

**REPORT  
FROM THE  
INSPECTORATE**

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# **Long Road Sixth Form College**

**March 1994**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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## **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 18/94

## LONG ROAD SIXTH FORM COLLEGE

### EASTERN REGION

Inspected September 1993 - January 1994

#### Summary

Long Road Sixth Form College is one of two sixth form colleges in Cambridge. The college provides an extensive range of GCE advanced and advanced supplementary courses, as well as one-year GCSE provision. It has recently expanded its provision to include some vocational courses for school leavers and evening courses for adults.

The college has a deserved reputation for good teaching and for the strong support and guidance it offers its students. Management of the curriculum and pastoral care of students are closely linked. Students achieve high standards, including good results in external examinations. Achievements in art are exceptional. The college's work is supported by well-qualified staff and generally good learning resources. There is an evident commitment to the questioning of existing practice and the improvement of standards but the college lacks a coherent framework for quality assurance which embraces all aspects of its work. A computer-based information system is not yet sufficiently developed to offer an effective service. The college makes extensive use of temporary accommodation; the quality of some of the communal areas is poor, and there are inadequacies in library facilities.

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

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

Curriculum area	Grade	Curriculum area	Grade
Art & design/art history	1	History	2
Computing	3	Modern languages	1
Music & performing arts	1	Economics & business studies	1
Mathematics	1	Geography & environmental studies	2
Sciences	2	Sociology	1
English	2		

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## **INTRODUCTION**

1 Long Road Sixth Form College, Cambridge was inspected between September 1993 and January 1994. A team of nine inspectors spent a week in the college from 10 to 14 January. A further 36 inspector days were used to inspect specialist aspects of college provision. Inspectors visited 148 classes, examined students' work and held discussions with governors, staff and students. They also met parents, teachers from 11-16 schools, careers officers and representatives of local employers and the community including representatives of the Cambridgeshire Training and Enterprise Council (TEC).

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

## **THE COLLEGE AND ITS AIMS**

3 Long Road Sixth Form College, Cambridge was established in 1974. The college is located on a single site two miles to the south of the centre of Cambridge. It is readily accessible to students from South Cambridgeshire, parts of Hertfordshire, Essex and Suffolk. It is one of four FEFC sector colleges in Cambridge. The others are Hills Road Sixth Form College, Cambridge Regional College and the Cambridgeshire College of Agriculture and Horticulture.

4 The 1991 census records the city of Cambridge as having a population of 102,000 and the county of Cambridgeshire just over 645,000. Ethnic minority groups represent under 4 per cent of the total population. All sectors of industry except energy are well represented. A distinctive feature of the local economy is that 90 per cent of businesses in the city of Cambridge are small, employing 10 or fewer employees.

5 The college recruits mainly from the city and surrounding rural areas. Extensive sixth form provision is available locally. In addition to the other sixth form college, there are three local education authority 11-18 schools in the vicinity: Impington Village College, Netherhall School and the City of Ely Community College. The proportion of students staying on in full-time education has increased rapidly from 48 per cent in 1987 to 78 per cent in 1993.

6 The Cambridge Collegiate Board, a consortium of 27 schools and colleges in Cambridgeshire, provides an important forum for liaison between local schools and other post-16 providers. Heads and senior staff of the pre- and post-16 education providers meet to discuss the courses to be offered, the recruitment of students and their progression from school to college or to sixth form.

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7 On 1 November 1993, the college had 1,205 enrolments. Of these 1,095 were full-time and 110 part-time. Full-time enrolments have increased by 15 per cent since 1992. Further substantial growth is planned to meet the national targets.

8 There is a full-time equivalent staff of 80 teachers and 24 support staff. Seventy-four of the teaching staff and 12 of the support staff are full-time (figure 1). The college's courses are managed through eighteen subject-based departments, which are grouped into four broad curriculum areas. These are creative, expressive and practical arts; humanities, languages and literature; social sciences; and mathematics and science.

9 The college describes its ethos as shaped by the intention to provide a half-way house between the structured routines of the school sector and the independence expected of young people at 18, whether in employment or in higher education. Its mission identifies the college as a high quality post-16 educational institution, dedicated to the pursuit of excellence in a caring environment, and specialising in provision for the 16-19 age group whilst responding to the education and training needs of the local community

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

10 The college has a well-established tradition of providing General Certificate of Education (GCE) advanced level and General Certificate of Secondary Education (GCSE) courses for the 16-19 age group. Since incorporation, the range of courses has been expanded to include General National Vocational Qualification (GNVQ) advanced level courses in business for full-time students and courses for part-time adult students. The college plans to widen the range of its vocational programmes and adult provision for the academic year 1994-95.

11 At the time of the inspection, 957 of the full-time students were studying A/AS level, 119 were taking a one-year GCSE course, and 19 were following the GNVQ course. The numbers of students enrolled in each of the curriculum areas are shown in figure 2.

12 There is a good range of GCE A and AS levels. Over 30 subjects are provided at A level, some with more than one syllabus, and over 20 AS level subjects which may be studied separately or combined with A levels. A few AS level courses may be taken in one year but most are two-year courses.

13 One-year GCSE courses are available to help students prepare for GCE A level or vocational courses. Students can choose from more than 20 GCSE subjects. In many cases, alternative syllabuses are offered to meet the needs of older 17+ students. GCE A level students are expected to achieve at least a grade C in GCSE English and mathematics and some students retake these subjects while studying for A levels.

