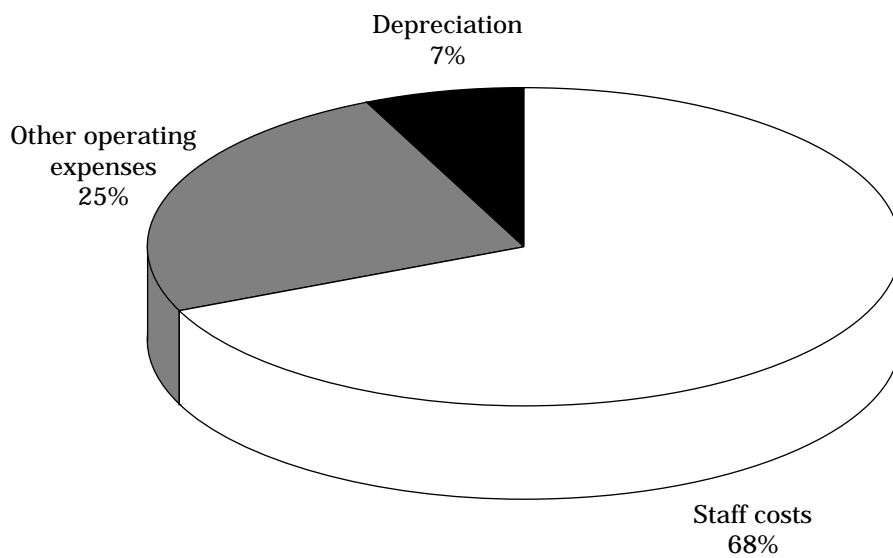
Hills Road Sixth Form College: estimated income (for 12 months to July 1996)



Estimated income: £4,035,000

Figure 6

Hills Road Sixth Form College: estimated expenditure (for 12 months to July 1996)



Estimated expenditure: £3,756,000

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