

**REPORT
FROM THE
INSPECTORATE**

King George V College

May 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are described in the Council Circular 93/28. In the course of inspecting colleges, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. 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 43/94

KING GEORGE V COLLEGE

NORTH WEST REGION

Inspected February-March 1994

Summary

King George V College, Southport has a well-deserved reputation for academic excellence. It offers a broad range of subjects at GCE A/AS level and is expanding its provision to include GCSE courses, vocational courses at advanced level and work for the Open College of the North West. There is an effective governing body and senior management team who are attempting to broaden the college's role within the community by extending the range of its provision and its target client group. College systems to ensure the success of this change are not yet fully in place. Teaching is well organised and effective. Students receive strong support and guidance. Admissions, enrolment and induction processes are of a particularly high standard. Most students enjoy their studies, attend classes regularly, complete their courses, gain good examination results and subsequently progress to higher education. The college works closely with parents, schools and the Merseyside Training and Enterprise Council, but its links with industry and commerce require strengthening. The college should also address the roles and responsibilities accorded to its middle managers, the development and implementation of quality-assurance procedures, the effectiveness of its management information systems, the identification of students' learning needs and the provision of alternative learning support where this is required.

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		2	
Students' recruitment, guidance and support		2	
Quality assurance		3	
Resources: staffing		2	
equipment/learning resources		2	
accommodation		2	
Curriculum area	Grade	Curriculum area	Grade
Business and administration	2	Science, mathematics and computing	2
Humanities	1		

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INTRODUCTION

1 The inspection of King George V College in Southport took place in three stages during the autumn and spring terms 1993-94. The arrangements for enrolments and induction were inspected at the beginning of the college academic year; specialist subjects were inspected in the period 24 January-1 February 1994 and aspects of cross-college provision in the period 28 February-4 March. Sixteen inspectors took part for a total of 65 inspector days. They visited 103 classes covering most of the major curriculum areas and examined a representative sample of students' work. Discussions took place with members of the corporation, each member of the senior management team, faculty managers, cross-college managers, teachers, support staff, students and representatives from local schools, the Merseyside Training and Enterprise Council (TEC), and the Sefton Careers Service.

2 The inspection was carried out according to the framework and guidelines described in Council Circular 93/28. The framework describes a four year inspection cycle. When this cycle becomes fully established, colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspection and the subsequent published report. As the inspection of King George V College occurred early in the cycle, the opportunity for such a response was not available.

THE COLLEGE AND ITS AIMS

3 King George V College was established as a sixth form college in 1979 as a result of the reorganisation of secondary education in Southport. New buildings for the college were constructed on an eight hectare site about a mile from the centre of the town. The facilities include teaching rooms and laboratories, a library and independent learning area, a drama hall, a sports hall, playing fields and tennis courts.

4 Southport has a population of approximately 90,000, which grew by over 2 per cent between 1981 and 1991. The service sector is the largest employer in the area: distribution, hotel and catering, banking and business services are strongly represented. In 1993, 74 per cent of 16 year olds in Southport remained in full-time education compared with 66 per cent nationally. Fifty per cent of students in the six maintained schools in Southport achieved five or more A-C passes at General Certificate of Secondary Education (GCSE) in 1993 compared with a national figure of 41 per cent.

5 In November 1993, 818 students were enrolled at the college; 758 were aged 16-18 and 60 were over 19 (figure 1). With few exceptions, those aged 16-18 were full-time students. The college has a full-time equivalent staff establishment of 48 teachers and instructors and 19 support staff (figure 2). The college is organised in three faculties, arts and humanities, mathematics and science, and social science. The faculties also provide tutorial support but this is arranged separately for third year

and adult students and for students who are following GCSE courses. Enrolments expressed as full-time equivalents by mode of attendance and curriculum area are shown in figure 3.

6 The college's unit of funding for 1992-93, inherited from the local education authority, is recorded in the FEFC report, *Funding allocations 1993-94*, as £2,542 per weighted full-time equivalent student. This is slightly below the median of £2,647 for sixth form colleges. The broad pattern of the college's estimated income and expenditure are shown in figures 5 and 6.

7 There are long-standing and close links with the five 11-16 high schools in Southport which provide almost 60 per cent of entrants to the college. Other students come from 11-18 schools maintained by the Metropolitan Borough of Sefton, from 11-16 and 11-18 schools in adjacent parts of West Lancashire and from the independent sector. Many of these students are in a position to choose from a wide range of post-16 provision in the area: in addition to the 11-18 schools, Southport College, Hugh Baird College and Skelmersdale College are within reasonable travelling distance.

8 The mission of the college is to deliver the highest quality academic and general vocational education to enable all members of the college community to realise their full potential. Until incorporation, the college's role and size were tightly defined by the local authority. There was an annual admission limit of approximately 300 enrolments and provision was restricted to General Certificate of Education advanced level (GCE A level) courses. The tradition of academic excellence remains important to the college but it is also attempting to broaden its client group and the range of courses offered.

