

**REPORT
FROM THE
INSPECTORATE**

John Leggott College

January 1995

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL**

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 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.

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.*

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FEFC INSPECTION REPORT 02/95

JOHN LEGGOTT COLLEGE

YORKSHIRE AND HUMBERSIDE REGION

Inspected September-October 1994

Summary

John Leggott College is one of two further education colleges in Scunthorpe. It offers mainly GCSE and GCE A level courses for 16-19 year old students. It is a successful college which has developed strong links within the local community. The governing body is supportive and takes a keen interest in the activities of the college. The college is well managed, channels of communication are effective and there is a wide range of recently-developed policy statements. The college has a close partnership with local schools. There is a carefully-structured and effective programme of guidance and support for students. Students enjoy high levels of achievement and examination results are good. Staff are well qualified and committed and the staff-development programme is well-established and effective. A detailed framework for quality assurance has recently been established but the full range of performance indicators has yet to be introduced in practice. Some good industrial links have been established although these and other European links are at an early stage of development. The college should address: the further development of vocational training and workshop support for core skills in line with its strategic aims; more effective implementation of its equal opportunities policy; the establishment of a review mechanism for college policies; monitoring of the tutorial programme in the light of students' feedback; the linking of the student charter to the quality framework; the development of a more formalised approach to performance monitoring and review; the extension of library opening hours; and improved access to information technology facilities.

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		2
Resources:	staffing	1
	equipment/learning resources	2
	accommodation	2

Curriculum area	Grade	Curriculum area	Grade
Science and technology	1	Creative and performing arts	1
Mathematics and computing	2		
Business and economics	3	English and media	2
		Humanities	2
		Foreign languages	2
		Social sciences	2

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INTRODUCTION

1 John Leggott College was inspected in two stages during September and October 1994. A team of nine inspectors spent a total of 37 inspector days between 10 and 14 October 1994 inspecting aspects of cross-college provision. Prior to this, 48 inspector days were used for the inspection of specialist subject areas. In all, inspectors visited 158 classes, examined samples of students' written work and held discussions with college governors, senior managers, staff and students, parents, employers, representatives from the Humberside Training and Enterprise Council (TEC), and representatives of the wider community.

THE COLLEGE AND ITS AIMS

2 John Leggott College was established in 1968 as the sixth form college for Scunthorpe and the surrounding area. It has concentrated mainly on providing General Certificate of Secondary Education (GCSE) and General Certificate of Education advanced level (GCE A level) courses for 16-19 year old students. North Lindsey College, a general further education college, which is located on an adjacent site, is the main provider of adult and vocational courses.

3 Scunthorpe, with a population of 60,000, has seen a significant change in its industrial and commercial base over the last decade. In the early 1980s, over 20,000 people were employed by its largest employer, British Steel. This figure has now dropped to 5,500. Scunthorpe has a minority ethnic community comprising approximately 7 per cent of the local population, and the college has developed courses in English for speakers of other languages. A significant proportion of students receive maintenance grants from Humberside or Lincolnshire County Councils.

4 The college recruits mainly from eleven 11-16 schools and two special schools in Scunthorpe and surrounding areas. A high proportion of the students live in rural areas up to 15 miles from the college. Rates of participation in full-time, post-16 education in the area have increased from 33 per cent in 1985 to 68 per cent in 1993.

5 At the time of the inspection there were 1,310 full-time students attending the college, representing a 43 per cent increase since 1990. Eighty-three per cent of students were engaged on advanced level courses. In September 1994 the college offered adult evening classes for the first time, and 131 students are currently enrolled. Percentage enrolments by age and level of study are shown in figures 1 and 2, respectively. Enrolments by mode of attendance and curriculum area are shown in figure 3.

6 There are 96 full-time equivalent teachers and 20 full-time equivalent support staff. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4. In September 1994, the single-subject departments were grouped into three curriculum areas, each under the co-ordination of a curriculum manager. The curriculum areas are: mathematics, science

and technology; English, languages, creative and performing arts; and business studies, humanities and social sciences.

7 In its mission statement, the college, as an open-access institution, aims to provide high-quality education and training, with a focus on the needs of young adults. It seeks to enable students to achieve relevant academic, general and vocational qualifications; to provide an environment in which students are encouraged to work on their own; to offer appropriate and supportive counselling that allows each student to reach his or her potential; to contribute to provision for mature students within its catchment area; to promote awareness of European and international affairs; to develop new courses to meet local, regional, national and international needs; to provide alternative routes to higher education and offer opportunities for 'flexible learning'.

RESPONSIVENESS AND RANGE OF PROVISION

8 The staff are aware of the national targets for education and training and of government and Council policies for further education. These are explicitly referred to in the college strategic plan and have featured subsequently in meetings and training events. The college has responded to the national targets by extending its range of GCE A levels, introducing General National Vocational Qualifications (GNVQs) and substantially improving its recruitment to science and mathematics GCE A levels against national trends in these subject areas.

9 There is a wide and well-established range of 34 subjects at GCE A level and 22 at GCSE level. Sixteen advanced supplementary (AS) subjects are offered. Prior to incorporation, there was an agreement with the local education authority (LEA) that the college should focus mainly on GCE and GCSE work, leaving vocational education and training to North Lindsey College. John Leggott College has now broadened its course portfolio to include GNVQs in four curriculum areas and adult education evening courses. There is also a foundation course which provides for students with learning difficulties and/or disabilities. Large numbers of students participate in the wide-ranging extension studies programme, some of which is accredited by the South Yorkshire Open College Federation, the RSA Examination Board and the Pitmans Examinations Institute. There are opportunities for students to engage in collective worship on three occasions during the week.

