

# Woking College

**REPORT FROM  
THE INSPECTORATE  
1998-99**

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

**THE FURTHER EDUCATION  
FUNDING COUNCIL**

*The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.*

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

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

*© FEFC 1999 You may photocopy this report and use extracts in promotional or other material provided quotes are accurate, and the findings are not misrepresented.*

# Contents

Paragraph

---

## Summary

---

### Context

The college and its mission 1

The inspection 5

---

### Curriculum areas

Science and mathematics 8

Business 15

Performing arts 21

Humanities 28

---

### Cross-college provision

Support for students 35

General resources 42

Quality assurance 48

Governance 57

Management 64

Conclusions 73

---

### 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 1997-98, are shown in the following table.

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

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

## Student Achievements

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

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

# Summary

## Woking College

### *South East Region*

#### **Inspected November 1998**

Woking College is a sixth form college in Surrey. The self-assessment report which the college prepared before the inspection was its first. It identified strengths and weaknesses and had action plans for each area assessed. Many action points had been addressed by the time of the inspection. Inspectors agreed with many of the judgements made by the college, and with the grades given in its self-assessment except in one of the cross-college areas inspected, where a better grade was awarded.

The college offers courses in seven of the FEFC's 10 programme areas. The inspection covered provision in four of these. Since the last inspection, the college has greatly improved its governance and management. It is now well managed and well governed. Open and consultative management achieves good communications and supports robust strategic planning. The college has successfully managed a significant reduction in its average level of funding since the last inspection, whilst increasing student numbers by one-third. Support for students is outstanding. The college has improved its general resources through judicious investment in IT and in accommodation improvements. Since the last inspection, arrangements for quality assurance have improved. Many of these are new and untested and need to be developed further.

Although most teaching is satisfactory, the percentage of good or outstanding lessons observed by inspectors was below the national average for all inspections in 1997-98 and has improved little since the last inspection. Students' achievements in examinations are mainly good, and sometimes outstanding but there are poor pass and retention rates on some courses. The college should improve: the management of class sizes; teachers' varying workloads; room utilisation; the standards of teaching; the coverage of key skills across the curriculum; students' action-planning; the level of detail available to governors about the quality of students' learning; and the implementation and monitoring of the equal opportunities policy.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Science and mathematics	2	Support for students	1
Business	3	General resources	2
Performing arts	2	Quality assurance	3
Humanities	2	Governance	2
		Management	2

# Context

## The College and its Mission

1 Woking College was established in 1977 as the major provider of post-16 education for the Borough of Woking. It caters for a complete cross-section of the local community and has three 11 to 16 partner secondary schools. The college occupies a single site with extensive playing fields in Old Woking, about a mile from the town centre. It is one of seven sixth form colleges and four further education colleges in Surrey, many of which are within easy travelling distance of each other. There are three 11 to 18 schools in the college's catchment area and a further seven within a seven-mile radius. In addition to the three partner schools the college recruits from over 50 other schools, including many independent schools.

2 Woking is a modern town with a population of about 90,300. Because of good communications with London and the major airports, it has a large proportion of commuters and a significant turnover in population. Overall, Woking's unemployment rate at 1.4% is below the South East average. Employment in the area is largely in banking, finance and other services industries (46%) and distribution and catering (24%), with only 14% employed in manufacturing. Of the businesses in the area, 89% are small firms employing 20 people or fewer. Unlike Surrey as a whole, 5.4% of Woking's population belong to a minority ethnic group, the highest proportion in the county. Two electoral wards suffer from aspects of social deprivation, and receive single regeneration budget funding. The college has developed part-time courses in the Maybury centre as part of this initiative.

3 The college provides courses in seven of the 10 programme areas of the Further Education Funding Council (FEFC). It offers 30 subjects at general certificate of education advanced level (GCE A level), general national vocational qualification (GNVQ) courses at intermediate and advanced levels in four curriculum areas, a BTEC national diploma in

performing arts, and the diploma in nursery nursing. Students may gain computer qualifications and additional key skills as part of the personal development programme. The college has diversified by introducing training for local businesses, evening classes, and an award-winning course providing the modern apprenticeship for staff at the nearby leisure centre. On 1 November 1998, the college had 698 full-time students and 184 part-time students. Student enrolments have grown by 32% between 1995 and 1998.

4 The college has reviewed its mission statement. It is 'to provide for students of all ages, within a supportive and accessible environment, quality further education and training which meet the needs of the borough and the wider community'. The college has recently achieved the Investors in People award and the right to use the 'positive about disabled people' symbol.

## The Inspection

5 The college was inspected in November 1998. Inspectors had previously evaluated the college's self-assessment report and information on the college held by other divisions of the FEFC. The data on students' achievements used by inspectors for 1996 and 1997 were taken from the FEFC's individualised student record (ISR). Those for 1998 were produced by the college in a similar format. Most of the data were reliable, although retention rates for 1996 were not. Data for 1998 were corrected by the college after checking by inspectors. The inspection was carried out by nine inspectors and an auditor working for a total of 38 days. They observed 42 lessons and examined students' work and college documents. Meetings were held with students, governors, managers, teachers and support staff.

