

# Long Road Sixth Form College

REPORT FROM  
THE INSPECTORATE  
**1999-00**

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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

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### College statistics

## Grade Descriptors

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

The descriptors for the grades are:

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

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	–
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*  
Sample size: 104 college inspections

## Student Achievements

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

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

# Summary

## Long Road Sixth Form College *Eastern Region*

### Inspected November 1999

Long Road Sixth Form College in Cambridge was established in 1974 and primarily caters for students between the ages of 16 and 19 in full-time education. The self-assessment report prepared for the inspection was the second produced by the college. It was thorough and comprehensive. The report was produced through well-established procedures for quality assurance and involved governors and staff at all levels. It clearly identified strengths and weaknesses and supported them with a wide range of appropriate evidence. The section on governance was less critically evaluative than other sections. Inspectors agreed with almost all the strengths and weaknesses in the report and with seven of the nine grades as assessed by the college.

The college offers provision in eight of the FEFC's 10 programme areas. Courses in four of these areas were inspected, together with aspects of cross-college provision. The college provides mainly advanced level and GCSE programmes, and a number of GNVQ courses at intermediate and advanced levels. Evening classes for adults and professional training for local companies have recently been introduced. Courses are well managed and teaching is good and sometimes outstanding. Students achieve high levels of success in external examinations. Support for students is good. Students speak

highly of the personal support they receive from staff. Management at all levels of the college is well organised and effectively co-ordinated. Staff and students are able to express their views openly. Governors have a broad range of skills and expertise. They monitor the financial and academic performance of the college closely. Quality assurance arrangements are outstanding. They are applied consistently across almost all aspects of the college's work. The accommodation strategy has led to improvements in accommodation since the last inspection. The college should address: the low pass rates on a small number of courses; some inadequate accommodation; the insufficient access to IT resources; the systematic identification of students' learning support needs; the evaluation of some aspects of support for students; the need to improve the procedures of the governing body; and the self-assessment of governance.

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

Curriculum area	Grade	Cross-college provision	Grade
Biology and chemistry	2	Support for students	2
Business studies	1	General resources	2
Art and design and media studies	1	Quality assurance	1
History and geography	2	Governance	3
		Management	1

## The College and its Mission

1 Long Road Sixth Form College, Cambridge, was established in 1974. It is located on a single site 2 miles to the south of the centre of Cambridge. The 1997 mid-year population estimate for the city is 109,000, and for the county of Cambridgeshire just over 537,000. Minority ethnic groups represent less than 4% of the total population. All sectors of industry except energy production are well represented. A distinctive feature of the local economy is that 90% of businesses in Cambridge are small, with 10 or fewer employees. The city has become a focus for developments in science and information technology (IT).

2 The college is one of three further education sector colleges in Cambridge. In addition, there are three local authority schools with sixth forms in the vicinity. The college has developed strong links with the other institutions through the Cambridge Collegiate Board. Heads and senior staff of the institutions meet to discuss the courses to be offered, the recruitment of students and their progression to post-16 education.

3 The college has a well-established tradition of providing general certificate of education advanced level (GCE A level) and general certificate of secondary education (GCSE) courses for the 16 to 19 age group. One-year GCSE courses are available to help students to prepare for GCE A level or advanced vocational courses. Students can choose from 20 GCSE subjects. In many cases, alternative syllabuses are offered to meet the needs of post-16 GCSE students. Since the last inspection in 1994, the college has extended its provision of courses leading to general national vocational qualifications (GNVQs). GNVQs at advanced level are offered in art, business and leisure and tourism, and there are intermediate courses in business and leisure and tourism. The college also provides one-year GCE A levels, adult community programmes and short courses in IT.

The Continuing Education and Professional Training Unit provides professional training for business management, accounting, law and teachers of students with special learning needs. All first-year students take part in a general education programme, which covers cultural and other extra-curricular activities, including sports, outdoor pursuits, music and drama. The programme includes a health education course for all two-year full-time students.

4 Students are recruited mainly from the city and surrounding rural areas. The proportion of 16 year olds staying on in full-time education has increased from 48% in 1987 to around 80% in 1998. The percentage of 16 year olds in the Cambridge area gaining five or more GCSEs at grade C or above in June 1999 was 59.7%. In November 1999, the college had 2,227 students, of whom 72% were full time. Of the college's students, 1,600 are in the 16 to 19 age range. Currently, 82% of the full-time students are studying at GCE A level, 5% are taking a one-year GCSE course, 11% are following the GNVQ advanced course and 2% the GNVQ intermediate course.

5 The senior management team comprises the principal and two vice-principals. The curriculum is managed through 16 subject-based departments. The college has a full-time equivalent staff of 85 teachers and 54 support staff. Seventy-three teachers and 31 support staff are full time.

6 The college's mission expresses the intention to provide a 'halfway-house' between the structured routines of the school sector and the independence expected of young people at the age of 18, whether in employment or higher education. It 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 to 19 age group while responding to the education and training needs of the local community'.

# Context

## The Inspection

7 The college was inspected during the week beginning 22 November 1999. The inspection team had previously evaluated the college's self-assessment report and the information held about the college by other directorates of the Further Education Funding Council (FEFC). Inspectors used data drawn from the college's individualised student record (ISR) returns to the FEFC for 1997 and 1998. The college submitted its own data on students' achievements for 1999, which were checked by inspectors against primary sources such as class registers and pass lists issued by examining bodies.

8 The college was notified approximately two months before the inspection of the sample of its provision that was to be assessed. The inspection was carried out by 10 inspectors and an auditor working for a total of 39 days. They observed 53 lessons, including tutorials, and examined students' work and college documentation. They held meetings with governors, managers, college staff and students.

9 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the lessons inspected, 71% were good or outstanding and only 2% were less than satisfactory compared with the national averages for 1998-99, of 65% and 6%, respectively. The corresponding national averages for sixth form colleges for 1998-99 were 71% and 3%, respectively.

### Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	14	11	7	0	0	32
GCSE	1	4	1	0	0	6
GNVQ	0	6	0	0	0	6
Tutorials	0	2	6	1	0	9
Total (No.)	15	23	14	1	0	53
Total (%)	28	43	27	2	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

# Context

10 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. The corresponding national averages for sixth form colleges for 1998-99 were 12.8 and 83%, respectively.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Long Road Sixth Form College	13.8	80
National average, all inspected colleges 1998-99	11.2	78

*Source for national average: Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*



# Curriculum Areas

## Biology and Chemistry

### Grade 2

11 The college provided separate self-assessment reports for physical sciences, which includes chemistry, and biology. The reports are comprehensive and inspectors agreed with the college's overall assessment of its strengths and weaknesses. Inspectors observed 10 lessons.

#### Key strengths

- consistently good teaching
- effective support for the development of key skills
- effective planning and management of courses
- high achievement and retention rates on GCSE courses
- well-planned and well-maintained laboratories and classrooms

#### Weaknesses

- low pass rates in GCE A level human biology
- falling retention rates on GCE A level programmes
- low proportion of high grades in GCE A levels

12 The college offers full-time GCE A level and advanced supplementary (AS) courses in biology, human biology and chemistry. Part-time biology is also offered. It also provides GCSE courses in chemistry and in human physiology and health. A high proportion of students progress to higher education.

13 Teaching is consistently good and sometimes outstanding. This was recognised in the college's self-assessment report. Teachers are experienced and enthusiastic about their subjects. Lessons are well organised and based on detailed schemes of work that are available

to students. In GCE A level courses, intended learning outcomes are clearly identified. In most cases, well-structured and clearly presented handouts guide and support students' learning. Teachers effectively question students to draw on their own knowledge and experience and to check that they understand their work. Students work productively on well-structured tasks. In some lessons, key concepts, for example genetic fingerprinting, were developed from students' discussion of abstracts and scientific papers. Opportunities to develop key skills are used effectively. In a biology lesson on the skeleton, measurements of foot size were used to plot histograms and develop understanding about normal distribution. In another biology lesson, students looking at inheritance used statistical methods to check the validity of the interpretation of data. There is insufficient use of IT in lessons, though students use computers to complete assessed work. As noted in the self-assessment report, practical work is carried out safely and risk assessments are conducted for all practical activities. Inspectors judged that there are insufficient opportunities for practical work.

14 Courses are well managed and well planned, as the self-assessment report identified. There are regular departmental meetings in biology which are used by teachers to review the way in which the curriculum is taught. There are opportunities for students to attend 'surgeries' to address their individual needs. In biology, some of these are structured to tackle particular topics. Teachers systematically review students' progress during the GCE A level and GCSE courses. Students are enthusiastic about their studies and about the quality of teaching and support provided by teachers.

15 Teaching rooms and laboratories are well organised and maintained and provide high-quality and flexible environments for learning. They contain appropriate resources for teaching and learning. Technical staff

# Curriculum Areas

provide effective support. A good range of text books is provided by the department and the library. The range of CD-ROMs or other computer materials to support learning is small.

16 The quality of students' work is good. Written work is generally well presented and well organised, and shows appropriate levels of understanding. Most work is appropriately marked and well annotated. Students report that assessed work is returned quickly. Retention and achievement rates on GCSE programmes over the past three years mostly exceed national averages. The self-assessment report identifies these strengths. Pass rates in GCE A level biology and chemistry courses are close to national averages. In GCE A level human biology achievements are low, although they improved in 1999. The proportion of high grades achieved in GCE A level human biology has been consistently below the national

average. The college's own value-added data show that GCE A level students have not always achieved results predicted by their GCSE grades. Retention rates on GCE A level courses fell in 1999 to below the national average for sixth form colleges. The college is aware of the need to improve retention and achievement and strategies have been implemented to address them.

## A summary of retention and achievement rates in biology and chemistry, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE chemistry	2	Number of starters	17	17	11
		Retention (%)	76	76	91
		Achievement (%)	23	75	50
GCSE human biology	2	Number of starters	44	59	57
		Retention (%)	91	88	88
		Achievement (%)	48	40	70
GCE A level biology	3	Number of starters	104	102	56
		Retention (%)	87	82	71
		Achievement (%)	89	87	90
GCE A level human biology	3	Number of starters	61	58	46
		Retention (%)	80	84	72
		Achievement (%)	55	53	76
GCE A level chemistry	3	Number of starters	55	60	47
		Retention (%)	76	73	66
		Achievement (%)	74	89	88

Source: ISR (1997 and 1998), college (1999)

# Curriculum Areas

## Business Studies

### Grade 1

**17 The inspection covered GCSE, GCE A/AS level and GNVQ courses in business. Twelve lessons were observed. Inspectors agreed broadly with the judgements in the self-assessment report.**

#### Key strengths

- self-critical and effective management
- much good and some outstanding teaching
- meticulous attention to the development of key skills
- extensive use of real business sources
- high pass rates on the full-time GCE A level course
- excellent GNVQ results

#### Weaknesses

- poor retention and achievement on GCE AS and part-time GCE A level business studies
- inflexible accommodation

18 The college offers an extensive range of full-time and part-time courses in business studies. Full-time courses include GNVQ programmes at intermediate and advanced levels, GCE A level and GCSE business studies. Part-time courses include short courses, a higher national certificate in business, Association of Accounting Technicians courses and a one-year GCE A level business studies course. The courses are well managed. There are comprehensive schemes of work, detailed records of assessment and effective internal verification. Formal and informal communication are good. There is a strong commitment to improving teaching and learning. Staff continuously monitor and review their practice. Demanding targets for

attendance, retention and achievement are set each year and are used to identify the actions needed to improve performance. The department systematically compares students' achievements with national benchmarking data produced by the FEFC. The subject teams are self-critical and take pride in maintaining high standards.

