

**REPORT  
FROM THE  
INSPECTORATE**

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# **Leyton Sixth Form College**

**June 1995**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **THE FURTHER EDUCATION FUNDING COUNCIL**

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

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

### **GRADE DESCRIPTORS**

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

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

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# FEFC INSPECTION REPORT 65/95

**LEYTON SIXTH FORM COLLEGE**

**GREATER LONDON REGION**

**Inspected January 1995 – February 1995**

## Summary

Leyton Sixth Form College, located in the London borough of Waltham Forest, has forged effective links with local schools, businesses and community groups. There is a dedicated corporation board which works effectively with the college managers to serve the needs of the students and the surrounding area. Equality of opportunity is central to the ethos of the college. The college provides GCE A level and GCSE and an increasing range of vocational courses, mainly to students aged 16-19. A new programme of evening provision, which started in 1994, has increased the number of mature students. Students with learning difficulties and/or disabilities are well supported; all students who need additional help in English, numeracy and information technology can take advantage of an extensive programme of classes in key skills. The well-managed tutorial system is co-ordinated centrally. Students and their parents value the level of support given in the college. Accommodation and equipment for some specialist courses are of a very high standard. There is much high-quality teaching but good classroom practice is not always shared across curriculum areas. The college should: produce a policy and procedures for quality assurance across the college; ensure the systematic review and development of college policies; develop the range and quality of management information; extend knowledge and use of the college charter; seek to improve pass rates in some subjects; update and develop teachers' professional and commercial and industrial skills to support new vocational course development.

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

| <b>Aspects of cross-college provision</b>   |                              | <b>Grade</b> |
|---|------------------------------|--------------|
| Responsiveness and range of provision       |                              | 1            |
| Governance and management                   |                              | 2            |
| Students' recruitment, guidance and support |                              | 1            |
| Quality assurance                           |                              | 3            |
| Resources:                                  | staffing                     | 2            |
|   | equipment/learning resources | 2            |
|   | accommodation                | 2            |

| <b>Curriculum area</b>             | <b>Grade</b> | <b>Curriculum area</b>                    | <b>Grade</b> |
|------------------------------------|--------------|---|--------------|
| Science, mathematics and computing | 3            | Health and community care                 | 4            |
| Business studies                   | 2            | Art and design and performing arts        | 2            |
| Leisure and tourism                | 3            | English, European and community languages | 3            |
|                                    |              | Other humanities                          | 2            |

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## **INTRODUCTION**

1 Leyton Sixth Form College, situated in the southern part of the London borough of Waltham Forest, was inspected during the spring term of the academic year 1994-95. The college's enrolment and induction procedures had previously been inspected in September 1994. The inspection encompassed sciences, mathematics, computing, business studies, leisure and tourism, health and community care, art and design, performing arts, English, modern foreign languages, and community languages. During January and February 1995, two full-time and seven registered part-time inspectors spent a total of 29 days on specialist subject inspections and two full-time inspectors and four registered part-time inspectors spent a further 24 days inspecting aspects of cross-college provision. Inspectors visited 108 classes, involving approximately 1,353 students, inspected a broad range of work, and examined documentation relating to the college and its courses. During the inspection there were meetings with members of the corporation, community groups, students, former students of the college, parents, college managers and staff, and representatives of local industry and commerce and the London East Training and Enterprise Council (TEC)

## **THE COLLEGE AND ITS AIMS**

2 Established in 1988, the college operates on a single site which was formerly a boys' school. The borough's annual economic report in 1993 described the area as suffering from poor housing and environmental conditions. Unemployment in the immediate area of the college is approaching 20 per cent, with unemployment for males under 25 years at nearly 40 per cent compared with 20 per cent for the same group in London overall.

3 The proportion of the population from minority ethnic groups in the borough is 26 per cent. Currently, 75 per cent of the students and 20 per cent of the teaching staff in the college are from minority ethnic groups. Amongst the student population there are members of all major religions. Over 40 languages are spoken by students attending the college.

4 There is one other sixth form college in the north of the borough, Sir George Monoux College, and a large general further education college, Waltham Forest College, situated between the two sixth form colleges. Epping Forest College, a tertiary college, is just outside the north-east boundaries of the borough and the recently-established Newham Sixth Form College is approximately six miles to the south. The adjoining boroughs of Hackney and Newham each has a large general further education college. Two schools in the borough have sixth forms, Holy Family College and Highams Park Grant Maintained School.

5 There are 1,257 students, of whom 1,033 attend full time. The college exceeded its planned increase in enrolment by 8 per cent in 1993-94. Enrolments by age and level of study are shown in figures 1 and 2 and by mode of attendance and curriculum area in figure 3. Growth

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in full-time numbers in 1994-95 was 7 per cent below the target. The target to recruit 625 part-time students over the year 1994-95, has been achieved. On full-time courses which cater mainly for school leavers, 74 per cent of the students are from schools in Waltham Forest. Smaller numbers of students are recruited from the neighbouring boroughs of Newham and Hackney. The proportion of young people staying on in post-16 education in the borough has risen from 56.3 per cent in 1991 to 74.6 per cent in 1994. The college has been particularly successful in attracting women students who currently constitute 57 per cent of the student population.

6 Across Waltham Forest 31 per cent of year-11 pupils in schools attained five or more General Certificate of Secondary Education (GCSE) grades at C or above in 1994, compared with 25 per cent in the south of the borough. Of those full-time students enrolling at the college in 1994, 27.4 per cent had achieved five or more GCSE subjects at grade C or above.

7 The college employs 126 staff (106 full-time equivalents), of whom 103 (88 full-time equivalents) are teachers or technicians, language assistants or administrative assistants, who directly support learning activities. There are 23 (18 full-time equivalent) support staff. Forty-eight per cent of the teaching staff are female and 20 per cent are from minority ethnic groups. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

8 In its mission statement the college aims to provide a caring environment and a range of high-quality learning programmes, tailored to meet the needs of the community, which will enable individual students to acquire the knowledge, skills and confidence to enter employment or further education and take their place in wider society.

9 The ethos of the college is shaped by its stated values of combining the traditional sixth form college virtues of high academic achievement with the ideals of comprehensive education, including open access and equal opportunities, and a concern to realise the potential of each individual.

#### **RESPONSIVENESS AND RANGE OF PROVISION**

10 The college has a reputation locally as a successful provider of General Certificate of Education advanced level (GCE A level) and GCSE courses to students of 16-19 years. Building on expertise gained from offering a small number of Business and Technology Education Council (BTEC) courses for eight years, it has significantly widened its provision, so that 23 per cent of the students presently following a two-year course, and about 87 per cent of those on one-year courses, are studying for a vocational qualification. There has been a decrease in new enrolments to GCE A levels from 370 in 1993 to 265 in 1994. There has been a planned move away from one-year GCSE courses. The proportion of students enrolling on GCSE courses fell from 11 per cent in 1993 to 5 per

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cent in 1994. In the same period, the numbers of entrants to foundation level courses rose from 15 per cent to 21 per cent of all enrolments.

11 Students can choose from a range of one-year and two-year courses made up from a choice of 30 subjects at GCE A level and 25 at GCSE. GCE A level courses last for two years and students wishing to resit subjects are able to join second-year classes. It is also possible to sit GCE advanced supplementary (AS) examinations, although no separate classes are operated. The one-year GCSE course continues to run in response to demand, mainly from parents. It is described in the prospectus as a bridging course to GCE A levels, and it includes an element of advanced level preparatory work. Students will be able to combine GCE A levels with advanced General National Vocational Qualifications (GNVQs) in 1995-96. Presently, many students study GCSE mathematics or English in addition to their main programme of study.