6 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the

# Context

lessons inspected, 55% were rated good or outstanding and 2% were less than satisfactory. During the previous inspection in September 1995, strengths outweighed weaknesses in 51% of the lessons observed.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	4	13	9	0	0	26
GCSE	0	1	1	1	0	3
GNVQ	0	2	3	0	0	5
Other vocational	1	2	5	0	0	8
Total (No.)	5	18	18	1	0	42
Total (%)	12	43	43	2	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

7 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98. There was no significant difference in the

attendance of students across the curriculum areas inspected, but class sizes vary considerably. Those observed during the inspection ranged from 36 students to eight.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Woking College	16.8	86
National average, all inspected colleges 1997-98	10.4	77

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

# Curriculum Areas

## Science and Mathematics

### Grade 2

**8 Ten lessons in GCE A level mathematics, chemistry and physics, and in general certificate of secondary education (GCSE) mathematics and science were inspected. The detailed college self-assessment report did not identify some areas of weakness, nor some significant and valuable strengths, which give this area its unique character.**

#### Key strengths

- particularly good staff and student working relationships
- effective use of information technology (IT) in all subjects
- good GCE A level and GCSE achievements in most subjects
- good proportion of higher GCSE grades
- strong links with external agencies

#### Weaknesses

- poor retention in some GCE A level classes
- under-achievement of some students
- insufficient attention to key skills

9 Student recruitment has remained steady except in GCSE science, where numbers have fallen. GNVQ science is no longer offered owing to lack of demand. The self-assessment report acknowledged the value of science 'taster' days for local school pupils. Teachers adopt a flexible approach to meeting students' individual learning needs. Students of GCE A level and advanced supplementary (AS) mathematics and further mathematics choose modules to suit their needs. Some second-year students attend first-year classes to achieve improved results and GCSE mathematics students may attend numeracy classes. GCE A level physics students not studying mathematics undertake an open

college accredited mathematics for physics course. Students transfer between programmes, as necessary.

10 Courses are well managed by course leaders and the head of faculty. Regular minuted meetings take place. Action points with those responsible for their implementation are recorded, but they are not always followed up. There is no forum for regular, formal sharing of good practice in teaching, although informal communications are good. Student handbooks provide information on course content and examinations. All courses have detailed schemes of work, but lesson plans inadequately explain how students' learning is to be assisted. The self-assessment report recognised that with the exception of IT, key skills and learning skills are poorly integrated with courses. However, chemistry and statistics students show a good understanding of research and the ability to plan, and draw conclusions.

11 Working relationships between teachers and students are very good. Teachers endeavour to promote students' confidence and competence. Students show an interest in their subjects and work well in class. Most teachers use an appropriate variety of activities and maintain students' attention. In a GCE A level class, the teacher used an effective analogy between electric current and 'slug heaven' where slugs eat lettuce and increase their energy, as a battery produces energy. The teacher usefully developed the analogy to cover series and parallel circuits. In some lessons, teachers made too few checks on students' understanding. Practical work is closely linked to theory and is carried out safely. In many classes students demonstrate competence in note-taking, group work and oral communication and are able to work on their own. The self-assessment report does not identify as a strength the creative use of IT in teaching and learning. Students routinely use a wide variety of applications. Homework is set and marked regularly. There are good



# Curriculum Areas

opportunities for students to visit industry and to attend lectures by visiting speakers.

12 Effective target-setting for individual students takes place in some subjects. Reviews of students' progress occur regularly and are linked to students' action plans for learning. The best plans are detailed and include realistic target dates, but some are too general. The self-assessment report recognised the good quality of course annual reviews which consider data on retention, value added and achievement.

13 The self-assessment report does not identify all the strengths and weaknesses in student achievement and retention. Many achievements in examinations are good. Pass rates for GCE A level chemistry are at or above the national average for sixth form colleges. GCSE mathematics and science results are also above the national average; science has had a 100% pass rate for the last two years, with 77% grades C or above in 1998. GCE A level physics and chemistry also have a good percentage of higher grades. However, the college recognises

that value-added data show that some GCE A level students are underachieving. Retention on GCE A level chemistry, mathematics and further mathematics courses was low for 1996-98. Good records of students' reasons for leaving courses are maintained. A large number of students progress to higher education.

14 Inspectors agreed with the college's self-assessment that physical resources for science and mathematics are good. Laboratories have sufficient equipment which is continually updated. Teaching rooms are suitable for their use and provide space which can be used flexibly, except for the chemistry laboratories. There is a good open access IT centre for science and technology. Teachers are well qualified and enthusiastic. Most lack recent industrial or commercial experience. They regularly attend relevant staff development events and belong to valuable local and national subject networks. These aspects are given little emphasis in the self-assessment report.

# Curriculum Areas

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE mathematics	2	Expected completions	80	98	82
		Retention (%)	*	77	77
		Achievement (%)	83	95	98
GCSE science	2	Expected completions	+	41	13
		Retention (%)	+	73	100
		Achievement (%)	+	100	100
GCE A level chemistry	3	Expected completions	22	31	28
		Retention (%)	*	84	55
		Achievement (%)	95	85	88
GCE A level physics	3	Expected completions	31	34	45
		Retention (%)	*	82	78
		Achievement (%)	100	86	77
GCE A level mathematics	3	Expected completions	43	51	57
		Retention (%)	*	71	42
		Achievement (%)	94	60	89
GCE A level further mathematics	3	Expected completions	8	13	7
		Retention (%)	*	92	57
		Achievement (%)	100	50	100

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

\*accurate data not available

+course not running

# Curriculum Areas

## Business

### Grade 3

**15 Inspectors observed 10 lessons covering GCE A level business and economics and GNVQ advanced and intermediate business courses. Inspectors agreed with the college's assessment of the strengths and weaknesses of provision in this area.**

#### Key strengths

- good achievements in GCE A level business over the last two years
- comprehensive and practical schemes of work
- well-organised and helpful student handbooks
- high proportion of GNVQ intermediate students progressing to advanced courses
- good-quality, conveniently located IT facilities

#### Weaknesses

- poor GCE A level economics results
- some poor and declining retention within GCE A level courses
- poor GNVQ unit test results
- inadequately recorded key skills assessment
- some crowded classrooms
- inefficient use of IT by some students

16 The college offers GCE A level courses in economics and business, together with GNVQ business at intermediate and advanced levels. Student numbers have grown steadily with an increasing proportion of GNVQ students. Enrolments for GCE A level economics have increased, against the national trend. Students enjoy the friendly, purposeful environment to which they are introduced during course induction. They are provided with excellent

course guides and handbooks that are easy to use and packed with informative advice.

