

# King Edward VI College, Stourbridge

REPORT FROM  
THE INSPECTORATE  
1998-99

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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

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

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## Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

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

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

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

## Student Achievements

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

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

# Summary

## King Edward VI College, Stourbridge

### *West Midlands Region*

#### Inspected February 1999

King Edward VI College, Stourbridge, is a designated college. Its instrument and articles are unique to the college. The college is highly successful and a popular provider of GCE A level courses for full-time students aged 16 to 19. It pursues its mission successfully and draws students from an extensive area. The curriculum areas inspected were in science and humanities which constitute 90% of the college's provision. Inspectors were broadly in agreement with the judgements reached by the college for its curriculum provision. The college's grading of some curriculum areas was modest. A thorough and well-constructed action plan accompanied the self-assessment report.

Student numbers have grown significantly and the college has exceeded its enrolment targets in each of the last three years. Teaching is of a good standard. The college promotes high academic expectations and its students' achievements are outstanding. Most students go on to university education. There is a full enrichment programme which is a particularly strong feature of the college. The college places high priority on pastoral guidance and provides good pre-entry advice. The induction programmes are carefully managed and

effective. There is a useful schools and work experience programme. Careers advice is a particular strength. Questionnaires used to seek opinions of students, parents and governors are effective and result in improvements. The college has addressed weaknesses indicated in the previous inspection report and some that it identified in its self-assessment. The college has an effective and consultative strategic planning process. Governors use their skills and experience effectively, and clearly understand the distinction between governance and management. The governing body pays close attention to students' achievements and fulfils its responsibilities well. The college has a clear management structure. Substantial efficiency gains have been made in the last two years. The college's financial management is good. The college should improve: the effectiveness of some tutorials; the identification of support needs; its knowledge of the issues on which students seek or need counselling; its arrangements for ensuring effective quality assurance procedures in all departments; the use of performance indicators in all areas of the college's work; links between self-assessment and strategic planning; its implementation of staff appraisal; the appointment process for governors; governors' formal links with students; the formal development and training programme for governors; and the deployment of its physical resources.

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

Curriculum area	Grade	Cross-college provision	Grade
Chemistry and physics	1	Support for students	2
Mathematics	2	General resources	2
English	1	Quality assurance	3
History	1	Governance	2
Geography	2	Management	2

## The College and its Mission

1 King Edward VI College, Stourbridge, is a designated sixth form college. It was established in 1976 in the buildings of a former boys' grammar school whose foundation dates back to its Royal Charter of 1552. The college buildings are owned by a separate body of foundation trustees.

2 Stourbridge is a mixed residential and manufacturing area on the western fringe of the West Midlands conurbation. Employment in the locality's traditional manufacturing base has declined progressively whilst service provision has grown. The local unemployment rate has improved since the recession of the early 1990s and is now close to the national average, although the rate for males is more than twice that for females. There are good travel links with the West Midlands conurbation and also from rural areas to the south; these enable the college to draw students from an extensive area.

3 The college has increased its enrolments by 34% since 1993. Students come from a variety of backgrounds. Currently, around 20% of the students are from Stourbridge schools, 60% from other schools within the Dudley Metropolitan Borough and 20% from schools outside the borough. Achievement within the borough at general certificate of secondary education (GCSE) level and the rates of participation in education at ages 16 and 17 are slightly below the averages for England. The proportion of students from minority ethnic groups reflects that of young people in the college's 21 main partner schools. Currently, all students are aged 16 to 18 years and the female to male ratio is 57:43.

4 Within the college's recruitment area there are three general further education colleges, another sixth form college, five schools with sixth forms (one for boys only) and two 16-plus centres run by other colleges within the premises of 11 to 16 schools.

5 The senior management team comprises the principal, two vice-principals, an assistant principal, and the bursar who is also clerk to the governors. The senior management team members, other than the bursar, share the line management of 13 heads of department and the cross-college managers. The main consultative group is the joint management committee comprising senior management, heads of department and cross-college managers. Student support is co-ordinated by the assistant principal. The college currently employs five senior managers, 81 teaching staff, 27 support staff and 20 caretaking and cleaning staff.

6 The college's mission is to provide high-quality academic, cultural and social education for students from Stourbridge and the surrounding region, working through an effective student support system, together with parents, partner schools and the wider community, whilst preserving and developing the established character of the foundation. All students follow general certificate of education advanced level (GCE A level) courses and 38 syllabuses are offered. The college promotes high academic expectations and for the last four years it has been in the top three sixth form colleges nationally in the performance tables published by the Department for Education and Employment (DfEE). The college places emphasis on creating a relaxed but purposeful environment in which students may fulfil their potential. There is a full enrichment programme which is complemented by numerous plays, concerts and competitive sports.

## The Inspection

7 The college was inspected during the week beginning 1 February 1999. Before the inspection, inspectors reviewed the self-assessment report and considered information from other directorates of the Further Education Funding Council (FEFC). The college provided

# Context

data on students' achievements in 1997-98 for the curriculum areas inspected. These were checked by inspectors against primary sources of evidence such as registers and pass lists issued by examining bodies and were found to be reliable. The college's data for 1998 and individualised student record (ISR) data for 1996 and 1997 were used to compile the tables in the curriculum area reports. The inspection was carried out by 10 inspectors and an auditor working for a total of 43 days. They observed 55 lessons, evaluated students' work and examined college documents. Meetings were held with governors, managers, other college

staff, parents, students and representatives from schools and external agencies. Inspectors also received a response to a standard questionnaire from the Dudley Training and Enterprise Council (TEC).

