

Notre Dame Sixth Form College

REPORT FROM
THE INSPECTORATE
2000-01

THE
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COUNCIL

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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.

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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 1999-2000, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	6	44	44	7	0
Cross-college provision	9	45	38	8	0

Source: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Sample size: 112 college inspections

Note: percentages subject to rounding

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 1996, would appear in the results for 1997-98 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

Notre Dame Sixth Form College

Yorkshire and Humberside Region

Inspected October 2000

Notre Dame Sixth Form College is the only Roman Catholic sixth form college in the Yorkshire and Humberside region. The college is situated near the centre of Leeds. All students attend full time and are aged 16 to 19; most take advanced level qualifications. The college produced its third self-assessment report for the inspection. Most staff contributed to the detailed reports that informed the final report. Senior managers prepared and graded the final version. Inspectors agreed with many of the judgements in the report but in several areas strengths had been overstated and they identified further weaknesses. Inspectors agreed with three of the grades that the college awarded itself. In one curriculum area they awarded a higher grade.

The college provides outstanding opportunities for spiritual and moral development. The college offers courses in six of the FEFC's programme areas. Provision in the three largest of these was inspected, together with aspects of cross-college provision. Provision in the curriculum areas was good and some was outstanding. The college has productive links with its partner schools. There are excellent pass rates for many GCE A level courses. Much of the teaching is good. Staff provide good academic support in cross-college and

curriculum workshops. Academic departments are managed effectively. Although there are good opportunities for staff development these are not linked to the strategic objectives of the college. There are insufficient foundation and intermediate level courses to meet the needs of Catholic school-leavers. Governors and staff promote the ethos, mission and values of the college. Governors carefully monitor the college finances and academic performance. They have a productive involvement in college working groups. The financial management of the college is good. The college has been slow to address some of the weaknesses identified at the last inspection, for example, in strategic planning and in improving arrangements for learning support. To further improve its provision the college should: ensure that action is taken to address the weaknesses identified in the last inspection report; broaden its range of courses; improve shortcomings in tutorial provision; improve access to college buildings for those with restricted mobility; further develop aspects of quality assurance; enable staff to become more involved in strategic planning; and implement staff appraisal.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics and computing	2	Support for students	2
Business and economics	1	General resources	3
Government and politics, law and history	1	Quality assurance	3
Psychology, sociology, general studies and religious studies	2	Governance	2
		Management	3

Context

The College and its Mission

1 Notre Dame Sixth Form College opened in 1989 in the premises of the former Notre Dame High School for girls. It is a designated institution under the terms of the *Further and Higher Education Act 1992*. The college is located on a single site near the centre of Leeds, in close proximity to the city's two universities. The college premises belong to the Roman Catholic Diocese of Leeds and are administered by the Diocesan Trustees. Notre Dame Sixth Form College is an integral part of Catholic education in Leeds. The college sees its primary role as providing full-time courses for students from its four Catholic 11 to 16 partner schools in central Leeds. Increasingly, students are enrolling from other Catholic and non-denominational schools within and outside the city. In September 1999, students enrolled from 55 schools. At the time of inspection, approximately 70% of students were of Catholic denomination. Students travel to the college from all parts of the city, and increasingly, from neighbouring authorities. There are a small number of international students.

2 Leeds is among the largest metropolitan districts in England and has a population in excess of 750,000. The city's economy is based on a broad range of industrial and commercial activities, which include clothing, engineering, hotel and catering, and distribution. Service industries, particularly in banking, computing, finance and the law, have expanded significantly in recent years. Leeds provides good opportunities of employment for school-leavers and for those who possess advanced level and higher education qualifications. Post-16 students have little difficulty in obtaining part-time employment, not only in retail and catering services, but also in relatively responsible positions with banks and computer firms. The general prosperity of the city is spread unevenly and some of the electoral wards close to the college are areas of

deprivation, with high unemployment, low levels of academic achievement and little continuing education. In 1999, the percentage of pupils in Leeds gaining the equivalent of five or more general certificate of secondary education (GCSE) subjects at grade C or above was 39.4% compared with the average for England of 47.9%. The local education authority (LEA), the Leeds Training and Enterprise Council (TEC), the careers service and local further education colleges have worked together to increase the proportion of students continuing in further education; in September 1999 the figure was 67%, the national average is 78%.

3 The college is the largest provider in the area of courses leading to the general certificate of education advanced level (GCE A level), and GCE advanced supplementary (AS). The college has grown steadily from 450 students in 1989 to 873 in May 2000. There are some 50 local schools and colleges which offer a similar post-16 curriculum. These include a Catholic 11 to 18 school. In the immediate vicinity there are four general further education colleges in addition to specialist colleges of music, art and design and building.

4 The curriculum provision consists mainly of two-year GCE A level courses, which are offered in 29 subjects, and GCSE courses in 11 subjects. Vocational programmes in business, and health and social care are offered at advanced and intermediate level. Small numbers of students enrol each year for basic courses in English and mathematics. Since 1997, the college has provided courses in intensive English and academic subjects for a small number of international students. Leeds is among the local authorities operating the pilot scheme of education maintenance awards. Eighty students at Notre Dame Sixth Form College received the award in 1999-2000.

5 The college employs 60 full-time and 12 part-time teachers. A further 28 members of staff, 16 of them full time, provide the support

Context

functions of finance and administration, teaching support and site maintenance. The senior management team comprises the principal, two vice-principals and the director of finance and resources; these are the designated senior postholders. The management group includes the senior management team and two assistant principals, responsible for examinations and the management information system, respectively. There are 29 heads of department, which includes the head of learner support.

6 In its mission statement the college aims 'to develop fully the educational potential of each student through an appropriate and challenging curriculum'. As a Catholic college, it aims to foster and promote Christian values within a caring environment, working for the benefit of the individual and the wider community. The college also aims to 'develop in students a sense of commitment and responsibility and to promote high educational standards'. Staff and students are expected to uphold the Catholic ethos of the college.