12 Currently, there are four BTEC national diplomas and a National Nursery Examinations Board (NNEB) course. In 1995, two of these courses will be replaced by advanced GNVQs. A further two advanced GNVQs in art and design, and leisure and tourism will also be added. Plans to offer the advanced GNVQ health and social care have been delayed to allow sufficient time to recruit and train appropriate staff to deliver the course effectively. Students are presently studying on four intermediate GNVQs, two BTEC first awards, and four foundation level GNVQs. The choice at intermediate level will be increased by the addition of GNVQ science in 1995. There is also provision for students whose first language is not English, both to support them on mainstream courses and to provide an access course to enable them to develop the necessary skills to continue their education.

13 The college is responsive and flexible in the provision of courses to meet the needs of the local community. The NNEB courses in nursery nursing and the foundation and intermediate GNVQs in health and social care were provided as a direct response to requests from local schools. Although not offered in the prospectus, GCE A levels in music and German have been reintroduced in 1994 in response to demand. The college commits itself to a trial period of two years in such cases, if necessary supporting courses with very low numbers to see if recruitment improves. A manager for flexible learning, funded for two years by the technical and vocational education initiative, has supported and encouraged teachers to develop learning materials and provided support for students in the resources centre. This post is being maintained through new funding provided by the college and the London East TEC.

14 While maintaining its principal commitment to students in the 16-19 age range, the college introduced a limited programme of evening courses for part-time adults in September 1994. This programme is currently managed separately from the full-time courses by the principal. A post of director of community education has been created and the

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postholder will commence in June. In accordance with the strategic plan, the provision will be expanded to cover four evenings a week, instead of the present two, with the aim of recruiting 3,000 part-time students a year by 1996-97. As a result of the launch, 370 students were recruited in the first term. A spirited publicity campaign led to a further 258 enrolments in January 1995. Students with vastly differing needs were recruited to a course in English for speakers of other languages. This course is inadequately resourced. Courses in information technology are over subscribed, and courses in Arabic, provided at the request of students, attracted 35 enrolments. The range of courses offered has been revised for next year in the light of the experience gained in the first year.

15 There are effective links with schools both within the borough and outside. These links are fostered by the curriculum managers and careers staff in the college, who work with the key stage 4 co-ordinators in the schools to provide guidance on progression for school pupils. Pupils and their parents can visit the college during two open evenings each year. Senior managers, teachers and students from the college visit schools to make presentations about the range of resources and activities available at the college. The schools report that there is very good feedback from former pupils who transfer to the college. The principal and other senior staff maintain a high profile in liaison activities. The principal recently instigated a progression and continuity conference for all the schools and colleges in the borough. This is intended to promote discussion on the co-ordination of curriculum provision and entry qualifications for students within the age range of 14-19 years. The conference is supported enthusiastically by the local education authority (LEA).

16 The college prospectus for the September 1995 entry has a unified style of presentation. This does not yet extend to the course leaflets or the separate prospectus for the part-time adult programme. Marketing materials are sent to all schools in the borough, including special schools, as well as to others with which the college has links. The college also advertises in the local press at times when pupils are making decisions as to their future studies.

17 The college has developed a number of productive links with business and with higher education establishments. A separate careers department, staffed by two full-time teachers with limited teaching commitments, was created in September 1994, to promote such links. It is achieving considerable success. The borough's careers service provides two days additional support each week. There are several events each year where students can obtain information about higher education. This year the careers department organised a 'success at work' conference at which 37 successful women professionals, ranging from lawyers to firefighters, spoke about their work. The careers department also works with PROPEL, a partnership scheme involving the University of East London and the LEA to promote wider entry to higher education.



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It is also liaising with groups from both Oxford and Cambridge Universities to increase entry to those institutions for students from less advantaged backgrounds and by members of minority ethnic groups. In January, 19 representatives from a variety of employers provided mock interviews for 140 GNVQ students, as preparation for their work placements. The Midland Bank is supporting the students in a Young Enterprise Scheme, in which students make mugs decorated with names. These are designed for Asian and other minority ethnic groups.

18 Good relationships are maintained with the local community. Two members of staff have strong links with the ethnic communities to which they belong. The college premises are used by several different groups at weekends, including 140 five to 16 year olds attending the Muslim cultural society and 100 young people in the same age range using the Afro-Caribbean Supplementary Education Service. Leyton Orient Football Club runs football training sessions for young people with the aim of raising awareness of racial issues in football and encouraging participation of students from minority ethnic groups. The college is considered by parents, business people and community groups to be accessible and pleasant to deal with. Liaison with the London East TEC, the LEA, and those responsible for the technical and vocational education initiative is effective.

19 The commitment to equal opportunities is strong and permeates all aspects of the college's provision. There are policy statements on gender, race and disability, and descriptions of the policy and procedures for dealing with infringements are published in both prospectuses, and in the student and staff handbooks. Each department has carried out an audit of its courses, teaching methods, teaching materials and examination syllabuses, and is required to review the findings in its annual reports. There are several initiatives underway to address important issues; for example, the deputy director of marketing and admissions is working with a group of Afro-Caribbean students to investigate reasons why few enter higher education. The governors and management instigated a survey among the students to identify the extent to which they had experienced or witnessed any problems related to race or gender. Information leaflets designed for distribution in schools and at open evenings are available in Urdu and Bengali. Positive images of race and gender are included in the prospectus and the termly newsletter. Students cite their feeling of safety in the college as one of their reasons for choosing to study there.

#### **GOVERNANCE AND MANAGEMENT**

20 The college is well governed by an enthusiastic and knowledgeable corporation board, which includes the chief executive. Members fully understand their responsibilities and liabilities. The board consists of 15 members of whom four are women, and three are members of minority

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ethnic groups. Eight members represent the business community, providing experience in management, accounting, law, and personnel. Two members are elected by college staff, two by parents and a student is elected by the student body. The board also includes a representative of London East TEC. One of the members elected by the staff acts as clerk to the board. The two vice-principals attend meetings as observers.

21 The management committee of the board of governors meets fortnightly to provide a link between the corporation board and the management of the college. This group consists of the chair, two independent members, the chief executive and one other nominated governor who is currently a staff representative. All these members have voting rights. The three college directors, who are all senior managers within the college, are ex-officio members without voting rights. Monthly finance reports are reviewed by this committee and corrective action taken as appropriate. Audit and remuneration committees are in place and have fixed patterns of meetings.

22 Concern was expressed in the report by the Further Education Funding Council's (FEFC's) audit service regarding the composition of the audit committee and the quality of the financial reporting. The board has since revised the membership of the audit committee appropriately, engaged a qualified accounting consultant and implemented the audit services' recommendation on financial reporting.

23 The full board of governors meets once a term. It receives regular reports from the management committee. Board meetings are well attended. Briefing papers are well presented. The full board, together with the senior management team, attend an annual residential conference for team building and to review and reappraise policy issues. All members have visited the college twice for a whole day to meet with staff and students and gain up-to-date information about college activities.

24 Board members were consulted on the formulation of the strategic plan and approved the final draft. They have a thorough understanding of operational arrangements and are able to support the college managers in the maintenance of the college's ethos and the delivery of its mission.

25 The senior management team of eight consists of the chief executive, three directors, their deputies and the manager of information systems. Each director is responsible for one of the three broad management divisions: administration and finance, curriculum and resources, and marketing and admissions. Each academic subject is deemed to be a department; groups of departments form clusters under the line management of the directors and deputy directors. In addition, there are four senior tutors, reporting to the deputy director for admissions. The senior tutors head teams of teachers who act as tutors.

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26 The senior management team meets weekly. There is a timetabled period during each week to enable departmental meetings to take place. A structured programme of course team meetings provides for cross-curricular co-ordination. These meetings have agendas and minutes, but the recording of decisions, timescales and planned action is not uniformly good. Responsibilities within the senior and middle management are clearly allocated and there are appropriate job descriptions. The management of departments is sound. Further staff development to enable middle managers to do their job more effectively is scheduled to take place in June 1995.