8 The following table shows the grades given to the lessons inspected and the profile for all colleges inspected in 1997-98. Of the 55 lessons inspected, 82% were judged to be good or outstanding and none were judged to be less than satisfactory or poor. This profile compares with the average of 65% and 6%, respectively, for all lessons observed during 1997-98.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level and GCSE	10	35	10	0	0	55
Total (No.)	10	35	10	0	0	55
Total (%)	18	64	18	0	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

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

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
King Edward VI College, Stourbridge	15.0	88
National average, all inspected colleges 1997-98	10.4	77

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

# Curriculum Areas

## Chemistry and Physics

### Grade 1

**10 Inspectors observed 13 lessons in chemistry and physics. They broadly agreed with the college's self-assessment of the science provision in chemistry and physics.**

#### Key strengths

- well-planned and effectively managed lessons
- outstanding examination pass rates
- high rates of retention and attendance
- confident and safe practical investigations by students

#### Weaknesses

- no evidence of differentiated learning

11 Chemistry and physics are large subject areas with 290 and 215 GCE A level students, respectively. There are relevant syllabuses which have a vocational bias. The college uses one examination board for physics with modular assessment throughout the two-year programme. Students are able to choose from the complete range of option modules available. Chemistry offers a choice of syllabuses. One allows a more in-depth study of cultural, moral and social issues. Both chemistry courses are linear, with examinations at the end of the two years.

12 Teachers plan and manage their lessons well. There are clear schemes of work and an assessment schedule. Teachers mark students' work carefully and provide comments which help students to improve their performance. The use of information technology (IT) by physics teachers has given a new dimension to some aspects of teaching. Teachers do not always recognise the different learning needs of students and there was no evidence of differentiation in the written material used such

as worksheets. This weakness was not identified in the college's self-assessment report. Although both subjects are effectively managed, the management structure for science does not encourage collaborative working.

13 Students are conscientious and committed to their studies. The standard of their work is high. This was recognised in the self-assessment report. Students carry out practical investigations in a confident and safe manner. Most students record their observations accurately and draw valid conclusions from them. Risk analysis and safe working form part of the assessment process. Students value the mature working relationship with staff and benefit from the friendly and supportive environment. Students' computer skills are not sufficiently well developed and inspectors considered that there was insufficient use of IT in chemistry teaching. The self-assessment report highlighted students' achievements and inspectors agreed that this was justified by outstanding results in GCE A level examinations. Pass rates are well above the national average for sixth form colleges; they include a pass rate for grades A to C in excess of 85% for both subjects and an average of over 96% for grades A to E. The overall retention rate is also high and over the last three years has averaged 90%. Both subjects record significantly high measures of added value using a nationally recognised system. Students' attendance and punctuality is good. The level of progression to higher education from science courses is excellent. These strengths were noted by the college in its self-assessment and inspectors agreed.

14 Students have gained notable success in national science initiatives such as the Physics Olympiad. The departments' involvement in national work-related schemes is good. Two examples of this are the Year in Industry Scheme and the Women Into Science and Engineering projects. As part of a similar national scheme, a group of physics students is working with a local company to solve a quality



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control problem for the company, which includes building a test rig for their proposed solution to the problem.

15 Teachers are well qualified and motivated. Inspectors agreed with the college's assessment that the departments have appropriate specialist equipment and other resources. The physics department has recently purchased computer hardware which is able to capture experimental data and display it in a variety of forms. Library and resource centres provide good support for the needs of the science departments. There is good text book provision.

## A summary of achievement and retention rates in chemistry and physics, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCE A level chemistry (Northern Examinations and Assessment Board)	3	Expected completions	71	100	68
		Retention (%)	92	92	93
		Achievement (%)	97	93	89
GCE A level chemistry (Salters)	3	Expected completions	62	31	61
		Retention (%)	92	87	79
		Achievement (%)	98	100	98
GCE A level physics	3	Expected completions	92	115	117
		Retention (%)	90	92	85
		Achievement (%)	99	95	99

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

# Curriculum Areas

## Mathematics

### Grade 2

**16 Inspectors observed 12 lessons in mathematics at GCE A and advanced supplementary (AS) levels and GCSE. The college's self-assessment of its mathematics provision was comprehensive and inspectors agreed with most of the judgements made in the report.**

#### Key strengths

- much good teaching
- well-planned and effectively-organised courses
- very high pass rates in all course examinations
- high levels of attendance and retention
- flexible course provision at GCE A level and GCE AS
- good range of learning resources

#### Weaknesses

- some students achieving less well than expected
- few curriculum links with industry

17 Mathematics is a popular subject at the college. Over 40% of students choose to take GCE A level and GCE AS mathematics. Students enjoy their mathematical studies and are well motivated. They have the choice of five main syllabuses, including a more theoretical course assessed purely by examination, courses which include a coursework element, and a double GCE A level course in further mathematics. There is also flexibility for students to add extra modules to form a GCE AS qualification, and options to change modules part way through a programme. There is a small GCSE resit programme for students who have not previously achieved a grade C or above.

Inspectors agreed with the college's recognition, in its self-assessment report, of this flexibility of provision as a strength. Enrolments in further mathematics have improved recently, following several successful conferences organised for pupils in partner schools which give them a practical 'taster' of studying mathematics at advanced level.

18 Most teaching is good. However, in a minority of lessons teachers do not present the work imaginatively and talk too much, leaving little time or opportunity for students to ask questions or discuss the work. As a result, students lose interest. Students value the individual support from teachers in lessons. Teachers closely monitor students' progress; they set and mark work regularly and give helpful feedback to assist students to improve their performance. There are 'drop-in' workshop sessions, four times a week throughout the year, which are well attended. While students on some courses have the opportunity to develop key skills in IT and communications as part of their mathematical work, the department has not yet developed a strategy to extend this to all students.

19 Courses are well planned and effectively organised. Teachers have detailed schemes of work which incorporate regular reviews of students' progress. They give adapted versions of these schemes to students. Teachers also use learning materials effectively to ensure that students know what to expect in coursework assignments and internal and external examinations. They provide induction materials to explain assessment methods and the timing of internal and external assessments.