The Inspection

7 The college was inspected during the week beginning 2 October 2000. The inspection team had previously evaluated the college's self-assessment report and reviewed information about the college held by other directorates of the Further Education Funding Council (FEFC). Inspectors used data on students derived from the individualised student record (ISR) for 1998 and 1999. Some lines of data for 1998 were inaccurate. The college provided data for 2000. These were checked against primary sources and awarding body pass lists and found to be largely accurate. The college was notified approximately two months before the inspection of the sample of its provision to be inspected. The inspection was carried out by eight inspectors and an auditor for 38 days. Inspectors observed 45 lessons and nine tutorials and religious education lessons. The inspection team examined students' work and college documentation. Meetings were held with governors, managers, teachers and support staff, students and representatives of local schools and the community.

Context

8 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1999-2000. Of the lessons inspected, 68% were good or

outstanding and 2% were less than satisfactory. The corresponding national averages for sixth form colleges for 1999-2000 were 72% and 3%, respectively.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	10	17	9	0	0	36
GCSE	1	2	1	0	0	4
GNVQ/AVCE	0	4	1	0	0	5
Other*	1	2	5	1	0	9
Total (No.)	12	25	16	1	0	54
Total (%)	22	46	30	2	0	100
National average, all inspected colleges 1999-2000 (%)	17	45	31	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Note: percentages subject to rounding

*includes tutorials and religious education lessons

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1999-2000.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Notre Dame Sixth Form College	15.0	90
National average, all inspected colleges 1999-2000	10.3	76

Source for national average: *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

Curriculum Areas

Mathematics and Computing

Grade 2

10 Inspectors observed 12 lessons covering GCE A level courses in computing, mathematics and further mathematics together with GCSE mathematics provision. They agreed with many of the judgements in the self-assessment report but gave greater emphasis to some of the weaknesses.

Key strengths

- much good teaching
- outstanding GCE A level achievements in mathematics for students completing courses
- good and improving overall pass rates for GCE A level computing
- thoroughly planned and well-managed courses
- the good-quality accommodation for mathematics

Weaknesses

- failure of some teachers to use a wider range of methods effectively
- low retention for GCE A level cohorts
- the low proportion of higher grade GCE A level passes in computing

11 Mathematics and computing courses recruit well. As well as the popular GCE A level mathematics course, a small group of able students take a GCE A level further mathematics course. A large GCSE mathematics programme caters for students wishing to improve their existing grade. Students with the lowest grades of GCSE mathematics on entry can take a key skills application of number course. Numbers enrolling for GCE A level in computing have increased from 17 in 1997 to 42 in 2000, and

the college is considering offering a choice between computing and information technology (IT). Extra mathematical support sessions are offered to students on a 'drop-in' and referral basis.

12 Inspectors agreed with the college's self-assessment report that the courses are thoroughly planned and well managed. For GCE A level mathematics, students are issued with good-quality commercial texts. Schemes of work are good. Accurate records of students' progress are kept and the policy for the setting and marking of homework is implemented effectively. There are regular staff meetings. Students are provided with clear guidance on examination requirements.

13 Of the 12 lessons observed, 10 were good or outstanding. This strong profile is considerably better than the national average for mathematics in sixth form colleges, noted in the 1998-99 FEFC inspectorate report *Mathematics in Further Education*. Inspectors agreed with many of the strengths in teaching identified in the self-assessment report. The report, however, contained little analysis of how teaching could be further improved. Teachers in all mathematics lessons explained theoretical concepts clearly and often supported individual students well in applying the theory to mathematical problems. Mathematics teachers questioned students sensitively to check and consolidate their understanding of important concepts. There was much good use of the overhead projector in both mathematics and computing to illustrate ideas visually. In a GCSE mathematics lesson, simple but effective visual aids were used to help students understand the use of fractions. This gave the students confidence to contribute and discuss answers to problems, assisted by the teacher's enthusiasm and encouragement. In computing lessons, opportunities were missed to direct questions to individuals to check understanding, and in both subjects to encourage depth of debate about problems and solutions.

Curriculum Areas

14 Students who complete mathematics and further mathematics at GCE A level show outstanding achievements. For the last three years, both overall and higher grade pass rates have been well above national averages for sixth form colleges. Value-added measures which compare actual GCE A level performance against predicted grades, based on students' GCSE achievements at entry, show that many mathematics GCE A level students substantially exceed their predicted grade. Pass rates for GCSE mathematics have also been good in two of the last three years. Students' written work in mathematics reflects these high standards. In GCE A level computing, the pass rates at grades A to E have risen over the last three years. Last year the pass rate was well above sixth form college averages. However, in 1998 and 1999, the proportion of students on this course gaining higher grade A to C passes has been low, falling to only 15% in 1999. Value-added measures indicate that computing students in these two years have not performed any better than predicted by GCSE entry grades. Although

retention rates for some years are good, in others they are poor. For example, student retention rates in GCE A level computing in 1999 and 2000 were only 55% and 60%, respectively. In GCE A level mathematics, the rate fell to 67% in 1999. A small number of students in both subjects do not complete courses because they prefer to try and improve their grade over a three-year period. The self-assessment report recognised most of the strengths but not all the weaknesses in student retention and achievement.

15 Teachers work productively as enthusiastic teams. The accommodation for mathematics is of a high standard. Although the classrooms are equipped with stimulating mathematical materials and displays, the lack of computers prevents teachers enlivening their lessons by use of mathematical software. In computing, students are able to use up-to-date computers and industrial standard software. There is a wide range of teaching materials, but library bookstock for computing is poor.

A summary of retention and achievement rates in mathematics and computing, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE mathematics (grade A* to C)	2	Number of starters	109	125	141
		Retention (%)	73	81	90
		Achievement (%)	52	39	54
GCE A level computing	3	Number of starters	28	38	42
		Retention (%)	64	55	60
		Achievement (%)	78	85	96
GCE A level mathematics	3	Number of starters	103	89	97
		Retention (%)	67	67	76
		Achievement (%)	94	98	92
GCE A level further mathematics	3	Number of starters	11	7	14
		Retention (%)	55	86	64
		Achievement (%)	100	100	100

Source: ISR (1998 and 1999), college (2000)

Curriculum Areas

Business and Economics

Grade 1

16 Inspectors observed 11 lessons covering GCE A level courses in business and economics together with general national vocational qualification (GNVQ) advanced and intermediate and advanced vocational certificate of education (AVCE) courses. They agreed with many of the judgements in the self-assessment report but attached higher weighting to some outstanding achievements.