RESPONSIVENESS AND RANGE OF PROVISION

9 The college offers a wide range of subjects for GCE and General Certificate of Secondary Education (GCSE). There are 27 subjects at GCE A level, 15 at GCE advanced supplementary level (AS level) and 15 at GCSE. Two vocational courses are offered at advanced level, although one did not run in 1993-94 due to lack of demand. Students can also study for the Royal Society of Arts (RSA) certificate in computer literacy and information technology at level I, and open college courses are available at intermediate level in six subjects. The GCSE courses, vocational courses and open college courses are all relatively new additions to the college's provision. They are the result of the college's commitment to increase the opportunities for study at a number of levels and to expand evening provision. At present opportunities to combine academic and vocational courses are limited. Enrolments by level of study are shown in figure 4.

10 Good liaison with local schools enables a smooth transfer of students from school to college. Members of the senior management team work closely with each of the local schools and this has led to many developments

including residential experiences for school and college members, joint curriculum projects, a motivational programme for students from Meols Cop High School, and contributions to schools' careers education programmes. Schools value highly the college's strong commitment to develop and maintain productive links. Since incorporation the college has also become a centre for initial teacher training in partnership with Edge Hill College.

11 Parents are closely involved in the work of the college. They have access to an informative handbook; they are invited to attend initial discussions at the college when their sons and daughters apply for entry, and subsequently to attend reviews of progress. They have an opportunity to meet personal tutors early in the academic year. Students take home records of achievement twice on a one-year course and three times on a two-year course. There are also annual parents' evenings for all students.

12 Since the appointment of the new principal, good links have been established with the Merseyside Training and Enterprise Council (TEC). The principal regularly attends its meetings along with other local further education college principals. A number of bids for financial support have been sympathetically received by the TEC. Successful bids include funding to develop an action plan to become an Investor in People, to establish a motivational programme with a local partner school and for General National Vocational Qualification (GNVQ) development. TEC representatives are supportive of the college's attempt to diversify its curriculum to meet a broader range of needs.

13 Although there are effective links with some elements of local industry and commerce the impact of these link on the curriculum is small. The college offers all students work experience and requires it of some as part of their course; a few courses use local industrial information as source materials; and a few staff have participated in the 'teachers into industry' scheme. Overall, however, the impact of the world of work on classroom teaching and students' learning is not extensive.

14 Effective links have been created with education establishments in other parts of Europe through the European Studies Project. This has involved staff and students in curriculum projects, the European youth parliament, collaboration with eight partner establishments in five countries and residential experiences. Students are given the opportunity to join the project through the supplementary studies programme. Students studying German have the opportunity to participate in a residential experience in Hanover and the college is developing relationships with Gdansk, Cordoba, Frederiksvaerk, and Karlskrona.

15 The college has a positive image in the community and enjoys a reputation for academic achievement. Recruitment, publicity and public relations are addressed in an effective manner. All printed materials have a house style, are clear to read and informative. A professionally-produced video for prospective students covers course content, college facilities, and

student activities, and includes many comments from students themselves. The video is regularly updated. There is regular coverage of college activities in the local press. Most of this activity is aimed at 16-year old school leavers with good GCSE results. There has been no systematic market research on the learning needs of other potential students.

16 There is a clear equal opportunities policy which covers issues of race, gender and disability. All staff and students are issued with policy statements and these are reinforced during induction. There is no evidence of gender or racial bias in classroom practice. Female students are well represented on mathematics courses but other courses reflect typical gender imbalances. Some students expressed the view that a number of teachers place a lower value on courses which are vocationally orientated.

17 Staff are well informed of issues within the further education sector and these are beginning to have an impact on developments within the college. The Charter for Further Education has been discussed and the college issues its own students' charter. Staff are aware of the college's strategic aims and its enrolment targets, but not all are clear about their role in achieving these.

GOVERNANCE AND MANAGEMENT

18 The governing board operates effectively and its members display a high degree of commitment to the college and its mission. There are 18 governors including the principal, a representative from Merseyside TEC, nine members from business, commerce and the professions, a governor from higher education, a parent governor, a student governor, two local councillors and two college staff representatives. Several governors have sons or daughters who are current or former students of the college. The governing body meetings are held at least once a term, have clear briefing documents and are well attended. There are nine subcommittees dealing with finance and general purposes, employment policy and staffing, curriculum, discipline and grievances, health and safety, marketing, audit, remuneration and appeals procedures. Four of these meet regularly, one is seen as largely advisory and the remaining four meet when particular issues need addressing. Reports from the subcommittees generate detailed minutes for the board's consideration and the subcommittee structure also provides board members with opportunities, often undertaken with enthusiasm, to involve themselves more fully with the governance of the college. Board members speak well of the collaboration between themselves and the college's senior management.

19 The mission statement and values of the college are clearly reflected in the college's strategic plan. The development of the strategic plan and the mission statement involved consultation with all members of staff and the governing body. The plan contains clear and realistic objectives, but the needs analysis contained in the plan is insufficiently detailed.