20 Pass rates for GCE A level and GCE AS courses are well above sector averages and have been sustained at a high level over the last three years. The number of students obtaining good grades is high. For example, in 1998, 76% of students taking pure mathematics and statistics obtained grades A to C. Students' achievements at GCSE are outstanding. In two out of the last

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three years, all students have completed this course. Pass rates at grade C or above have improved over the last three years to 94%. Retention and attendance rates are very high across the department and have exceeded 90% or above for the last three years. Students who start on GCE A level and GCE AS courses come to the college with high GCSE grades and the department makes use of value-added analysis to monitor how these students achieve, compared with what would be expected on the basis of their previous GCSE performance. On this analysis, students taking further mathematics and statistics courses have achieved better on average than expected. However, within the overall provision of mathematics some students achieve on average lower grades than expected. This was acknowledged in the college's self-assessment. Students in the department have won prizes in national mathematics competitions. Last year, 39 students progressed to mathematics degrees

or degrees with a strong mathematical component.

21 Teachers are well qualified and experienced, and teamwork within the department has improved under strong leadership. There are good resources to support the teaching of mathematics. Students are provided with up-to-date course books and there is a good range of equipment for practical work, including graphical calculators which are widely used. These strengths were reported in the college's self-assessment and inspectors agreed. Access to computers is sufficient and the range of both paper-based and electronic materials has been improved. One recent addition is a bank of past statistics projects. There are currently few links with industry to widen students' access to realistic problem-solving in the curriculum. This weakness was acknowledged in the self-assessment report.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE mathematics	2	Expected completions	23	17	17
		Retention (%)	100	94	100
		Achievement (%)	87	82	94
GCE A/AS level mathematics and further mathematics	3	Expected completions	224	260	272
		Retention (%)	90	91	91
		Achievement (%)	94	95	94

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

# Curriculum Areas

## English

### Grade 1

**22 Inspectors observed 10 GCE A level lessons in English language and literature and in English literature. The department's self-assessment was thorough and inspectors agreed with the majority of strengths it identified. They considered that a few weaknesses were understated or not recognised.**

#### Key strengths

- lively teaching in the majority of lessons
- enthusiastic teaching of literature
- excellent levels of achievement in examinations
- above national average levels of retention
- high standards of students' written work
- an effective enrichment programme
- good standard of accommodation

#### Weaknesses

- lack of a system for planning and evaluating lessons

23 Over one-third of the students in the college are studying GCE A level English. At the beginning of the year, five students were repeating GCSE English and all achieved grade C in the 1998 winter examination. In the majority of lessons teaching is lively and sustains students' interest. In the more effective lessons, teachers are imaginative in the way they present the work and use a variety of appropriate learning methods which include work in pairs and groups and presentations by students.

24 Teachers provide effective handouts which are carefully structured to build students' interest. A lesson on Seamus Heaney's poem

*Tollund Man* used information on 'bog bodies' from the internet to provide effective background and context to a successful discussion of the poem's themes. Teachers show obvious enthusiasm for literature and promote effective learning by encouraging students to argue and debate issues in class. A lesson on Henry V's marriage proposal to Katherine of France in Shakespeare's play *Henry V* moved from close textual analysis to argument and then to showing a video of an illuminating excerpt from the Kenneth Branagh film of the play. A student presenting her views of a section of *The Wife of Bath's Prologue* brought to life her character in a medieval context while clearly relating it to modern feminist ideas. In a lesson on the pond bathing scene in E M Forster's *A Room with a View*, the teacher skilfully managed full class discussion in such a way that students came to see both the comic and symbolic aspects of this episode. Students discussing in small groups *The Sun Rising*, grappled with Donne's extravagant ideas, clearly enjoying the intellectual challenge they presented. Students have opportunities to undertake a range of additional study activities which have included a visit to see *The Winter's Tale* at Stratford and *Hamlet* at the Birmingham Repertory Theatre. The latter visit included a special workshop. There is a highly successful poetry competition and the college promotes students' writing. Teachers willingly support students who require extra help. They set appropriate and demanding written tasks which are promptly marked with constructive criticism and advice. In a small number of lessons, teachers tend to dominate discussion too much and fail to use a sufficient variety of appropriate teaching methods. The work lacks pace and fails to sustain students' interest. Weaknesses in classroom practice were not identified in the self-assessment report.

25 Examination results for GCE A level English are excellent. Pass rates in English literature have been at 100% for three consecutive years. The proportion of students

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achieving grades A to C was 77% in 1996, 68% in 1997 and, exceptionally, 89% in 1998. In language and literature, pass rates were 99% in 1996 and 1997, and 100% in 1998. The proportion achieving grades A to C were consecutively, 87%, 78%, and 70% over the three years. There are very high rates of retention at well over 90% in both subjects for all three years. These achievements are all well in excess of the national average for sixth form colleges and were clearly identified as a strength in the college's self-assessment report. Students' written work is very good. They write accurately in a lively manner and, in their best work, they display mature critical judgement and the ability to express ideas and present arguments clearly. Students benefit from the promotion of creative writing which is evident in the department. Students' progress is systematically monitored. Attendance and punctuality during the inspection was good.

26 Teachers in the department have a high degree of personal autonomy. There is no overall system to record lesson plans or evaluate their impact. Teachers have developed a range

of course handbooks to support particular texts or to improve aspects of language work, but there is no common system for developing schemes of work or sharing good practice. Students do not formally evaluate courses or their content. This was a weakness identified in the self-assessment report. The introduction of lesson observation has recently led to some discussion of teaching methods. The department has introduced a marking policy but this is not yet fully adopted by all teachers. The self-assessment report identified the need for the department to develop a more formal approach to offering higher education advice to students.