17 Teaching is competent, and teachers use a variety of appropriate teaching methods. The self-assessment report identified that schemes of work are comprehensive and practical, and inspectors agreed. GCE A level students contribute freely to class discussion and speak positively about the teaching and learning methods used. In one business lesson, they were keen to display their recently gained knowledge about privatisation. Their illustrations demonstrated a sound application of theory. Teachers use the resources available imaginatively and encourage the use of IT. An adjacent large open-plan area containing 14 computers is used intensively throughout the day, in conjunction with classrooms, to enable good group and individual work. Students use IT to improve coursework presentation and for research purposes. Many GNVQ portfolios are attractively presented, wordprocessed, and incorporate computer-generated images and tables. Inadequate direction by teachers, however, often leads to presentation having greater emphasis than the quality of portfolio content. This weakness had not been recognised by the college. Teachers of GCE A level do not meet often enough to discuss their teaching and to share good practice. Whilst reviews of students' opinions are used to judge students' satisfaction, inspectors found little evidence that they inform improvements to teaching.

18 GNVQ assignments are well thought out and demanding. Most students' files are well organised and comprehensive. Many students use the young enterprise programme and work experience to good effect in portfolio building. The outcomes of internal verification and key skills assessment are not sufficiently explained in students' corrected work. Much portfolio work contains little evidence of internal verification or detailed marking and whole units remain uncorrected for spelling, punctuation

# Curriculum Areas

and grammar. The college does not address this weakness in its self-assessment report. Additional specialist lessons are provided to support key skills where they do not occur within the main vocational programme. Students speak positively of this provision.

19 The college's self-assessment report is realistic in its judgements about students' achievements. GCE A level business examination pass rates have been outstanding for the last two years; they are well above the national sixth form college average. However, results in GCE A level economics are poor and below the national average. For the last two years, GNVQ results at advanced level have also been below the national averages with significant under-performance in unit tests. A high proportion of GNVQ intermediate students

have moved to advanced courses within the college. Five former GNVQ intermediate students, nearly one-quarter of the intermediate year group, progressed to higher education in 1997-98. Retention rates have declined over the last two years in the two GCE A level subjects.

20 The grouped classrooms for this area and the adjacent open access IT area are of good quality. However, there are large student numbers in some classes. The average class size in this curriculum area is over 24. One class of 36 was observed being taught by one teacher using two separate rooms, as the timetabled room had insufficient desks for all students. This arrangement was unsatisfactory. Well decorated, clean, tidy rooms are supplemented by display work that promotes learning.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate	2	Expected completions	22	21	31
		Retention (%)	*	95	71
		Achievement (%)	86	50	68
GNVQ advanced	3	Expected completions	28	32	29
		Retention (%)	*	94	76
		Achievement (%)	100	27	50
GCE A level business	3	Expected completions	17	24	25
		Retention (%)	*	75	60
		Achievement (%)	57	100	100
GCE A level economics	3	Expected completions	11	21	27
		Retention (%)	*	81	64
		Achievement (%)	88	35	67

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

\*accurate data not available

# Curriculum Areas

## Performing Arts

### Grade 2

**21 Eleven lessons were observed, covering music, music technology and performing arts. The college's self-assessment of its music and performance arts provision is self-critical. Although it is reasonably comprehensive, it does not pay sufficient attention to the quality of teaching and learning.**

#### Key strengths

- stimulating variety of appropriate teaching and learning methods
- well-planned courses and lessons
- good standard of students' work
- thorough and fair assessment of students' work
- students' well-developed personal and social skills

#### Weaknesses

- failure of teachers to take adequate account of the different abilities of students
- poorly managed teaching in half of the lessons observed

22 The programme area provides music and music technology for GCE A level, and a BTEC national diploma in performing arts. The latter was introduced in 1994, subsuming GCE A levels in dance, theatre and practical music. Music technology, introduced in 1995, accommodates the growing demand of the sound recording and studio industries.

23 Provision is well managed and communication between teachers, all of whom have fractional or part-time appointments, is good. Attendance at faculty meetings is infrequent, although informal systems and good relationships bridge this gap. The college's self-assessment recognised that the student

induction programme is comprehensive and provides a good introduction to courses. Feedback from questionnaires sent out to students is assiduously scrutinised and the concerns of individual students are promptly addressed.

24 Schemes of work and lesson plans are thorough and well planned. Task sheets clearly identify the stages through which a student should work to achieve the stated objectives. Teaching in music and performing arts is of varying quality. In some lessons teaching is outstanding; lively and invigorating debate develops a questioning, thoughtful approach to learning. In one lesson exploring music in the impressionist period, the teacher skilfully questioned students to provoke thought and discussion. She bravely managed classroom silence, ensuring that all students were given the opportunity to reflect and consider their own response. Using excerpts of music, debate, note-taking activities and individual and group work, the teacher engaged all students throughout the lesson. On most courses, the teaching is lively and, as the self-assessment report acknowledged, there is a good relationship between teachers and students. A broad range of opportunities for performance is offered through a programme of college events. Many students are members of bands, orchestras and theatre groups. Teachers are skilled in relating theoretical knowledge to the students' own experience, bringing relevance and meaning to difficult topics. However, teachers do not adequately assess students' learning or take sufficient account of the varying abilities of students. Homework is frequently the sole method of checking students' understanding of the work and subsequent lessons are spent clarifying misconceptions.

25 Much of the work on courses is of a high standard. Students work co-operatively and, in some lessons, professional standards are demanded. Well-motivated students working on a set for a forthcoming production were reminded of clean and safe working practices.