20 Policies for equal opportunities, recruitment, admissions, health and safety have been implemented efficiently. A health and safety officer and

a health and safety executive promote and monitor the college's policy. Senior staff have a clear view of their role in monitoring and evaluating these policies, but not all middle managers are aware of their obligations or have the time to fulfil them adequately.

21 The current management structure has been in place since September 1992. The senior management team consists of the principal, three vice-principals, three assistant vice-principals, a finance officer and a head of administration. Other staff with management responsibilities include three heads of faculty, a head of staff development and appraisal, a head of third year and adult studies, a curriculum/Technical Vocational Education Initiative (TVEI) co-ordinator, a head of foundation studies, a head of career, an information technology manager, a learning resources manager, on a job share basis, and a senior technician. Although there has been some slight restructuring the management system is largely inherited from the period before incorporation.

22 The college is well managed at senior management level. There is a clear vision of the future of the college and considerable progress has been made towards achieving stated goals. An academic board has recently been established which provides a forum for the internal discussion of curriculum development matters. The senior management team meets regularly, and play a strong role in directing cross-college developments. In contrast, middle managers do not have a formal opportunity to discuss developments relevant to their areas of responsibilities.

23 As middle managers, the faculty heads should take a more active role within the management structure. Management at this level is often reactive. Faculties have had little impact on developments at subject level and do not disseminate good practice or support co-operative working across subjects. Some areas are managed effectively at the subject level and this is reflected in the progress made in course, curriculum and staff developments in these areas.

24 There are clear job descriptions for all members of staff. Staff in geography and mathematics are currently implementing more formal arrangements for managing their work. Members of the senior management team have developed skills relevant to their newly-acquired roles but outside the senior management team not all staff have come to terms with the changes in their job descriptions since September 1992. The line-management structure is familiar to all staff. Senior managers put a high priority on informing staff of developments in further education generally and the college in particular. Links between middle managers and staff for whom they have responsibility are not always as effective.

25 There is a fair and open system of resource allocation and the formal procedure for prioritising needs are well understood by staff. Courses are costed and departments are informed of their running costs to assist them in attaining greater efficiency. Some areas of work, such as music and religious studies, are less cost effective because of the small numbers of students recruited. They are retained because they are considered

important to the life of the college as a whole. A new college management information system was introduced in October 1992 after thorough research into the available options. However, some of the information from the management information system is presented in a format which does not easily identify college-wide trends, and managers often have to rely on information gathered from a variety of other sources.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

26 The entry process for new students is made easier by the efficient and effective liaison with local 11-16 schools, a comprehensive programme of events, and the friendly and welcoming atmosphere of the college. Admissions procedures are clear and staff implement them effectively. The guidance offered to potential students is balanced and impartial and it enables them to make informed decisions about their courses. Students who do not meet the entry requirements for particular courses are offered further counselling and alternative courses of study. A small minority of students felt that pre-course information did not provide clear guidance about the workloads involved in some subjects and combinations of subjects. Students experience a co-ordinated and effective programme of cross-college induction which they found valuable. Subject induction is also of a high standard.

27 There is no screening in core skills such as numeracy and literacy. Although dyslexic students' difficulties are now assessed when they enter college, the provision of teaching support, additional tutorials and classroom-based word processing facilities is not always available during their courses.

28 Students have access to effective tutorial support, personal counselling and careers guidance. Those on advanced level courses follow a supplementary studies programme to broaden their educational experiences. A clear procedure links subject and personal tutors in the oversight and regular review of students' progress. The programme for personal tutorials includes time for the recording of achievement and applications to higher education. All students have access to professional counsellors, but students are concerned about the confidential nature of this service as the counsellors are also members of the teaching staff. The counselling room is not kept exclusively for counselling, and this sometimes causes difficulties. There is a well-organised careers education programme for students on GCE A level courses, but it concentrates largely on matters relating to higher education and tends to neglect the discussion of longer-term issues relating to employment and careers. The careers education programme for students on discrete GCSE courses is more limited in scope.

29 The recording of achievement is valued by the majority of students and staff although implementation of the process is not consistent. Students who have started the process in schools gain more from recording

achievement than those who encounter it for the first time in college. The intention behind records of achievement is that personal and academic achievements are considered together, but the emphasis on recording achievement during subject and personal tutorials means that processes such as short-term target setting are not part of day-to-day practice in the classroom. Students are disappointed when little or no attention is paid to records of achievement when they attend higher education interviews. The college should address this issue when they prepare students for their interviews.

30 Attendance is monitored vigorously and reasons for unexplained absences followed up. Procedures relating to non-attendance are clear and effective.

31 The college is responding to sections 44 and 45 of the Further and Higher Education Act 1992 in ensuring that it provides a collective act of worship and religious education for those who wish to participate. There is a weekly collective act of worship which is well publicised, although often poorly attended. The college also offers courses in religious studies at GCE A level and within the supplementary studies programme. The latter are popular and well attended.