27 Teachers are well qualified and effectively deployed. Classrooms are well furnished and equipped with television and video cassette recorders. The majority of classrooms are spacious and accommodate large teaching groups. The departmental building is carpeted and pleasantly decorated with students' work, up-to-date posters, and relevant newspaper articles. IT is available centrally to students in the college but not in the departmental building.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCE A level English language and literature	3	Expected completions	147	174	169
		Retention (%)	94	95	93
		Achievement (%)	99	99	100
GCE A level English literature	3	Expected completions	68	67	64
		Retention (%)	91	94	97
		Achievement (%)	100	100	100

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

# Curriculum Areas

## History

### Grade 1

**28 Inspectors observed 10 lessons. Inspectors were in broad agreement with the findings of the college's self-assessment but gave greater weight to some strengths.**

#### Key strengths

- effective, well-planned teaching using a wide range of teaching methods
- good feedback on students' work
- the impressive range of enrichment activities
- extensive course guides and other materials
- considerable progress made in developing IT
- excellent examination results and high levels of retention
- substantial numbers progressing to higher education
- a wide range of GCE A level texts for students' use

#### Weaknesses

- schemes of work lacking detail on development of students' study and key skills

29 The history department offers two options in history. It is a popular and growing area and student numbers have increased by almost 20% to over 200. Pre-course guidance is good and students value the attention paid to induction and to the development of effective study skills. The induction programme introduces students to the course and to the resources available in the department and the library and resources centre. Students are provided with a handbook for each course they follow. Inspectors agreed with the view expressed in the self-assessment report, that considerable progress has been

made in the management of the department since the previous inspection. There is a comprehensive staff handbook and policy documents help teachers to develop common approaches. However, there remains a degree of autonomy and not all teachers implement the policy or follow the advice in the handbook. The department receives information on a variety of performance areas from the management information system. Teachers carefully analyse examination results and data gained from surveys of students' views. They are less rigorous in their attention to attendance and punctuality.

30 Inspectors observed a wide range of teaching and learning. Teachers and students work well together in a variety of learning activities. Students enjoy their studies and share the often infectious enthusiasm of their teachers, of whom they speak highly. Lessons are purposeful. Teachers set appropriate tasks and written assignments to meet the needs of students. They effectively use good question-and-answer techniques to check students' understanding of the work. Teachers invite students to contribute to discussion and value their responses. They have developed an extensive range of study guides and other learning materials in direct response to students' needs. Teachers give positive encouragement to students to use IT including the use of subject software in lessons. In one lesson, which was held in a specialist IT room, students individually used networked software for their work on late Tsarist Russia. The study of history is enriched by visits and fieldwork, including visits to the local records office. The department organises residential visits to Florence to further the study of the Renaissance and to Dublin to study the Easter Rising. Work on differentiation is at an early stage but the department offers students the option of producing a personal study and also runs lunchtime workshops. Schemes of work do not include the development of students' study skills and key skills.

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31 Students' achievements are high, placing the college in the top quartile of sixth form colleges nationally. The self-assessment report identified this as a key strength. Pass rates exceed national averages in the performance tables published by the DfEE. A high percentage of students go on to university. The retention rate is well above the national average for sixth form colleges. Inspectors noted good attendance and punctuality in the classes they observed. Students begin their history studies in the college with a record of high achievement across their GCSE subjects. The college measures actual against expected examination achievement, and for the years 1996 to 1998 most history students met their expected grades. The quality of students' work is high in the

written assignments set and in lessons. There are examples of exceptional work in personal studies. In most lessons, students work well and participate actively in group and individual tasks.

32 Teachers are experienced, well qualified and committed to giving students an enthusiasm for history. They teach in a suite of four dedicated rooms in recently built accommodation. These are well-equipped with wall-mounted televisions, video players, overhead projectors and whiteboards. Classrooms have appropriate and lively displays, including work by students. There is adequate storage and a department office. The college has made significant investment in sets of GCE A level texts for topic work.

## A summary of achievement and retention rates in business and professional studies, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCE A level history	3	Expected completions	107	119	124
		Retention (%)	93	93	90
		Achievement (%)	96	95	95

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



# Curriculum Areas

## Geography

### Grade 2

**33 Inspectors observed 10 lessons. The inspection covered GCE A level which is the sole aspect of geography provision. Inspectors broadly agreed with the geography department's assessment of its strengths and weaknesses. Inspectors considered that in a few instances the department had understated weaknesses.**

#### Key strengths

- above national average retention rates
- the high rate of progression to higher education
- constructive assessment methods
- effective development of key skills
- a well-managed curriculum

#### Weaknesses

- declining pass rate in GCE A level examinations
- teachers' failure to use an appropriate variety of teaching methods in some lessons
- lack of space

34 The overall quality of teaching in geography is good. Teachers provide individual guidance sessions for students' personal investigative studies and encourage students to work effectively on their own. They also encourage students to use the department and library resources to develop research skills. For example, after a well-prepared lesson on the importance of mass movement in the development of landforms, teachers asked students to research individual disasters caused by mass movement. The teacher advised students to use the internet and the cuttings collection to prepare individual oral presentations. Inspectors observed that teachers missed opportunities to use a greater

variety of teaching methods in a number of lessons when it would have been appropriate to do so. There was a lack of opportunity for students to work in small groups in some assignments. These weaknesses were not identified in the college's self-assessment.

35 Teachers make good use of up-to-date case studies and current events. The cliff collapse at Beachy Head in January 1999 was immediately used as a topic in class. Items from a Sunday newspaper, concerning political decisions about the treatment of nuclear waste, were used as a teaching resource the following week. The department is taking a lead in the college on the identification, development, assessment and accreditation of key skills. Teachers have prepared high-quality units to cover the entire syllabus: these are issued to students as handouts. Teachers use their own photographic transparencies and photographs in lessons. These are of high quality and from a variety of interesting locations. However, some students leave lessons with no record of what they have viewed. Teachers mark students' work to a common standard. Marking is thorough and includes corrections to spelling and encouraging comments, particularly on less accomplished work. Teachers return assessed work promptly, in line with the department's policy. Health and safety procedures are generally good but some hazards relating to river fieldwork have been overlooked.