14 All students take part in the college general education programme. The programme is wide ranging and well planned. It includes a health

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education course which is particularly appreciated by students. There is a half-day introduction to information technology (IT) and at least one optional study. Students have the opportunity to take part in cultural and extra-curricular activities, many of which involve a considerable commitment from staff outside normal college hours. Over 200 students participate in sports and outdoor pursuits and similar numbers take part in music and drama activities.

15 An act of collective worship, open to all students and staff, takes place once a week. The format varies from week to week although the service is normally Christian in character. There is a small but regular attendance.

16 The college liaises effectively with local schools and other post-16 providers. It benefits from its established reputation and traditional role within the area. The college markets its courses and recruits its students through the Cambridge Collegiate Board. The college has no overall marketing plan but it conducts market research in support of projected curriculum development.

17 There are many opportunities for parents and carers to have contact with the college. They are invited to a series of open evenings to receive reports on student progress and to learn more about the work of the college. Parents and carers interviewed at the time of the inspection were very positive about their relationship with the college.

18 The college is developing effective links with employers and the TEC. Over a hundred representatives of small businesses in the Cambridgeshire area attended the launch of the college's education/business partnership in November 1993. The partnership is designed to strengthen co-operation between the college and local business. The college will provide services for businesses, which will reciprocate by offering project work for students and specialist advice.

19 The staff of the college are strongly committed to ensuring that students have equal opportunity of access to the curriculum. Equal treatment of students is sensitively balanced with provision for their individual needs. Staff are provided with detailed guidelines on professional practice and the college has produced its own charter in line with the Charter for Further Education. As yet, there is no college-wide procedure for monitoring the extent to which the terms of the charters are reflected in practice.

#### **GOVERNANCE AND MANAGEMENT**

20 The college promotes its aims and values strongly, placing a high emphasis on the guiding principles contained in its mission. The mission has been clearly defined and staff understand and support it. The college is purposefully led. There is a strong sense of direction shared by all staff.

21 The college's corporation has 14 members. Seven are drawn mainly from professional and business fields. They include management consultants and finance and personnel directors from large national

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companies. Governors' meetings are held regularly and are well attended. The governors give their whole-hearted support to the college and support its aims and objectives. They frequently attend college functions. In December 1993, the governors reviewed their roles and activities. As a result, changes are being made to the organisation and operation of the corporation.

22 The strategic plan was drawn up by the senior management team in consultation with governors and staff. Departmental strategic plans subsequently adopted the format of the college plan to ensure coherence in presentation and easy cross-referencing. As yet, the college has not developed quantitative performance indicators for measuring the extent to which it is achieving its objectives.

23 A review of the management structure was undertaken during the spring term of 1992. This resulted in the appointment of four curriculum co-ordinators who have proved to be particularly effective in planning a wider range of vocational courses and programmes for adult and continuing education students.

24 The principal provides strong and effective leadership whilst encouraging staff at all levels to participate fully in college decisions. The principal and three vice-principals form the senior management team. The senior managers together with the senior tutors and curriculum co-ordinators constitute the college's management team.

25 Channels of communication within the college are effective and there is a general awareness of the management system and how it operates. The members of the senior management team are readily accessible to all staff and the general atmosphere is supportive and informal.

26 A successful feature of the approach to management is the use of working groups to consider college-wide developments. The groups provide effective ways of using the skills, knowledge, and experience of the teaching staff and enable staff to be involved in decisions which affect the college's future.

27 The college had a total income of £2.5 million for the financial year 1992-93. The unit of resource for 1992-93 was £2,789 per weighted full-time-equivalent student which compared with a median of £2,647 for sixth-form colleges nationally. Figures 3 and 4 show the principal sources of income and the main areas of expenditure. Financial allocations are clearly understood and regular financial reports are provided to the corporation and budget holders. Financial analyses are undertaken, as required, to calculate unit costs and to forecast cash flow, but they are not standard computerised routines. The college recognises the need to develop the finance function although it has no firm plans to do this.

28 A number of different systems, both manual and computerised, are used to record and analyse the information required by the college. The college is aware of the need to develop an integrated information strategy and has engaged a consultant to assist in this. A new computerised information system has been installed and is being developed.



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

29 Liaison with local schools, recruitment and admissions are efficiently co-ordinated in co-operation with the Cambridge Collegiate Board. This enables impartial advice to be offered to prospective students. College staff are highly skilled in interviewing and counselling students. Consistency of approach is ensured by well-documented procedural guidelines for all tutors. An appropriately qualified co-ordinator is available to advise and counsel students with specific learning difficulties.

30 Admission to the college is based largely on successful performance at GCSE but entry criteria are operated with sufficient flexibility to cater for exceptional circumstances. Records of achievement are reviewed by tutors and the opinions of school staff are sought and respected by college staff. There are no systematic arrangements for the accreditation of prior learning.

31 The college has a well-organised induction programme which introduces students to the institution, its pastoral system, subjects and courses. There is good co-ordination between college-wide and departmental or subject aspects of induction. Students spoke positively about their early experiences at the college and were aware of the objectives of their induction programmes.

32 There is a well-defined framework which enables the effective co-ordination of pastoral and academic support. The quality of tutorial support provided to students throughout their courses is of an extremely high standard. Personal and academic tutors work very effectively as a team. Students are fully aware of whom to approach and most feel they can talk to their tutors about personal as well as academic problems. The structure of the guidance system is clear and there are well-documented procedures to assist the tutors.