Key strengths

- consistently high pass rates in GNVQ and GCE A level business studies
- successful introduction of a new course in economics and business
- high retention on GNVQ intermediate and GCE A level economics and business courses
- high value-added scores for GCE A level business and economics and business
- well-planned and well-structured teaching

Weaknesses

- poor achievements in GCE A level economics in 2000

17 The college has been successful in attracting students to most of its business and economics courses, with rising enrolments over the last three years. A new combined economics and business GCE A level course was introduced in 1996 with 32 students. This September enrolments rose to 59, an increase of 84%. Similarly, numbers have increased on AVCE business and GCE A level business studies courses. Recruitment is more static at intermediate level and has been contracting for GCE A level economics. There are no students

currently studying at foundation level.

Inspectors agreed with the self-assessment report that the business curriculum is well managed. Each course has a student handbook. Course files include minutes of meetings, records of students' attendance, detailed schemes of work and assessment schedules, and internal and external verifier or moderator reports. The business teaching team meets each week to discuss course organisation and students' progress. Teachers' schemes of work include opportunities for students to acquire key skills, but this is not the case in respect of the new units which have been introduced.

18 As the self-assessment report recognises, teaching is well planned and well organised. Lessons are well structured; teachers review previous learning and clear objectives are set. Teachers also provide an appropriate range of tasks and extension activities for the whole class and individual students. Learning materials are good. In one lesson on marketing, a booklet prepared by the teacher contained key terms and definitions, with clear diagrams to explain important concepts. Questions varied in difficulty to take account of the full ability range. Students used the information productively. Teachers question individual students carefully and make good use of their responses. Teachers show thorough subject knowledge during exposition and class discussion. In a few lessons, teachers did not provide sufficiently demanding work for the students, focusing on activities more appropriate to a lower level of study. Some students made slow progress by not committing themselves sufficiently to the tasks set, arriving late to lessons or failing to complete homework within the timescale set. Overall attendance in lessons was good, at 93%. The marking of students' work is thorough, providing constructive advice for improvement.

19 Since the last inspection, students' achievements have improved significantly. In the last two years all the students have passed on GNVQ advanced and GCE A level business

Curriculum Areas

studies courses. The proportion of students achieving high grades in GCE A level business studies was 92% in 2000. The new economics and business combined GCE A level course pass rates have averaged over 95% during the last three years, and levels of retention 90%. Figures produced by the college show that students achieved almost a grade higher in both GCE A levels in 1999, compared with that predicted by their GCSE results, and there was a further increase in business studies in 2000. At GNVQ intermediate level, with increasing numbers of students, the pass rate has reached 100% in two out of the last three years; retention has improved to over 90%. With relatively small numbers, the GCE A level economics pass rate deteriorated from 90% in 1998 to 52% in 2000; it is currently the subject of an appeal to the examining board. Most students' work is of a good standard, although

on occasions it shows too much reliance on secondary rather than primary sources of data. Students engaged in the Young Enterprise scheme have achieved regional success, winning 'the most innovative company' award in November 1998. The self-assessment report recognises the strengths of students' achievements.

20 All teachers of business and economics are well qualified. Those teaching GNVQ have assessor and verifier awards. All students are provided with core texts for their course of study, and additional copies are available in departmental libraries. Some of the departmental bookstock in economics is outdated. As the self-assessment report recognises, students have access to specialist rooms for business, a number of which include IT facilities.

A summary of retention and achievement rates in business and economics, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GNVQ intermediate business	2	Number of starters	18	22	28
		Retention (%)	67	91	93
		Achievement (%)	100	90	100
GNVQ advanced business	3	Number of starters	29	24	38
		Retention (%)	82	75	74
		Achievement (%)	87	100	100
GCE A level business studies	3	Number of starters	18	22	47
		Retention (%)	83	77	79
		Achievement (%)	93	100	100
GCE A level business and economics	3	Number of starters	32	44	20
		Retention (%)	91	80	95
		Achievement (%)	97	97	95

Source: ISR (1998 and 1999), college (2000)

Curriculum Areas

Government and Politics, Law and History

Grade 1

21 Inspectors observed 12 lessons in government and politics, law and history, at GCE A/AS level and GCSE. With few exceptions, they agreed with the strengths and weaknesses identified in the self-assessment report.

Key strengths

- effective, well-planned teaching
- teachers' high expectations of students
- high standards of students' written and oral work
- excellent support for individual students
- well-managed subjects
- extensive external links
- outstanding rates of retention and achievement

Weaknesses

- insufficient use of IT
- some lack of variety in teaching methods

22 The college offers government and politics, law and history at GCE A/AS level, and history at GCSE. There is a well-established, one-year GCE A level course in government and politics. Subject departments are well managed, and teachers liaise closely to plan the curriculum and prepare materials. They regularly observe each other teaching. Documentation to support teaching and learning is detailed and helpful. Students receive comprehensive subject handbooks, which include guidance on study and examination techniques, key skills, relevant websites and reading lists. Policies and procedures are well developed, and reflect

recent national initiatives. In response to the inclusive learning initiative, teachers have included students' different learning styles in their lesson plans. They have devised assignments to develop and assess students' communication skills in preparation for the new key skills qualification. Inspectors agreed with the self-assessment report that teachers have built up beneficial external links. These include visits from local Members of Parliament and solicitors. By arrangement with Leeds University, law lecturers visit the college weekly and work with small groups of students. Students undertake work experience with local solicitors, and visit courts and parliament.