36 Students produce good-quality written work and use computers for the presentation of all of their course work. More able students frequently obtain full marks for homework based on past examination questions. The pass rate in the 1998 GCE A level examinations was 87%. This is below the national average and reverses a rising trend for the previous three years when pass rates exceeded the national average. The proportion of students achieving grades A to B has fallen for the third year in succession from above the college average to 45% in 1997 and 32% in 1998. The department has taken steps to address this problem. The



# Curriculum Areas

retention rate is exceptionally high and well above the national average. Progression routes are clearly defined and a large number of students go on to higher education; more than one-third to geography or geography-related courses at university. Students take part in a variety of extra-curricular activities which enrich their geographical studies. These activities are recognised as strengths in the college's self-assessment. Inspectors agreed with this. Each year, some students take part in the British Schools Exploration Society Expeditions activities, which take students to many distant parts of the world for a six-week field study. Most students are members of the local branch

of the Geographical Association and are well represented at association lectures.

37 The teachers are well qualified and experienced. There are extensive and informative wall displays in the department which are interesting and stimulating. In the classrooms, however, tables are small and the restricted space hampers the effective use of large items such as Ordnance Survey maps. Students have suitable access to appropriate IT resources for research. A comprehensive guide, 'Using the internet in geography' is available to all students in the library.

## A summary of achievement and retention rates in geography, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCE A level geography	3	Expected completions	122	95	94
		Retention (%)	93	94	96
		Achievement (%)	95	96	87

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

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## Support for Students

### Grade 2

**38 Inspectors agreed with many of the strengths and weaknesses in the self-assessment report. However, they noted that some weaknesses were not fully recognised.**

#### Key strengths

- thorough pre-entry guidance
- well-developed admissions and induction procedures
- effective careers guidance
- the successful enrichment programme

#### Weaknesses

- incomplete identification of additional support needs
- incomplete knowledge of students' use of external counselling

39 The college places high priority on pastoral guidance. Three senior tutors manage 61 full-time and part-time group tutors to ensure that students receive guidance and support. A senior manager has overall responsibility for support for students, including tutorials, counselling and careers guidance. The college provides a designated liaison tutor for each of its partner schools. Representatives of the schools praised the effectiveness and quality of these links. The college has a well-organised admissions process. College staff record and acknowledge applications promptly and arrange timely interviews for most applicants. The college has two open mornings and two open evenings each year which are popular with prospective students. Students commented on the useful guidance given about the college and the courses they wished to take. Inspectors agreed with the college's self-assessment that its induction programmes are carefully managed. In June, the college holds a two-day induction

programme which prospective students particularly value. At enrolment in September, staff provide an introduction to the subjects that students have chosen. All students receive an informative handbook and diary. Tutors give careful advice about the implications of changing courses.

40 The college is not able to identify accurately the extent to which students need additional support. In its self-assessment, the college noted that little information is provided by schools. The college asks students at enrolment to declare their requirements for additional support but the form used is poorly designed for this purpose. Diagnosis is available to find the best means of supporting students with dyslexia. The college has few students with physical disabilities and has only recently sought to encourage students with disabilities to apply.

41 Each student has a personal tutor, usually one of their subject teachers. Tutors meet termly to discuss tutorial matters and individual tutors can seek advice from the senior tutors. Staff development has alerted tutors to problems which students might encounter. The tutorial programme includes guidance on study skills and career preparation. Tutorial groups have students from years 12 and 13 and some tutors find it difficult to manage separate activities within the tutorial for students of different ages and needs. This was confirmed by inspectors' observation of tutorials. Students stated that the effectiveness of tutorials varies. They find guidance on individual problems and careers education to be most useful. Students also review their own progress and set targets for achievement. The college arranges consultation evenings for parents and students' progress is carefully reported to parents. No formal evaluation of the effectiveness of the tutorial system has been carried out. Senior managers acknowledge their difficulty in checking the effectiveness of tutorials.

42 The college uses the services of one part-time counsellor and also refers students to an

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external counselling agency which has professionally-qualified staff. The agency and other external sources of support are well advertised within the college. The college has no precise data on the number of students using the agency and no overall knowledge of the issues on which students seek or need counselling. The college fund, to which students contribute, supports students in need of financial assistance. In addition, the trustees and governors give further assistance for individual initiatives. Some students are given advice on how to obtain support from local charities.

43 Inspectors agreed with the college's identification of its careers guidance as a major strength. The effective schools and work experience programmes include placements in France and Germany. The careers programme includes a careers convention, attended by over 30 organisations, a higher education forum and visits by former students now at university. The careers service supports college guidance on writing applications, personal statements and on the preparation of Universities and Colleges Admissions Service (UCAS) forms and also conducts regular individual interviews. Relations between the college and the service are good but statistical data from the careers service lacks sufficient detail about the work it undertakes with college students. The college and the careers service have recently placed greater emphasis on support for students seeking employment. They now provide a job seekers' forum for year 13 and noticeboards which have useful information on employment opportunities. The careers library has a broad range of relevant materials such as prospectuses, information on many occupations and relevant software packages, including direct access to the internet. Analysis of students' views of the effectiveness of the careers guidance only began last year and is not yet fully developed.

44 The college has a successful and extensive enrichment programme which offers

opportunities for students to develop skills and interests outside their main studies. This is a distinctive feature of the college. The wide programme on offer includes sporting, health and leisure activities, Young Enterprise, cultural and musical activities, drama, IT, and modern foreign languages.