33 The college has successfully helped students with learning difficulties and/or disabilities, although the number of such students is small. Links with external agencies are well developed and imaginative use is made of additional skilled support. Teachers' assessment and record keeping procedures for students with learning difficulties are of good quality. There is a planned training programme for tutors and subject teachers designed to help them more easily to identify students' learning difficulties and to offer appropriate support, but it was not in operation in time for the inspection. The college has no screening procedures for identifying students who would benefit from additional support in developing their basic numeracy and literacy skills.

34 There are clearly-stated expectations regarding attendance. Students are issued with a code of conduct and are expected to adhere to the student agreement which sets down specific requirements regarding absence and punctuality. There is a comprehensive system for monitoring attendance which is understood by students and effectively applied by staff.

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35 Career guidance is central to the tutorial support offered to the students. Careers information and guidance on applications to higher education are co-ordinated efficiently. The career implications of future courses form an important part of academic counselling. All tutors are competent to provide such guidance. Additional support is provided by weekly visits from county careers officers.

36 The college's reputation for providing high quality support for its students is well justified. There is a strong sense of a community in which both students and staff enjoy working together and in which students are able to achieve their potential.

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

37 The teaching observed was of a consistently high standard. There were many examples of good practice. In almost all the classes seen, the management of learning was effective and students' understanding was extended. Effective use was made of a wide variety of well-organised teaching approaches and appropriate emphasis is placed on developing students' ability to work on their own.

38 The following table summarises the assessment grades given to the teaching sessions inspected.

#### **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>
A/AS level		38	38	23	2	0	101
GCSE		6	5	7	0	0	18
GNVQ		0	1	1	0	0	2
BTEC		1	0	0	0	0	1
Other*		9	10	6	1	0	26
Total		54	54	37	3	0	148

**\*Note:** these include evening classes, general educational optional studies, introduction to IT and tutorials.

39 The college provides a supportive learning environment. Students enjoy stimulating and varied programmes of study that provide opportunities for individual and group work. There is ready access to an appropriate range of resources to support both teaching and learning. There are good working relationships between staff and students in all subjects and the students who were spoken to commented favourably on the availability of individual help from staff outside teaching sessions.

40 Teaching schemes are carefully devised to meet the learning needs of students and to ensure a comprehensive coverage of external syllabuses. Most of the lessons observed were well planned and followed agreed schemes of work. They had clear objectives and teachers delivered the planned work effectively.

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41 A number of initiatives have been taken to enhance the quality of teaching and promote more effective learning. These include the introduction of modular courses in sciences, performing arts and media studies; the development of a varied pattern of learning activities to support the introduction of GNVQs; and flexible approaches to teaching through the use of individual learning programmes, project work and extended studies.

42 Students' learning in art and on the GCSE course in mathematics was planned to take account of differing levels of prior knowledge and was particularly well managed. In business studies, use was made of a wide range of learning and assessment tools to promote effective learning. The languages resource centre was used effectively for taught sessions, group activity and by students individually to support their language work. The centre is also used more widely by students as part of the general education programme.

43 In a small number of classes, the lesson time was not always used to best advantage or students were not given sufficient help to take effective notes. In some science and computing classes, students' notes did not always provide adequate coverage of the syllabus. In the three classes where weaknesses were predominant, the management of the student groups was ineffective, teachers gave unclear instructions and insufficient demands were made of the students.

44 In most general education classes, suitably structured tasks actively engaged students in learning. There were a few instances only in which teachers' expectations of student participation were too low and where tasks were not provided to support the work or to assess the extent of learning. Some departments were successful in providing additional learning opportunities for their subjects through the general education programme.

45 An extensive programme of community action and work placement offers students a chance to gain experience of working in commerce, education or industry. A small team of staff has been formed to co-ordinate and organise placements. Most placements occur in weekly half-day sessions but where appropriate longer periods are organised. Not all students take part in the programme.

46 Students' progress is regularly monitored, recorded and evaluated through informal and formal assessments. Staff have high expectations of their students and encourage and challenge them to make progress. There is continual feedback to students on their individual levels of performance. For example, in languages, good use is made of video recordings to demonstrate to students the progress they have made over the duration of the course.

47 Records of achievement provide an effective mechanism for formal reporting to students and parents. Their use is well established and their purpose understood by the students themselves. Time for the maintenance of their records is built into the tutorial programme. Tutors and students discuss progress and agree targets for improvements. Tutors' comments are both helpful and encouraging.

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## **STUDENTS' ACHIEVEMENTS**

48 Students are well motivated, enthusiastic and well behaved. Those seen in GCE A level classes responded confidently to questions and were able to demonstrate an appropriate understanding and knowledge of topics covered.

49 Coursework and projects are successfully managed, enabling students to complete work in their own time. A case study which forms part of the business studies courses allowed students to apply their knowledge and skills to actual business situations. Project work in computing indicated good use of real applications, appropriate levels of understanding of the principles of analysis and design, and suitable implementation. In contrast, project work in geography lacked sufficient analytical depth. Generally, coursework and projects are well presented and completed to a good standard.

50 Creative work in art and design and in performing arts is of a high standard. Use is made of material from a diversity of cultural contexts. In science, practical work is of an appropriate standard and carried out confidently and safely. Work in computing is carried out competently and students display good practical skills.

51 In some subjects, students' communication and inter-personal skills are effectively developed through the extensive use of group work. For example, in an A level geography lessons on decision-making, students engaged enthusiastically with the tasks set them in groups and were able subsequently to provide clear and cogent verbal reports to the whole class. The debates which took place during the reporting demonstrated that students had reached a good understanding of the concepts involved.