19 Inspectors observed consistently high standards of teaching. Over 90% of lessons were judged good or outstanding. Teachers took account of the range of students' abilities and maintained a lively working atmosphere in most lessons. This strength was identified in the self-assessment report. During a GCE A level business studies lesson, the teacher used a variety of methods to sustain students' interest, including a mini-lecture, a short questionnaire and a video programme. Students had specific questions to address when watching the video. The teacher was skilful in checking the extent to which students were able to relate theory to the material covered in the programme. A GCSE lesson was enlivened by the introduction of real consumer products into the classroom. Students analysed the branding and consumer appeal of a range of glass jars in order to study aspects of marketing and law. On GNVQ programmes, assignments are well designed and thorough attention is given to the development of students' key skills. Students benefit from carefully planned and monitored work placements in local businesses. Students are encouraged to use a wide range of primary sources, such as company reports, and are also directed to relevant websites on the Internet. Teachers mark students' work meticulously and give detailed feedback to students so that they can improve their performance.

20 In addition to their academic and teaching qualifications most teachers hold relevant assessor awards. Staff make good use of the many opportunities to update their knowledge and skills. For example, they have attended courses on curriculum 2000 and undertaken

# Curriculum Areas

short placements in local businesses. In all teaching rooms, the display work produced by students is attractive. The self-assessment report recognises that many of the classrooms do not provide a sufficiently flexible learning environment. They restrict the range of learning activities students could undertake. There is inadequate access to IT resources in the business studies block. The popularity of business courses often results in overcrowded classrooms.

21 As the self-assessment report stated, achievement rates are high on the majority of courses. Pass rates for full-time students on the GCE A level business studies course were well above the national average for sixth form colleges in 1998 and 1999, as was the proportion of high grades achieved. Students consistently achieve better results in GCE A level business studies than predicted for them on the basis of their grades in GCSE examinations. Retention and pass rates on the GNVQ intermediate and advanced programmes are outstanding. They are well above the national average and a high proportion of students obtain high grades. On the GNVQ intermediate course, 16 of the 18 students who completed the course in 1999 obtained a merit or distinction. The pass rate on the GCSE business studies course was also above the average for sixth form colleges in 1999. Students' achievements on the GCE AS business studies and the part-time GCE A level in business studies courses do not match the high levels achieved on other courses. Retention has declined over the last three years on the GCE AS business studies course and pass rates have been below the average for sixth form colleges. The self-assessment report recognises that the pass rate on the one-year GCE A level business studies course, which ran for the first time in

1998-99, is below the target set by the college and compares unfavourably with the national average pass rate for students over the age of 19. Comprehensive data on students' destinations indicate high levels of progression to higher education.

# Curriculum Areas

## A summary of retention and achievement rates in business studies, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE business studies	2	Number of starters	37	39	38
		Retention (%)	73	85	72
		Achievement (%)	48	45	58
GNVQ intermediate business	2	Number of starters	24	21	18
		Retention (%)	92	81	100
		Achievement (%)	86	94	94
GCE A level business studies full time (two years)	3	Number of starters	106	134	91
		Retention (%)	82	83	77
		Achievement (%)	89	97	98
GCE A level business studies part time (one year)	3	Number of starters	*	*	19
		Retention (%)	*	*	63
		Achievement (%)	*	*	45
GNVQ advanced business	3	Number of starters	40	36	31
		Retention (%)	88	78	84
		Achievement (%)	91	89	100
GCE AS business studies	3	Number of starters	11	13	18
		Retention (%)	100	85	67
		Achievement (%)	55	73	58

Source: ISR (1997 and 1998), college (1999)

\*course not offered

# Curriculum Areas

## Art and Design and Media Studies

### Grade 1

22 Inspectors observed 11 lessons in art, design and media. They agreed with most of the strengths cited in the self-assessment report and with the college's assessment of weaknesses.

#### Key strengths

- outstanding retention and achievement
- good, well-planned teaching
- good range of extra-curricular activities
- effective support for individual students
- effective management
- well-planned, imaginative and demanding assignments

#### Weaknesses

- inadequate facilities for media studies
- insufficient IT resources

23 The departments offer a range of GCE A/AS level subjects including fine art, photography, art history, design technology, film and media studies and an advanced GNVQ in art and design. The college offers evening classes which attract many adult learners. GCSE art is offered as part of the full-time programme and there is also a comprehensive range of certificated specialist courses within the general education programme for full-time students. The provision is well managed and is closely monitored and adapted according to the needs of students. Staff work well in subject teams and create a positive working environment.

24 Teaching is good, as indicated in the self-assessment report. Of the 11 lessons observed eight were judged good or outstanding. Teachers have a thorough and disciplined approach to teaching which ensures that students acquire basic concepts and skills through carefully planned learning activities.

Their lessons are exciting and demanding. Students are encouraged to have the confidence to develop their own individual responses to tasks set. Early in their courses, students take part in demanding and stimulating projects. During their induction, GNVQ students were asked to construct a shelter from any materials that they found. This activity established a good spirit for teamworking and contributed to their assessed work. Teachers plan lessons to take into account the differing abilities of students. In the best lessons, they organise activities in such a way as to give individual support to any student who needs it while the rest of the group completes planned tasks. The high quality of teaching and pastoral support of teachers is recognised by students as a strength. This was noted in the self-assessment report. Classwork and assignments are supported by excellent course documentation. There is no systematic development and assessment of key skills in GCE A level courses. This is a recognised weakness in the self-assessment report. A particular strength of the departments is their commitment to supporting students with personal or learning difficulties. This is a strength not fully recognised in the self-assessment report. Students are fully integrated with classes and many enjoy notable success. One art student with Asperger's syndrome gained three GCE A levels at grade A and achieved a place on a degree course. As identified in the self-assessment report, there is no co-ordinated IT training for staff.