27 Curriculum clusters meet twice a term on dates listed in the college calendar of meetings. Senior tutors and tutors meet as a team five times during the year to review the tutorial programme, devise and refine strategies, review the progress of students and share best practice.

28 The principal provides effective leadership. Senior and middle managers work enthusiastically together. The line management structure provides systematic support for departments in implementing changes required by the strategic plan. Departments have each developed an action plan and produce an annual report detailing the evaluation of the curriculum, delivery, monitoring, assessment and quality assurance. They also report on their proposed operational plan for the following session in relation to the college's strategic plan. These departmental plans are moderated and reported on by one of the senior managers. Each report is then reviewed by the governors who then confirm the action to be taken.

29 The college's mission is understood and supported by staff. All members of the college were involved in the comprehensive consultation which led to the present updated strategic plan.

30 All major curriculum matters and policies are reviewed by the academic board, which meets at least twice termly. Membership includes the senior management team, senior tutors and heads of department. Minutes and agendas are available to staff. The academic board reports to, and makes recommendations to, the senior management team and to the board of governors.

31 The college has developed a charter. Policy documents for personnel, finance, staff development, college-industry links, equal opportunities, fees and rentals, course assessment and student guidance have been agreed by the academic board and approved by the corporation. A note of guidance for staff in dealing with students who have been victims of physical or sexual abuse outside the college has been produced by student services. There are no designated committees to develop and monitor these policies and their operation is overseen by line managers and the senior management team. There is no systematic and structured review of policies. Only the academic board and the senior management team have a clear and explicit brief for the oversight of quality.

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32 The documentation for staff briefings, working groups and other written communications is usually well presented. There are termly meetings for all members of staff. A weekly bulletin is produced by the administrative staff, and edited by the principal, to update staff on issues of importance to them. Communications within the college are expected to improve as a result of the review undertaken through the Investors in People programme.

33 Figures 5 and 6 provide a summary of the college's income and expenditure for the 16 month period to July 1994. The college's average level of funding for 1994-95 is £19.02 per unit. The median for sixth form colleges nationally is £19.81. The college has a projected gross FEFC allocation of recurrent funding for 1994-95 of £3,382,944 to provide 171,047 units of activity.

34 There is a gradual move away from historical budgets to departmental and cost-centre allocations of resources. Currently, only budgets relating to materials and some equipment are devolved to departments and cross-college services. The mechanisms for the deployment of teaching staff and the allocation of departmental revenue budgets are well understood by the line managers and the majority of heads of department. Close monitoring of expenditure includes a monthly reporting and checking system which does not allow a department to overspend.

35 Teaching staff are efficiently deployed. Target enrolments, actual numbers, retention rates and destination statistics are collected and reviewed. Both proposed and actual destinations are recorded; the London Borough of Waltham Forest Careers Service assists in producing an annual report analysing this data. This information is soon to be transferred to the central management information system in order to make it more readily accessible. The range and quality of management information is in need of further development. The college recognises this and is in the process of improving its provision of management information with the introduction of a new system.

#### **STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT**

36 All pupils from local schools, including special schools, are guaranteed an interview at the college. Pupils are invited to attend, free of charge, the college summer schools in mathematics and European languages. In the summer of 1994, 68 young people attended the mathematics summer school, of whom 42 enrolled onto the GCE A level mathematics course. Ten of the 13 pupils on the language school enrolled on GCE A level language courses.

37 Application forms and confidential reference requests are distributed to all partner schools. Pupils are asked to state their future career/education plans and to check this with their choice of course. Female prospective students are asked at this stage if they prefer to be

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placed in a mixed or an all female tutor group. The college aims to acknowledge all applications within a week.

38 The enrolment procedures are generally well organised. Teaching staff are briefed and trained in interview techniques. All applicants are invited to attend the college for interviews from April onwards. They are expected to bring with them their records of achievement at school. The interviews are offered during the day or evening to suit the prospective students and their parents. For students who have a clear idea of their choice of course interviews are conducted by specialist subject staff. Senior staff interview applicants who need further guidance in making their choice. Interviews are comprehensive, and normally last about 30 minutes. There is a nominated full-time teacher available to assist prospective students with learning difficulties and/or disabilities as they enrol. Applicants are offered places in the college at this stage and receive written confirmation during the summer.

39 Every new student is reinterviewed in September when their original choice of course can be confirmed or renegotiated. Senior staff, including the principal, conduct the negotiations if difficult problems arise. After agreeing on a course of study, all students sign a guidance completion certificate which is lodged centrally. There is no system for accrediting prior learning.

40 There is an effective induction programme. In the first few weeks of the academic year the students work through an induction exercise designed to identify their levels of skill and areas where support is needed. Support is offered through a key skills programme which covers English and communication skills, mathematical skills and information technology. Throughout the academic year 34 hours of teaching time each week are devoted to this work. All students are expected to attend the sessions in information technology in the first term unless they are computer literate or on a course which contains a high content of computing or information technology. Attendance at the other key skills sessions, and at the sessions on information technology after the first term, is optional. Students either choose to attend key skills sessions on their own or because staff recommend that they should. Some groups attend as a whole class; for example, those on nursery nursing courses attend sessions in communications skills specifically related to work in nursery and infant schools. Currently, 36 per cent of full-time students attend the key skills sessions.

41 There is an effective tutorial system which is well managed by the four senior tutors. They attempt to match tutors to students in terms of subject or course specialism. There is a systematic programme in which tutors review students' progress three times a year. Tutors monitor the use of action plans and attendance at key skills sessions and receive reports from subject tutors. Students experiencing difficulties are referred to senior tutors. Tutorials during the spring term concentrate on preparation for internal and external examinations. Students who

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have just completed the first year of a two-year programme are involved in a post-examinations review in June. Those who are about to leave the college are issued with summative records of achievements. A report is sent to parents following each of the three reviews during the year.

42 At least once a term students attend assemblies, where senior tutors emphasise deadlines and targets for the term and communicate priorities for the content of the tutorial programme.

43 Student services have recently been reorganised. In addition to the senior tutors, there are two designated careers teachers, a work experience co-ordinator and a learning support department. The 350 students aiming for entrance to higher education in 1995 have received a great deal of support. The college organises a number of higher education days with particular themes including medicine, business studies, art and design and science. The college has also paid special attention to Afro-Caribbean and women students who are not entering higher education at the same rate as other students. A guidance team is available in the college to advise students in the week after the GCE A level results are published. Students who are intending to enter employment directly from college are provided with careers guidance interviews and careers-related assignments are included as part of their vocational programmes.

44 All students are entitled to work experience. The work experience programme for all vocational students is for two to three weeks. Placements are arranged by the college. One week is allocated in June for students on non-vocational courses to participate in work experience; they generally find their own placements. Where it has proved difficult for students to obtain appropriate placements, for example in art and design and business studies, a simulated programme is operated within the college. Those students who are hoping to study medicine are helped to find voluntary work experience places in hospitals and nursing homes.

45 Presently, there are 28 students identified as having learning difficulties and/or disabilities, all of whom are integrated into mainstream courses. The newly-formed learning support department manages the provision for these students and provides support for some of them in their classes. Other staff are provided with full details of the particular needs of these students and with suggestions of strategies to employ in the classroom to ensure they are catered for effectively. Teachers are invited to contribute to case conferences in July and September. Virtually all of the college is accessible to students who use wheelchairs and they are able to study on all courses offered.

46 There is a comprehensive enrichment programme. Over 200 students are involved in competitive sports which often attract large numbers of spectators. The recreation programme caters for about 400 students, with 100 playing badminton each week. A particular success is the five-a-side football competition which is organised by students and

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involves 18 teams and over 100 players. At the request of some female students, women's football training sessions have started. The college has a sports hall and squash court which are available to students. More than 175 students participate in music and fashion events, the most recent of which attracted a student audience of 400. Other activities at the college include a debating society, an Islamic society, a Christian union, a creative writing forum, a film club and a chess and games club. The extra-curricular activities co-ordinator helps in the production of the students' newspaper and assists the entertainments committee of the student council in the organisation of social events, theatre trips and film shows.