52 The college does not enable all students to develop the full range of skills in areas such as the use of IT, numeracy, communications and languages. The general education programme makes a limited provision for IT training but not all students have sufficient opportunity to develop such skills as part of their programme.

53 The numbers of students successfully completing courses is high. Fewer than 10 per cent of enrolled students leave the college before they have completed their course. The proportion of students successfully completing each A and AS level subject respectively are shown in figures 5 and 6.

54 Pass rates at GCE A level are high. Examination results indicate a good level of student achievements in relation to entry qualifications. In each of the last three years, students at the college have achieved, on average, better results than predicted by their achievements at GCSE. Exceptional A level results are achieved in art and design. Results in electronics and performing arts are good and, in 1993, all students taking these subjects passed. Results in computing, religious studies and further mathematics are weak: in 1993 less than 50 per cent of students taking these subjects were successful.

55 Students taking the one-year GCSE courses in English and mathematics considerably improve the grades they have gained previously. In some science subjects and in computing the levels of improvement is less discernible. Overall, the proportion of students gaining grades A-C is high. About 43 per cent of students taking GCSE courses progress to A level or GNVQ courses at the college and a further 43 per cent take A level or vocational courses elsewhere. This represents a high level of successful completions for courses of this type.

56 The Department for Education *Statistical Bulletin*, issue 15/93, shows the average pass rates for sixth form colleges in 1992 as 78.4 per cent for A level and 72.2 for AS level. The college's average pass rates are well above these figures.

YEAR	1991		1992		1993	
	Entered	% pass	Entered	% pass	Entered	% pass
<b>A Level</b>	925	82.0	792	85.0	1068	82.3
<b>AS</b>	163	83.7	152	86.0	135	73.0
<b>GCSE</b>	410	62.8	520	72.0	448	72.0

57 The destinations of students on completion of their courses are recorded but not routinely analysed by the college. Most students completing A level courses progress to higher education. In 1993, two-thirds of students who applied to higher education gained places. Destinations data are shown in figures 7 and 8.

#### **QUALITY ASSURANCE**

58 College management has a strong commitment to continuous improvement and the raising of standards. A college charter had been developed in advance of the publication of the Charter for Further Education. There is a quality assurance statement and appropriate procedures and processes are in place to challenge existing practices and identify improvements. There are good features in these arrangements but there is no overall system to ensure consistency of practice in quality assurance.

59 Differing types of course review are being piloted by four departments. Most of these focus on students' perceptions of their learning experience. Findings from the pilots have yet to inform all areas of the college but appropriate remedial action has already been taken in some areas and student feedback has led to changes in teaching and learning strategies.

60 Departments have developed their own systems for setting standards and reviewing the operation of their courses. Most procedures are not fully documented although staff within departments share an understanding of the procedures and how they operate.

61 There is effective monitoring and evaluation of A level courses. Examination results are analysed against national data and looked at in terms of the value added to students' qualifications on entry when

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compared with their achievements at the college. As a result, the college has made changes in syllabuses, reviewed and modified teaching and learning styles and provided additional learning support for some students. The GCSE programme is not systematically monitored or evaluated. Detailed analysis is undertaken only when a subject falls short of the expected standard. There has been no formal evaluation of the induction programme.

62 New procedures for surveying students' perception of their courses are being piloted. As yet there are no equivalent procedures for surveying the satisfaction of other clients, such as employers and higher education institutions. Senior tutors receive some feedback from higher education institutions when students make applications but this is not always relayed to teaching staff.

63 There is strong institutional support for the professional development of college staff. Teaching staff express enthusiasm for the opportunities available for their professional development. The college has no overall staff development plan. Priorities are drawn up in relation to the strategic plan and activities proposed on a departmental basis. In-house events are evaluated but there is no systematic review and evaluation of all activities.

64 The professional development of teaching staff is co-ordinated through the college's staff development group. Arrangements for support staff are less effective: they have no representation on the staff development group and new support staff have no induction programme.

65 A college working group, with representation from all groups of staff has developed a professional review and development system which includes the observation and assessment of teaching and learning. The system will enable a more systematic identification of staff training needs. Support staff are to be included in this process.

## **RESOURCES**

66 Allocation of resources is largely determined by student enrolments. There is careful monitoring to ensure that appropriate use is made of accommodation, staff and equipment.

### **Staffing**

67 Teaching staff are well qualified, highly motivated and deployed effectively. Two-thirds of the teaching staff have relevant industrial or commercial experience although little of it was obtained within the last five years. Part-time staff are appointed on annual proportional contracts and take a full part in the work of departmental teams.

68 Technical and support staff are effectively managed and most are involved in departmental planning. While the numbers of support staff are generally appropriate, there is insufficient technical or administrative support for teaching staff in biology, mathematics, computing and English. Teaching staff have limited clerical support to assist in the preparation of handouts and other classroom materials for teaching and learning.

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### **Equipment/learning resources**

69 The work of students and staff is supported by a good range of equipment and materials. There is suitable apparatus and materials for work in science, including a well-equipped electronics laboratory. The drama studio provides a good base for theatre craft activities. There is a well-resourced languages centre which provides opportunities for independent learning, and excellent facilities for art and design technology.

70 Departments have a good range of learning resources. Some hold their own stocks of textbooks and magazines. Most departments have at least one computer for staff use and the mathematics and languages departments provide a computer resource area with a small group of computers for use by staff and students.

71 The college's computing facilities are generally sufficient to meet the needs of staff and students. There are approximately 110 computers, most of them up-to-date models, split between central resource areas and departments. There is also a suitable range of software. Some computer rooms have insufficient space for both teaching and practical activity. A small working group of staff has prepared a plan for the development of computer facilities based on the identified requirements of staff and students.