25 Staff are well qualified and enthusiastic and provide many opportunities for students to visit galleries and exhibitions as well as arranging regular trips to Europe. Physical resources for art and design are adequate or good. Media studies has a small functional suite of rooms which are sufficient as base studios but supporting technical facilities and equipment are dispersed and sometimes in unsuitable locations. High enrolments mean that demand for space and equipment frequently exceeds availability, particularly at times when students need to meet coursework deadlines. Specialist

# Curriculum Areas

IT equipment for all courses is insufficient to meet the needs of students and the curriculum. The standard of decoration and display in the subject areas is good and reflects the pride in the college felt by both staff and students.

26 Retention and achievement rates are outstanding and on all programmes they exceed national averages. Enrolments are growing in all subject areas. Three hundred and fifty-six students sat the advanced level courses in 1999. The courses all achieved pass rates of between 97% and 100%. Students attain high grades at GCE A level and GNVQ and progress to higher education in large numbers. Motivation is high and staff encourage students to broaden their range of achievement. In 1997, art and design

students won two of the three examination board's certificates of excellence and in 1998 another student was again successful.

Photography students have twice won the Joe Brown Photographic Award. Students often undertake projects in liaison with outside organisations and develop high standards and a professional approach. Recent activities include a sculpture project for Corpus Christi College, Cambridge, and illustrative work for a local newspaper. Media studies students have completed a music video as part of a final project which will be shown on cable television and at a local cinema. Rigorous targets are set for courses and for individual students and these are reviewed critically and regularly.

## A summary of retention and achievement rates in art and design and media studies, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE art	2	Number of starters	20	15	13
		Retention (%)	83	75	87
		Achievement (%)	95	93	100
National Open College Network short courses in art and design	2	Number of starters	1,398	1,397	1,349
		Retention (%)	97	98	98
		Achievement (%)	84	71	86
GCE A level media/film	3	Number of starters	113	108	134
		Retention (%)	85	86	88
		Achievement (%)	98	100	98
GCE A level photography	3	Number of starters	*	31	43
		Retention (%)	*	86	81
		Achievement (%)	*	100	100
GCE A level art	3	Number of starters	132	144	126
		Retention (%)	85	89	83
		Achievement (%)	97	99	100
GNVQ advanced art and design	3	Number of starters	18	15	15
		Retention (%)	90	100	79
		Achievement (%)	100	93	100
GCE A level design technology	3	Number of starters	19	33	38
		Retention (%)	75	97	90
		Achievement (%)	100	91	97

Source: ISR (1997 and 1998), college (1999)

\*course not offered

# Curriculum Areas

## History and Geography

### Grade 2

**27 Inspectors observed 11 lessons covering the GCE A level and GCSE courses in history and geography. They agreed with most judgements in the self-assessment report. Inspectors found some additional weaknesses.**

#### Key strengths

- well-managed courses and carefully planned teaching
- a wide variety of activities used to extend students' learning
- high standards in oral work
- good achievements in geography
- good accommodation and resources

#### Weaknesses

- additional support sessions not fully effective
- lack of strategies to deal with the late arrival of students
- declining achievement and retention in 1999

28 Inspectors agreed with the self-assessment report that courses are managed efficiently and carefully planned. Detailed schemes of work give precise information about course content and clearly link students' learning to course objectives. Course handbooks are comprehensive. Staff have a self-critical and enquiring approach to identifying areas for improvement. For example, in geography they have provided clearer and more frequent deadlines to assist students in the completion of coursework as a response to a survey of students' opinions. Each subject provides surgeries. These timetabled sessions are primarily intended for students who need additional help if they are to reach a satisfactory standard. However, the surgeries do not always meet the needs of the students who require support.

29 Inspectors agreed with the self-assessment report that there is much good teaching and a wide range of learning activities. Most lesson plans are comprehensive and in GCE A level geography make clear reference to opportunities for students to develop their key skills. In the best lessons, teachers use a variety of appropriate teaching and learning methods, develop productive working relationships with students, and retain students' interest. In one GCE A level history lesson, the teacher made effective use of video and documentary extracts to explore issues relating to support for Hitler's regime. Students had good opportunities to develop their skills of observation and analysis through their individual responses and subsequent group discussion. In geography good use is made of the college's computer network to make course materials more accessible. However, as identified in the self-assessment report, there is insufficient use of IT to enrich students' experiences in history lessons. In some weaker lessons, teachers did not question students effectively to ensure that they understood their work. Students on GCE A level courses in history and geography benefit from the provision of interesting residential courses. Students of American history have the opportunity to visit the United States of America. Most students spoke enthusiastically of their satisfaction with their course of study, their teachers and the support they receive. However, in the majority of lessons observed, some students arrived late. There were no apparent strategies to deal with this lack of punctuality.

30 Staff are well qualified, enthusiastic and effectively deployed. Part-time staff contribute fully to the planning and evaluation of courses. Students benefit from new, purpose-built accommodation. Rooms are light, airy and well equipped. Subjects have their own base rooms which provide stimulating environments in which to learn. Access to IT facilities within the new accommodation is satisfactory. The library provision of books and journals is good; there are multiple copies of the most frequently used textbooks and the range of CD-ROMs is increasing.



# Curriculum Areas

31 The quality of most students' written work is good. Students' files are well organised and presented. On most courses, work is helpfully marked but sometimes teachers give insufficiently detailed feedback to help students to improve their performance. Course teams carefully monitor data on students' performance. In all subjects, students demonstrate high levels of competence in oral work. Many students on GCE A level achieve results above those predicted from their GCSE grades on entry. Inspectors agreed that achievements in geography are good. In 1998, all of the 104 students who took the GCE A level examination were successful, with 67% achieving grades A to C. The pass rate on the GCSE geography course has been above the national averages for sixth form colleges for each of the last three years. Retention rates on all courses in 1997 and 1998 were above the national averages for sixth form colleges. Attendance levels are good. Retention and achievement have declined in the last year and pass rates for GCE A level history and geography are now below the national average.