47 A strong feature of the college is the high level of pastoral care and support. Both students and their parents appreciate the support, which includes the provision of free meals to students whose families are in receipt of family credit or income support. Currently this applies to one-third of all full-time students. The cost of this is borne by the college and, in 1994-95, will amount to £40,000. Counselling of students is provided by the form tutors and senior tutors who are given specialised support by an educational psychologist who attends the college one day a week. In the lead up to examinations students are offered sessions on time management, study skills for revision and stress management. Students are sometimes referred to outside agencies for more specialised support.

48 There is a Christian union which meets weekly. A prayer room is available for use by students of all religions and denominations. Students are able to undertake academic courses in religious studies and Islamic studies.

49 There is an active student council. The executive of the council meets with the principal and senior managers of the college fortnightly and students set the agendas. The students feel that the meetings are worthwhile and that they are able to influence a whole range of decisions. For example, students have suggested ways of improving the college environment and have helped to prepare the complaints procedure. Students speak positively about relations with staff and between students. This harmony was clearly apparent to inspectors who commented upon the calm and courteous environment in the college.

#### **TEACHING AND THE PROMOTION OF LEARNING**

50 In the sessions inspected 57 per cent had more strengths than weaknesses. Only 5 per cent had more weaknesses than strengths. The grades awarded during the inspection are shown in the following table.

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**Teaching sessions: inspection grades by programme of study**

| <b>Programmes</b>  | <b>Grade</b> | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b> | <b>5</b> | <b>Totals</b> |
|--------------------|--------------|-----------|-----------|-----------|----------|----------|---------------|
| GCE AS/A level     |              | 11        | 18        | 21        | 0        | 0        | 50            |
| GCSE               |              | 1         | 6         | 7         | 0        | 0        | 14            |
| GNVQ               |              | 3         | 2         | 8         | 2        | 0        | 15            |
| Other (BTEC, NNEB) |              | 8         | 13        | 5         | 3        | 0        | 29            |
| <b>Total</b>       |              | <b>23</b> | <b>39</b> | <b>41</b> | <b>5</b> | <b>0</b> | <b>108</b>    |

51 Schemes of work were in place for most courses. The plans for the well-structured business studies programmes were discussed with parents and students. Teaching objectives were clear in computing. Teachers had planned the work well to meet the aims of the course in leisure and tourism. The NNEB diploma in nursery nursing course was well documented. In contrast, the foundation and intermediate GNVQs in health and social care have been introduced with inadequate planning. GNVQ programmes in business studies, art and design, and leisure and tourism were planned and implemented more effectively. In English and in languages the quality of the schemes of work was variable. Plans for GCE A level French and Spanish were exemplary. In the humanities, schemes of work have been prepared using a common format and some are stored along with teaching materials. Field trips are a positive feature of geography courses; educational visits have been scheduled for government and politics. Work experience placements were included in the schemes of work for all vocational courses.

52 Teaching and learning were good in business studies, the humanities, art and design and the performing arts. Teachers challenged students and used a mixture of styles which encouraged them to take an active part in the lessons. Good use was made of visual aids, models and handouts. In business studies, geography and history, teachers used questioning effectively to check students' understanding. In law, psychology and sociology, there were high levels of participation by students. Teachers were sensitive in their approach to issues in relation to religious and cultural differences amongst the students. In art and design and in the performing arts the importance of work-related experience was recognised. Students of media studies had produced video material which surveyed local protests to a road construction scheme and attitudes to racial prejudice in the area. Practical work in art and design was of a high standard. The GCE A level performing arts group was working on a commercially-funded project with a local school. The focus was on bullying, a subject seen as having relevance to contemporary life. Students in social sciences would benefit from having similar opportunities to consider the practical applications of their subjects.



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53 In computing, students were predominantly engaged in practical work. The assignments provided realistic activities which elicited a good response. For example, BTEC first diploma students were preparing reports after carrying out a survey of the traffic flow at a local junction. However, the pace of the work could be improved by setting well-defined, short-term goals for students undertaking extended project work. In the sciences, there was a diverse range of activities and a good use of handouts. Teachers made sure that students understood the topics being covered. The two-hour lessons were managed effectively. In some mathematics classes, the pace of work was inappropriate and students were required to copy notes from the whiteboard for long periods. The two-hour periods allocated to some GCSE and numeracy classes were too long for some of the planned activities and did not maintain students' attention.

54 The teaching was good in GCE A level English literature, especially in lessons dealing with Shakespeare's work and the study of poetry. There was an imaginative choice of texts which reflected the students' backgrounds and interests. In the best lessons, students were encouraged to think independently and to explore ideas. Students in the key skills English classes were less well motivated and were not challenged sufficiently. In sessions on English for speakers of other languages, inappropriate materials were being used and teachers missed opportunities to draw on students' experience. In European languages, the activities engaged the students' interest, and students willingly took part in the lessons, gaining fluency in the languages they were learning. Students studying community languages spent more of their time on written exercises and the lessons were conducted in English. In leisure and tourism there were some well-paced and well-managed sessions where students' interest was engaged and sustained.

55 Teachers adopted an imaginative range of teaching methods in most health and social care courses. They used well-presented handouts and task sheets. Students participated well in the wide variety of planned activities. Some lessons, however, would have been improved by the clearer identification of key points. Very good support was provided for students with learning difficulties and/or disabilities. In one class, red markers were used on the white board and flip chart to enable a student with visual impairment to take a full part in the lesson. Students on the NNEB diploma in nursery nursing attended regular tutorial sessions during which support was provided on an individual basis.

56 Most teachers set suitable homework and assignments regularly. These were marked and returned to students promptly in most cases. Records of students' progress were kept. Most of the students' work seen was of an appropriate standard. In computing the assignments offered students the opportunity to extend and demonstrate their capability. In science, useful grading sheets accompanied the marked work, although

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some teachers' comments were brief. The achievements of business studies students were monitored regularly, recorded and discussed with students. In law, students working in small groups effectively reviewed examination questions to improve their technique. In the NNEB diploma in nursery nursing course, the marking of students' work was rigorous. This was not the case in GNVQ health and social care where work which had been copied from a text book had been marked as satisfactory without any comment from the teacher. In some cases work which did not meet the assessment criteria had been marked as satisfactory and few written comments were given to guide students' future work. In art and design the level of constructive comment offered to students varied. Individual action plans and records of achievement were not being used effectively and monitoring of students' progress was not systematic. In the performing arts, assignments were stimulating and provided opportunities for students to link theory and practice. Video recordings of students' performances were used in critical self-assessment and students were encouraged to evaluate each others' work. In European languages, work was set regularly but the marking was inconsistent and some mistakes had been overlooked. In the humanities, students' progress was checked and marking was thorough, although it was not always clearly related to the assessment criteria.

#### **STUDENTS' ACHIEVEMENTS**

57 Most students were well motivated and spoke about their studies with enthusiasm. In humanities classes students were developing analytical and research skills. Students on the NNEB diploma in nursery nursing course were able to relate the knowledge gained during their work experience placements to their learning in college. The assignments carried out by art and design students offered them considerable independence and allowed them to use their own initiative. Students in European language classes were able to speak with fluency in the language they were learning; students studying community languages were developing their skills in written communication. A very high standard of performance skills was being developed by students in the performing arts. They have the opportunity to develop these skills through regular public performances. In rehearsals and in improvisation the students demonstrated a self-critical concern for professional standards. Work placements such as those provided at the National Theatre and the Parliamentary Broadcasting Unit have helped students develop a knowledge of the professional arena.