TEACHING AND THE PROMOTION OF LEARNING

32 The students of King George V College experience high quality teaching in the majority of curriculum areas. A total of 103 learning sessions were observed. Of these, over 75 per cent had strengths which clearly outweighed the weaknesses. In less than 5 per cent of classes were the strengths of the work outweighed by weaknesses.

Teaching sessions: inspection grades by programme of study

Programmes	Grade 1	2	3	4	5	Totals
A/AS level	25	35	15	3	0	78
GCSE	1	7	4	1	0	13
GNVQ	0	2	0	0	0	2
Other	4	4	1	1	0	10
Total	30	48	20	5	0	103

33 A variety of teaching approaches is evident in most classes. Most lessons are well planned and based on detailed learning schemes. Students are able to build progressively upon previously-acquired knowledge and skills. Teaching is often accompanied by effective use of learning aids such as overhead transparencies, videos and handouts. In mathematics and science, teachers' styles of presentation are lively and work is conducted at a pace which maintains students' interest. In many subjects, teachers draw upon the students' own experiences to illustrate concepts. Students are challenged through good questioning techniques and demanding tasks. In a few cases, teachers give insufficient attention to all members of the class, especially the more reticent students.

34 Teachers are friendly and supportive and their rapport with students is a positive feature of much of the classwork. However, the relationship between staff and students is occasionally more characteristic of a school environment and this causes frustration to some students who claim they had expected a more adult atmosphere on leaving their secondary school. In view of the intention to recruit more adults and vocationally-orientated students the college should review this aspect of its teaching. In group activities, students develop the skills required to work as members of a team. In the best examples, all students are encouraged to become involved in the activity, discussion is purposeful and structured, tasks are clearly identified and undertaken, and the outcomes are consolidated for the benefit of the whole class.

35 Teachers display a sound and up-to-date knowledge of their subjects. This is valued by students and it contributes significantly to the quality of their learning experience. Recently-appointed staff have brought with them valuable experience of industry and commerce which is successfully used in the classroom. However, many of the staff have had no professional experience outside education and this is a significant constraint on the plans to diversify the curriculum.

36 In most subject areas, well planned schemes of work are accompanied by detailed handbooks specifying the course structure, aims and objectives, and assessment schedule. Some of the documentation for GCE A level is of a better standard than that for GCSE. In Business and Technology Education Council (BTEC) national business and finance courses, such information is not shared with students and as a consequence their motivation is adversely affected. In some subject areas, collaboration takes place between staff to develop schemes of work and assessment strategies. More often this work is undertaken by individual staff and the value to be gained by pooling expertise is lost.

37 Some subjects make good use of opportunities outside the college to enhance student learning. For example, in geography there is a fieldwork programme effectively linked to class-based teaching and, in English, theatre visits reinforce class teaching and successfully enrich the students' experience.

38 The development and use of numerical and communication skills are insufficiently emphasised, both in schemes of work and in practice. All students have some opportunity to acquire information technology skills as part of the supplementary studies programme. Although information technology is incorporated into courses in geography, business studies, physics and biology, in some other areas it is lacking. In GCE A level English language and English literature, there are planned opportunities for students to acquire subject knowledge through self-study assignments.

39 The content of lessons, teaching methods and assessment standards are clearly related to the syllabuses offered by the examination and validating bodies. Syllabuses are often carefully chosen, as in geography, to allow for the continuous assessment of students.

40 Work is set regularly in all the subject areas. There are good examples of well-structured assignments, tasks and essays which are designed to offer students an appropriate degree of challenge. Many of them require students to undertake personal investigations. In computing, projects require reference to real problems, and, in business studies, students make use of information and material provided by local firms. In GCE A level English, teachers' feedback to students is particularly thorough: learning targets are identified and criteria for success are established to enable students to measure their progress. Occasionally, as in science, written comments from teachers lack clarity. BTEC national business and finance students often find it difficult to understand how their internal assessment results relate to their offers from higher institutions. Apart from a recently-introduced procedure on GNVQ business and finance, the college has no appeals procedure to allow students to question internal assessment grading, and in BTEC national business and finance the built-in opportunities for students to comment on assignment design are often ignored.

STUDENTS' ACHIEVEMENTS

41 Students in all subject areas are developing the knowledge and skills required by their learning programmes. In many subject areas, students contribute confidently to class discussion and can describe their work clearly and with understanding. On BTEC and GNVQ courses, students' confidence in making oral presentations is successfully developed through classroom activities. Written work at GCE A level often displays thoughtful attention to academic detail.

42 The students' ability to organise and apply their knowledge in a logical fashion, is clearly improved in those subjects where induction incorporates a programme of study skills development. Students in some subject areas, make extensive use of the college's independent learning area in time outside lessons. In subjects where a critical understanding of set texts is required, students often provide incisive and analytical responses which are well presented either orally or in written form. In a small minority of subjects where teachers exercise excessive control of the learning process, students' skills of research and independent learning are underdeveloped.