## General Resources

### *Grade 2*

**45 Inspectors agreed with most of the strengths and weaknesses that the college identified in its self-assessment of resources. However, the college's report did not cover all aspects of resources.**

#### **Key strengths**

- good learning resources
- effective IT facilities
- good wall displays
- a well-maintained and attractive environment
- high standard of accommodation

#### **Weaknesses**

- poor access for students with restricted mobility to some areas
- insufficient social areas for students

46 The college is located on an attractive single site close to the town centre. It has buildings which date from different periods but all are of high quality. The main hall and the ornate brick and stone facade to the front entrance provide impressive traditional accommodation. The buildings are maintained and cleaned to a high standard. External signs are good but internal signing is inadequate. The entrance foyer is well located but would benefit from refurbishment to make it more welcoming. In recent years, the college has improved access for wheelchair users; enlarged rooms for

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increased class sizes; and improved facilities for lecturing, performing arts and the library and resources centre. There is a large sports hall which provides a good environment for many indoor sports. It has good storage facilities, staff rooms and changing areas. Pleasant and extensive sports fields are located approximately 1 mile from the college. The sports pavilion requires refurbishment and the temporary accommodation on that site is poor.

47 A few departmental offices are small for the number of staff using them. The staff common room is a large and pleasant room. Administration areas have been significantly improved since the last inspection. There is good access for wheelchair users to most ground-floor areas of the college but no access to first floor and basement learning areas. General storage areas in the college are few. Wall displays of students' work and other learning materials, especially in art and design, English, history and religious studies areas, are colourful and stimulating. The college's self-assessment report acknowledged that there are insufficient communal areas for students. Inspectors agreed with this. The cafeteria effectively meets students' needs. The college has more teaching and learning space than it presently needs though this was not identified in the college's self-assessment report. Some rooms that have dedicated use could be used more imaginatively. There is high room utilisation in biology but in some other subject areas some classrooms are used for less than 30% of the time. Some specialist classrooms are small for the number of students using them. Heads of department take measures to match class sizes to the available classroom space, wherever possible.

48 The library is appropriately located on the ground and basement floors of the main block. It is an attractive and well-used facility. However, it is small relative to the size of the student population and it has insufficient private study places. Access to the main library for

wheelchair users is difficult without special arrangements; it is impossible in reference areas. Library staff rooms and storage areas are inadequate. The bookstock is large for this type of college. There is an extensive range of books, journals and other learning materials, including a comprehensive range of CD-ROMs. Many books are new and most are less than five years old. The library budget is high in comparison with sector averages. The computerised library management system is satisfactory and the number of book losses is low. Staffing levels are low and it is difficult for staff to monitor separate areas and floors. Opening hours during term are reasonable given the length of the college's working day but the library is rarely open during vacations.

49 The college has acquired new and better computers since the last inspection. In its self-assessment report, the college identified its provision of computers as a strength and inspectors agreed with this. Computer facilities are accessible in a number of areas in the college and are generally located in well-adapted rooms that include good lighting. Computers located in the library are used most often. Most computers are to a high specification and the software applications are to industrial standards. The number and quality of printers is adequate to meet staff and students' needs. There is good access to the internet for students. The college's intranet is in the early stages of development. There is a useful IT policy in place which is implemented. There is sufficient technical support to maintain the IT equipment. The college has an equipment replacement policy and an appropriate budget for replacement.

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## Quality Assurance

### Grade 3

**50 Inspectors agreed with most of the strengths and weaknesses in the self-assessment report. They considered that some of the strengths were overemphasised and that some strengths and weaknesses were not identified.**

#### Key strengths

- an effective self-assessment process
- thorough reporting and monitoring of examination and other successes
- effective use of questionnaires

#### Weaknesses

- underdeveloped use of targets and service standards
- ineffective quality assurance practice in some departments
- slow implementation of appraisal systems

51 The college is strongly committed to developing comprehensive quality assurance and has made significant progress since the last inspection. Responsibility for quality assurance is clearly designated. The college assembled its quality assurance documents into a manual shortly before the inspection and updated its quality assurance policy in draft form. It is too soon to judge the effectiveness of some procedures contained in the manual. The quality assurance committee has appropriate terms of reference, although its membership does not automatically include support staff. All staff have attended three training events on quality assurance since 1997. Quality assurance arrangements are generally understood, although some staff are not convinced of their value. Arrangements for quality assurance are well developed in curriculum areas but are less commonly established for other aspects of the

college's work. Quality assurance is not effective in all departments. The self-assessment report did not identify this weakness. While many departments make effective use of examinations data to plan actions for improvement, some departments are not sufficiently rigorous. Some departments do not use students' attendance data effectively. The self-assessment report identified that the use of performance indicators, targets and service standards is underdeveloped and inspectors agreed with this. Target-setting practice varies between departments and the use of performance indicators has only recently been developed. Service standards for cross-college areas are incomplete and, where they exist, they are not always used effectively.

52 The high level of students' examination successes is thoroughly reported and monitored. The governing body discusses detailed reports from the principal on examination results which are compared with the previous year's data and with national benchmarks. Senior managers monitor departmental performance in annual review meetings. Added-value measures are used retrospectively to monitor examination results. However, the self-assessment report noted that only a few departments are using added-value measures with individual students as a pilot support mechanism for raising achievement.

53 The college's self-assessment process is effective. The self-assessment report was well structured and for most areas, comprehensive. Arrangements for moderating curriculum and cross-college self-assessment reports are good. Validation of the college report was carried out by the quality assurance committee, the principal and a principal of another sixth form college. Links between self-assessment and strategic planning are not fully developed. The lesson observation scheme was introduced too recently to be fully effective in supporting self-assessment. Inspectors agreed with the self-assessment report that the lesson observation scheme has been slow to develop.