10 The college's mission statement and strategic aims are broad. The college has made a good start in extending its curriculum but some aspects of the new provision need further development if the college is to meet fully its stated aims. For example, the GNVQ programmes under recruited by 34 per cent; there was little provision for mature students on mainstream courses; there were no access into higher education courses; and opportunities for students to work more on their own had not been developed to the point where there was a significant amount of workshop

support for core and other skills. In addition, there were no opportunities to acquire National Vocational Qualifications (NVQs).

11 The college has developed comprehensive external links which ensure that its work is deeply rooted in the community it serves. For example, students interested in teaching as a career can spend half-a-day a week on school placements and students interested in local journalism use facilities provided by the local press to produce the college newspaper. The student football teams compete in local adult leagues. Students' art and design work is exhibited at venues across the town and wide ranging musical activities involve students, staff and the community. College facilities are used up to 700 hours per year by many different community groups. There is close co-operation with the neighbouring further education college and joint application procedures improve the already highly-effective links with schools. There are regular opportunities for parents to discuss matters with tutors, and a wide range of open events involve school pupils in popular competitions and conferences.

12 The college has responded to the needs of groups who do not usually enter further education. For example, the foundation programme for students with learning difficulties and/or disabilities is well organised in conjunction with special schools and is well regarded by parents. It includes work placements. Seven per cent of total enrolments are from minority ethnic groups, and this matches the proportion of such groups in the community as a whole. Extensive and effective language support is offered to some 80 students whose first language is not English.

13 There are some productive links with industry, sustained by an active liaison committee and a college co-ordinator. There are also good working relations with the Humberside Careers Service who support a work experience scheme in which some 60 per cent of students take part. In one such scheme, run in conjunction with British Steel, the company trains students in inter-personal skills and they are required to present findings about real projects to senior managers. This scheme is a finalist in the national Gardner Merchant awards for excellence in education business partnerships. Many staff use such links with industry to enrich the curriculum but the practice is not uniform. There are well-established foreign exchange programmes for languages students, including work experience abroad. However, European awareness across the curriculum is at an early stage of development. The college makes full use of its external links to promote courses and has an effective marketing strategy for its present provision. There is a good range of publicity materials and a high-quality prospectus.

14 The college has an equal opportunities policy, approved by the corporation, and a committee to monitor its implementation. The policy applies to all aspects of the work of the college. However, the committee has met only once in the last year, and there is inconsistency in the extent to which departments have adopted the policy.

GOVERNANCE AND MANAGEMENT

15 The governing body has a membership which reflects the interests of the community, industry and commerce. There are 20 members including the principal, two members of college staff and a student. They bring a wide range of knowledge and experience to the governing body. There are members from the LEA and the local TEC and 11 of the governors have backgrounds in industry, commerce and the professions including accountancy, law and company management. Many governors have links with schools or have specialist knowledge of students with learning difficulties and/or disabilities, and many are parents of past or present students. There are no governors from the minority ethnic communities.

16 Governors understand their statutory duties and have been well supported by a range of development activities including some arranged by the LEA, a weekend activity arranged by the college, and presentations made at governors' meetings. They are knowledgeable about relevant legislation, key Council circulars and current issues. Governors participate in college activities. They include class visiting as part of their programme. They play an appropriate part in the formulation of the strategic plan. Corporation meetings are held at least three times a year and are well attended. There is an appropriate committee structure and membership of committees is organised to make best use of governors' knowledge and experience. Meetings are provided with relevant documentation. A code of practice, based on FEFC guidelines has been adopted. The college makes effective use of outside consultants for specific tasks; for example consultants have been used recently to help with internal and health and safety audits.

17 The strategic planning process is consultative. The annual operating statement clearly details responsibilities and completion deadlines and there is a procedure for its systematic review. The ethos of the college, its aims and objectives are supported by staff and reflected in the various subject and department development plans. Communication throughout the college is good. Senior managers and teachers are briefed daily by the principal at early morning meetings and students receive a daily bulletin of important issues during their registration periods. A range of committees supports the work of the college. Most committees meet regularly according to a published schedule and their terms of reference, membership and inter-relationships are well documented. The meetings have detailed agendas and clear minutes.

18 The senior management team comprises the principal, three vice-principals, three assistant principals and the finance and administrative manager. The management structure was strengthened at incorporation to reflect the additional responsibilities required for financial management. The curriculum and its delivery are managed through three curriculum managers who co-ordinate the work of heads of subject, a GNVQ co-ordinator who oversees the work of course leaders, and learning

support co-ordinators. Student support is managed through senior tutors and teams of personal tutors. Staff understand the management structure of the college and have ready access to senior managers. There is an extensive range of policy statements covering many areas of college activity. These have been established after consultation with staff and sometimes with outside bodies. They are included in the college's staff handbook. A review cycle for these policies has not yet been established.

19 The college's average level of funding for 1994-95 is recorded by the FEFC as £19.42. The median for sixth form colleges is £19.81. The college has a projected budget for the 12 month period August 1994 to July 1995 of £4.16 million of which 98 per cent is funded by the FEFC. Summaries of the college's estimated income and expenditure are shown in figures 5 and 6, respectively.

20 Financial allocations to the subject departments are based partly on weighted student numbers. This system has been evaluated and refined and is regarded as equitable by subject heads. In addition, funding to promote particular developments is available through a bidding process. A good feature of this system is that bids must be matched to the college's development planning process. Governors receive regular financial statements showing actual income and expenditure. The college has employed consultants to calculate course unit costs and is presently refining its methodology.

21 The college uses the Schools Information Management System, which provides relevant data for a number of personnel including managers, tutors, and curriculum leaders. A separate system supports financial management. Although the advisory committee considers information issues there is no management information user group where the further needs of existing users and the needs of potential users could be explored. Enrolment targets are set, student retention is monitored regularly and students' reasons for leaving courses early or changing subjects are analysed carefully. Students' destinations are fully documented.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

22 The college uses its close links with its associated schools to ensure that prospective students are given full information and guidance about the college and its courses. A team of 16 liaison tutors, each allocated to a particular school, arranges an extensive programme of events for pupils in their final years of compulsory schooling (years 10 and 11). Before they apply to the college, prospective students have informal discussions with liaison tutors in the school. After application, they are interviewed with their parents at the college. The college participates with two other colleges in a joint admissions system administered by the local careers service, which helps to ensure that students choose the most appropriate course and institution.