72 The library is being developed as a multi-media central resource. As library space is limited, a temporary classroom is used for quiet study leaving the library itself available for group work. The number of books and periodical titles held within the library is limited. There is a growing stock of video and audio packages to support independent learning. Significant shortcomings are the absence of a computerised catalogue and an effective security system.

73 The central resource area, adjacent to the library and under the management of the college librarian, provides students and staff with access to computer equipment, CD-ROM, audio-visual and reprographic facilities. The area is well managed, well equipped and effectively supported by library and technical staff.

### **Accommodation**

74 The college site consists of three parts: the central college building constructed in 1939, formerly the County High School for Girls; a number of temporary buildings and an excellent new art, design and technology court completed in 1993. In addition to classrooms and laboratories, the college has a main hall, a gymnasium, and a drama studio. An arrangement with the Lawn Tennis Association provides access to a tennis 'dome' located near the college's own sports facilities.

75 The college provides a well-organised and clean environment. The general condition of the buildings is good. Most rooms are carpeted, suitably decorated and furnished with appropriate facilities to support teaching and learning. Most have over-head projector screens and many have video facilities.

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76 Accommodation is arranged so that departments have contiguous teaching rooms, resource areas and staff rooms. It is a policy which has enabled the departments to create well-organised areas which have a clear identity and which provide lively and interesting environments for students. The college has been able to make particularly effective use of the temporary buildings through this approach.

77 Most of the accommodation is accessible to students with restricted mobility. Non-ambulant students are provided with a small lift to the first floor of the main building. A number of awkward steps make it difficult for wheelchair users to enter one group of science laboratories.

78 The accommodation has a number of deficiencies both in relation to current requirements and the college's plans for expansion. The main building has too few classrooms. Consequently, more than 40 per cent of the classes take place in temporary accommodation. Many of the science laboratories are designed with fixed-bench facilities and some have fittings that are old and in a poor condition. The library is small and there are insufficient private study areas. The refectory is small, often overcrowded, and does not provide a service that is consistent with the rest of the college's facilities. Social accommodation does not meet the needs of adults.

#### **CONCLUSIONS AND ISSUES**

79 The college successfully promotes the academic, cultural and personal development of its students and enables them to achieve high standards of work. The college has many strengths:

- a clear commitment on the part of all staff to the development of the college as an institution which combines the achievement of high standards with consistent care for its students
- the clear, purposeful leadership provided by senior managers and governors
- the involvement of all staff in decision-making and development
- the interlocking of arrangements for pastoral and academic support, resulting in strong guidance and support for students
- the high standards of teaching
- high levels of student achievement, including good examination results
- the high proportion of students who successfully progress to further and higher education
- well-qualified staff and generally good resources for learning
- the commitment of staff to the continuous improvement of the work of the college through constant challenging and reviewing of achievements.



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80 The college recognises the need to address the following areas in order to improve the quality of its provision:

- the development of a computer-based information strategy which will support current operations and assist future developments
- the development of a more coherent framework for monitoring and review
- the poor quality of some of the college's communal areas, the extensive use of temporary accommodation and inadequacies in library facilities.

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## FIGURES

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1 Staff profile – staff expressed as full-time equivalents (as at December 1994)

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2 Numbers of full-time students in each of the curriculum areas (as at November 1993)

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3 Income (1992-93)

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4 Expenditure (1992-93)

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5 GCE A level course completions by subject area (1991-93)

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6 GCE AS level course completions by subject area (1991-93)

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7 Destinations of GCE A level leavers (1993)

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8 Destinations of GCSE leavers (1993)

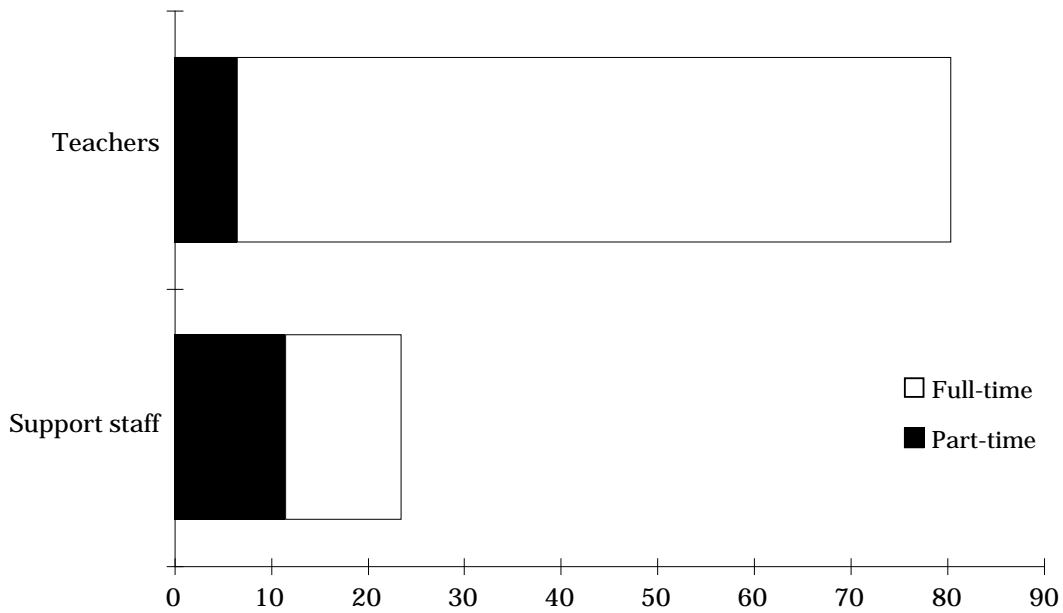
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**Note:** the information contained in the figures was provided by the college to the inspection team.