# Curriculum Areas

However, a practical performance class was poorly managed resulting in poor attention and concentration by students. Students are encouraged to respect colleagues' views and to support each other. In one lesson, which extended the students' knowledge of harmony, the more able students helped others, spontaneously demonstrating theoretical aspects on the piano. Written work is marked consistently and fairly. Assessment criteria are explained on task sheets which accompany every assignment. Teachers regularly refer students to the criteria for grading and encourage them to improve their work. In one lesson, groups of students performed their own composition, appraising and realistically grading their presentation. The rest of the students were able to extend their critical awareness by contribution to the discussion. The teacher summarised the weak and strong aspects of the composition and pointed out the areas for development. Students complete personal action plans at appropriate times in the course.

26 Inspectors agreed with the self-assessment report's identification of students' achievements in external examinations and in performance as strengths. Examination successes are good in GCE A level music and in the BTEC national diploma in performing arts. GCE A level music technology has good results, but in 1998 retention on this course was low. The college considers that there are insufficient opportunities for individual performance in music. From the range of activities available, inspectors could not agree that this was a weakness.

27 Students on the music course are provided with individual instrumental tuition. Resources, identified as a strength in the college's self-assessment, have recently been upgraded in the area of music technology and dance. Practice rooms and large performance areas are appropriate to the requirements of the course. Staff on fractional appointments bring up-to-date and relevant experience to their teaching.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
National diploma performing arts	3	Expected completions	19	41	36
		Retention (%)	*	88	86
		Achievement (%)	86	88	91
GCE A level music history and theory	3	Expected completions	20	22	15
		Retention (%)	*	100	100
		Achievement (%)	100	96	90
GCE A level music performance (practical)	3	Expected completions	21	#	#
		Retention (%)	*	#	#
		Achievement (%)	29	#	#
GCE A level music technology	3	Expected completions	+	12	14
		Retention (%)	+	66	31
		Achievement (%)	+	100	80

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

\*accurate data not available

+course not running

#course discontinued

# Curriculum Areas

## Humanities

### Grade 2

**28 Inspectors observed 11 lessons in GCE A level geography, history, government and politics, law and general studies. The self-assessment report identified some strengths and weaknesses with which inspectors agreed. It failed, however, to identify certain strengths and weaknesses which are significant.**

#### Key strengths

- well-planned teaching
- skilful analysis of complex topics by teachers
- effective use of a wide range of resources in history and geography
- effective examination preparation and development of students' study skills
- consistently good GCE A level history and geography results

#### Weaknesses

- lack of emphasis in lesson planning, on students' learning needs and experience
- poor student retention in GCE A level geography
- some poor-quality course reviews and evaluation
- inadequate action-planning by students for learning

29 The courses inspected form part of the GCE A level provision offered within the social studies faculty. General studies and politics are currently one-year courses. No GCSE subjects are offered and there is no GCE A level evening provision. The college has not identified sufficient demand for these courses. Adult students can join daytime classes.

30 Course management is efficient. All subjects have induction activities. Teachers

recognise the need to review these and the supporting students' guides, which are at an early stage of development. The college's self-assessment stated course planning as a strength but inspectors considered that the quality of some schemes of work was poor. Lesson planning is thorough but concentrates on content rather than the development of students' skills and knowledge. Some aspects of course review and evaluation are poor. The use of value-added data is underdeveloped; the information is used only retrospectively, where it is used at all. Teachers are becoming aware of the need to set targets and this is indicated in some of the planning.

31 In all lessons observed, teachers displayed an assured knowledge of their subjects. Their confident analysis of often complex topics greatly assisted students' learning. In the more effective lessons, students were provided with a wide range of learning materials and set a range of stimulating activities. Video was used well in a geography lesson. There was a detailed introduction to the structured worksheet accompanying the video which ensured that students made good use of it for learning. Teachers made effective use of questioning in this and other lessons to expand students' understanding. In history, students in mixed ability groups were set demanding tasks using documentary sources to find out whether some interpretations of the Victorian period were more appropriate than others. The students tackled the work with enthusiasm helping each other to come to agreed conclusions. In some less effective lessons, there was too much exposition by the teacher, poor generalised questioning and little exchange of ideas. Inspectors agreed with the college that students' enjoyment of lessons and their excellent relationships with teachers are strengths. Students respond well in lessons and have developed appropriate study skills. Geography students talked with enthusiasm about their individual studies. For the most part, students' work is well presented and of an appropriate

# Curriculum Areas

standard. Some teachers do not mark students' work in enough detail.

32 The self-assessment report does not address the development of key skills and there is little evidence of teachers' planning for their achievement. Students use IT in their work, and in geography there is a module which can only be completed by using computers. In some lessons, communication skills are developed but no records are kept so that it is not possible to monitor the progress of individual students. Students' action-planning for learning is intended, but the self-assessment report does not recognise that it is not completed by all students. In some instances, teachers use the action plan to summarise their own views on how a student has progressed and students are not involved. Where students produce their own action plans, targets and timescales are not given.

33 GCE A level pass rates grades A to E are good overall, with the exception of history in 1997. In history and geography, students achieve a significant proportion of grades A to C. In law, pass rates fell below the national average for sixth form colleges for 1996-97, while in politics and general studies pass rates and the proportion of students achieving grades A to C have been near or above the national average. The college did not identify as a weakness the general deterioration in retention or the particular concern regarding retention in geography. At the time of the inspection, the retention rate for geography had improved to 83%.

34 Staff are well qualified and have experience as examiners. Students are thoroughly prepared for examinations. In general, the range of resources and audiovisual aids is good. Students make good use of the internet and have good access to IT, including CD-ROM. History and geography students benefit from visits, visiting speakers and fieldwork.