58 Students were developing the skills needed to work effectively in groups. In business studies students were eager to work in small groups. In leisure and tourism, and in art and design students worked co-operatively on projects. In law, students were working in groups on past examination papers and presenting their model answers to the class. Students in other subjects would benefit from further development of group work skills.

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59 The importance of developing skills in information technology was recognised in a number of subjects. Good use was being made of wordprocessing equipment by students on the NNEB diploma in nursery nursing. Computing students displayed a good level of skills in information technology. Students in art and design and media studies were using industrial standard resources to good effect in their assignments. In geography and history students were developing in their use of English but their skills in mathematics and information technology were less well developed. Students were able to carry out practical work in a competent and safe manner in the sciences, computing, art and design and the performing arts.

60 The results of internal assessments indicated that students were achieving appropriate levels in most subjects. Some work of a very high standard had been produced by students in sociology, psychology and law. The standard of written and practical work carried out by students on the NNEB diploma in nursery nursing course was consistently high. In mathematics, the average results achieved by students in internal assessments were low.

61 Last year, 242 students entered for GCE A level examinations in 27 subjects and GCE AS in six. National performance tables published by the Department for Education indicate that of the 205 students aged 16-18 taking two or more GCE AS/A level subjects, the average points score per candidate was 9.1 (where A=10, E=2). The national average for 1993-94 was 15.3. The average points score per entry was 3.4. These results place the college in the middle third for the further education sector on this performance measure.

62 Overall, in 1994, the pass rate at grades A-E for examination entries in GCE A level was 68.7 per cent compared with the provisional national figure of 83 per cent for 16-18 year old students in sixth form colleges. The pass rates in many subjects have been variable over the past three years, but have been consistently below the national figures in a significant number of subjects. Pass rates above national figures were obtained last year in media studies, physical education, history and law. In art, design, government and politics the pass rate was 80 per cent or more. Poor pass rates were obtained last year in computing, chemistry, economics and electronics where fewer than 50 per cent of the students entering the examination achieved a pass.

63 The college is concerned that the figures have been declining over the past three years from an overall pass rate of 72.8 per cent in 1992. A number of strategies have been adopted to monitor and improve students' performance. For example, workshops and revision sessions have been organised; some of the examination syllabuses have been changed. For the past three years, the college has analysed its GCE A level examination results in relation to students' GCSE results on entry through participation in the national Advanced Level Information System in 1992 and 1993,

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and using a commercial software package in 1994. The college hopes that this analysis will assist in identifying potential underachievement at an early stage and enable the college to provide students with appropriate support. So far the results have been inconclusive.

64 In 1994, there were 758 entries for GCSE examinations in 22 subjects, made by 336 students. Only 30 per cent resulted in a pass at grades A-C. Results were above the national figures in art and design, photography, business studies, Asian languages and religious studies. In biology, physics, accounts, mathematics and creative design, they were significantly below the national figures. Students who enter the college with a grade D or lower in GCSE English and mathematics are required to study these subjects and enter for the GCSE or an alternative examination. Last year, 174 students started the GCSE English course, 139 sat the examination and 58 achieved a pass at grade A-C. In mathematics, 299 students started the courses, 277 took the examination and 66 of these gained a pass at grade A-C. For mathematics 112 students improved their performance by at least one grade, but 109 stayed at the same level, and 56 did less well than they had on a previous occasion.

65 National performance tables published by the Department for Education indicate that of the 19 students aged 16-18 entering for a vocational award at an advanced level, 95 per cent achieved a pass. The only course in this category was the BTEC national diploma in business and finance. This result places the college in the top third of colleges in the sector. Pass rates for BTEC first diplomas ranged from 53 per cent for leisure and tourism to 89 per cent for design. The pass rates were generally good in RSA Examinations Board (RSA) qualifications and City & Guilds of London Institute (C&G) examinations in wordprocessing, bookkeeping, numeracy and literacy. One hundred and fourteen students entered numeracy examinations and most achieved at least a pass grade.

66 The college monitors retention rates at course and subject level. A composite performance indicator is used which combines retention rates, examination entry rates and examination pass rates. The college calls this indicator the percentage success rate. The college's target of 75 per cent has so far been achieved in only four subjects. The overall completion rate for GCE A level subjects was 84 per cent over the two-year period of the course.

67 The destinations of former students leaving the college are analysed in order to improve the advice and support offered to current students. Of the 238 students completing two-year courses last year, 135 entered higher education. This is a smaller proportion than the previous year. Of the remaining 103, 39 returned to college to attempt to improve their grades, eight entered courses in other further education colleges, 21 entered employment, 19 were unemployed, and the remaining 16 were unknown. One hundred and forty-nine of the 246 students finishing one-year courses continued their studies in further education, 26 entered

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employment, 17 were unemployed, nine moved out of the area and 45 students' destinations were unknown. There has been no response from only 61 out of the total of 484 students finishing their courses last year.

#### **QUALITY ASSURANCE**

68 The college has documented procedures for quality assurance and control, but no single, coherent policy statement on quality assurance. A consultative document on policy and practice for quality control has been produced, but it lacks clarity, focus and a clear sense of direction. Some members of staff regard the implementation of a quality assurance policy as an additional burden. College staff are generally aware of, and committed to, the requirements of the national charter for further education.

69 The course review process is well managed and effectively meets the requirements of the examining, validating and awarding bodies. Course teams meet regularly to discuss curriculum development and students' academic progress. Departments produce annual reports which incorporate course reviews and action plans for scrutiny by the governing body.

70 Although course reports include some statistics on enrolment, retention, achievement and destinations, there are frequently no targets against which the performance of each course can be measured. In general, the collection and use of performance indicators is not systematic.

71 A revised staff-development policy, incorporating a formal system of staff appraisal will be implemented in September 1995. The needs of course teams are identified through the annual course reports. The development needs of individuals are discussed on a one-to-one basis through formal staff-development interviews which are available to both teaching and support staff. During the current year, approximately half of the teaching staff, and all support staff, have taken up this entitlement. From September, appraisal interviews will be mandatory and will be used to review the performance, and identify the developmental needs, of all staff.

72 In most cases, staff-development activities are appropriate and beneficial to the individuals, their department, and the college as a whole. The college spends 0.8 per cent of its staffing budget on staff development, and this has enabled staff to attend all the courses they have requested. Two recently-appointed teachers are currently studying for a teaching qualification, and two others are studying for degrees. The availability of National Vocational Qualifications (NVQs) for support staff is also being considered. In addition to the above activities, five days are set aside during the year for staff-development activities for all full-time college employees. Teachers who attend external events evaluate the activity and suggest ways in which the college will benefit from their attendance.

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73 In some areas, inadequacies in staff training and development were apparent. For example, although some appropriate and effective staff development has taken place for the introduction of a new English language GCE A level, there was ineffective support for the development of good practice in the wider teaching of core skills in the English department. In the sciences department, staff development enabled staff to have industrial work experience. The college offers training for staff to assist them in delivering vocational courses. This training is not yet effective in all vocational areas but it should improve with the recent appointment of a college GNVQ co-ordinator.

74 New members of staff receive individual, carefully-planned induction programmes. Support is given by a senior member of staff acting as a mentor. In the case of new teachers, induction includes observations of their teaching sessions by a senior member of staff.

75 The views of students are obtained regularly through questionnaires, student feedback in tutorials and in formal course team meetings between staff and students. Students also have representation on the board of the corporation and have their own students' council.

76 The college has published a charter, and a working party has been established to develop this further. The charter currently has a very low profile amongst the student population; many students are unclear as to its role and purpose. The charter in its current form does not set performance targets or identify criteria for judging success. A number of college policy statements and standards are incorporated in the students' handbook, which is issued during induction.