43 Most students entering King George V College have good results at GCSE. Of the 1991 intake to the GCE A level programme, over 50 per cent had achieved nine or more passes at GCSE grade C or above and less than 10 per cent had fewer than six passes. In 1993, the percentage of GCE A level students achieving grades A-E was well above the national average for all students and over 7 per cent above the average for sixth form colleges. Students entering for two or more GCE A levels in 1993 produced an average points score of 19.1 (where A=10 and E=2) which placed the college fourth among colleges in the further education sector. Ninety-three per cent of students in the final year of BTEC national courses achieved their awards, a performance which placed the college within the

top 20 per cent of institutions within the sector. In 1993, over 67 per cent of GCSE entrants obtained grades A-C. All the entrants in that year were students also following GCE A level or BTEC national courses who were retaking subjects to improve grades previously obtained at school. The pass rate for the RSA computer and information technology award is good; 97 per cent achieving a pass with distinction in 1993.

44 Students at the college enjoy their studies and, with few exceptions, exhibit high levels of motivation. They work assiduously and submit assessments in line with deadlines set. Attendance rates are good, and those for first year students are particularly high. Punctuality is a feature of most classes. The overall proportion of students who complete their studies compares favourably with available national statistics such as those provided in *Unfinished Business* published by the Office for Standards in Education and the Audit Commission. On the two-year GCE A level programme, almost 90 per cent of the students enrolled in 1991 completed their programme of study in 1993. The first cohort of students taking the BTEC national diploma in business and finance which completed its programme in 1993 shows a similarly high retention rate.

45 The college monitors closely the destinations of its students, most of whom progress to higher education. In 1993, 80 per cent of students leaving the college progressed to higher education, the vast majority to study for degree courses.

QUALITY ASSURANCE

46 The college makes a public commitment to deliver the highest quality education to all its students. It has a well-established review procedure for GCE A level results which requires a diagnostic analysis by individual subject tutors and heads of subject. These analyses are subjected to close scrutiny by senior management. Since 1992, this process has been enhanced by the colleges' involvement with the Advanced Level Information Service (ALIS). Reports are distributed to subject teams who are required to respond to any issues highlighted by senior managers and, where necessary, to formulate an action plan.

47 After consultation with the governing body, the academic board and the teaching staff, the college introduced its quality assurance system in January 1994. The system is currently being piloted. There are identified procedures, responsibilities and timescales for action, though to date there has been little involvement of students or other clients in the design or implementation of the procedures. There is some staff indifference to a formal and systematic approach to quality assurance and the process has not gained full support from all teaching staff. Procedures and practices which do not impinge directly upon the teaching and learning processes have as yet received limited attention.

48 The use of performance indicators is growing. Performance is analysed in terms of recruitment, retention and progression and this has

informed the college's planning. The effect of these indicators at course level is less clear.

49 The college has introduced a staff appraisal scheme for teaching staff involving appraisal every two years. Job descriptions for all staff have been reviewed and new job descriptions agreed. The appraisal scheme focuses upon the identification of training and development needs but does not relate to any process for measuring performance. Individual staff have made good use of opportunities to undertake professional development but there is no staff-development programme related to the college's strategic plan and its priorities. The value and benefits of staff development, both to the individual and the college, are not systematically evaluated or effectively disseminated. Some staff require opportunities to update their pedagogic skills. The college has no formal programme for the induction of new staff.

RESOURCES

Staffing

50 Teaching and support staff are well qualified, experienced and enthusiastic. There is a low turnover of teaching staff. Most staff have spent the greater part of their teaching career at the college. Generally, staff skills are well matched to current course provision. Language tutors include native speakers of French, Spanish and German. A college review of additional posts required to support incorporation has resulted in new appointments in the areas of finance, accounts, security and student records. Appropriate technician support is available for laboratories and the use of audio visual equipment, but as the college grows, more support will be required for information technology.

Accommodation

51 The college provides an attractive environment for students. The buildings are generally well maintained. An effective maintenance schedule is operated by a maintenance and improvements team. Classrooms are well decorated, furnished to a good standard and clean. Many, however, are too small for the size of the groups using them. Science laboratories are inflexibly furnished and sometimes not large enough to cope with the activities planned by teachers. Storage space for science is inadequate. Inspectors identified a number of safety issues related to work in science, some of which were being addressed during the course of the inspection.

52 The library and the independent learning area are often overcrowded. The use of the library and drama hall for examinations denies access to these facilities for considerable periods of time. The sports hall has inadequate storage, few facilities for spectators and limited changing facilities for women. Outdoor facilities are of a good standard. A bright and clean canteen provides a range of meals, snacks and refreshments, and has recently been expanded as a result of its popularity among students.

53 Students at the college include those with visual and hearing impairments, and restricted mobility. Ramps have been installed recently to ease access for people with restricted mobility, but there is no lift allowing access to the second floor. Steps and other obstacles are not marked for the visually impaired and neither the teaching rooms nor the reception area are equipped with facilities for the hearing impaired.