# Curriculum Areas

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCE A level general studies	3	Expected completions	24	+	43
		Retention (%)	*	+	74
		Achievement (%)	71	+	81
GCE A level general studies (one year)	3	Expected completions	36	+	43
		Retention (%)	*	+	74
		Achievement (%)	88	+	81
GCE A level geography	3	Expected completions	17	29	40
		Retention (%)	*	52	63
		Achievement (%)	93	100	92
GCE A level government and politics	3	Expected completions	13	+	6
		Retention (%)	*	+	100
		Achievement (%)	100	+	33
GCE A level history	3	Expected completions	29	23	19
		Retention (%)	*	87	79
		Achievement (%)	81	79	100
GCE A level law	3	Expected completions	17	19	26
		Retention (%)	*	74	73
		Achievement (%)	90	79	79

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

\*accurate data not available

+course not running

# Cross-college Provision

## Support for Students

### Grade 1

#### 35 Inspectors agreed with the judgements in the college's self-assessment report.

##### Key strengths

- effective procedures for students' recruitment, admission and guidance
- strong links with partner schools
- high levels of personal support for full-time students
- good careers, welfare, and personal counselling services
- effective learning support to meet individual students' needs
- good support for students with disabilities

##### Weaknesses

- there are no significant weaknesses

36 The college's self-assessment report identified recruitment, admissions and guidance procedures as a strength and inspectors agreed. Policies and procedures are detailed and clear. Publicity materials are attractive and informative. Strong links with the three partner schools help to ensure that prospective applicants are well informed and receive appropriate advice and guidance. Weekly visits by a senior college teacher to offer advice to pupils, college staff attending parent and 16-plus option evenings, college science days and 'taster' programmes assist the process.

37 Responses to student questionnaires show a consistently high level of satisfaction with admission and interview arrangements. They are closely analysed as part of the annual review. Interview arrangements are extensive. Interviewers follow detailed guidelines and undertake annual training to review procedures and agree changes. Prospective full-time

students are invited to a 'welcome' day in July, when they can be interviewed again should they wish to change their original decision. Students are further interviewed by their personal tutor in September to confirm or change their choice of course and subjects in the light of, for example, GCSE results. Adult students receive publicity and general guidance materials, have the opportunity to receive guidance and advice or come to open evenings, and receive personal guidance at enrolment.

38 After enrolment, full-time students receive a comprehensive induction to the college, their faculty and course. The active students' association organises the valuable 'welcome' day as part of these arrangements. Students indicate a high level of satisfaction with induction. Full-time students are issued with the college's student guide, which includes the college charter and other essential information, and with course guides. The guides are highly appreciated by the students, although some require further development.

39 Inspectors agreed with the college's self-assessment that careers information and advice is of a high quality. The careers area is attractive, conveniently located, and contains a wide range of current information, much of it available on computer software. Students report difficulties in gaining access to the computers at peak times, but value highly the information, help and advice that is available. The careers area is open every day, and is staffed for four days a week. The work of the careers co-ordinator is complemented by two careers officers from Surrey Careers Services who visit the college regularly. The careers co-ordinator organises an extensive programme of advice and contributes to the students' personal development programme. Welfare advice and personal counselling is available to all students within the college. Students are referred to outside agencies, where appropriate.

40 Tutorial arrangements are effective. Tutors work to clear guidelines and a standard job

# Cross-college Provision

description. All full-time students have a personal tutor, who is one of their teachers. Tutorial groups meet for half an hour a week, when information in the weekly bulletin and general issues are covered, and this is followed by a one-hour personal development session. Tutors see students individually, as necessary. Twice yearly, students meet individually with tutors to review their progress and action plan. The college manages transfers between courses well. The personal development programme, compulsory for all full-time 16 to 19 year old students, includes work on university applications or applying for jobs. Students speak very highly of the help and support they receive from all college staff.

41 As the self-assessment report recognised the college's provision for learning support is a strength. Interview information is used to identify students who need additional support. All full-time students, except GCE A level students, take computer-based diagnostic tests in numeracy and communication. The college intends that GCE A level students should also take appropriate tests next academic year. Currently, they are referred by their tutor, or may decide to refer themselves, for learning support. As well as long-term support for numeracy, communication, ESOL or dyslexia, the learning skills centre offers all students short-term support in study skills, numeracy and communication. Most students are aware of the support available, which is used by students of all levels including, for example, GCE A level candidates wanting help in preparing for the entrance examinations for Oxford and Cambridge universities. Where long-term support is provided, it often leads to students gaining an appropriate qualification. Personal tutors are notified of students' involvement and receive progress reports, as do subject teachers. Attendance records and surveys of students receiving long-term support indicate that they value highly the help they receive. The needs of students with physical disabilities are assessed before entry to the college and, wherever

possible, appropriate arrangements are made to support them. There is close liaison with specialist staff from the local authority and other outside agencies.

## General Resources

### *Grade 2*

**42 The college's provision of general resources has improved since the last inspection. The self-assessment report recognised the continuing development of the college's resources. Inspectors agreed with the strengths and weaknesses identified and noted that some weaknesses had been addressed by the time of the inspection.**

#### **Key strengths**

- a well-considered building development programme
- up-to-date and accessible IT facilities
- good access and facilities for students and staff with disabilities
- good-quality students' refectory and communal facilities
- well-maintained site
- effective buildings and equipment maintenance

#### **Weaknesses**

- inadequate monitoring and analysis of room utilisation
- some teaching rooms too small for group sizes
- insufficient library working spaces for students

43 The college occupies a single site within a residential area. About a quarter of the site is occupied by low-level buildings and the remainder by playing fields. The college was built in 1977. The main building is two-storey; other buildings have one storey. General teaching accommodation is of good quality and

# Cross-college Provision

well maintained. Staff have good work areas and access to appropriate facilities. A detailed and regularly reviewed college maintenance strategy ensures that the site is well maintained to high standards. Directional signs are good. The college has a sports hall and a leisure centre, providing facilities for the use of students, within a few minutes walk.