23 In July of each year there is an induction day at the college for intending students during which they can gain some experience of the subjects they have chosen. They are issued with an information booklet which includes a student agreement. The induction day is evaluated by a student questionnaire, the responses to which reveal a high degree of satisfaction. To ensure continuity, students are allocated a personal tutor for the July induction day and remain in the same tutor group throughout their course.

24 Enrolment is thorough and well organised. All students receive a further 25 minute interview with their personal tutor, in which their additional learning needs are addressed and they choose their vocational extension studies. Tutors receive a high level of support and training for interviewing. Students are encouraged to bring their records of achievement to the interview. Applicants for adult evening classes receive individual guidance at a separate advice evening.

25 By the first day of term, students are already familiar with the college and are able to make a smooth start to their courses. They continue their induction during early tutorials which include sessions on study skills and on how to plan their targets for learning. They receive a copy of the college charter and an informative student handbook. Many subject departments issue students with handbooks outlining the aims, methods and content of the course. Students who wish to make changes to their course follow an agreed procedure which ensures that there is full discussion with all staff involved and that parental approval is obtained.

26 The college's learning support centre offers guidance to students who require extra help with numeracy or language. There is good communication between subject teachers and support centre staff, and useful records are kept. Students with learning difficulties and/or disabilities, and those for whom English is not their first language, receive a generous level of support.

27 Students receive regular feedback from their teachers about their progress. A formal review of progress is conducted each term, involving self-assessment, dialogue with teachers and the setting of agreed targets. These targets are sometimes too bland and the forms used are being re-designed to address this. The college timetable is suspended for half-a-day each term to allow students to review progress across all their subjects with their personal tutors. This is followed by parents' evenings at which progress and learning targets are discussed.

28 The planning of students' learning, including the setting of learning targets and the recording of achievement, is actively encouraged and built in to the tutorial programme. Students are encouraged to use their record of achievement in making applications to employment and higher education. The college has worked hard to convince students of the value of the process, and the majority of students now leave with a completed national record of achievement. Tutors have received appropriate training and are issued with a comprehensive staff handbook.

29 Personal tutors play a key role in providing a supportive environment for students. They work in four teams, well led and supported by four senior tutors. The senior tutors meet weekly with the vice-principal for student support and are responsible for monitoring the work of tutors to ensure consistency. All students meet their personal tutor each day for 15 minutes. This allows tutors to make further appointments with individuals as necessary and to read the daily college bulletin. The weekly cross-college tutorial programme includes careers and higher education guidance, health education, study skills, the planning of learning, and discussion of personal and social issues such as equal opportunities. The programme is efficiently co-ordinated and tutors are supported by relevant materials and training in how to use them. Students each receive a copy of the tutorial programme for the year. Tutors seek students' views on the programme, and because some students have expressed dissatisfaction with some of the activities, the college is reviewing the content and delivery of the programme.

30 Students value highly the careers and higher education guidance they receive. This includes a full and well-organised programme of talks and visits and easy access to individual advice. The college makes good use of the Humberside Careers Service through an agreed annual plan. The plan includes the organisation of work experience placements, which are taken up by a high proportion of students. There is a well-resourced careers suite staffed by a full-time receptionist, and members of the careers service are available for three days a week.

31 Personal counselling and guidance is provided primarily through personal and senior tutors. Over half the personal tutors have received staff development in basic counselling skills. There is an effective partnership between personal and senior tutors in helping individual students, and specialist help is enlisted from a wide range of outside agencies who see students in college by appointment. The college chaplain plays a full part in the life of the college and is also a qualified counsellor, offering a confidential service to students. There is, however, no woman counsellor available in college. The system for monitoring and following up attendance works effectively: personal tutors are informed daily of all absences from classes, and follow up poor attendance, involving senior tutors and parents as appropriate.

32 The student council provides an effective channel of communication between the tutor groups and college management. Students report that they are regularly consulted and that their concerns are taken seriously. Students' views were taken into account in the refurbishment of social and canteen facilities, and in drawing up the college charter and tutorial programme. The student governor is encouraged to contribute to governors' meetings. The council receives helpful support from a staff liaison officer and has been provided with a well-equipped office.

33 The principal and senior staff have a good knowledge of individual students, and students feel that they can readily approach staff at all levels

for help. Close communication between all concerned provides a strong network of support, and reflects the high level of commitment which the college has to the welfare of its students.

TEACHING AND THE PROMOTION OF LEARNING

34 Teachers demonstrate a thorough knowledge of their subject areas and sound class management is based on good relationships with students. Schemes of work are detailed, and these are underpinned by assessment and homework policies. Additional tuition is offered to support students who are experiencing difficulties with their studies. Lessons are well prepared although there is inconsistent use of lesson plans. Of the 158 teaching sessions inspected, 76 per cent were judged to have strengths which clearly outweighed weaknesses, which is well above the national average. The following table summarises the grades allocated to the sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE AS/A level		21	56	21	1	0	99
GCSE		4	13	7	1	0	25
GNVQ		1	2	2	1	0	6
Other		8	15	5	0	0	28
Total		34	86	35	3	0	158

35 In the sciences, teachers displayed a mastery of the subject matter. They had high expectations of their students and the standard of work set was challenging. In physics, teaching schemes were detailed and well structured with homework regularly set and carefully marked. In electronics, students used guidebooks prepared by teachers which provided an accurate and clear synopsis of each topic. Lessons incorporated an appropriate balance of both theoretical and practical activities. In chemistry, the Salter syllabus is well developed and the work of the department has gained national recognition. The vocational emphasis of the scheme has resulted in strong links with British Steel, with whom students have undertaken a number of research projects. Practical work in biology was carried out safely and competently. The pace of work in some of the theory sessions in biology was too slow and as a consequence students were not always fully engaged in topics. Although students in the design, communications and technology classes spoke positively about their project assignments, the wide range of their abilities and needs were not always well catered for in the teaching programmes.