77 The college provided the inspectors with a report which reviewed the progress of the self-assessment exercises undertaken during the spring and autumn periods of 1994. The report does not clearly follow the guidelines as set out in the Council Circular 93/28, *Assessing Achievement*. There is no separate section to deal with students' recruitment, guidance and support, an aspect of the college which the inspectors found to be very strong. Although the document is self-critical in some places, it does not formally recognise strengths and weaknesses. It makes only limited statements about actions to be taken. The style is discursive and gives no sense of the timescale involved. The report shows some evidence of analysis of trends, for example in examination results, but its focus is not sharp enough.

## **RESOURCES**

### **Staffing**

78 Teachers have appropriate qualifications for the subjects they teach. It is the college policy that all teachers, both full time and part time, should have a teaching qualification or should be working towards one; at present only two recently-appointed teachers have not yet commenced their training.

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79 The level of relevant commercial and industrial experience which staff have varies considerably. In business studies, teachers' experience of working outside education helps in bringing real-life situations to the students; in performing arts, staff have good professional knowledge and are able to offer students valuable work placements as a result of their own contacts. The college should address the issue of upgrading and updating teachers' industrial and commercial experience in the light of the introduction of the new range of vocational courses, particularly GNVQs in science, leisure and tourism, and health and social care. A specialist in tourism to co-ordinate leisure and tourism courses has been appointed and will commence in April 1995. In health and social care, no staff have previous experience or knowledge of GNVQs or NVQs. The college has made several unsuccessful attempts to recruit teachers with a social work background to support this development. There is a national problem of recruitment in this field to further education and the college is not alone in this respect.

80 Of the teaching staff, 68 are full time and 21 part time (10.65 full-time equivalents). Part-time teachers were found to be well prepared for their teaching commitments and were effective in their work. The only department which relies heavily on part-time staff is languages where there are two full-time teachers and five part time, including two language assistants. The lack of full-time staff in the department limits the opportunities for curriculum development but this situation should be alleviated by the appointment, from September 1995, of a second full-time languages teacher to act as deputy head of department. There is a lack of experience in the learning support department for the teaching of English for speakers of other languages.

81 Of the non-teaching staff who support direct learning activities, five are full time and nine part time (4.6 full-time equivalents). There are eight full-time and 15 part-time (9.4 full-time equivalents) other support staff. The level of technical support in computing is adequate. In languages the provision of 18 hours assistants' time is considered to be a bonus by teachers and students. Science subjects have a good level of technician support. In health and care there is a need for administrative support to organise work placements.

82 The college is at an early stage in introducing Training and Development Lead Body assessor training. Currently, only one person in the college is qualified to act as an internal verifier for vocational courses. Eighteen staff are undergoing appropriate training during this academic year. Given the move to greater provision of vocational courses, the college needs to expedite and expand its programme of staff development in this area.

#### **Equipment/learning resources**

83 A sum, currently £40,000, is placed into the budget each year to provide for the replacement of equipment. Departmental heads bid for

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new equipment and resources. Bids are then discussed with the line manager responsible for their cluster group and final allocations are decided by the senior management team. Expenditure on equipment in the current year is £120,000.

84 The standard of most of the specialist equipment is high, and it is generally well maintained. For example, in the computing department there is a sufficient quantity of good-quality modern equipment, a well-organised network and a sufficient supply of software.

85 There is also good specialist equipment for the performing arts including the lighting and public address equipment in the drama studio, a well-equipped sound studio and a wide range of teaching and learning aids. There will be a need for a wider range of musical instruments if the music elements of performing arts courses are to be expanded.

86 In art and design and media studies there is good specialist equipment for three-dimensional design, although this appears to be underused. The computer equipment used by the department is good, as is the standard of basic equipment in the drawing studios. Weaknesses in this area include the limited video facilities, the poor standard of basic equipment for printing and the underuse of the ceramics facilities.

87 The facilities available to language students are generally good. There is adequate viewing and sound equipment and a good supply of text books. A proposed new languages centre will increase provision for individual resource-based learning.

88 In science, there is a good supply of text books and learning resources in the classrooms. There are also sufficient materials and equipment for students to use in practical sessions, except when, for certain topics, students have to work in groups because there are not sufficient sets of equipment.

89 In leisure and tourism, there is insufficient equipment for the delivery of intermediate GNVQ and the proposal to introduce the advanced level next year will only exacerbate the situation unless provision of sufficient equipment to cater for both courses is made.

90 The college has not yet formally adopted an overall strategy for information technology. There is an obvious commitment to increasing the provision in this area, and most departments have benefited from this. The learning-resources committee selects the equipment and it is centrally owned. In business studies, the equipment is readily available and is well used; in areas such as history and geography there are few subject-related information technology resources; in mathematics, although the department is generally well resourced, the computer stock is outdated.

91 In most teaching areas the quality of furniture is appropriate, although some tables appear to be designed for younger students. The quality of general teaching materials varies. There are up-to-date text



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books in science, and an adequate supply of text books and library books in psychology, sociology, law, English and mathematics. Language text books are issued to all full-time language students and there is a good supply of open-learning material for English students. In history and geography, however, there are few resources to support wider reading and research, and some of the books located in teaching areas are outdated. There are insufficient quantities of the nationally available materials to support English for speakers of other languages.

92 The learning-resource centre is well equipped and includes 25 Apple Macintosh computers for students' use. The library has 13,965 items in its catalogue, including 13,500 books. It also offers a variety of compact disk read-only memory (CD-ROM) databases, study packs and audio and video cassettes. The library subscribes to 46 periodicals and six newspapers. The careers room includes a variety of materials relating both to careers and higher education and this is supplemented by a separate section in the library dedicated to careers.

93 The learning-resource centre's budget for the current year is £64,000. Allocations from this budget include £16,000 to be spent on books, £25,000 on information technology and audio-visual equipment, and £2,500 on curriculum-development software. Teaching departments are asked to bid for resources purchased through the learning-resource centre each year, and 90 per cent of book purchases are normally made as a result of such requests. Video editing equipment costing £12,000 has been provided using funds from the technical and vocational education initiative.

### **Accommodation**

94 The accommodation is in six purpose-built structures, and three mobiles, on a single site of 5.84 hectares. The college corporation owns the freehold of the site. There is adequate space on site for staff car parking and to construct new buildings, should they be required. The overall gross floor space of approximately 8,400 square metres is adequate for the number of students, and planned developments will allow for anticipated expansion.

95 The buildings and grounds are clean and cared for, although some of the external timber frames require urgent redecoration. The corridors are hung with prints and photographs, some of them produced by students. A single-storey building at the front of the sports hall, erected as a temporary structure in the 1950s, is to be demolished. It currently provides changing rooms, a weight training room and three classrooms. Draft plans have been produced to construct, in its place, a three-storey building which would house business, information and administrative studies, leisure and tourism and languages. A survey, carried out by college staff and embracing the Hunter survey, has formed the basis of a five-year planned maintenance programme adopted by the college.

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96 There is a lift in the main building, which makes it accessible to people who use wheelchairs. However, part of the site, namely the top floors of the art and music blocks, is not currently accessible.

97 Many of the specialist teaching areas are of a high quality. The provision for art and design and media studies includes outstanding three-dimensional design facilities, well-laid-out drawing and general art accommodation and good computer facilities. On the other hand, the photography darkrooms are inadequate, there is no independent video production and edit suite, and the ceramics and print facilities are neglected.

98 The college has given a high priority to the performing arts; there is a newly-built dance studio, a spacious studio theatre with dressing rooms and a wardrobe area, and a recently-constructed sound studio. However, some rooms lack adequate heating, and sound travels into other teaching areas from the new dance studio. The provision would be further improved with the addition of adequate rehearsal space.