Equipment

54 The specialist equipment used to support teaching and learning is of a good standard. Teachers have access to a wide range of audio visual equipment. Good-quality teaching materials are often produced on the high standard offset printing and photocopying equipment. Science equipment has recently been updated as part of a regular process.

55 The number of computer work stations meets most students' demands. They are situated in the independent learning area, computer studies rooms and in classrooms. Staff and students have access to relevant software. The independent learning area is equipped with CD ROM, audio visual equipment, slides and microfiche, all of a good standard. There is a set procedure for ensuring the maintenance and repair of computer equipment. A structured system of purchasing computer equipment and software ensures standardisation and there are effective replacement procedures. There is a well-equipped language laboratory with audio and video teaching aids and a facility for receiving foreign language television broadcasts.

56 The library provision falls short of meeting the reasonable needs of some students. There is a high standard of reference materials in terms of range, content and variety of format, but in some areas the numbers of books and periodicals are inadequate. The library provides multiple copies of some books and has a selection of sheet music and archive materials. The shelving system makes access to some of the books difficult.

CONCLUSIONS AND ISSUES

57 King George V College is making good progress towards achieving its strategic objectives. The particular strengths of the college are:

- effective governance and senior management
- the broad range of subjects offered at A and AS level
- effective procedures for student admissions, guidance and support
- well-organised and successful teaching
- high levels of student achievement, including performance in examinations
- high completion rates and a good record of students progressing to higher education
- effective liaison with parents, schools, and the Merseyside TEC
- developing international links
- a clear and effectively-implemented equal opportunities policy
- well-cared-for buildings offering good facilities.

58 The college should address the following issues if it is to raise yet further the quality of its provision:

- effective systems and procedures to support the college's policies of broadening the curriculum and widening recruitment
- the roles and responsibilities of middle managers
- the development of quality assurance procedures and their consistent implementation
- effective management information systems
- links with industry and commerce
- a systematic approach to the identification of learning needs and the provision of appropriate support.

FIGURES

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- 1 Percentage enrolments by age (November 1993)

 - 2 Staff profile - staff expressed as full-time equivalents (1993-94)

 - 3 Enrolments expressed as full-time equivalents by mode of attendance and curriculum area (1993-94)

 - 4 Percentage enrolments by level of study (1993-94)

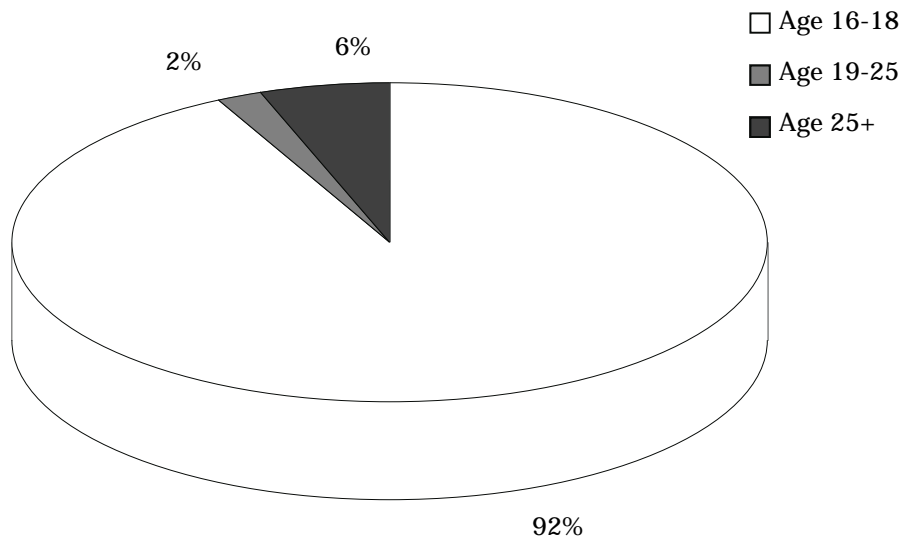
 - 5 Recurrent income 16-month period (1993-94)

 - 6 Estimated expenditure 16-month period (1993-94)