36 Music teaching was dynamic and inventive: theory and practice were well integrated. Students benefited from the development of self-study packs. Theatre studies sessions focused on workshops where students were actively involved in developing both their performance and

interpersonal skills. Relationships between teacher and students were excellent. Students in art and textiles enjoyed their studies and effectively developed creative skills. The system of recording the progress of the students was, however, incomplete and students had only a superficial knowledge of computer-aided design techniques. Teaching in physical education utilised a wide range of resource materials. Practical and theoretical activities were well planned, appropriately varied and included comments from teachers about improving performance and technique. The induction programme for the GNVQ leisure course provided a useful introduction for students on the importance of team and core skills.

37 Mathematics teachers make regular checks to assess students' understanding of topics. Students were provided with helpful GCE A level revision guides which included past examination questions and model answers. There was some excellent use of mathematical language and concepts and staff were skilled at provoking student enquiry. These features were well exemplified in a statistics class where students sensibly debated the use of the normal distribution: the teacher used a variety of methods of working, including group work, investigation, and the use of learning materials. Visual aids were seldom used and the application of information technology could have been better managed. There was a thorough approach to the software development process in practical computing classes and teachers produced a wide range of materials for GCE A level students which helped them to produce good project work.

38 In English and media studies, teachers were careful to match tasks to students' abilities and to ensure a clear line of continuity between one lesson and another. The close rapport between staff and students ensured that their interest and attention was continuously secured. In a literature lesson, for example, the teacher managed a theatrical 'read through' of a drama text, whilst at the same time making checks on students' levels of appreciation and understanding. In another session, the teacher related a task set for students to his own experience in a lucid and imaginative style. The marking of coursework was thorough and fair and endorsed by external moderator reports. In a number of classes, there was little use of audio-visual or other teaching aids in situations where they would have enhanced the learning.

39 The transition from GCSE to GCE A level studies are well managed in modern foreign languages. For example, students in literature lessons start the GCE A level course by studying short manageable texts such as songs and poems. Teaching was competent and skilful, and conducted with energy and enthusiasm and predominately in the language being learned. The sound linguistic skills of teachers provided a role model for students. Schemes of work contained a framework for the year but lacked a detailed sequence of topics including the materials and methods to be used. Course outlines were not shared with students. Testing was not regular or rigorous and resources, such as satellite television and the language laboratory, were used insufficiently.

40 In business studies, students' work was regularly set and returned promptly. Coursework was marked fairly and contained helpful commentaries from teachers. In some of the GCE A level and GNVQ classes students were too often passive recipients of information and there were insufficient checks on their work. Group skills were poorly developed and learning outcomes were not always reviewed in relation to class objectives. In economics, there were extensive and constructive dialogues between teacher and students. The students demonstrated high levels of interest and motivation. There was, however, little use of external speakers or field trips and the scheme of work referred almost exclusively to the use of textbook resources.

41 In the social sciences, teachers had prepared thoroughly for lessons and students were supplied with relevant textbooks. Frequent checks on students' understanding of previous work were undertaken and visual aids, including computers, were used to good effect. In a GCE A level psychology session, for example, students were planning a series of experimental tests to be administered to others in the class, and one group employed a portable computer to investigate a particular approach. Some of the temporary classrooms used were less conducive to effective teaching and learning, because of the limited resources available. In GCE A level general studies, teaching teams had been formed from a broad range of curriculum areas and thematic study booklets supported learning topics. However, as a consequence of the tutorial approach there was a smaller amount of specialist input, and there were few opportunities for students to undertake specialist extension work.

42 In humanities, the teaching of geography was particularly good. Teachers related learning to students' experience at both a personal and local level. Learning programmes were planned carefully. For each lesson, aims and objectives were clearly stated and key outcomes summarised. Students' thinking was sharpened by constructive challenges on the part of teachers who provided an enquiry-based approach to learning. Opportunities for students to engage in class discussion were more limited in history. In law, a detailed course guide had been provided for all students, and effective questioning techniques used by the teacher ensured a good understanding of key concepts. Teaching was less well structured in religious studies and philosophy. Learning outcomes were not clearly identified.

43 Students with learning difficulties and/or disabilities are well supported at the college. They are provided with a curriculum which includes numeracy, literacy and information technology as well as work experience, vocational options and leisure activities. A variety of teaching processes was employed and these addressed the needs of individual learners, for example those with visual impairment, as well as those of the group as a whole. Worksheets, often handwritten, were not always matched to the age and maturity of students.

STUDENTS' ACHIEVEMENTS

44 Students worked with enthusiasm and interest. In performing arts they enjoyed their studies, readily volunteered opinions and willingly participated in activities. In chemistry, there was a high level of student participation in question and answer sessions and in all practical classes. In geography and politics many of the whole group discussions were of high quality.

45 In psychology and sociology students often worked together effectively in small groups, displaying sound oral skills. Small group work was also used to good effect in politics classes: in one class, three sub-groups who were researching information to feed back in the next lesson displayed good research, time management and negotiating skills. In an English class, students worked well together in analysing the design and impact of print commercials. However, in GNVQ business studies, group work was less effective, partly because of the restricted space in classrooms.