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54 The college uses questionnaires to seek opinions of students, parents and governors and the results are used to plan improvements. Three questionnaires are used for students' views on a wide range of the college's work. A questionnaire to governors was used to inform the governance section of the self-assessment report. Improvements have been made as a result of questionnaires to parents and to library users. Departments and cross-college areas are responsible for devising their own questionnaires. Although advice and support is available, and there are many examples of good practice, some departments fail to find out students' views on common aspects of departmental provision. Some departments make effective use of a national system for measuring added value and students' perceptions of the college's provision, whereas some departments have not effectively canvassed the views of students.

55 The college's charter is clear, comprehensive, and readily available. It is provided for all students and their parents. Its implications are discussed with students in tutorial groups and students show awareness of its contents. The charter is regularly reviewed by senior tutors and the assistant principal. Although the charter contains standards of service, they are not always sufficiently specific and no targets for improvement are set. Partial monitoring of the commitments in the charter is achieved by questionnaires. There is a complaints procedure, and complaints are recorded but not formally analysed.

56 Systems for staff appraisal and professional development have been improved since the last inspection. The college's self-assessment report acknowledged that progress towards implementation has been slow. Inspectors agreed with this. The college's first appraisal scheme did not include support staff. There is now a comprehensive appraisal system for teachers and a separate staff development review system for support staff. Suitable

training has been provided. At the time of the inspection, 18% of teaching staff and 30% of support staff had been appraised or reviewed during the current round. There is a separate and well-established annual performance management and remuneration review scheme for senior managers. Outcomes of appraisal are linked to staff development. Progress has been made towards clear and formal staff development procedures. Links between the college's corporate objectives and staff development plans are mostly informal but procedures are being introduced to request, monitor and evaluate staff development opportunities. There is a formal induction process for new staff, which is valued.

## Governance

### *Grade 2*

**57 Inspectors agreed with most of the strengths in the college's self-assessment and identified some additional weaknesses.**

#### **Key strengths**

- governors' commitment to the college
- effective administration of governing body and committee meetings
- close monitoring of the college's financial position
- appropriate committee structure
- effective involvement in the development of the strategic plan

#### **Weaknesses**

- the lack of openness in the appointment process for governors
- little formal contact with students
- no formal governor training programme

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



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governing body substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

59 The instrument and articles of government are unique to the college. The governing body consists of 14 governors, nine of whom are foundation governors. Three foundation governors are in their third term of office and one is in his fourth. The principal has decided not to be a governor. The instrument of government explicitly excludes student governors. Public advertising is not used to identify potential governors, and there is no publicly available appointment procedure for all categories of governors. The self-assessment report did not identify the lack of openness in the governor appointment process. The eligibility of governors was recently reviewed by the clerk, but annual declarations of eligibility have yet to be established. Governors bring a broad range of skills and experience to the college and this was recognised in the self-assessment report. Governors have substantial experience in business and management, but have no professional expertise in either property or personnel. There are only two women on the governing body. A skills audit of the governors has not been carried out. Governors receive a useful training pack when appointed, but a formal governor development and training programme has not been established. This weakness was not identified in the college's self-assessment.

60 Governors are committed to the college and attend many formal meetings as well as a wide range of social and cultural events connected with the college. Although some of these events bring governors into contact with students informally, their formal links with students are few. Governors work with a group examining provision for students with disabilities but the governing body has not received reports on the progress made in implementing equal

opportunities. Governors meet twice a term and their attendance is exceptionally high. Governors have a good understanding of the difference between governance and management.

61 The governing body is effectively involved in the preparation of the strategic plan, and receives detailed half-yearly reports on the progress made against operational targets. Inspectors agreed with the self-assessment report that the governing body closely monitors the efficient use of resources, the college's solvency and its use of assets. The governing body receives comprehensive information on the college's financial position at each of its meetings. The governing body also receives and discusses detailed information on student numbers and achievements.

62 The governing body has an appropriate committee structure. There are the following committees: finance and general purposes; audit; staffing; remuneration; and a governance and management committee. This was recognised as a strength in the college's self-assessment. The administration of governing body and committee business is effective, and committees have clear agendas and minutes. Copies of the minutes of the governors' meetings are placed in the staff room and in the college library. The clerk to the governors does not clerk either the audit committee or the remuneration committee.

63 The college produces an informative annual report for parents and also has an annual general meeting for them which is well attended. The governing body has adopted a code of conduct. Standing orders, including committees' terms of reference, have recently been revised and are now comprehensive. A register of interests has been established and is updated annually. The self-assessment report noted that the governors have adopted procedures to ensure that they discharge their responsibilities in accordance with the principles of public accountability and openness. In the

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view of inspectors, this strength is reduced by the appointment process for governors.

64 The governing body recently reviewed its performance as a part of the self-assessment process. Governors completed questionnaires on the performance of the governing body, the results of which were analysed and reported to the governing body and informed the governance section of the self-assessment report. The governing body approved the college's self-assessment report. All senior postholders are included in a formal appraisal process.

## Management

### Grade 2

**65 All of the strengths identified by inspectors were referred to, in whole or in part, in the self-assessment report. The college had addressed several weaknesses by the time of the inspection.**

#### Key strengths

- clear mission which is widely understood and supported
- effective process for constructing the strategic plan
- efficient and effective deployment of staff
- comprehensive management information
- prudent financial planning

#### Weaknesses

- insufficient dissemination of good practice in teaching and learning between departments
- little use of performance indicators and management information in some departments

66 The college has a clearly articulated mission to provide high-quality academic,

cultural and social education. It pursues this mission with considerable success. The staff support the mission with enthusiasm. The college is a tightly-knit community whose members share common values.