23 Teachers place high expectations on students, and encourage them to develop good study habits. Students respond positively to the demands made of them, and their work rate is high. Teaching is effective and well planned. Appropriate emphasis is given in lessons to the development of examination techniques. Through skilful questioning, teachers enable students to express their knowledge and understanding, and engage in productive dialogue. Students demonstrate a confident, questioning approach. In a GCE A level law lesson on criminal liability, lively discussion of a case study preceded a short written task in which students showed detailed understanding. In history, the teacher made valuable use of a video of the events leading to the American declaration of independence, using a prompt sheet for students to make notes on the key points. A politics lesson on monetary union used a newspaper article and a video extract to stimulate a lively group discussion. In a few lessons, teachers missed opportunities to vary the activity and allow students to play a more active part in the learning. The insufficient use of IT in the teaching programme is acknowledged as a weakness in the self-assessment report. Teachers are highly supportive of individual students. Timetabled subject workshops, held several times a week,

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give students opportunities to seek additional support and guidance from their teachers. This facility is well used and appreciated by students. As the self-assessment report indicates, teachers set and mark students' work regularly, and provide them with helpful feedback. They check the quality of students' files frequently, using a subject checklist to ensure that all notes and handouts are in place. Students' attendance, punctuality and progress are regularly reviewed.

24 Over the last three years, retention and achievement rates at GCE A level have been, in almost every case, above the national average for sixth form colleges. In 1999, 73% of GCE A level law candidates gained higher grades at A to C, compared with the average for sixth form colleges of 54%. The examination results in GCE A level law declined sharply in 2000, and the college is currently appealing these results with the examination board. Students

consistently achieve grades above those predicted for them on the basis of their GCSE scores on entry. Their written work is of a high standard. In their personal studies in history, students demonstrate effective techniques of historical research, developing their own interests. Law and politics students display good powers of analysis and appropriate attention to detail.

25 Most teaching takes place in specialist classrooms that have a clear subject identity. The rooms have attractive wall displays but these seldom include students' work. As the self-assessment report acknowledges, some rooms are too small for the size of the class, hindering the scope of learning activity. Computers are not readily accessible for teachers and students to use in the classroom. Teacher-produced course materials are of a high quality.

A summary of retention and achievement rates in government and politics, law and history, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCE A level law (two-year course)	3	Number of starters	91	82	80
		Retention (%)	71	80	78
		Achievement (%)	94	92	*
GCE A level history (two-year course)	3	Number of starters	43	43	58
		Retention (%)	93	77	93
		Achievement (%)	90	90	92
GCE A level government/politics (two-year course)	3	Number of starters	14	25	36
		Retention (%)	79	88	100
		Achievement (%)	100	86	97

Source: ISR (1998 and 1999), college (2000)

*subject to appeal

Curriculum Areas

Psychology, Sociology, General Studies and Religious Studies

Grade 2

26 Inspectors observed 10 lessons, covering GCE A level courses in psychology, sociology, general studies and religious studies.

Inspectors agreed with most of the judgements in the self-assessment report.

However, they identified further weaknesses.

Key strengths

- much good teaching
- excellent pass rates in sociology, psychology and religious studies
- effective curriculum organisation and management
- good retention on GCE A level religious studies and GCE A level general studies in 2000
- regular and careful assessment of students' work
- effective monitoring of students' progress

Weaknesses

- lack of variety and undemanding work in some lessons
- low achievement of GCE A level general studies in 2000
- insufficient use of IT to support learning

27 The college offers courses in GCE A/AS level in general studies, psychology, religious studies and sociology. It does not presently offer any GCSE social science subjects. Student numbers on all GCE A level courses have increased significantly over the last three years. Inspectors agreed with the self-assessment report that subjects are well organised and managed. Course handbooks are

comprehensive. They contain assessment criteria, outline schemes of work, information on key skills and coursework requirements. Coursework is carefully planned and set in accordance with new syllabus requirements. Teachers work well together and meet regularly to plan and review courses. However, there is insufficient sharing of good practice between subjects. In sociology, good developments in teaching and learning styles and lesson planning have not been shared with other departments.

28 Inspectors agreed with the self-assessment report that there is much good teaching. In the best lessons, teachers use a variety of appropriate methods which enable students to contribute to discussions and think for themselves. In a GCE A level sociology lesson on religion, the teacher gave a clear introduction and outlined the objectives and students worked in pairs to produce a definition of religion. Each pair then presented their definition back to the group. This resulted in a sensitive discussion by the group on the wider issues surrounding religion. Students all contributed to the discussion demonstrating appropriate levels of knowledge and understanding. The teacher ensured that students considered the effect that the Catholic faith may have on their thinking. In some of the weaker lessons, teachers did not question students effectively to ensure that they understood their work. In some lessons, teachers talk too much or do not ensure that all students have sufficiently demanding work. The large group size of GCE A level general studies lessons allows many students to pay insufficient attention. As identified in the self-assessment report, there is insufficient use of IT to support learning in individual subjects. However, the subject areas are developing learning materials that will be available on the college intranet. In the sociology handbook there is a detailed list of relevant website addresses.

29 Students benefit and appreciate the high level of support they receive from their teachers. Teachers rigorously monitor students'

Curriculum Areas

attendance, performance and progress and keep good records. They give detailed and constructive feedback. Homework is set regularly and students' work is marked thoroughly. Errors in spelling and grammar are corrected. All students are offered additional workshops to help them with their coursework and for extra revision. Teachers may also refer students for additional learning support.

30 In 2000, GCE A level sociology pass rates were outstanding and 91% of students achieved high grades, two grades higher than those predicted from their GCSE grades. Inspectors agreed with the self-assessment report that achievements are very good in GCE A level religious studies, GCE A level psychology and GCE A level sociology where all the students passed. However, pass rates in GCE A level general studies declined from 97% in 1999 to 74% in 2000. Retention rates across most

subjects have improved to the national average for sixth form colleges. In 2000, the retention rate for GCE A level general studies improved to 82% and for GCE A level religious studies to 87%. The quality of students' written work is good. Students' files are well organised and well presented.

31 Inspectors agreed with the self-assessment report that all teachers are well qualified in their specialist subject. Teachers are enthusiastic about their work. There is new specialist accommodation for most subject areas. Base rooms are attractive and well equipped. Rooms have relevant wall displays but no examples of students' work are shown. There is a good range of books and other learning materials. An appropriate range of periodicals, videos and additional books are available in the college library.