46 Students displayed competence in practical sessions. In science, they were able to interpret results correctly and demonstrate safe and effective laboratory techniques. The college grounds were used to good effect for biology fieldwork. Electronics students had received maximum marks, confirmed by an external moderator, for a project involving circuit wiring. Project work in GCE A level computer science was also of a high standard. Music students showed a very high standard of practical and creative skills.

47 Written work was generally well presented and structured, and students displayed good levels of understanding.

48 Information technology is well integrated into many subjects, particularly the sciences. Students of GCSE chemistry used a random counting method with dice to simulate radioactive decay. The results were plotted graphically using a computer programme, enabling students to relate chemical, mathematical and information technology concepts. Language students produced a foreign language newspaper using desktop publishing techniques. Students in other subjects, such as art and physical education, would benefit from increased opportunities to use information technology.

49 Students with learning difficulties and/or disabilities enjoyed their studies, and spoke highly of the induction they had received before starting the course. They were able to work effectively both individually and in groups, and to use information technology in drawing up their plans for learning and records of achievement. Retention on the course is high and students are meeting the standards required for externally-validated qualifications.

50 The extension studies programme provides students with good opportunities to develop their skills and achieve success. Students take part in a wide range of practical, creative, community and sporting activities, and have the opportunity to develop core skills such as information technology and foreign languages. Individuals and teams

have achieved national honours in sport, and the college estimates that 800 students take part in the sporting programme. There are regular dramatic and musical productions. Music is an area of considerable achievement. Over 100 students receive individual instrumental tuition, and the bands, orchestras and three choirs rehearse for a full programme of concerts over the year, some of which are broadcast on radio.

51 Outstanding individual student achievements in 1994 include the highest marks nationally in the GCE A level Salter chemistry and Cambridge history syllabuses, four gold certificate winners in a national mathematics competition, and participation in county and national choirs and orchestras.

52 There were high levels of achievement in the GCE A level examinations. Of the 1,489 subject entries in 1994, 53 per cent gained grades A-C, and 88 per cent gained grades A-E. In 1993, the comparative figures for sixth form colleges nationally were 46 per cent and 80 per cent, respectively. Of the 37 subjects taught in the college, 23 had pass rates of over 90 per cent. These results reflect similarly high achievements in previous years. The college shows exceptional strength in chemistry: in 1994, 70 per cent of the students gained grades A-B and 88 per cent gained grades A-C. Only in human biology, religious studies and sociology, were the rates below the national average. With 5.2 points per A level entry the college falls into the top 10 per cent of the 1994 Department for Education performance tables. The college also measures A level achievements in relation to students' entry qualifications. In 1993, students in all subjects except mathematics, history and sociology gained, on average, better results than expected when compared with their GCSE results on entry.

53 In GCE AS examinations, students' achievements were significantly above national levels. Of the 101 subject entries, 47 per cent gained grades A-C and 83 per cent gained grades A-E. In 1993, the comparative figures for all sixth form colleges were 37 per cent and 72 per cent, respectively.

54 Students taking the one-year GCSE courses achieved an overall A-C pass rate of 60 per cent. Seventy-three per cent of those repeating GCSE English were successful in achieving a grade A-C pass. The college's pass rates over the last two years are summarised as follows:

Year	1993		1994	
	Entries	% Pass	Entries	% Pass
GCE A level	1,117	86.7	1,489	87.8
AS level	82	82.0	101	83.2
GCSE	704	53.8	640	59.5

55 The number of students completing their courses is high. For example, of those who started the two-year GCE A level course in September 1992, 86 per cent sat the examination in summer 1994. The

retention rate for all students from November 1993 to May 1994 was 95 per cent. Most students go on to higher education on completion of their courses. In 1994, 68 per cent entered higher education, 6 per cent went to further education and training and 7 per cent to employment.

56 The one-year GCSE and foundation level courses are successful in enabling students to go on to higher level courses. In 1994, 68 per cent of these students continued in further education, and 10 per cent went to employment or training. Thirty-six per cent remained at the college to study GCE or GNVQ advanced level courses.

QUALITY ASSURANCE

57 The college has recently produced a detailed charter addressed to students, staff, parents and the wider community. There is a student charter poster, well distributed about the college, which details the staff responsible for different aspects of college life. The charter includes statements about the students' rights and responsibilities. The statements, however, are difficult to quantify, and limit the extent to which performance can be measured. There is no overall co-ordinator for charter performance. Instead members of staff are expected to monitor the sections relevant to their areas of responsibility. The charter is not formally linked to the quality assurance framework.

58 A college policy and a framework for quality assurance have recently been produced. The framework includes a range of performance indicators which can be applied to the curriculum and other aspects of the college's work such as student guidance and resources. Quality improvement targets are set in the current business plan and operating statement. Not all the evidence indicators are fully functional, for example, the course handbooks, lesson observations and course costings. Some college services such as the library and refectory, lie outside the framework.

59 As part of the quality framework, a detailed review, which includes the analysis of an end-of-course student questionnaire, is undertaken by each department. The reviews are discussed with the curriculum vice-principal and departmental targets are set. There are examples of effective responses to issues raised by these reviews. For example, one department in response to student concerns about the quality of marked work has set a target of providing more detailed comments to students on their essays. The departmental reviews provide information about achievement, retention and student destinations, but they do not currently include the full range of performance indicators. The quality of the reviews is inconsistent; some are analytical, others are more descriptive and do not always provide a detailed commentary on examinations performance.

60 The college makes use of internal and external value-added measures as performance indicators. However, its internal value-added system is not fully understood by all staff.

61 The college's self-assessment report is detailed. It provides a commentary in relation to all cross-college aspects of provision listed in the FEFC Circular 93/28, *Assessing Achievement*. It judges the cross-college aspects to have many strengths and very few weaknesses. In relation to the inspection grades awarded it broadly reflects the views of the inspection team.