## A summary of retention and achievement rates in history and geography, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE history	2	Number of starters	*	19	10
		Retention (%)	*	84	70
		Achievement (%)	*	31	71
GCSE geography	2	Number of starters	18	23	17
		Retention (%)	89	91	59
		Achievement (%)	63	57	50
GCE A level history	3	Number of starters	**	**	90
		Retention (%)	**	**	81
		Achievement (%)	**	**	85
GCE A level geography	3	Number of starters	116	118	84
		Retention (%)	84	88	77
		Achievement (%)	98	100	91

Source: ISR (1997 and 1998), college (1999)

\*course not offered

\*\*data not agreed

# Cross-college Provision

## Support for Students

### Grade 2

**32 Inspectors agreed with most of the strengths in the self-assessment report but identified a few weaknesses not recognised by the college.**

#### Key strengths

- comprehensive and effective guidance and initial entry arrangements
- effective induction arrangements
- excellent careers guidance and support for students going on to higher education
- systematic arrangements for the monitoring and recording of students' progress
- effective support for students with learning difficulties and/or disabilities

#### Weaknesses

- no system for formal identification of all students' learning support needs
- uneven quality of tutorials

33 Inspectors agreed with the college that admissions and initial guidance are well organised. Senior tutors ensure that liaison with local schools is effective. A co-ordinated programme of open days and advice sessions in local schools enables students and parents to be well informed about the courses available. Clear, well-presented information includes handbooks for students and parents/carers. The disability statement is available in Braille and large print. All students are offered individual interviews with trained staff. Separate admissions arrangements for adult students include postal enrolment and the entitlement to pre-course guidance. An effective college-wide induction programme is provided for full-time students. Effective arrangements are in place to enable students to change their subjects during the first few weeks. A few students did not find the induction welcoming.

34 Inspectors agreed that careers guidance is of a very high quality. The facilities are excellent, with dedicated computer access to information available to all students. There is also an extensive library of current information. Advisers from Cambridge Careers Guidance work effectively as members of the support services team. Personal tutors have received training to improve the careers education elements of the tutorial programme. The college has recognised the need to increase support for job-seekers. Sessions designed specifically for these students have been increased in the tutorial programme.

35 As stated in the self-assessment report, there is a comprehensive tutorial programme with clear aims and objectives. A team of senior tutors takes responsibility for the tutorial programme and for all aspects of student support, including the training of personal tutors. The programme provides personal support, monitors students' academic progress and supports progression to further or higher education and employment. Monitoring of students' progress is systematic. Individual students' performance is reviewed each half-term against a profile of target grades derived from their GCSE scores. Parents/carers receive reports and issues raised by tutors and teachers about individual students are rigorously followed up. All students complete a national record of achievement during their time at the college. Students value the personal support given by tutors.

36 Discussions with students revealed that they appreciate the information sessions, the one-to-one sessions and the help they receive with university applications, but are less enthusiastic about the value of other sessions. Tutorials observed by inspectors ranged from good to unsatisfactory. In most of the sessions students did not take an active part and tutors did not use the interactive support materials provided for them. The college recognises that arrangements for monitoring the quality of the tutorial provision are not sufficiently extensive.

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Students receive information about local support agencies, including a specific counselling service for young people.

37 Inspectors agreed with the college that support for students with learning difficulties and/or disabilities is a strength. Students discuss their needs with a tutor and agree the support required. Most of the students who identify that they require support have dyslexia. The college has successfully supported a few students with other disabilities such as Asperger's syndrome and cerebral palsy. The college keeps records of the support provided to students. Some students who indicate during the admissions process that they have a learning difficulty or disability state that they do not wish to receive additional support. A letter confirming the statement is sent to the students' parents or carers. Additional procedures to follow up these specific students are not identified. This is a weakness not noted in the self-assessment report. Appropriate facilities and equipment are available to help students with specific needs.

38 There is no agreed college policy for the assessment or diagnosis of the individual learning needs with regard to basic skills of students on entry to the college. Additional support is provided to students in subject 'surgeries'. Inspectors identified that some surgery time is not effectively used. Some departments do not have an effective strategy for identifying students' learning needs but rely too heavily on self-referral by students. One student requiring additional learning support was not identified until late in his course. This weakness is not identified in the self-assessment report, though the lack of screening procedures for basic skills levels was noted in the previous inspection report.

39 The comprehensive enrichment programme is valued by students where the activities are relevant to their studies or enable them to pursue their interests. Constraints on teachers' timetables and resources mean that

students' choices are restricted. The self-assessment report identified that a minority of students dislike the compulsory nature of this programme and are reluctant to participate.

40 The student union is active and well supported by the college. It manages a welfare budget as well as a social budget and is encouraged to contribute to decisions on issues in the college. An active Christian union meets regularly and organises a weekly discussion session, open to all students. The college is looking to widen the range of faiths included in these sessions.

## General Resources

### *Grade 2*

**41 The self-assessment report for general resources draws upon team reports on a range of college activities. Inspectors agreed with the analysis of strengths and weaknesses.**

#### **Key strengths**

- effective management and efficient use of accommodation
- well-managed resource centre
- effective support for the use of IT resources
- a good range of software and learning materials

#### **Weaknesses**

- insufficient access to IT resources in some subjects
- inadequate communal areas, canteen and sports facilities
- some unsatisfactory teaching accommodation

42 Improvements to the college's accommodation since the last inspection include the replacement of some of the mobile classrooms by a new teaching block, the creation of additional office space and an

# Cross-college Provision

improved college reception area. Students with restricted mobility can easily gain access to the great majority of the college's resources.

43 The college occupies an extensive site of some 23 acres, providing playing fields and pleasant landscaped grounds, on the outskirts of Cambridge. A comprehensive, well-planned and costed maintenance programme has ensured that the site and buildings are fit for their purpose and kept in serviceable condition. The use of accommodation is efficient and effective. Accommodation costs are low. Over the last five years, the college has made efficiency savings in running costs.