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

Figure 1

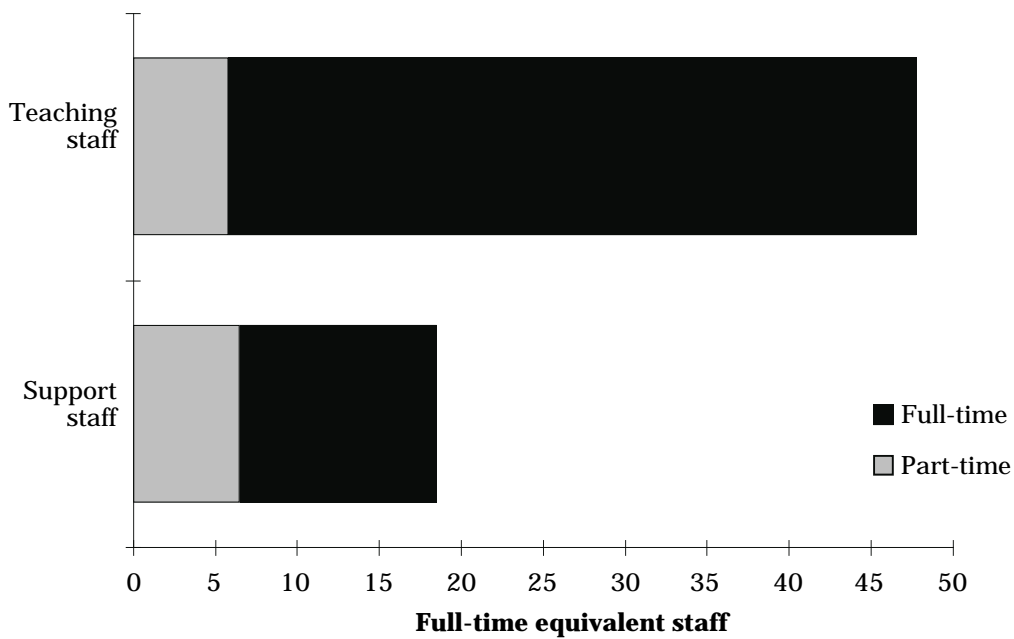
King George V College: percent enrolments by age (November 1993)



Enrolments: 818

Figure 2

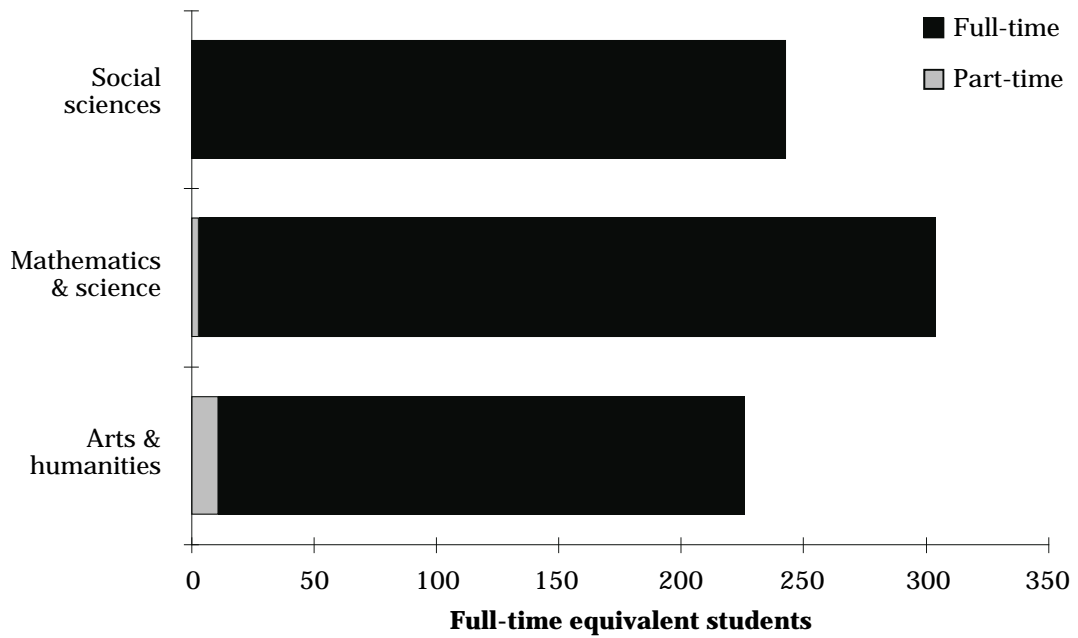
King George V College: staff profile-staff expressed as full-time equivalents (1993-94)



Full-time equivalent staff: 67

Figure 3

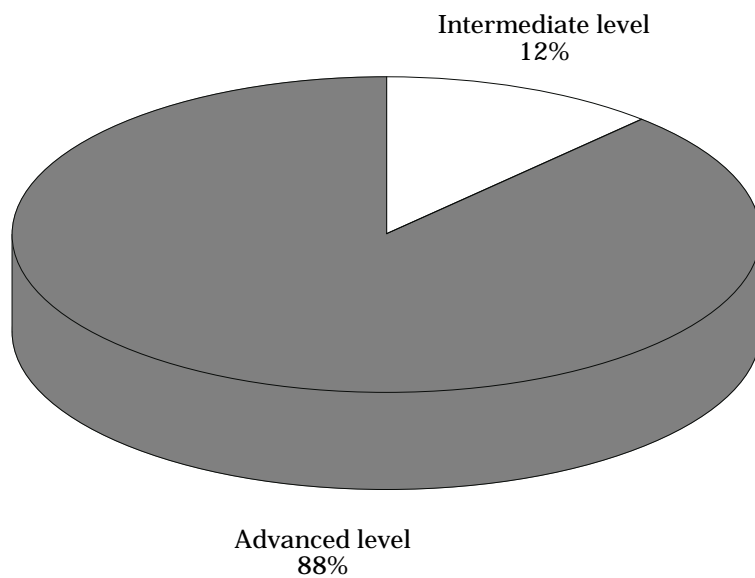
King George V College: enrolments as full-time equivalents by mode of attendance and curriculum area (1993-94)