62 The Investors in People standard has recently been awarded to the college. There is a well-established policy on staff development. Staff have the opportunity to participate in a wide range of internal and external activities which are linked to priorities in the strategic plan. For example, the operational target to deliver and extend GNVQ programmes has been supported by Training and Development Lead Body assessor training. The Investors in People staff survey indicated poor monitoring of the outcomes resulting from training programmes and the college has recently re-designed its training application form in order to assess and disseminate outcomes more effectively. The staff appraisal system due to be introduced early in 1995, aims to 'celebrate good practice' and identify development needs. Appraisers need not be line managers. Appraiser and appraisee jointly agree an appropriate area of focus for the appraisal which includes an element of task observation. Performance monitoring and review is less systematic. There are no formalised college procedures.

RESOURCES

Staffing

63 The staff are well qualified: 90 per cent of full-time and part-time teachers are graduates, 25 per cent have higher degrees and 90 per cent have teaching qualifications. Almost 25 per cent of teachers are involved with national external examining bodies and about 20 per cent have recent industrial experience. In some vocational areas of the curriculum the proportion of those with experience of industry or commerce is higher; for example, 50 per cent of business studies teachers have had relevant vocational experience within the last five years. Thirteen teachers are undertaking assessor/verifier training to Training and Development Lead Body standards.

64 There has been a significant increase in the number of technical and support staff, notably in reprographics, art and design and information technology. Technical assistance is adequate in most areas of the college. In some curriculum areas, for example chemistry, technicians are invited to all departmental meetings and contribute fully to the decision-making processes. In modern languages there is insufficient technical support for audio-visual work and there is no technician support for music technology. In the library, the inadequate staffing levels do not allow opening outside teaching hours.

Equipment/learning resources

65 Equipment and learning resources are of a good standard. In particular, there are two language laboratories, well-equipped science laboratories, partially funded through external sources, and a wide range of equipment for music. There is a planned replacement strategy for all equipment throughout the college. Although equipment levels are sufficient to meet the needs of the curriculum, they are not always readily accessible to staff and students.

66 The quality and quantity of computing facilities is good. For example, there are about 200 computers providing a ratio of one computer to every seven students. The college has recently invested heavily in new equipment and modern software. There is no college-wide network but the computers are installed in clusters throughout the college, some in small local networks. There is a well-organised specialist room for GCE A level computer work and an open-access room for students using information technology to enrich their work in other subjects.

67 The library has over a 100 private study spaces and a comprehensive stock of books, journals, periodicals and newspapers. It is equipped with personal computers, a compact disk read-only memory (CD-ROM) database and video playback facilities. There is a press cuttings service for students. Generous financial support has been provided for books in new curriculum areas such as law. In other areas, such as economics and biology, the bookstock is dated. In modern languages there is a shortage of light fiction books. Students are provided with personal copies of core textbooks in all curriculum areas. Some learning resources produced in house, for example, the geography and history study guides, are of a high standard.

Accommodation

68 The college is situated in pleasant surroundings. The grounds and gardens are well kept and there are good facilities for soccer, rugby, hockey and tennis sports.

69 There is a wide range of buildings, the majority of which provide good learning environments. New areas of provision have recently been created; for example, information technology and home economics rooms, a cafeteria and drama studio. The college has an indoor 25 metre swimming pool which is also used by the local community. Despite innovative use of space, particularly in the science laboratories, there is some overcrowding at peak times in social areas such as the cafeteria and student common room. In business studies and art and design classrooms, the rooms are small and inappropriate for group work.

70 The buildings and site are maintained to a high standard. They are clean, well decorated and carpeted. Wall displays are attractive and relevant to the learning activities. The accommodation in the temporary classrooms is of a lower standard. There is limited access above ground level for students with restricted mobility.

71 The college has developed an accommodation and maintenance strategy including a projected new building programme to replace temporary provision and the establishment of a central learning resource area.

CONCLUSIONS AND ISSUES

72 The college is successful in providing high-quality education focused on the needs of young adults. The particular strengths of the provision inspected are:

- an appropriate management structure and clear channels of communications
- an active and supportive governing body
- a comprehensive range of policy statements
- strong links with the local community
- effective marketing and good publicity materials
- high standards of teaching and achievement, particularly in the sciences, and creative and performing arts
- examination success rates above the national average
- comprehensive pre-enrolment guidance
- effective tutor teams well supported by senior tutors
- a full and carefully sequenced programme of careers and higher education guidance
- a framework for quality assurance which includes detailed departmental reviews
- a staff-development programme which relates to the strategic plan
- well-qualified and committed staff
- newly-equipped information technology rooms.

73 If the college is to build upon existing high standards, it should address the following issues:

- implementation of the full range of evidence and performance indicators outlined in the quality assurance framework
- increased consistency in the quality of departmental reviews
- the development of a more formalised approach to performance monitoring and review
- the establishment of a process to review its policy statements
- more effective implementation and dissemination of its equal opportunities policy
- further development of vocational training and of workshop support for core skills, in line with the college's strategic aims

-
- the extension of industrial, European and other international links to a wider range of curriculum areas
 - the extension of library hours
 - improved access to information technology facilities.