A summary of retention and achievement rates in psychology, sociology, general studies and religious studies, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE sociology	2	Number of starters	*	*	16
		Retention (%)	*	*	75
		Achievement (%)	*	*	92
GCE A level sociology	3	Number of starters	44	31	45
		Retention (%)	57	65	73
		Achievement (%)	75	100	100
GCE A level psychology	3	Number of starters	59	89	80
		Retention (%)	63	68	78
		Achievement (%)	86	82	100
GCE A level general studies	3	Number of starters	262	326	304
		Retention (%)	49	57	82
		Achievement (%)	98	97	74
GCE A level religious studies	3	Number of starters	15	13	15
		Retention (%)	60	77	87
		Achievement (%)	100	100	100

Source: ISR (1998 and 1999), college (2000)

*course not running

Cross-college Provision

Support for Students

Grade 2

32 Inspectors agreed with most of the strengths and weaknesses in the self-assessment report. They considered that one strength was understated and identified additional weaknesses.

Key strengths

- productive links with partner high schools
- good academic and personal support
- outstanding opportunities for spiritual and moral development
- good higher education and employment advice in tutor and subject groups
- plentiful opportunities for enrichment activities

Weaknesses

- slow progress in improving arrangements for learning support
- shortcomings in the teaching of the tutorial programme

33 The support available for students at Notre Dame Sixth Form College reflects and promotes the college's mission to develop educational potential within a caring Christian environment. Students speak warmly of the adult atmosphere and the mutual respect and friendliness which characterises relationships between staff and students. The spiritual dimension of the college is evident in all that it does.

34 The college liaises closely with its partner schools and the admissions cycle reflects their needs. Though all pupils from Catholic schools have a right to a place, good use is made of conditional offers to encourage pupils with poor school attendance or work patterns to improve.

Students appreciate the arrangements for enrolment and induction. The unusual practice of holding 'taster' days immediately before enrolment works well in helping students to choose their courses, as recognised in the self-assessment report. There are, however, no opportunities for year 10 or year 11 pupils to sample college courses to help them in their choice of a further education institution.

35 The college has developed a number of strategies that support students in their studies. Students receive help in specific subjects at curriculum workshops. Inspectors observed a very productive session. Those students who are expected to do particularly well are invited to attend a weekly extension lesson to engage in critical thinking and sharpen their oral skills. There are opportunities for students of all abilities to improve their numeracy, communication and study skills in the 'study-link' workshops. The provision is at an early stage of development and, as yet, only small numbers of students are making use of the facilities. Students with dyslexia are well supported by specialist staff. Although weaknesses in additional learning support were identified at the last inspection, gaps remain in the provision. The college has begun assessing the communication skills of all students in September 2000. It does not use a diagnostic assessment test in assessing numeracy or IT skills. The college has not yet an approved learning support policy and previous policies have not been updated since 1996. The college did not identify these weaknesses.

36 Inspectors agreed with the college's judgement that the support for students in tutor groups is well developed and clearly documented. There is a short tutorial on four days of the week for registration, information giving and to follow up student punctuality and absence. Every week students come together as a year group for an assembly, followed by a half-hour group tutorial. Tutor groups contain

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students from across the range of courses. Different activities appropriate to each course level occur at various points in the tutorial programme. Resources have been produced by a central team to help tutors in tutorials but tutors receive little training in the skills they need for such work. In almost all the first-year sessions observed by inspectors tutors did not use the materials to full effect, to the detriment of the students. The self-assessment report acknowledges this weakness. Students are well supported in their applications for higher education and employment. There is less support for those who need specialist careers advice. Leeds Careers Service Ltd provides an adviser for one day a week, on average. The careers library is poorly organised.

37 In addition to the personal support given by pastoral staff, students have access to confidential counselling and advice from a qualified social worker from the Leeds Diocesan agency, Catholic Care. The chaplain also acts as an additional confidential counsellor. His ability to call many of the students by name within a few days of their joining college is a powerful signal to them that they are valued as individuals. The well-planned programme of religious education is part of the curriculum of all students. In one lesson, students were stimulated by a short video extract on the Taizé community to discuss the role of faith in people's lives. The college has not yet been successful in developing strategies to improve students' attendance in both years in religious studies lessons. Attendance in the lower sixth is good.

38 The importance of assemblies in the life of the college is carefully explained to new students. Inspectors witnessed the respectful atmosphere engendered in one assembly on the theme of 'celebrating each other'. Later, second-year students assembled for a prayerful reflection which linked the writing of their Universities and Colleges Admissions Service (UCAS) personal statement with the Christian

value of recognising one's own unique worth and personal mission. Such connections make a reality of the Catholic ethos. The quality of the liturgies produced by the chaplaincy team is outstanding. Young people of all denominations told inspectors they found the religious services touching, comforting and thought provoking.

39 Some two-thirds of students have taken advantage of the extensive range of sporting, cultural and community opportunities available on three afternoons each week.

General Resources

Grade 3

40 Inspectors agreed broadly with the strengths and weaknesses identified in the college's self-assessment report. They gave greater emphasis to the weaknesses.

Key strengths

- good IT facilities for students
- significant improvements in the maintenance of buildings
- attractive and secure environment
- good displays of modern and traditional religious art

Weaknesses

- poor access for people with restricted mobility
- inadequate refectory and social areas for students
- shortcomings in office accommodation for staff

41 The college is located on a single site near the city centre of Leeds. The main building dates back to 1904. As a designated Catholic college, the diocese owns the premises. Although the college has modernised and extended the accommodation, the age and

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structure of the main building poses financial problems and logistical constraints. The late Victorian, centrally located chapel provides an additional quiet area for staff and students.

42 Inspectors agreed that the college has made significant improvements to the maintenance of its buildings since the last inspection. For example, a programme of window replacement is nearly complete. All general areas and most classrooms are in good decorative order. Extra classrooms have been created for a number of subject areas. The college has recently acquired additional office space by renting part of the adjacent chaplaincy building, which it is currently refurbishing. The college provides a safe, welcoming environment. There is extensive parking on three car parks. The reception area is bright and welcoming. Students' work and photographs celebrating their achievements are displayed to good effect throughout the buildings. Displays of contemporary and traditional religious art reinforce and enhance the Catholic identity of the college. The grounds are well maintained and there is an attractive garden in an inner courtyard of the main college building. Seating areas are provided around the grounds. External directional sign-posting has improved, but internal sign-posting is poor.