44 Since the last inspection, the college's physical resources have been significantly improved. The self-assessment report refers to the clear plans for continued development. A new learning centre is to be built later this academic year. The many improvements achieved include: new classrooms; combining small biology and physics laboratories to create larger spaces; new open plan spaces for vocational courses; a new performing arts centre in the former hall; a new reception area; and improved refectory and adjacent student communal facilities. The refectory is a well-used, good-quality multipurpose space. There is no separate students' common room. Students report that this is not a concern to them. Access for wheelchair-users on the site is good. All areas are now accessible with the recent installation of a lift in the main building, following a major fund-raising exercise by the college. General facilities to support learning are of appropriate quality. Proper attention is given to the provision of a safe working environment. Access to the library remains congested, though much has been done to improve this.

45 The college does not measure room utilisation accurately. This weakness was not identified in the self-assessment report. Room usage data are monitored through the management information system. This records the timetabled use of rooms and showed a 61.8% occupancy at the time of the inspection. No other regular analysis of rooming data is carried out. In spite of developments to create more large teaching spaces the college still has too many small rooms. These are unsuitable for any but the smallest class.

46 The library has developed since the last inspection, but inspectors agreed with the college's self-assessment report that working space for students is inadequate. In advance of the establishment of the new learning centre, a major reduction of old bookstock has released space for additional working places, now totalling 45. The library has 60 CD-ROMs which are well used through the college-wide computer network. There are approximately 14,000 books, 175 videos, and 42 journals. A new security system is in operation. The library budget for 1997-98 is low at £8,384, representing expenditure of about £10.69 for each full-time equivalent student. However, faculties and the learning support centre purchase textbooks. Their spending of £18,140 in the same period resulted in a total expenditure of about £33.83 for each full-time equivalent student, which is a good overall provision. There is good liaison between teachers and the qualified librarian to develop resources and to prepare for the new building. The library is now able to monitor extensive access to the internet and CD-ROM material through the college network. Library staff provide study skills courses as part of the students' personal development programme.

47 The college has significantly improved access to IT since the last inspection. There is a new academic network system with more and newer computers. A funded rolling programme to replace computers keeps resources up to date for current needs. Auditing of use informs action plans for development. There are 105 computers for students' use, including the network and some other computers in specialist areas. There is a good ratio of computers to students of about 1:7.6. The development of the network from the previous independent departmental provision represents a significant improvement. Access to IT is now widely dispersed across the site. Recent college checks indicate that there is always individual access available.

# Cross-college Provision

## Quality Assurance

### Grade 3

**48 The college produced its first self-assessment report for the inspection. Inspectors agreed with the majority of strengths and weaknesses identified. Some strengths were, however, overstated, and some weaknesses were given inadequate weighting.**

#### Key strengths

- a comprehensive quality assurance manual
- well-established target-setting and regular progress reporting
- a well-founded system of professional review and development
- good external recognition of quality improvement

#### Weaknesses

- slow progress in developing and co-ordinating comprehensive quality assurance arrangements
- new and unproven elements of quality assurance
- the poor quality of some course reviews

49 Quality assurance arrangements have improved since the last inspection, when weaknesses clearly outweighed strengths. The principal manages quality assurance and reports regularly to the corporation on the progress made against college targets. These consist of six broad targets for development and achievement, 18 corporate objectives in the 1997-98 operating statement and six performance indicators.

50 The college has a comprehensive quality assurance manual. Inspectors agreed with the college's judgement that it is widely known and

understood by staff and governors. In spite of the importance the college attached to improving quality after the last inspection, it took 19 months to produce the manual for approval by governors. The manual is clear that all staff share responsibility for achieving high quality. Several managers make specific contributions to quality assurance, though they do so in addition to other responsibilities. The joint management team is the main college executive forum for the discussion of quality assurance. As its work on quality assurance develops it will need to allocate more time for this within its busy agenda.

51 The college is a long-standing member of a collaborative scheme whereby teachers from other colleges review quality of provision. One of the benefits is the development of the skills of a small number of teachers in peer review, which can be applied to the college's own scheme for observing teaching. Following a pilot period, the scheme was introduced in summer 1998. Evidence from observations was used in preparing the self-assessment report, but there has been no all-college analysis of observation grades to inform future action. The college did not identify this weakness in its self-assessment report.

52 Course reviews, to a standard format, have been used for some time. Inspectors agreed with the college's self-assessment report that their quality and usefulness vary. In the best cases, reviews report specifically and systematically on performance against targets; they clearly identify strengths and weaknesses; they contain analysis and evaluation and include explicit reference to students' views and external verifier reports. In the worst cases, reviews pay insufficient attention to trends; they do not compare pass rates with national averages; and they are narrative rather than analytical. Some faculty reviews fail to address substantial points from course reviews. Under new arrangements, the quality assurance schedule places great emphasis on assuring and

# Cross-college Provision

auditing actions. Whilst this is important, it is vital that the college does not see compliance itself as a guarantee of high quality in teaching and learning or in other college services.

53 Although they include some well-tried practices, current quality assurance arrangements are relatively new and have yet to be proven. The quality audit group, for example, which has a crucial role in monitoring compliance with quality assurance standards, has only just begun a four-year cycle of work. This cycle means that it will be some considerable time before there can be confidence in college-wide compliance. It is unclear how shortcomings identified will be addressed.