67 The college has an effective strategic planning process. A working group of governors and the senior management team sets the framework. Staff at all levels have an opportunity to contribute to the plan at a round of structured meetings. Their contributions are considered by the working group and a draft plan is sent to all staff before going to the governing body for approval. Staff welcome the development of this process which gives them considerably increased opportunities for involvement. Inspectors agreed with the self-assessment that these procedures constitute a strength. The operational plan deals with the three years of the strategic plan in one document. Inspectors agreed with the judgement in the college's self-assessment report that performance indicators are not used in all areas of the college's work.

68 In September 1998, the college carried out a partial reorganisation of its management and committee structures. The self-assessment report identified a weakness in the loading of its line management. The college has resolved the issue but has made no attempt to group the departments according to their shared curricular characteristics. The existing arrangements hinder both the identification and dissemination of good practice and the development of effective practices in teaching and learning. Changes have also been made to the committee structure with the introduction of a joint management committee which brings together heads of department, cross-college managers and the senior management team. The committee acts as a discussion forum and produces recommendations for the senior management team. It has yet to establish a clear role and develop effective working practices. Communication within the college is sound. Staff have a weekly briefing from the



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vice-principal which is supported by daily and weekly bulletins.

69 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The finance team is appropriate for the college's size. It is managed by the college bursar who is a qualified accountant and is a member of the senior management team. Budgetary forecasts are prudent and the college has consistently met its funding target.

70 Detailed management accounts are produced for each finance and general purposes committee meeting which meets every other month. Management accounts are also reviewed by the senior management team. The college's internal and external auditors have not reported any significant control weaknesses. Staff resources are efficiently deployed.

71 The management information system offers comprehensive data about students and finance. Financial data are controlled by the bursar and the system produces reports for governors, senior managers and all other budget holders on a regular and timely basis. Budget holders value this service. The system can track individual students from application to destination and can produce reports on individual students or on groups aggregated by, for example, gender, partner school or postcode. Some departments make effective use of the data and attach great value to them; other departments make little use of the information system. Classroom teachers were less likely to use the system. Access to the system is easily available to anyone who wants to use it. A clear statement laying down the college's policy for the college information service is available.

72 The college's equal opportunities co-ordinator has developed a new equal opportunities policy and created a steering group whose members include staff, students and a representative of an outside agency. A staff training day has been devoted to equal opportunities. There is a clear and detailed

statement about the way in which posts are to be advertised, candidates selected and interviews conducted. There is less evidence of progress in monitoring equal opportunities in the curriculum. The college broadly fulfils the requirements of sections 44 and 45 of the *Further Education and Higher Education Act 1992*. Students can participate in collective worship and the college provides a prayer room and opportunities for religious education.

73 The college has formulated brief statements about marketing but has no explicit marketing policy and makes no specific provision for market research. Its publicity and liaison activities are directed to maintaining its strong position in its chosen market. Some market research precedes curriculum developments. The college has good links with its partner schools not merely on administrative matters but also in curriculum areas, such as science and mathematics. The college has been fully involved in jointly-funded projects with local colleges. The TEC values the college's unique contribution to further education. The college has strong links with higher education institutions.

## Conclusions

74 The college's self-assessment provided a sound basis to assist the planning and carrying out of the inspection. The inspection team concluded that the college's self-assessment report was thorough and for most areas comprehensive. The judgements it contained were supported by comprehensive evidence which was well cross-referenced. Inspectors agreed with the majority of the college's findings. The college places great emphasis on its students' achievements which have consistently placed it high in performance tables. The college has not fully implemented its scheme of lesson observations and has not yet placed sufficient emphasis on the self-assessment of teaching and learning methods. On the basis of students' achievements,

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inspectors found the college to have made some modest judgements in the overall evaluation of its curriculum provision. Inspectors awarded three out of five grades higher than those determined by the college. For the cross-college areas inspectors found agreement with all of the grades awarded except that for quality assurance. Inspectors recognised the college's commitment to developing comprehensive quality assurance and the significant advances made since the last inspection. The self-assessment report did not identify inconsistent quality assurance at department level. Links between strategic planning and the self-assessment process are not fully developed. Inspectors considered that the action plan for the whole college that accompanies the self-assessment report is thorough and well constructed.

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

# College Statistics

## Student numbers by age (November 1998)

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

Source: college data

## Student numbers by level of study (November 1998)

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

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	452	0	39
Engineering	7	0	1
Business	40	0	3
Art and design	67	0	6
Humanities	593	0	51
Total	1,159	0	100

Source: college data

## Widening participation

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

## Staff expressed as full-time equivalents (November 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	47	15	0	62
Supporting direct learning contact	7	0	0	7
Other support	24	1	0	25
Total	78	16	0	94

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

# College Statistics

## Three-year Trends

### Financial data

	1996	1997	1998
Income	£3,242,000	£3,391,000	£3,298,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£19.91	£17.32	£17.00
Payroll as a proportion of income	72%	70%	69%
Achievement of funding target	106%	126%	106%
Diversity of income	3%	3%	5%
Operating surplus	£131,000	£231,000	£154,000

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

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

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

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

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

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

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18		
		1995	1996	1997
1	Expected completions	0	2	4
	Retention (%)	n/a	100	100
	Achievement (%)	n/a	n/a	100
2	Expected completions	21	54	139
	Retention (%)	81	94	90
	Achievement (%)	18	100	100
3	Expected completions	–	2,016	2,262
	Retention (%)	–	92	91
	Achievement (%)	92	94	94
4 or 5	Expected completions	n/a	n/a	n/a
	Retention (%)	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a
Short courses	Expected completions	0	274	589
	Retention (%)	n/a	100	99
	Achievement (%)	n/a	100	100
Unknown/unclassified	Expected completions	–	11	40
	Retention (%)	–	100	98
	Achievement (%)	n/a	100	98

Source: ISR

–ISR data not collected

n/a not applicable

Note: there are no students aged 19 or over

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