43 The self-assessment report acknowledges the weakness that access for people with mobility difficulties is severely restricted. There has been little progress or improvement since the last inspection. There are steps to many of the ground floor entrances but only three have ramps. The college has no lift and areas such as art and design, science, the library, the learning support area and many classrooms situated in first floor accommodation are not accessible.

44 Teaching accommodation is organised by subject area and most teachers have designated classrooms. Classrooms are well furnished, and have relevant audiovisual equipment. In

addition, 75% of them have a networked computer. The college target is to equip all classrooms in this way by the end of the academic year. The large, modern hall is used for assemblies. Media and drama students use the lecture theatre, which is equipped with lighting and production equipment. The sports hall, adjacent to the main building, is rented from the local authority. The college is at an advanced stage of negotiations to purchase this building and has produced plans for its refurbishment.

45 The college has significantly increased the number of computers in the college. The ratio of students to computers is 6:1. The college's newly developed information and learning technology strategy includes targets and service standards. Computer facilities are regularly available to students in the library and in the learning centre rooms. In addition, the computing department timetable allows open access to all computers for a period of one to two hours each afternoon when staff are available to support students. Staff and students speak highly of the technical support they receive. The library has little study space for students. A newly appointed librarian is reorganising the library resources and developing links with subject teachers to support students' learning. It is too early to judge the impact of these links. In addition, the college provides students with course textbooks, free of charge. The overall amount spent on books for each student exceeds the amount recommended by the Library Association guidelines for learning resource services in further and higher education.

46 In order to accommodate increased numbers of students, the college has converted the student common room to create an extra classroom. The students no longer have an indoor recreational area. The college refectory is very overcrowded at lunch and break times. The self-assessment report identified a weakness in office accommodation. Some

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accommodation is poor. Teachers have one large workroom with an attached IT room and sitting area. Many full-time teachers are required to share desks. The room is overcrowded with insufficient storage. There are 10 computers in the staff room, all networked, but only one is linked to the management information system.

Quality Assurance

Grade 3

47 Inspectors considered that the college's assessment of its quality assurance arrangements overstated some strengths and failed to identify some weaknesses.

Key strengths

- good staff development and training arrangements
- strong involvement of staff in self-assessment at departmental level
- effective course review and evaluation

Weaknesses

- lack of a coherent framework for quality assurance
- insufficient use of target-setting
- slow implementation of staff appraisal

48 There is a strong commitment in the college to quality improvement. Since the last inspection, achievement rates have been maintained at a high level. The college has ensured greater consistency in the application of procedures through more detailed guidelines. However, there is no framework which brings together all aspects of quality assurance. Links between some aspects of quality assurance are underdeveloped. The self-assessment report failed to acknowledge these weaknesses.

49 A major part of the quality assurance system is the use of reviews. Curriculum and cross-college managers assess the strengths and weaknesses of their areas of responsibility and produce plans to address the weaknesses. All major areas of the college's work are covered and follow standard headings, reporting against key performance indicators. Few reviews of cross-college areas include measurable targets. Data analysis includes comparison with national benchmarks. Managers discuss their plans with senior managers twice yearly at 'forward planning' meetings. Staff value the process highly. However, the setting and monitoring of targets is not wholly effective. For example, the college's targets for student achievement are set too late to be taken into account by operational managers. Links between departmental forward plans and planning at college level are not clearly identified. Most teachers measure students' progress on GCE A level courses by comparing their estimated grades with those predicted from GCSE achievements. Although these grades are used to set targets for individual students, they are not used to set targets for all subject departments. After examination results are known, the difference between actual and predicted grades is used to determine how individual courses have performed.

50 The governors' student liaison group reviews the college charter annually. Students are made aware of charter commitments during induction. The college charter sets out the entitlements of students. There is a handbook for parents. Few statements of entitlement in the charter are expressed in quantitative terms. The charter does not make reference to religious education. The college does not formally monitor or report its performance against its charter commitments, a weakness in the last inspection. There are few service standards for non-academic areas of the college's operations, although some service users' opinions are sought. The self-assessment report does not recognise these weaknesses.

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51 Inspectors agreed with the self-assessment report that the college has a well-established system of lesson observation supported by clear guidelines. Each teacher is observed by a senior manager, head of department and fellow teacher. Findings contribute to the judgements of the quality of teaching and learning. Teachers and heads of department receive verbal and written feedback following observations. In the case of poor performance a teacher can be directed to observe lessons in another department. Insufficient use is made of the full range of information derived from observations. For example, the information is not collated across the college and compared with national figures published in the chief inspector's annual reports. Tutorials are not observed as part of the lesson observation programme. These weaknesses limit the sharing of good practice between departments. The proportion of lessons graded good or outstanding by the college was significantly higher than that awarded by inspectors. A lower proportion of lessons was graded as outstanding by inspectors than at the college's previous inspection.

52 Governors meet student representatives on the student liaison group to share information and exchange views. Students also complete subject-specific questionnaires, but their responses are only analysed by individual departments. Students receive only verbal reports on the outcomes of surveys in which they participate. As noted in the self-assessment report, the college does not produce an annual summary of students' views as recommended in the charter for further education.

53 Staff development is well managed and informed by a skills audit which is undertaken every two years. Training needs are identified for teaching and support staff through individual requests, lesson observation, forward planning meetings and by senior managers. Staff speak positively of their staff development experiences.

All staff participate in development days to meet common needs, such as training in the use of IT. There are good arrangements for the induction and training of new staff and, for example, for heads of department who have taken on new roles. All staff development activities are evaluated. However, training requirements are not prioritised or matched to the college's strategic objectives. In 1999, the staff development budget was only 0.5% of the staffing budget. Staff are not appraised. The college has recently agreed a new appraisal scheme to be implemented in 2000-01.

54 The self-assessment report was the third prepared by the college. Each academic and support area produced a detailed report for inclusion in the final report. These covered all aspects of the college's operations and involved most staff. Senior managers validated each report before they were amalgamated to follow the headings of Council Circular 97/12, *Validating Self-assessment*. Staff had little say in the final cross-college and curriculum sections written by senior managers. The quality assurance committee, composed of senior managers awarded the final grades. The self-assessment report is clearly presented and comprehensive. It is evaluative and clearly identifies strengths and weaknesses, but the evidence for some judgements is not clear. Not all action points have realistic timescales for their achievement. There is no indication of how existing strengths are to be maintained.