99 There are sufficient laboratories and although they are dedicated to chemistry, physics or biology, the provision is flexible. There are, however, some weaknesses in this area. The space in one chemistry preparation room is limited, the fume cupboard provision in one chemistry laboratory is inadequate, some benches have insufficient services, and some laboratories are only just large enough to offer a safe working environment for current student numbers.

100 The college is attempting to move to an arrangement whereby all departments have a suite of adjacent rooms. This has been achieved in all areas apart from business, information and administrative studies and in languages where accommodation for European and community languages is split. In computing, the rooms are adequate for both theory and practice, and in mathematics the exclusive suite of 10 rooms provides a sense of community. Most of the other non-specialist teaching areas are of an acceptable standard, but some of the rooms are small. The standard of accommodation provided for leisure and tourism is not sufficient for the delivery of intermediate GNVQ, and will need to be improved substantially if the advanced level which is planned for 1995-96 is to be offered.

101 The learning-resource centre, completed in summer 1994, has a total of 120 study spaces comprising 48 silent study spaces in the library, 42 other individual study spaces, 25 computer stations and five spaces for specialised use. In addition, the computing department, which has 17 computers, is available for general student use between 16.00 hours and 17.00 hours each day and there is some open access to the machines in the mathematics department. Although there are no designated areas for students to work on joint projects, a concern voiced by some English students, the refectory is available for such use except between 12.00 and 14.00 hours. In addition to these facilities, there is also a careers

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guidance room and space within the student services area where students can work. The space provided is adequate for the current number of students.

102 The accommodation provided for most of the administrative staff is of good quality. The standard of workrooms provided for teaching staff varies but there is generally adequate space available and the rooms are normally adjacent to teaching areas. There is also a large staff room with two other large rooms attached to it; one of these is available for staff who smoke.

103 There are two student common rooms; one is mixed, the other, reserved for the use of women students, includes a linked quiet study area. There is also an area set aside for use as a multi-faith prayer room. There is a large coffee bar and a refectory. Both of these facilities have been extended recently and provide sufficient seating for the staff and students who share them. The students also have the use of a purpose-built sports hall, which is marked out for a variety of different sports, a weights room, a single squash court, an all-weather cricket strip and two football pitches.

104 There are currently no creche facilities on site, although discussions are in progress with the local authority about providing such facilities on the ground floor of an empty house formerly occupied by the caretaker.

#### **CONCLUSIONS AND ISSUES**

105 Leyton Sixth Form College is making sound progress towards achieving its mission. The strengths of the college are:

- excellent links with schools, local business and community groups
- an equal opportunities policy and practice which permeates all aspects of college life
- a dedicated corporation board working effectively with college managers
- good relationships between staff and students
- a comprehensive programme of key skills support in communications, numeracy and information technology
- a well-managed tutorial system
- a high level of support for students with learning difficulties and/or disabilities
- much high-quality teaching and the effective promotion of learning
- well-structured departmental reports which incorporate action plans for improvement in most cases
- some outstanding specialist accommodation and equipment.

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106 If it is to maintain and improve its service to the local community, the college should address the following:

- the lack of an overall, coherent statement of policy on quality assurance and control
- the lack of a structure and system for the review and development of college policies
- the low profile given to the college charter
- the need for continued improvement in the quality and quantity of management information
- examination results below national averages in many subjects
- the sharing of good practice in the development of group work skills
- the need to extend assessor training to support the growth in vocational courses
- the updating and development of teachers' professional and commercial skills to support new course developments.

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## FIGURES

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- 1 Percentage enrolments by age (1994-95)

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

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

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

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  - 5 Income (for 16 months to July 1994)

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  - 6 Expenditure (for 16 months to July 1994)

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

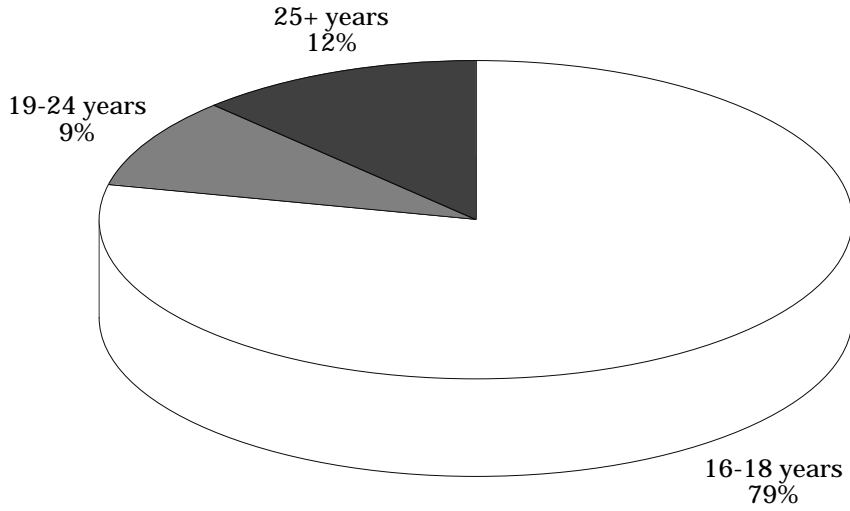
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**Figure 1**

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**Leyton Sixth Form College: percentage enrolments by age (1994-95)**



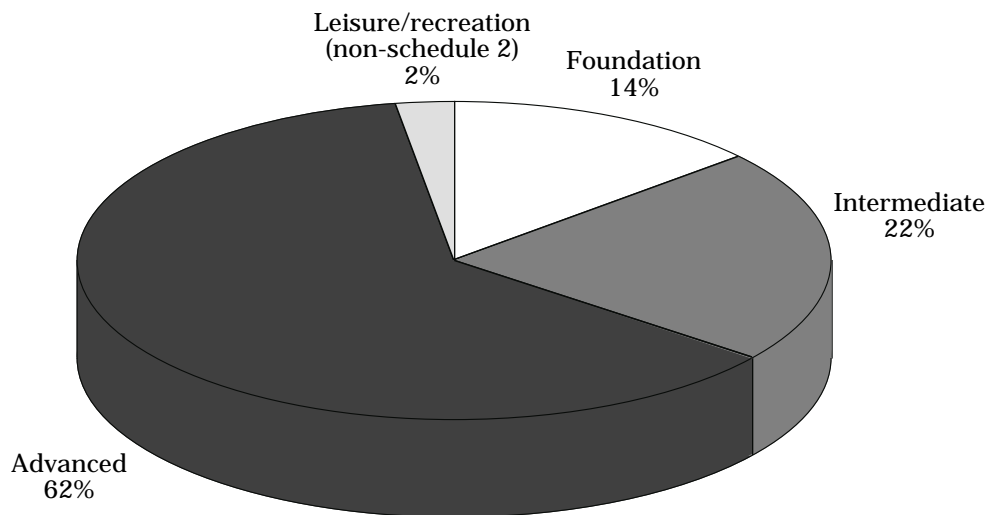
Enrolments: 1,257

*Note: this chart excludes two enrolments under 16 years of age.*

**Figure 2**

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**Leyton Sixth Form College: percentage enrolments by level of study (1994-95)**