54 The college demonstrates its commitment to quality assurance in seeking external recognition of its achievements. It recently gained the Investor in People award one month ahead of its own schedule. In March 1998, the Basic Skills Agency awarded a new quality mark certificate and, during the inspection, the college achieved certification from Surrey Careers Service for a well-functioning careers library. Quality assurance issues are given prominence in the prospectus, where students' attention is drawn to the college charter and through which participation in course reviews and opinion surveys is encouraged. Inspectors agreed with the college's self-assessment report that the lack of a system for charter review is a weakness. This review is now carried out as part of the quality audit procedures.

55 The annual professional review of all staff is well established. Staff evaluate their own performance and, with their reviewer, complete a review record which is revisited after six months to monitor progress. The review identifies staff development needs which are incorporated in an annual college plan. An annual report to the joint management team evaluates activities and proposes future priorities. Inspectors agreed with the college's self-assessment that the staff development plan

reflects the priorities and targets in the strategic plan. Staff report no difficulty in accessing the development opportunities required. The level of expenditure on course and conference fees represents 0.6% of total college expenditure. Other activities are not costed.

56 The college produced its first self-assessment report specifically for the inspection. Governors had little time to consider it in depth before it was submitted and were at that stage only able to approve it in principle. A wide range of staff, including support staff, contributed to the report. Governors took responsibility for compiling the governance section. Evidence supporting the college's report was clearly referenced and subsidiary course and area self-assessments were available to inspectors.

## Governance

### Grade 2

**57 Inspectors agreed with the college's overall assessment of the quality of governance, but found additional strengths and weaknesses that were not recorded.**

#### Key strengths

- experienced governors committed to the success of the college
- the good working relationship between governors and senior managers
- governors' involvement in the development and monitoring of the strategic plan
- governors' awareness of the external issues facing the college
- effective monitoring of finances
- good attendance at corporation and committee meetings

# Cross-college Provision

## Weaknesses

- absence of recorded debate and comment on students' recruitment, retention and achievements at full board meetings

58 Governors are committed to ensuring the welfare of the college and use their expertise and experience to good effect. They have devoted considerable time and effort to improving the quality of governance following the last inspection. The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation 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. The work of the finance and policy committee is managed effectively within its terms of reference.

59 The determined membership of the corporation is 17. At the time of the inspection, there were three vacancies, for two business members and one parent. A search committee has not been established. However, the board has tried varied strategies to attract new governors. Contacts by governors have been made with local community organisations and letters sent to professional bodies. Prospective governors are interviewed by the principal and chair. The proposed appointment of a governor with a legal background will complement the current range of skills of board members. The self-assessment report states that induction for governors is inadequate. It has recently been improved. There is regular updating of governors through a series of presentations from college staff before meetings of the full board.

60 Governors operate within an agreed code of conduct, and a register of their interests is maintained. The board meet six times a year. There are five committees: audit; finance and policy; estates; education; and remuneration.

Each committee has clear terms of reference, approved by the corporation. Committees meet regularly and undertake much of the detailed work of the college. Both governors and senior managers take seriously their statutory responsibilities for health and safety.

Procedures are well established. Audits are conducted twice a year. Unusually, governors involve themselves in these audits and write the reports. The college's health and safety officer takes any necessary action and progress is reported to the estates committee. Corporation and committee minutes are publicly available through the clerk to the corporation. The corporation's policy for classifying confidential items is not consistently observed. Meetings of the corporation and its committees are well attended. As stated in the self-assessment report, governors take an active role in monitoring the finances of the college. They have a clear understanding of the contextual issues which influence the future of the college.

61 Inspectors agreed with the self-assessment report that governors are appropriately involved in the development of the strategic plan. They require reports on progress towards the achievement of strategic objectives at every meeting of the full board. There is detailed discussion of students' recruitment, retention and achievements at the board's education committee which is chaired by the principal. It is unusual to find a corporation committee chaired by a member of the executive. There is little or no record of debate or comment on educational matters at the full board meetings and this weakness was not indicated in the self-assessment report. Governors are not fully aware of the wide variation in class sizes in the college, and the potential impact of this upon teachers' workloads and the students' achievements. These are key issues upon which governors would be expected to comment and require senior managers to take effective remedial action as appropriate. This is a weakness not recorded in the self-assessment report.

# Cross-college Provision

62 The chair of governors meets at least every two weeks with the principal to provide support but also to monitor progress towards key objectives. Inspectors agreed with the self-assessment report that the appraisal of the principal's performance is rigorous and thorough. The corporation establishes targets against which the principal's performance may be assessed. The targets are those embodied in the annual operating statement. Evidence of the principal's performance is gathered from staff and external agencies. The principal conducts the appraisal of the two other senior postholders along similar lines. The remuneration committee considers carefully the appraisal reports before putting its recommendations to the full board every year.

63 Governors are very supportive of the college and many attend events such as open evenings and presentations. Staff and students appreciate this increasing and valuable contact between themselves and governors. Where appropriate, governors play a part in strengthening links with external agencies and, in particular, with schools.

## Management

### Grade 2

**64 The inspection team agreed with the college's overall analysis of the quality of management in the self-assessment report. However, inspectors found additional elements of strength and weakness which were not recorded.**

#### Key strengths

- open and consultative management, and good communication at all levels
- clear management structure
- good financial management
- good strategic planning and monitoring
- systematic monitoring of the operating statement

- the improved management information system

#### Weaknesses

- the unresolved issue of wide variation in class sizes and teachers' workloads
- the isolation of one person departments
- the implementation and monitoring of the equal opportunities policy

65 In the last four years, there have been two changes of principal. Significant progress in the management of the college has been made since the last inspection. A review of the college's mission in 1997 made explicit the college's commitment to students of all ages. Corporate objectives include the extending of adult provision both independently and through closer links with local community agencies.