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Governance

Grade 2

55 Inspectors and auditors agreed with most of the strengths and weaknesses included in the self-assessment report.

Key strengths

- commitment to the ethos, mission and values of the college
- close monitoring of financial performance
- detailed monitoring of the college's academic performance
- productive involvement in college working groups

Weaknesses

- failure to monitor the implementation of some key policies
- no formalised governor induction and training programmes
- inadequacies in the operation of several committees

56 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is adequate. The governing body 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.

57 The governing body has 14 members, including 10 foundation governors appointed by the diocese. Six governors are women. In addition, there are five vacancies which have been kept open, pending the recent re-determination of governing body membership. Arrangements are now in place to fill these vacancies and, at the same time,

address the shortage of experience in areas such as law and finance. Governors have a wealth of experience relevant to the Catholic nature of the college. New governors meet the principal and receive key college and other relevant documents. During meetings the governing body receives presentations on important developments in further education. The chair of governors attends several committees operating at a regional and national level. Governors have recently begun to establish their own training needs and are preparing a formal training and induction programme.

58 The governing body has met seven times in the last 12 months. Agendas and papers are received in good time. There are no standing orders governing the conduct of meetings and a formal, annual review of decision-making procedures has yet to be instituted. The clerk to the governing body, who is also the director of finance and resources, has a detailed job description covering the key functions of his role. There is no annual appraisal of the clerk. Average attendance at governing body meetings over the past year is only 69%, due to a few instances of individual poor attendance. However, attendance at committee meetings is good at over 80%. The governing body has decided not to set an attendance target. With the exception of the latter part of one recent governing body meeting, all meetings have been quorate.

59 The governing body is supported by a wide range of committees, including finance and resources and audit. Meetings of the remuneration committee are not minuted. Committee business is reported orally to the governing body by the relevant committee chair. Written minutes are not presented to governors, although they are available. Some committees are clerked by the staff governors, which is not in accordance with recommended practice. In order to preserve its independence, the audit committee is clerked by a member of staff not involved in the college's finance function.

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60 The finance and resources committee closely monitors the financial position of the college by a monthly consideration of the college's management accounts. There are also frequent financial reports to the governing body. Membership of the audit committee includes an external co-optee with relevant financial expertise. The committee has not operated entirely in accordance with Council Circular 98/15, *Audit Code of Practice*; for example, it has not produced an annual report for the governing body, and has undertaken the detailed review and approval of the college's financial statements which is outside its remit.

61 With the exception of confidential items, agendas, minutes and papers are available for public scrutiny. There is a policy on access to college information, including confidentiality criteria. Declarations of interest, completed by governors and the senior management team, are updated annually. The governing body has adopted a code of conduct and a 'whistleblowing' policy.

62 As the self-assessment report states, governors take a keen interest in the maintenance of the college's ethos and values. They play an appropriate part in reviewing the mission and contribute fully to the college's strategic and operational plans. They are aware that the present curriculum, with its small provision at intermediate and foundation levels, does not fully meet the college's aims and have contributed to a working party to consider this issue. They receive a wide-ranging written report from the principal on a termly basis. This presents the activities and developments of the college under a number of headings, including the mission and ethos, academic provision and resources. In the autumn term each department and cross-college service submits a similar report. Governors take a close interest in these reports and have made valuable suggestions which have improved the format. Whilst pass rates are analysed in detail, other aspects, such as student retention rates,

value-added data and students' perceptions of the provision, receive much less attention in the written reports.

63 Inspectors agreed with the self-assessment report that governors have a commitment to maintaining and improving the quality of the college's provision. A number of governor committees, including those for self-assessment, student liaison, and curriculum and standards, have been established. Governors also work productively on some college working groups. Governor expertise is used in the development of health and safety procedures, and one governor has made valuable suggestions to aid the development of the college's support for students. They attend college training days, college liturgies and other events, and the chair attends the college at enrolment. Senior managers attend the governing body and committee meetings and there are good working relations between governors and managers. The chair and principal meet regularly. The principal has not been appraised, although plans to do so are well advanced.

64 Governors have contributed to the development of key college policies, for example, on equal opportunities and health and safety. There is no programme for the review of policies. Whilst governors receive regular reports on health and safety, the self-assessment report identifies that they have not received a report on equal opportunities for some years.

Management

Grade 3

65 Inspectors and auditors agreed with many of the strengths and all of the weaknesses identified by the college. They considered that some of the strengths had been overstated and identified additional weaknesses.

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Key strengths

- the strong overall performance of the college
- good financial management
- good departmental management

Weaknesses

- weaknesses in strategic planning
- underdeveloped aspects of curricular provision
- slowness to address some weaknesses identified at the last inspection

66 The college is performing well against a number of performance criteria. In recent years it has met or exceeded its funding unit targets, significantly increased its student numbers, and students' pass rates compare well with those of the sector as a whole. It enjoys a high reputation in the community for its academic and sporting performance and the pastoral support it provides. The maintenance and development of the college's Catholic ethos is given a high priority. Senior managers make a strong personal commitment to fostering the spiritual life of the college.

67 Inspectors agreed with the college's assessment that management structures are clear to staff. The staff handbook has been updated recently and provides a good range of information. Responsibilities are clearly allocated among the senior management team. The structure has been strengthened recently by the inclusion of senior staff with cross-college responsibilities. One of the vice-principals is designated student support manager. However, there is no student services department, a weakness recognised by the college.

68 The senior management and management team meet regularly and their meetings carry agenda and minutes. The minutes are often

very brief and do not indicate clearly whether actions set previously have been implemented. Communication channels to the staff are well developed. The principal holds a weekly briefing at which individuals often make presentations; there is a longer meeting for all staff, held termly. A weekly college bulletin is published. The heads of department meet as a group with the managers. Strong informal channels of communication also operate in the college.