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**Figure 1**

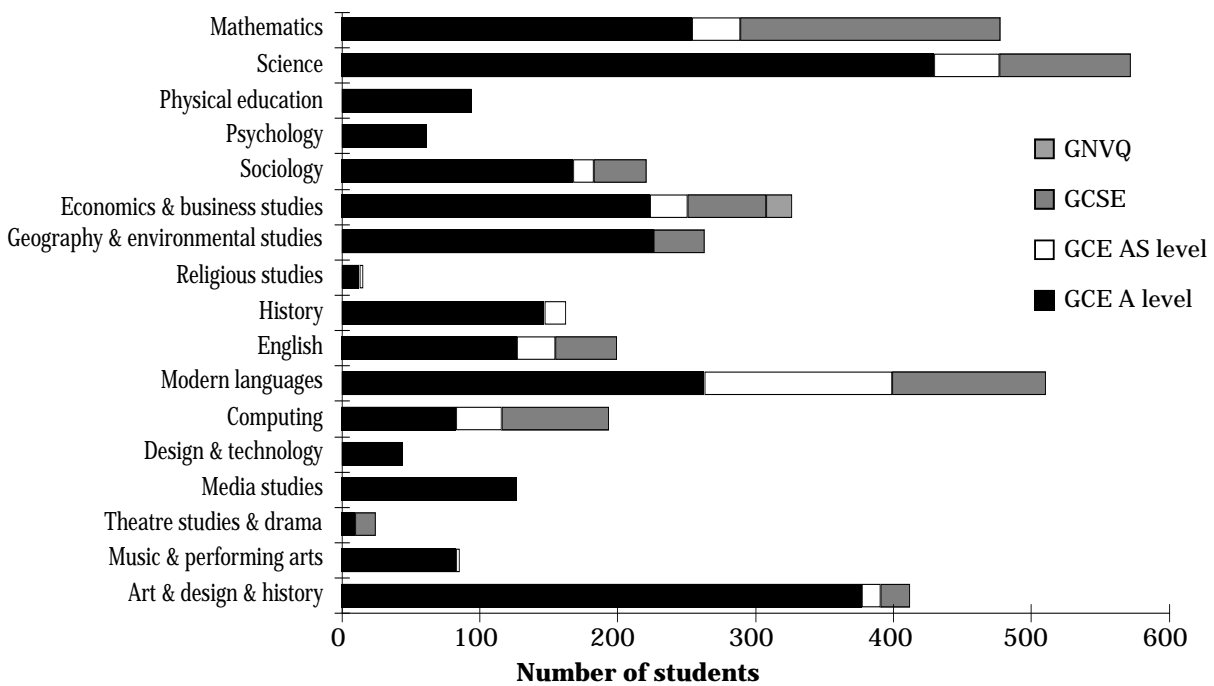
**Long Road Sixth Form College: staff profile – staff expressed as full-time equivalents (as at December 1993)**