44 Accommodation for teaching departments is well organised. Teaching rooms, staff offices and specialist facilities are grouped together. Stimulating displays of students' work indicate identified bases for subjects. Most teaching rooms are appropriately equipped and furnished. Deficiencies in accommodation are recognised in the self-assessment report. Some teaching facilities are unsatisfactory. Three large temporary buildings, which comprise a third of the classroom accommodation, are overcrowded. Teaching rooms for media studies are dispersed around the site and the editing suite is inconveniently located and difficult for students to get to. The canteen, which is the only indoor area for students to meet socially, is overcrowded at peak times. The library is too small. The revised accommodation strategy prioritises the replacement of the temporary classrooms by a new building. Lottery funding is being sought for the development of a new sports hall which will enable the college to expand the resource centre into the underused and unsatisfactorily-small gymnasium.

45 Following the last inspection, improvements have been made to the library catalogue system. It can be accessed from the college IT network and provides students with a range of search facilities. Inspectors agreed with the self-assessment report that the resource centre, which incorporates the library and a

room of computers, is well managed. There is close and effective liaison between library staff and teachers in the departments to ensure that resources meet students' learning and research requirements. A good range of up-to-date learning resources is well organised. An adequate stock of books is supplemented by a collection of CD-ROMs, audio and video cassettes. The college intranet provides easy access to a developing range of learning materials from teaching departments and to original source materials for students' research. The current annual spending allocation on the library is modest at £7.28 for each full-time student. The ratio of stock items to students is above the median for further education colleges. Use of the library is carefully monitored and shows that over 80% of students use the facilities. There is an adequate number of private study places. The self-assessment report recognises that the resource centre is too small. There are difficulties of circulation at busy times, particularly for wheelchair users.

46 A college-wide IT network provides a good range of software and over 200 computers. There are insufficient computers in some departments for the use of IT in teaching. The college recognises that there are also insufficient opportunities for students to use computers outside their timetabled lessons. The present use of computer rooms provides for only 20 minutes open access for each full-time student within the normal college working week. Internet access is not generally available across the network throughout the day. The college provides computer equipment and software on the college network to support students with learning difficulties and/or disabilities. A small number of computers is available for loan to students with dyslexia.

47 There is good support for students and staff in their use of IT. A well-planned IT induction programme is carefully linked to students' main subjects of study and most students have the opportunity to gain a qualification in IT. A good practice guide and

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clearly written charter give guidance on what is acceptable in the use of IT and the Internet. Technical support is good. The IT support unit deals quickly with calls for help and ensures that the computer network operates reliably for both academic functions and college administration. The development of the college IT facilities is guided by a comprehensive strategy for the use of information learning technology. The action plan arising from self-assessment identifies the need to establish an IT operational plan. An IT management group and an IT curriculum users group have helped to shape the strategy.

## Quality Assurance

### *Grade 1*

**48 Inspectors agreed with most of the college's judgements on quality assurance in the self-assessment report. However, they concluded that some strengths were understated.**

#### **Key strengths**

- strong commitment to continuous improvement
- maintenance of a consistently high level of academic performance
- comprehensive and effective self-assessment process
- extensive evidence to inform self-assessment
- rigorous review of the curriculum by teaching departments
- thorough analysis and use of value-added information
- well-established and systematic methods for gathering students' views

#### **Weaknesses**

- deficiencies in some aspects of the college's action-planning

49 Inspectors agreed with the college that since the last inspection the quality assurance system has been much improved. The strategic plan explicitly includes a strong commitment to improve the quality of provision. Quality assurance arrangements are comprehensive. Exacting and demanding standards are set for all areas of the college's work. Responsibility for each aspect of quality assurance is clear and procedures are consistently applied across the college. Quality and management teams co-ordinate quality assurance procedures. Five teams effectively oversee work in the key areas of management, curriculum, guidance, support services, and continuing education and professional development. Working groups representing a wide range of staff have advised on the development of the quality assurance system and this has helped to share good practice across the college. Inspectors agreed with the self-assessment report that performance indicators are underdeveloped in some business support areas.

50 The self-assessment process is rigorous and involves all managers and staff. There is a well-planned and systematic approach. All teaching departments and business support areas compiled self-assessment reports to a standard format. A substantial amount of evidence is gathered to inform self-assessment. Outcomes from lesson observations inform judgements on teaching and learning. The college recognises that there have been few observations of tutorials. Common criteria for grading are used across departments. A self-assessment co-ordination team scrutinises team self-assessments and validates grades. A senior manager from another sixth form college has assisted the college in moderating the judgements in the self-assessment report. The strength of these procedures was understated by the college. Self-assessment action plans are monitored routinely. The college acknowledges that the self-assessment process has not yet been fully integrated with the college's planning

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cycle. Actions to address key weaknesses are incorporated in the college's operational plan. However, there is no action plan for the whole-college self-assessment report. There is no separate statement about how the other weaknesses are to be remedied.

51 Arrangements for reviewing teaching departments are rigorous. A calendar directs staff to complete a range of activities at key times in the review process. The college has set appropriate targets to maintain or improve performance and they are monitored regularly and rigorously. A range of detailed performance indicators is used by departments to assess their own performance. Achievements data are carefully analysed. Excellent use is made of national averages and benchmarking data published by the FEFC for comparison with the college's performance. Reasons for poor performance are sought and appropriate remedial action taken. The thoroughness and effectiveness of these procedures has been underestimated by the college.

52 The college subscribes to a national agency that provides a comparison of students' examination results at GCE A level with those predicted on the basis of their GCSE grades on entry. The college has consistently improved its overall performance in 'adding value' to students' achievements. Value-added data are used in evaluating course performance and in monitoring individual students' performance.

53 Surveys are used effectively to gather the views of students. They are extensively analysed in a variety of ways to give college managers the information they need. Outcomes of surveys are discussed at class meetings, forums or in focus groups. Appropriate action is taken to rectify areas of concern. Employers' views about the college and its courses are gathered through feedback from work

experience providers and employer groups. Parents' views are canvassed during parents' evenings and careers events. Feedback from students, employers and parents about the college and its courses is overwhelmingly positive.