69 Weaknesses in strategic planning, identified at the last inspection have not been rectified. Staff as a group have insufficient opportunities to contribute to the setting of the strategic aims of the college. There is, for example, no time allocated specifically for staff across the college to consider these. Meetings between managers and individual heads of department, held twice a year, are used to review departmental progress and to plan ahead. These are a valuable mechanism for heads to share their ideas and concerns with managers. The links between the college's strategic aims, its annual operational objectives and each department's objectives are not clear. Operational objectives are not written in a way that allows for them to be easily monitored. For example, they are not sufficiently specific; there are few clear targets and no named responsibilities. The college is waiting for the new arrangements for further education, contained in *Learning to Succeed*, before preparing a new strategic plan to follow the one for 1997 to 2000. The weaknesses in planning were not recognised in the college's self-assessment.

70 Teaching and curriculum planning are well managed within the departments. However, the college has been slow to address some weaknesses identified at the last inspection. For example, the college's arrangements for learner support and the department's use of IT to support learning are not well developed. Two co-ordinators for information and learning technology and for learner support have been

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appointed recently. The college has been slow to address its aim to increase intermediate and foundation level provision for Catholic school-leavers. The college has accepted the recommendation of a joint working group of Catholic schools and college staff to introduce foundation courses in three vocational areas in 2001. Arrangements to disseminate good practice from one department to another are underdeveloped. There is no appraisal scheme for staff. The college recognises, in its self-assessment report, some of these weaknesses.

71 The management of health and safety arrangements is good. There are, for example, appropriate staff development opportunities, provision is inspected and written reports presented twice a year to the buildings committee. Working parties to determine the short and long-term accommodation strategy have been established. However, there has been slow progress in improving the poor accessibility of the buildings for those with restricted mobility and there has been no recent survey of room utilisation.

72 The college's computerised management information service provides a range of reliable reports. Staff make good use of the student records system. Plans to develop an electronic register are well advanced. Data on students' retention and achievements are provided by the service to inform department reports. Teachers' access to the management information held on the network is limited.

73 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The college has produced operating surpluses in each of the years 1995-96 to 1998-99. Unaudited management accounts for the year ended 31 July 2000 indicate a further surplus and a cash balance at that date of approximately £600,000. The average level of funding has fallen from £19.01 in 1996-97 to an estimated

£16.60 in 1999-2000. Detailed management accounts are produced monthly, incorporating a range of information, for example, data on staff and student numbers. The management accounts also report performance against six financial targets. A separate rolling 12 month cashflow forecast is updated bimonthly. Formula-based consumable budgets are delegated to department heads, who receive a monthly report on actual and committed expenditure against budget. The college's financial regulations are largely comprehensive and have recently been updated. As noted in the self-assessment report, returns to the FEFC are submitted on time, and internal and external audit reports indicate that the college has sound system of internal control.

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Conclusions

74 The college's self-assessment report was comprehensive and evaluative. It included a useful statistical annex. Inspectors found that the report formed a sound basis in planning and undertaking the inspection. They agreed with many of the strengths and weaknesses in the report, but thought that the college had underestimated the significance of some weaknesses. Inspectors identified further weaknesses. Inspectors agreed with two of the curriculum grades. They awarded one higher grade and one lower in the other two curriculum areas. In the cross-college provision, inspectors agreed with one of the grades awarded by the college and awarded one grade lower in all other areas.

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 2000)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	99
19-24 years	1
25+ years	0
Not known	0
Total	100

Source: college data

Student numbers by level of study (July 2000)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation) and entry level	0
Level 2 (intermediate)	10
Level 3 (advanced)	90
Level 4/5 (higher)	0
Level not specified	0
Non-schedule 2	0
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (July 2000)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	209	3	23
Business	106	1	12
Health and community care	6	0	1
Art and design	75	3	8
Humanities	509	14	56
Basic education	3	0	0
Total	908	21	100

Source: college data

Widening participation

Based on a postcode analysis of 1998-99 ISR data, the college recruited 35% of students from disadvantaged areas defined in relation to the Department of the Environment, Transport and the Regions' Index of Local Conditions.

Staff expressed as full-time equivalents (July 2000)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	59	5	0	64
Supporting direct learning contact	6	1	0	7
Other support	22	0	0	22
Total	87	6	0	93

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

College Statistics

Three-year Trends

Financial data

	1998	1999	2000
Income	£2,078,000	£2,082,218	£2,393,786
Average level of funding (ALF)	£16.40	£16.34	£16.60
Payroll as a proportion of income	81%	72%	75%
Achievement of funding target	103%	111%	98%
Diversity of income	3%	3%	5%
Operating surplus	£14,000	£149,000	£35,000

Sources: Income – Council Circular 00/10 (1998), college (1999 and 2000)

ALF – Funding Allocations 1997-98 (1998), Funding Allocations 1998-99 (1999), college (2000)

Payroll – Council Circular 00/10 (1998), college (1999 and 2000)

Achievement of funding target – Performance Indicators 1997-98 (1998), college (1999 and 2000)

Diversity of income – Council Circular 00/10 (1998), college (1999 and 2000)

Operating surplus – Council Circular 00/10 (1998), college (1999 and 2000)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1998	1999	2000	1998	1999	2000
1	Number of starters	*	382	573	10	2	4
	Retention (%)	*	48	83	40	0	100
	Achievement (%)	*	88	88	100	0	50
2	Number of starters	494	*	938	1	11	6
	Retention (%)	*	*	82	100	45	100
	Achievement (%)	*	*	94	100	50	83
3	Number of starters	*	2,524	2,532	12	12	3
	Retention (%)	*	78	85	67	83	50
	Achievement (%)	*	88	93	75	70	100
4 or 5	Number of starters	0	0	0	0	0	0
	Retention (%)	0	0	0	0	0	0
	Achievement (%)	0	0	0	0	0	0
Short courses	Number of starters	28	28	25	0	0	1
	Retention (%)	96	46	100	0	0	100
	Achievement (%)	41	77	47	0	0	100
Unknown/unclassified	Number of starters	43	1,066	1,544	0	1	5
	Retention (%)	91	90	93	0	0	100
	Achievement (%)	100	100	100	0	0	100

Source: college

*data may not be reliable

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