Full-time equivalent staff: 104

**Figure 2**

**Long Road Sixth Form College: numbers of full-time students in each of the curriculum areas (as at November 1993)**

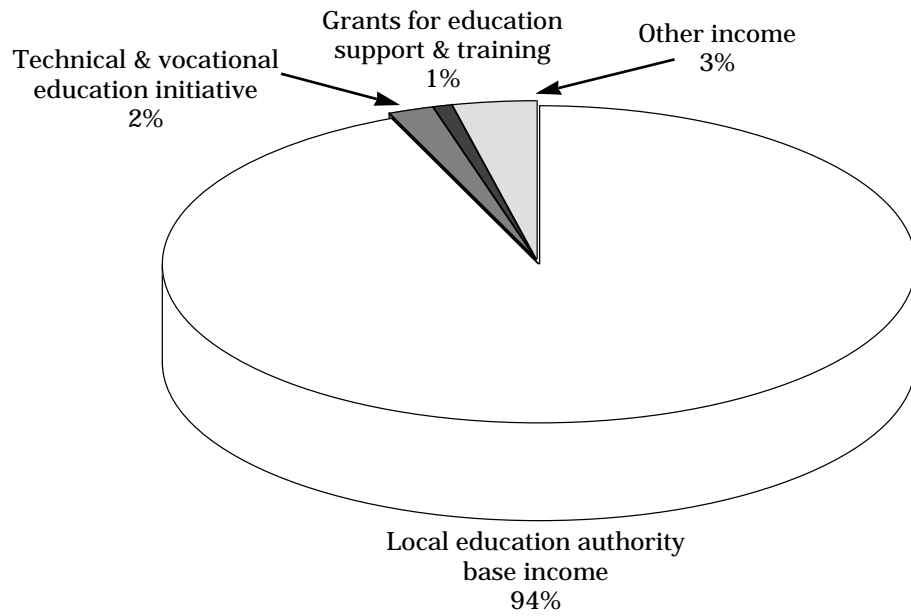


Note: 110 evening and short-course students are not included

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**Figure 3**

**Long Road Sixth Form College: income (1992-93)**

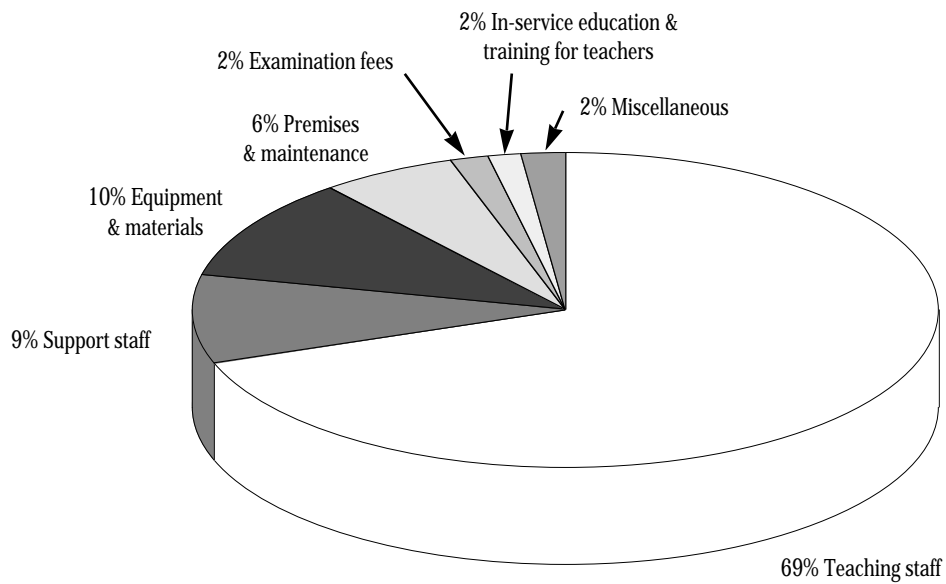


Income: £2.5 million

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**Figure 4**

**Long Road Sixth Form College: expenditure (1992-93)**



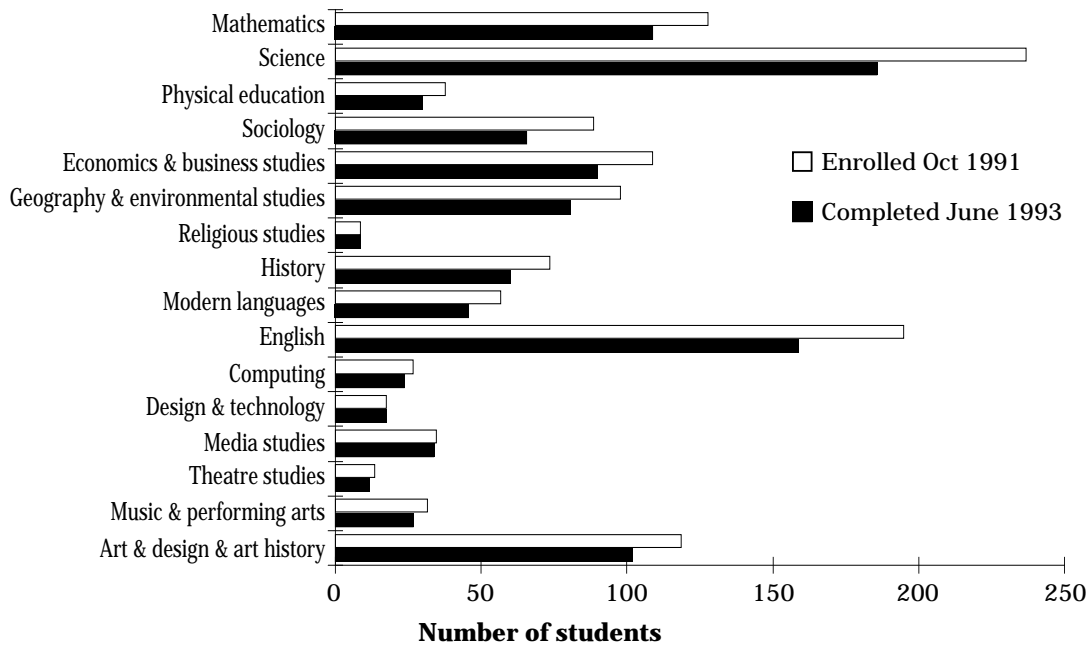
Expenditure: £2.48 million

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**Figure 5**

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**Long Road Sixth Form College: GCE A level course completions by subject area (1991-93)**



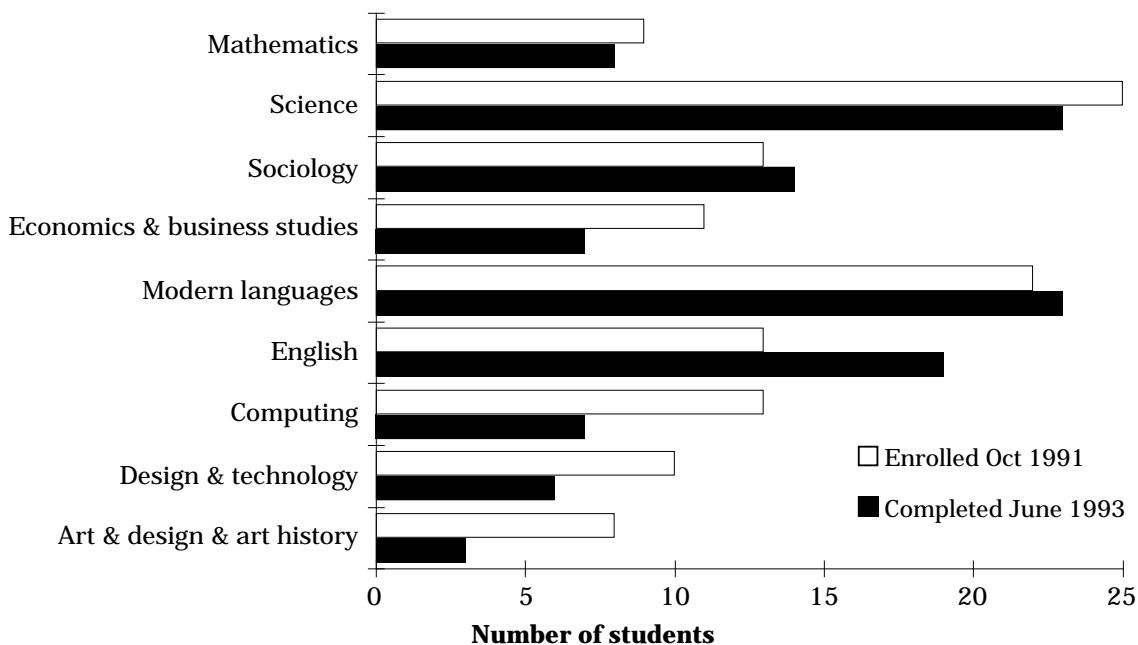
**Note:** some students transfer between GCE A and AS levels