FIGURES

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- 1 Percentage enrolments by age (1994-95)

 - 2 Percentage enrolments by level of study (1994-95)

 - 3 Enrolments by mode of attendance and curriculum area (1994-95)

 - 4 Staff profile – staff expressed as full-time equivalents (1994-95)

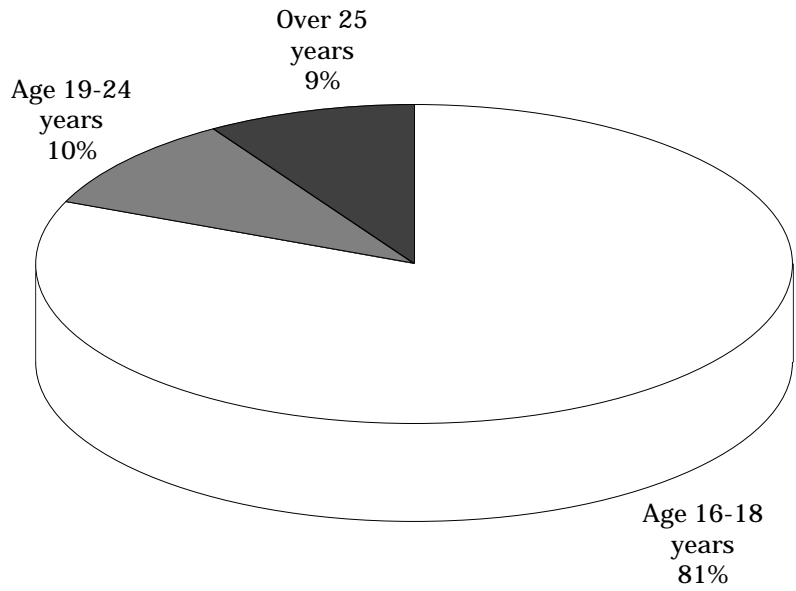
 - 5 Estimated income (for 12 months to July 1995)

 - 6 Estimated expenditure (for 12 months to July 1995)

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

Figure 1

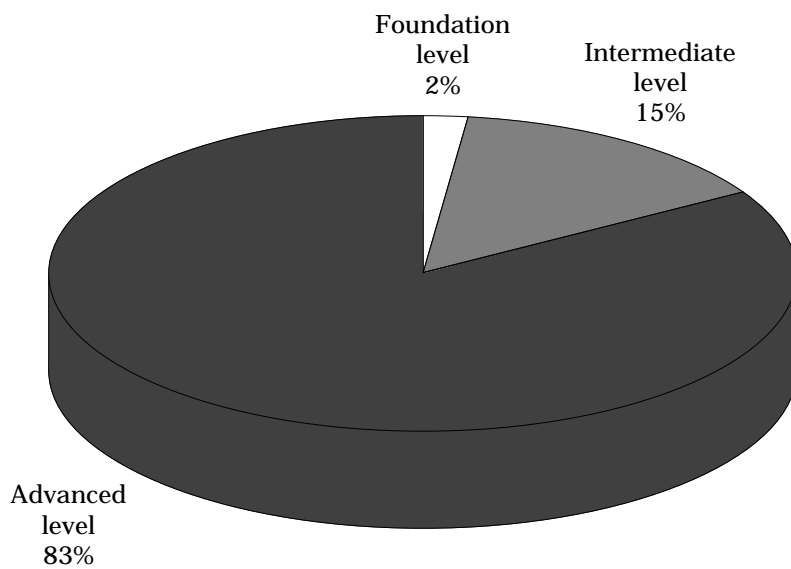
John Leggott College: percentage enrolments by age (1994-95)



Enrolments: 1,441

Figure 2

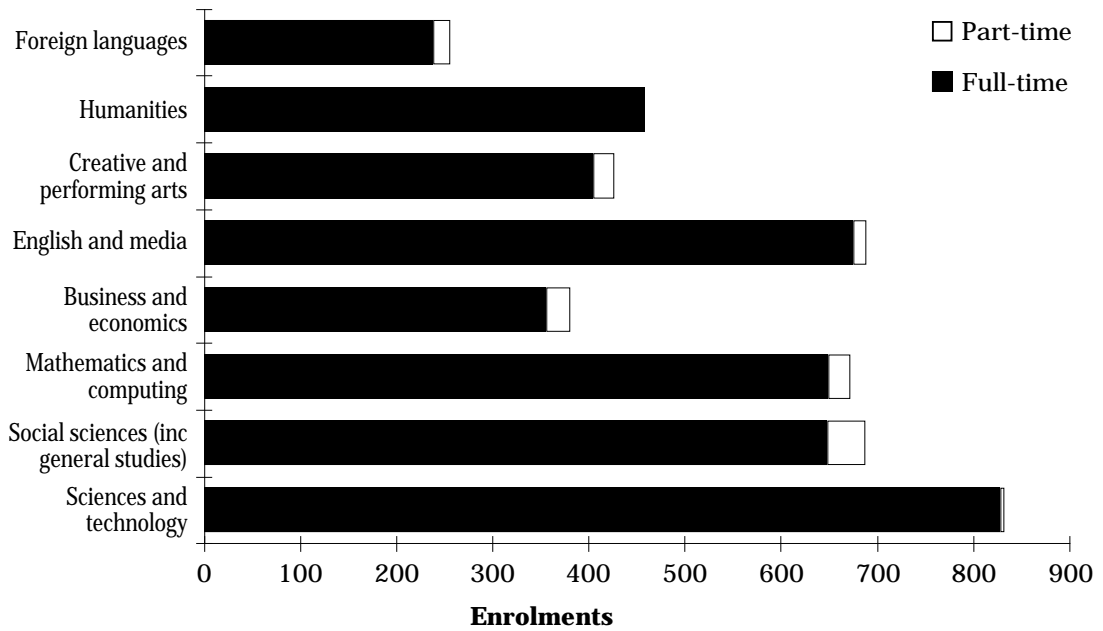
John Leggott College: percentage enrolments by level of study (1994-95)