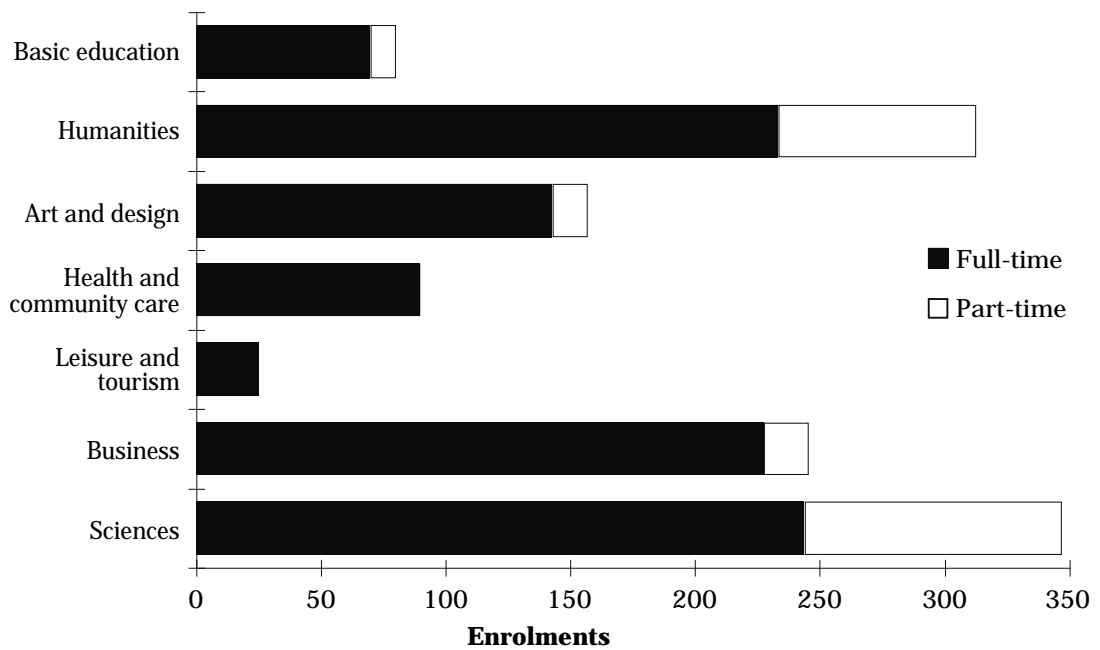


Enrolments: 1,257

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**Figure 3**

**Leyton Sixth Form College: enrolments by mode of attendance and curriculum area (1994-95)**

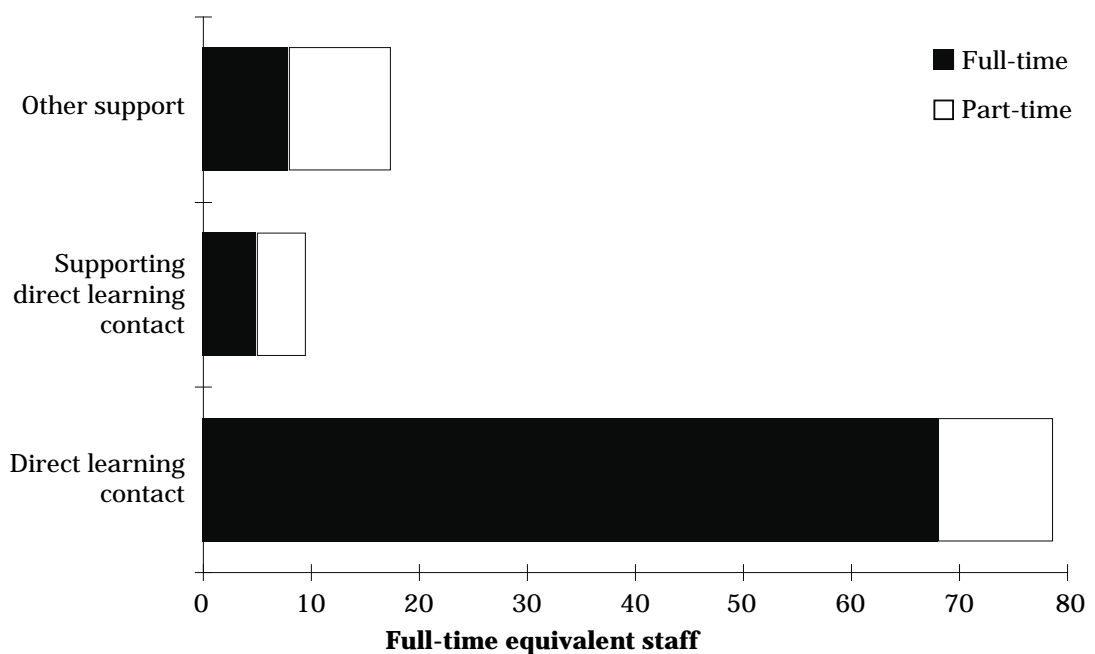


Enrolments: 1,257

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**Figure 4**

**Leyton Sixth Form College: staff profile – staff expressed as full-time equivalents (1994-95)**



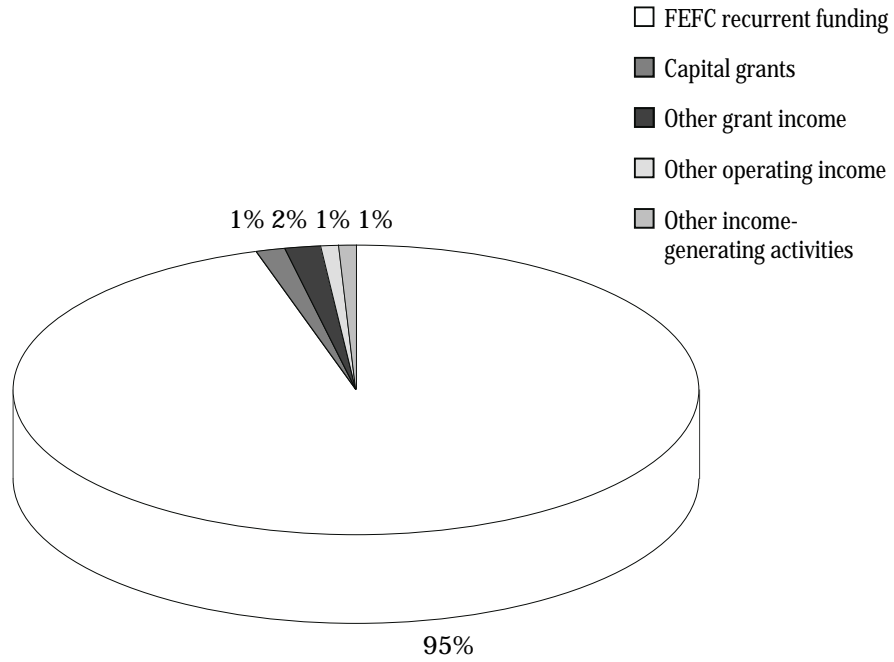
Full-time equivalent staff: 106

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**Figure 5**

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**Leyton Sixth Form College: income (for 16 months to July 1994)**

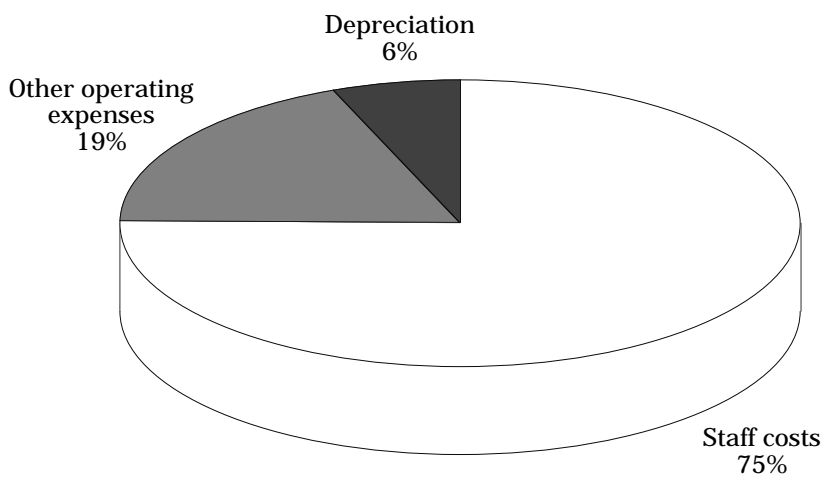


Income: £4,111,174

**Figure 6**

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**Leyton Sixth Form College: expenditure (for 16 months to July 1994)**



Expenditure: £3,780,582

*Note: this chart excludes £4,781 interest payable.*



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