66 All staff are involved in strategic planning. Briefing papers provide excellent detailed background analysis for the college, and meetings with senior managers ensure that staff can discuss issues and contribute ideas. Staff understand and support the college's mission and corporate objectives. They value the open and consultative management style and consider that communication within the college is good. Governors, senior managers and staff work together with a sense of common purpose to create a supportive environment which is greatly appreciated by students. This is a strength not identified in the college's self-assessment report.

67 The principal, director of studies and the director of finance and administration constitute the senior management team. They meet regularly, but informally, for mutual briefings. The college's senior committee, addressing strategic and operational matters, is the joint management team consisting of the senior management team and the three heads of faculty, who also have cross-college roles. It meets weekly. Minutes are published to all staff,



# Cross-college Provision

and actions are recorded. The progress towards achieving targets in the annual operating statement are routinely monitored and progress is reported at each corporation meeting. Inspectors agreed with the college that this process is a strength.

68 There is a clear management structure. Because the college is small, many staff fulfil more than one role. Nevertheless, they have a good understanding of their roles and responsibilities. Job descriptions are up to date. Each faculty has several course leaders. Some are responsible for a single subject and are that subject's only teacher. Not all are full time. Some course leaders feel isolated, and there are no college-wide arrangements for them to meet to discuss matters of common professional interest. Established procedures intended to deploy teachers efficiently do not address the result of the increased but uneven recruitment of full-time students over the last 15 months. Class sizes now range from five to over 30. There is now a significant imbalance in teachers' workloads and sometimes this results in a variable and sometimes unsatisfactory experience for students. The college underestimated the importance of these issues in the self-assessment report. If the college is to resolve them by its target date of spring 1999, it will need to review fundamentally its marketing, course portfolio, and staffing composition.

69 The day-to-day management of faculties is good. There are regular minuted meetings, although actions are recorded in only two faculties. The principal and the two directors attend faculty meetings on a rota basis, thereby keeping up to date and making themselves more accessible to staff. Support staff also attend faculty meetings as part of their personal development. This good practice is a strength not recorded by the college in its self-assessment report.

70 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The director of

finance and administration has a very wide range of responsibilities, including being clerk to the corporation. The corporation recognises the need for specialist financial support and has approved the establishment of a part-time finance manager post. Financial planning is soundly based. The college has achieved growth of about 25% since incorporation and has successfully managed the reduction of the average level of funding from over £20 per unit to £16.33 per unit in 1997-98. The budget for 1998-99 was produced on time. Monthly management accounts, provided to senior managers and governors, are clear and are supported by an appropriate commentary. Although a cashflow forecast is presented as part of the management accounts, it is not prepared on a rolling 12-month basis.

71 There has been a significant improvement in the management information system since the last inspection. Inspectors agreed with the college's self-assessment report that the system provides readily accessible and reliable reports, supporting management discussion and decision-making. The college's returns to the FEFC are up to date and substantially accurate.

72 Inspectors agreed with the college's assessment that arrangements for monitoring the implementation of its equal opportunities policy should be improved. Personnel procedures are in place and access to them is explained in the contract of employment issued to each member of staff.

## Conclusions

73 The self-assessment report provided a valuable starting point for planning the inspection. Inspectors agreed with most of the findings in the report, but found that some strengths and weaknesses had not been identified, or had been given insufficient weight. They agreed with all the curriculum grades awarded by the college. In one area of cross-college provision they concluded that

# Cross-college Provision

improvements made since the writing of the self-assessment report warranted the award of a better grade.

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

# College Statistics

## Student numbers by age (November 1998)

Age	%
Under 16	2
16-18 years	80
19-24 years	3
25+ years	15
Not known	0
Total	100

Source: college data

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

Level of study	%
Foundation	0
Intermediate	11
Advanced	89
Higher education	0
Leisure/recreation (non-schedule 2)	0
Total	100

Source: college data

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

Programme area	Full time	Part time	Total provision %
Science	130	75	23
Business	88	1	10
Hotel and catering	46	18	7
Health and community care	36	0	4
Art and design	118	10	15
Humanities	209	29	27
Basic education	71	51	14
Total	698	184	100

Source: college data

## Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 6% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

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

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	34	2	0	36
Supporting direct learning contact	5	0	0	5
Other support	12	0	0	12
Total	51	2	0	53

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

# College Statistics

## Three-year Trends

### Financial data

	1996	1997	1998
Income	£2,142,000	£2,133,000	£2,088,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£20.51	£16.46	£16.33
Payroll as a proportion of income	78%	67%	67%
Achievement of funding target	94%	135%	111%
Diversity of income	13%	13%	13%
Operating surplus	-£91,000	£167,000	£81,000

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

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

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

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

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

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

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	185	486	450	17	57	33
	Retention (%)	87	83	82	88	54	82
	Achievement (%)	62	36	95*	100	19	86
2	Expected completions	186	200	319	6	22	15
	Retention (%)	86*	76	77	100	86	60
	Achievement (%)	97	83	97	100	79	100
3	Expected completions	–	776	796	–	49	42
	Retention (%)	–	89	83	–	80*	69
	Achievement (%)	91	83	73	94	67	59
4 or 5	Expected completions	–	0	0	–	0	0
	Retention (%)	–	n/a	n/a	–	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a
Short courses	Expected completions	0	114	5	0	94	115
	Retention (%)	n/a	23	80	n/a	79	57
	Achievement (%)	n/a	35	100	n/a	18	83
Unknown/unclassified	Expected completions	1,109	93	882	96	11	20
	Retention (%)	70*	69	91	77*	73	95
	Achievement (%)	25	22	94*	n/a	0	0*

Source: ISR

–ISR data not collected

\*ISR data may not be reliable

n/a not applicable

**FEFC Inspection Report 22/99**

**Published by the  
Further Education Funding Council**

**Website <http://www.fefc.ac.uk>**

**© FEFC February 1999**