54 The college has a firm commitment to the professional development of staff. An annual professional review informs individual development plans. Inspectors agreed with the college that a few reviews have not been completed within the agreed timescale. There is an adequate budget for staff development. All teachers and many support staff attend the annual in-service training events. The college acknowledges that the link between staff development and strategic objectives is unclear. New procedures have recently been introduced to monitor the effectiveness of staff development. There is effective induction for new staff. Support is provided through a mentoring scheme and regular meetings of new staff. A free confidential counselling service is available to all staff.

55 The recently revised college charter includes a section for students, employers and the community. It includes specific standards that the college aims to achieve in the service it provides. Charter commitments are monitored through surveys of students but few commitments have quantifiable and measurable targets. The complaints procedure is clear. Only a few complaints have been received and these have been concluded satisfactorily.

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## Governance

### Grade 3

**56 Inspectors and auditors agreed with some strengths in the self-assessment report but considered others were overstated. They identified weaknesses not noted in the self-assessment report.**

#### Key strengths

- broad range of governors' skills and experience
- effective monitoring of students' achievements
- regular monitoring of the college's financial performance and financial health

#### Weaknesses

- ineffective self-assessment of governance
- insufficiently formal approach to governor training and induction
- inappropriate conduct of some corporation and committee business

57 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is adequate. The board substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC.

58 The board has 16 members of whom eight are independent governors, including the chair of the board. In order to support the student governor, the board invites another nominated student to attend meetings. Governors are committed to the college. Attendance at meetings during the last year has been high. The inspection team agreed with the strength in the self-assessment report that governors have a broad range of experience. Their areas of expertise cover human resource management,

accountancy, the law, education and local business. A search committee has recently been established, formalising existing arrangements for identifying suitable candidates to fill vacancies on the board. The board has not openly invited nominations from the public. Governors formally restate their eligibility each year and ensure that the register of interests is up to date.

59 The cycle of full board and committee meetings is set one year in advance and key decisions required from these meetings are clearly identified. All meetings in the past year have been quorate. As stated in the self-assessment report, the board has established an appropriate range of committees. There is no designated standards committee; governors consider that issues relating to academic performance should be discussed by the full board. The terms of reference of the finance committee and audit committee are comprehensive. Committee minutes and key papers are presented to the full board for due consideration. However, inspectors did not fully agree with the self-assessment that meetings are effectively planned and well run. Discussions, actions and decisions arising from some board and committee meetings have not been clearly recorded and minuted. Approval of some appointments to the governing body were not appropriately minuted. Some key documents have been tabled during meetings. The board approved a pay review without being fully informed of the financial consequences. The recommendations of the remuneration committee were not ratified by the board until the recommendations had been implemented. Such weaknesses in the conduct of the board's business were not identified in the self-assessment report. The board has adopted sound policies for openness and accountability, including standing orders, the code of conduct, and a public disclosure policy. However, minutes and papers are not widely accessible.

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60 The inspection team agreed with the college that governors are involved in strategic planning. Governors approve the mission statement and the draft strategic plan but minutes do not adequately record an involvement in the development of strategic objectives. They receive half-yearly reports on the implementation of the college's operating plan.

61 There are effective arrangements for monitoring the academic performance of the college. The board annually receives detailed information and analysis of enrolment, retention rates and achievements. This information, together with national and sixth form college benchmarking data, are used to set college targets, which are systematically monitored by governors. Governors also monitor the implementation of the action plan arising from the self-assessment process. The board has recently established a policy of linking governors with areas of the college, including teaching departments. Links have not yet been made with some curriculum and cross-college areas.

62 Governors are well informed about the college's finances, as noted in the self-assessment report. All members of the finance committee receive monthly management accounts. The college produces comprehensive cashflow statements and the finance committee formally considers these and the latest management accounts at their termly meetings.

63 Although governors have received some in-house training during corporation meetings, the college has yet to established a formal training and development programme for all governors. The self-assessment report recognises that the induction procedures for new governors need to be improved and these are currently being developed. Senior postholders are appraised annually and agree their targets for the year. Their performance is not assessed against specific, measurable indicators which are directly linked to the college's approved strategic objectives.

64 The board has not fully developed procedures to review its own effectiveness. The self-assessment of governance did not involve any external validation and governors have yet to establish appropriate evaluation processes or an effective range of performance indicators. This weakness was not recognised in the self-assessment report.

## Management

### *Grade 1*

**65 Inspectors and auditors agreed with the college's overall assessment of the quality of management.**

#### **Key strengths**

- clear and effective management structure
- open, informal and responsive management style
- achievement of key performance targets
- efficient and effective deployment of resources
- effective links with external bodies
- good financial management

#### **Weaknesses**

- inadequacies in the management information system
- some aspects of operational planning

66 The college management structure is well established and effective. Roles and responsibilities are clearly defined and understood. The principal and two vice-principals form the senior management team. They work closely with four other management teams with respective responsibilities for curriculum, guidance, continuing education and professional training, and support services. There is cross-membership of each management team. For example, the head of a curriculum



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department serves on the guidance team, and the learning resources manager is a member of the curriculum team. A senior manager chairs each team. The college uses short-term working groups to enable a wide range of staff to contribute to the development of key initiatives such as curriculum 2000. Inspectors agreed with the college that the management structure facilitates a strong emphasis on teamwork. Staff value the open, informal and responsive management and clear lines of communication. Weekly staff briefings keep all staff informed of issues. There is a comprehensive staff handbook containing college policies, procedures and general information.

67 A wide range of targets is used to review and assess performance at all levels in the college. In each of the last four years the college has achieved or exceeded its funding targets. Yearly retention figures for full-time students over the last three years have been significantly above the average for sixth form colleges. Students' achievements are consistently high and there is evidence of yearly improvement. In 1998 and 1999, the pass rate at GCE A level was 93%. Value-added scores for GCE A level students have increased for the last three years. In 1999, the GCSE grade C or above pass rate improved by 4% from the previous year to 66%. The proportion of GNVQ advanced students gaining distinctions and merits is significantly above national averages.