Full-time equivalents: 773

Figure 4

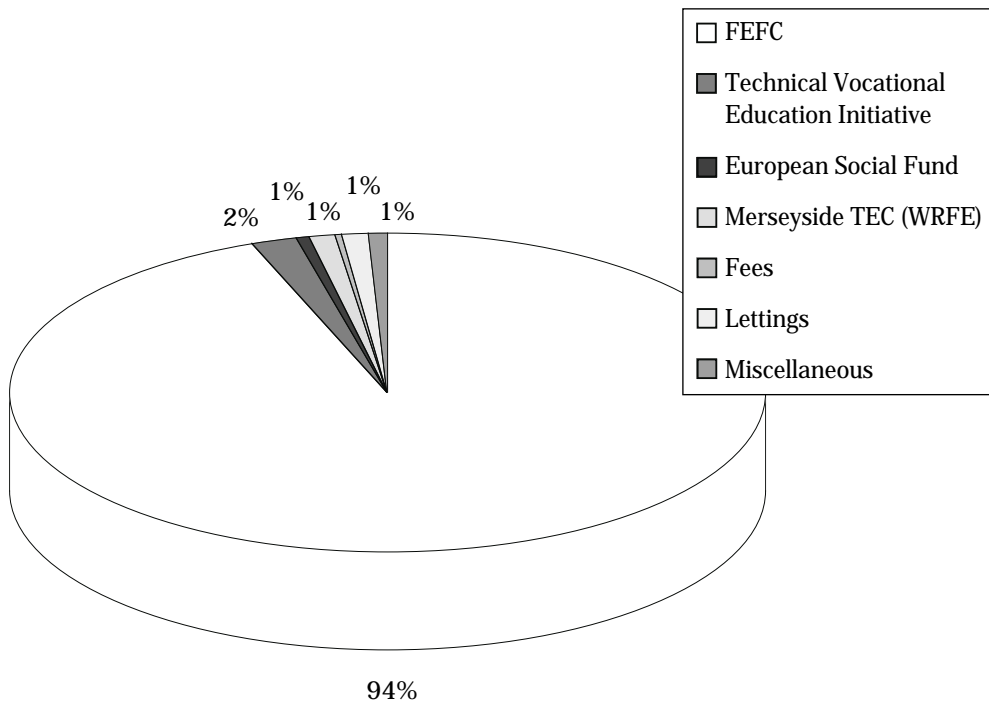
King George V College: percentage enrolments by level of study (1993-94)



Enrolments: 818

Figure 5

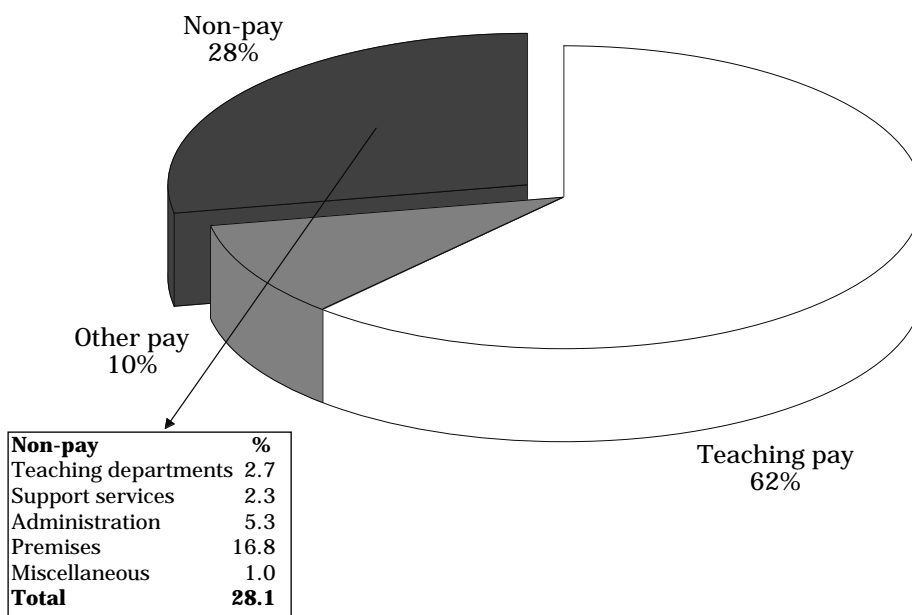
King George V College: recurrent income (16-month period 1993-94)



Recurrent income: £2,891,474

Figure 6

King George V College: estimated expenditure (16-month period 1993-94)



Estimated expenditure: £2,797,175

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