Enrolments: 1,441

Figure 3

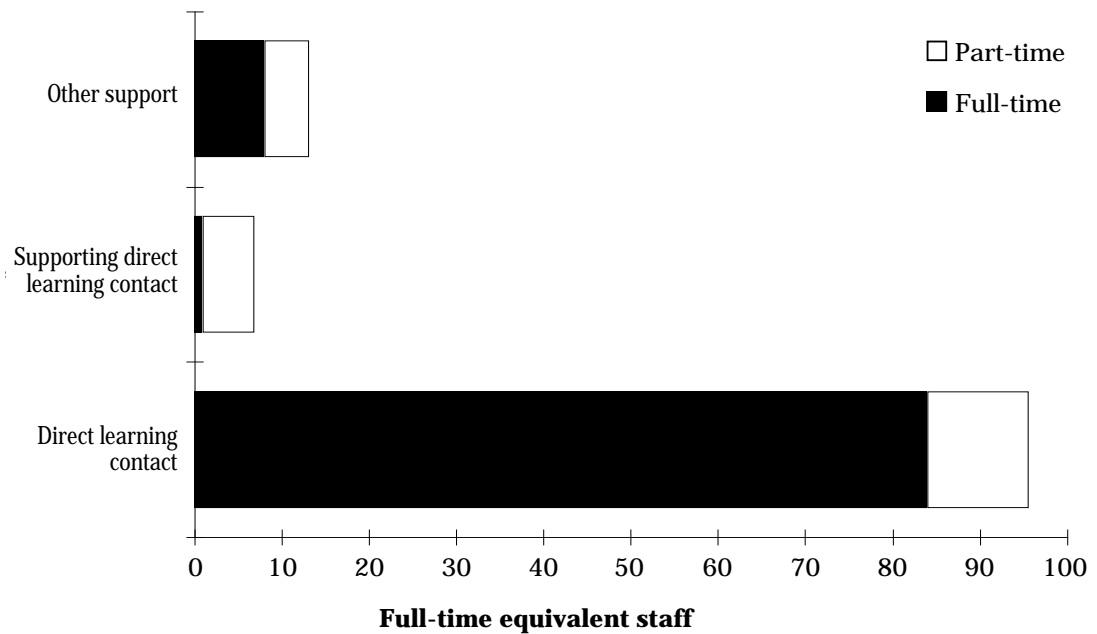
John Leggott College: enrolments by mode of attendance and curriculum area (1994-95)



Enrolments: 1,441 *Note: students normally enrol in more than one curriculum area.*

Figure 4

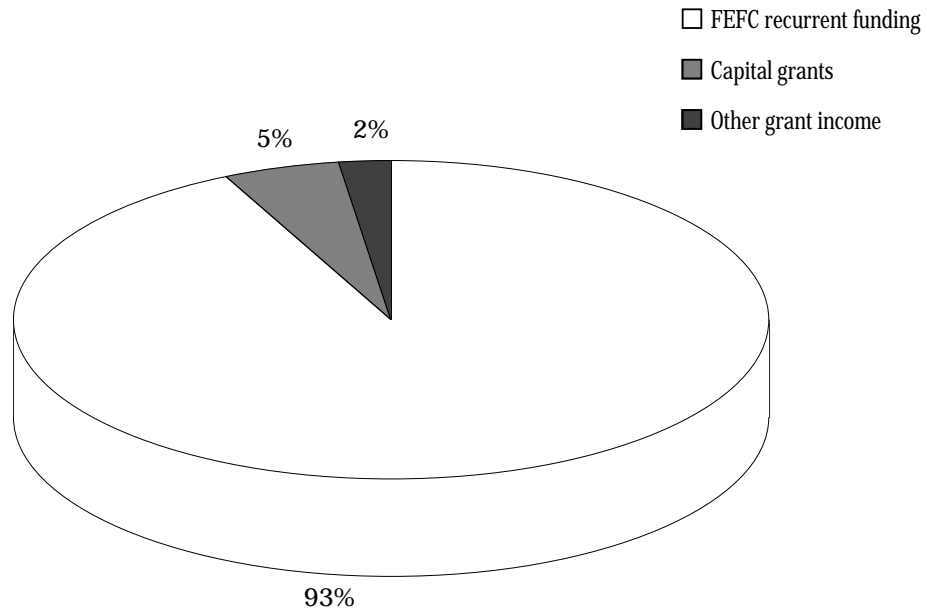
John Leggott College: staff profile – staff expressed as full-time equivalents (1994-95)



Full-time equivalent staff: 116

Figure 5

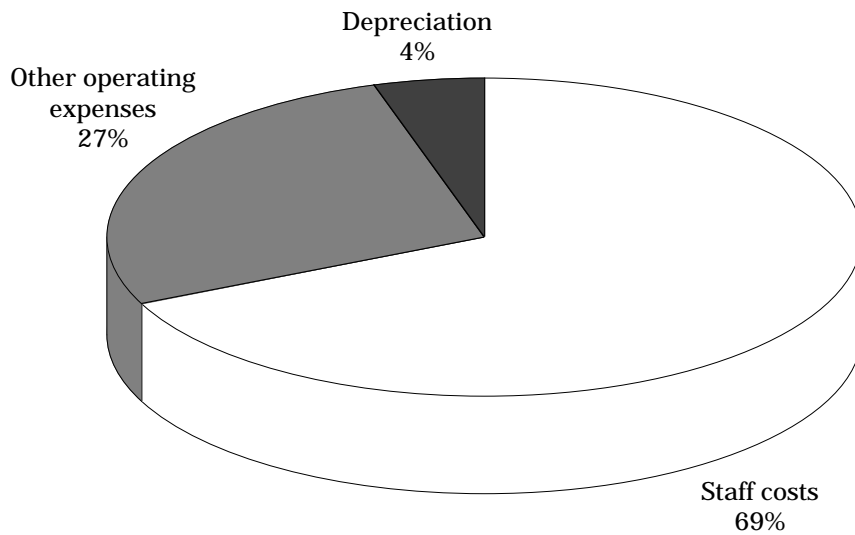
John Leggott College: estimated income (for 12 months to July 1995)



Estimated income: £4.16 million

Figure 6

John Leggott College: estimated expenditure (for 12 months to July 1995)



Estimated expenditure: £4.15 million

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