68 Inspectors and auditors agreed with the college's judgement that resources are deployed effectively. College maintenance costs are generally below those for sixth form colleges. As the self-assessment report acknowledges, the college has successfully managed efficiency gains whilst maintaining high levels of student retention and achievement.

69 The strategic plan has been widely shared with staff. The college's previous self-assessment report identified as a weakness the lack of college operating plans for curriculum departments. The senior management team in consultation with staff has drawn up a whole college operational plan. This includes action points drawn from departmental self-assessment reports and forms the basis for planning at departmental level. The self-assessment report identifies a lack of clarity between self-assessment action-planning and operational planning. Inspectors agreed with this judgement. The operational plan identifies those responsible for carrying action out, and has target dates for completion. However, it does not indicate how progress will be monitored or how success will be measured.

70 The college mission contains a commitment to building partnerships with the local community. Links with partner schools and other colleges are good. The senior managers of the two sixth form colleges in Cambridge are planning collaboratively for curriculum 2000. The college is a core partner in the Cambridge Lifelong Learning Partnership. Through the Education Business Partnership the college has established a 'Business Friends of Long Road' group which includes representatives of a range of local business organisations and a college governor.

71 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. Financial planning and monitoring procedures are well established. Budget holders receive full monthly reports. Comprehensive management accounts are prepared monthly and are regularly considered by the college management team and governors. Financial regulations and procedures have been established. The college's returns to the FEFC are submitted promptly. The college's internal and external auditors have not identified any significant weaknesses in the college's internal control system.

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72 The college has a comprehensive and detailed equal opportunities policy. The policy was revised by the equal opportunities group in June 1999 and a report presented to the corporation. An equal opportunities curriculum audit has been carried out as part of the college's self-assessment. Annual equal opportunities 'theme days' form part of the general education programme for students. The college broadly fulfils the requirements of sections 44 and 45 of the *Further and Higher Education Act 1992*. The weekly non-denominational programme of 'thought for the day' meetings for students and staff involves visiting speakers and has a spiritual focus.

73 The inspection team agreed with the college's judgement that the use of management information is effective. Reports are accurate, timely and detailed. However, inspectors also agreed that there are some shortcomings in the management information software. For example, there is little capacity to analyse the appropriateness of student timetables. Most managers do not have access to management information on the computer network, and reporting facilities rely on manual procedures. The system cannot provide sufficient information to support the college's marketing of business and professional training programmes.

## Conclusions

74 Inspectors found the college's self-assessment report comprehensive and well focused. Evidence cited in support of judgements was detailed and appropriate. All areas have produced an action plan. Most actions are specific and useful. Timescales and those responsible for actions are clearly identified in the action plans. Inspectors largely agreed with the judgements in the self-assessment report, although some strengths and weaknesses identified by inspectors had not been recognised. Some strengths and

weaknesses included in the report were not considered to be significant by inspectors. Many weaknesses which had been acknowledged were in the process of being addressed by the time of the inspection. The self-assessment report provided a useful basis for the inspection.

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

# College Statistics

## Student numbers by age (July 1999)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	69
19-24 years	6
25+ years	25
Not known	0
Total	100

Source: college data

## Student numbers by level of study (July 1999)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	0
Level 2 (intermediate)	6
Level 3 (advanced)	71
Level 4/5 (higher)	1
Non-schedule 2	22
Total	100

Source: college data

## Student numbers by mode of attendance and curriculum area (July 1999)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	333	218	25
Agriculture	8	1	0
Construction	1	0	0
Engineering	15	0	1
Business	114	72	8
Hotel and catering	49	0	2
Art and design	261	217	22
Humanities	702	233	42
Total	1,483	741	100

Source: college data

## Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 1% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

## Staff expressed as full-time equivalents (July 1999)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	80	5	0	85
Supporting direct learning contact	15	1	0	16
Other support	35	2	1	38
Total	130	8	1	139

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

# College Statistics

## Three-year Trends

### Financial data

	1997	1998	1999
Income	£4,557,000	£4,401,000	£4,488,000
Average level of funding (ALF)	£19.00	£16.71	£16.54
Payroll as a proportion of income	69%	71%	74%
Achievement of funding target	121%	105%	99%
Diversity of income	9%	9%	10%
Operating surplus	£191,000	-£8,000	£140,000

Sources: Income - Council Circular 98/43 (1997), college (1998 and 1999)

ALF - Funding Allocations 1997-98 (1997 and 1998), Funding Allocations 1998-99 (1999)

Payroll - Council Circular 98/43 (1997), college (1998 and 1999)

Achievement of funding target - Performance Indicators 1997-98 (1997 and 1998), college (1999)

Diversity of income - Council Circular 98/43 (1997), college (1998 and 1999)

Operating surplus - Council Circular 98/43 (1997), college (1998 and 1999)

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	0	0	0	0	0	0
	Retention (%)	n/a	n/a	n/a	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a
2	Number of starters	752	777	818	20	20	18
	Retention (%)	85	85	81	85	60	72
	Achievement (%)	94	96	96	12	63	100
3	Number of starters	2,500	2,607	2,504	119	119	143
	Retention (%)	82	83	83	76	69	57
	Achievement (%)	89	92	88	49	87	71
4 or 5	Number of starters	0	0	0	29	30	13
	Retention (%)	n/a	n/a	n/a	100	97	85
	Achievement (%)	n/a	n/a	n/a	62	67	n/a
Short courses	Number of starters	4,361	3,957	3,273	746	821	763
	Retention (%)	98	97	97	90	85	91
	Achievement (%)	85	73	80	73	84	75
Unknown/unclassified	Number of starters	1,525	1,525	1,652	46	12	16
	Retention (%)	94	94	94	85	100	81
	Achievement (%)	100	80	81	85	75	54

Source: ISR

n/a not applicable

## **FEFC Inspection Report 34/00**

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