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**Figure 6**

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**Long Road Sixth Form College: GCE AS level course completions by subject area (1991-93)**



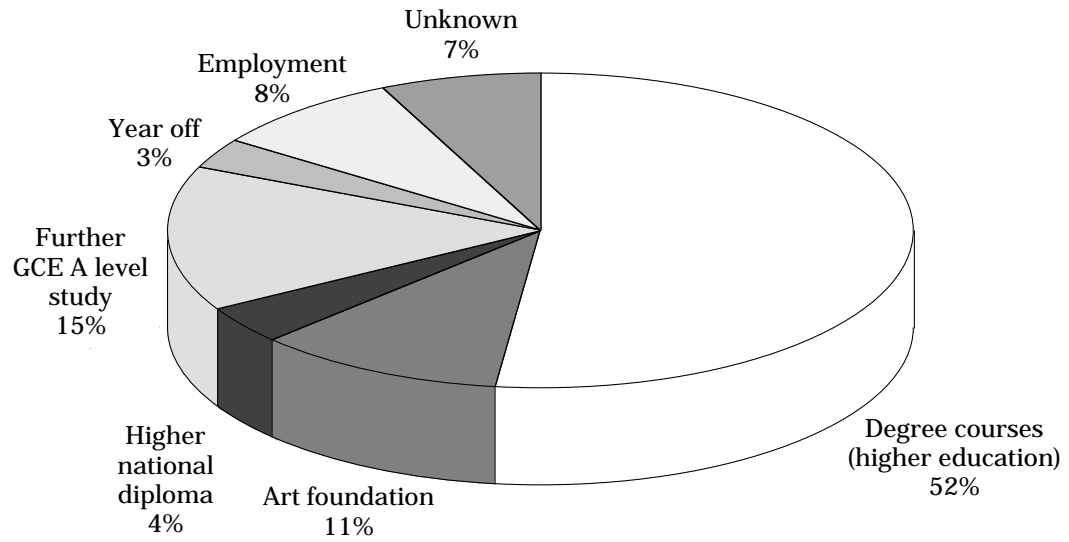
**Note:** some students transfer between GCE A and AS levels

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**Figure 7**

**Long Road Sixth Form College: destinations of GCE A level leavers (1993)**

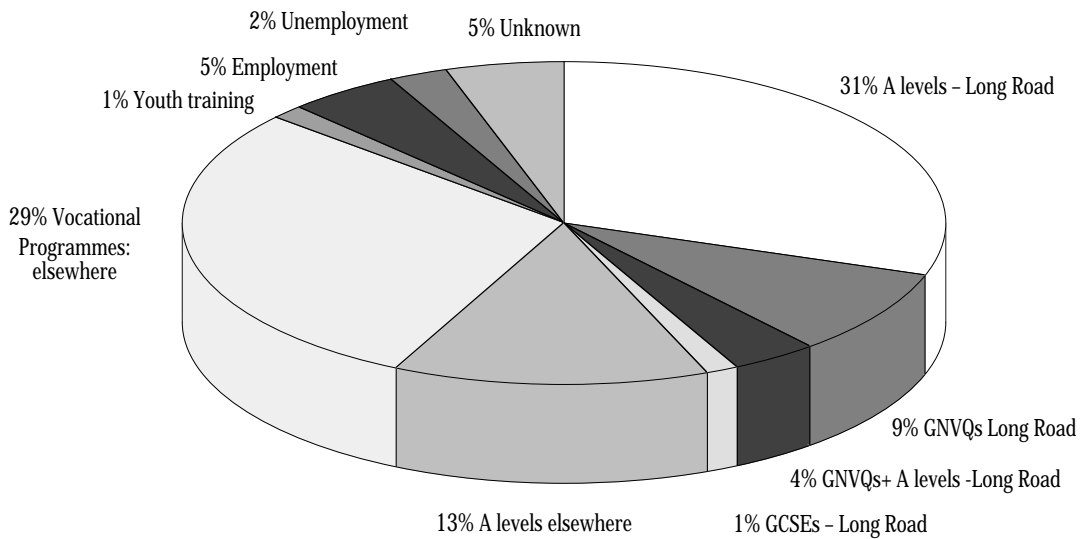


Number of leavers: 401

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**Figure 8**

**Long Road Sixth Form College: destinations of GCSE leavers (1993)**



Number of leavers: 82

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