

# **NEW College Pontefract**

**REPORT FROM  
THE INSPECTORATE  
2000-01**

**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 024 7686 3000  
Fax 024 7686 3100  
Website [www.fefc.ac.uk](http://www.fefc.ac.uk)*

*© FEFC 2001 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 6

---

### Curriculum areas

Science 9

Mathematics, information technology and computing 14

English 20

Psychology and sociology 26

---

### Cross-college provision

Support for students 32

General resources 40

Quality assurance 46

Governance 53

Management 59

Conclusions 65

---

### 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 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

## **NEW College, Pontefract** ***Yorkshire and Humberside*** ***Region***

### **Inspected January 2001**

NEW College, Pontefract is a sixth form college located in the metropolitan district of Wakefield. The self-assessment report provided for the inspection was the fourth produced by the college. The judgements in it were supported by an extensive range of appropriate evidence. It was updated in preparation for the inspection. Governors and staff were involved in the college's self-assessment process. A programme of lesson observation is well established and has been extended this year to cover lessons taken by part-time staff. Inspectors agreed with all the grades for curriculum areas and with two of the grades for cross-college provision, which were awarded by the college. Two of the three grades inspectors gave for cross-college provision were higher, and one was lower, than those in the self-assessment report.

The college offers courses in six of the FEFC's 10 programme areas. Inspectors awarded four grades in two programme areas. Teaching and learning are particularly good. Of the lessons observed, 78% were good or outstanding. No lessons were less than satisfactory. Student achievement rates are usually above the national average and outstanding on some courses. Courses are effectively managed and lessons are well planned. Since the last inspection, the college has made significant

progress in rectifying its weaknesses and has improved its support for students, quality assurance process and governance and management. Students receive a great deal of support and excellent careers education and guidance. The college provides a welcoming learning environment. Quality assurance arrangements are good and focus in particular on teaching and learning. Governors oversee the college's strategic direction closely and monitor financial and other aspects of performance. The college is well managed. It has productive partnerships with a range of local groups. Communication is open and effective. The college should improve: student retention rates on science, mathematics and computing courses; its management information system; processes for target-setting; some teaching and office accommodation; the accessibility of its premises to persons with mobility problems; aspects of quality assurance; and arrangements for appraising senior postholders. In addition, performance indicators for the corporation should be established and training plans for governors should be drawn up.

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	2	Support for students	1
Mathematics, information technology and computing	3	General resources	3
English	1	Quality assurance	2
Psychology and sociology	1	Governance	2
		Management	2

# Context

## The College and its Mission

1 NEW College, Pontefract is a sixth form college. It was established in September 1987 on the former site of the Park High School, to serve the North East Wakefield area. It is located on a single site on the edge of the town of Pontefract. There are five schools with sixth forms and two general further education colleges within a 12-mile radius of the college. In addition, there are five independent schools in the area that offer sixth form provision. In Wakefield Metropolitan District, the proportion of 16 year olds who stay on in full-time education is 65%. In North East Wakefield, a lower proportion of school-leavers stay on in full-time education and the proportion of 16 year olds who obtain grade C or above in five subjects in the general certificate of secondary education (GCSE) is below the national average. In some areas the college serves, the proportion of young people remaining in education after the age of 16 is extremely low at 27%. Part of Wakefield has recently been designated as an education action zone. The college is an active member of this and other partnership groups.

2 Wakefield has a population of 317,000. The unemployment rate for the area has recently improved, but at 6.4% it still remains above the national average of 4.8%. The main categories of employment are banking and finance, wholesaling, textiles and confectionery. The local economy has been affected by the demise of the coal mining industry in the surrounding areas. The college recruits approximately 90% of its students from Wakefield Metropolitan District and 10% from the surrounding areas. The college has established links with 19 local partner schools.

3 The college offers general certificate of education advanced level (GCE A level) and GCE advanced subsidiary (AS) in 29 subjects, four general national vocational qualification (GNVQ) intermediate courses, three advanced level vocational courses, and six GCSE subjects.

In September 2000, 81% of the college's 1,181 students were on GCE A/AS level courses. Most students are aged 16 to 19. The college also provides part-time courses to adults, and enrolled 285 in September 2000. It has extended this provision to include both vocational and non-vocational courses to meet the needs of the local community. It has recently become a learndirect centre and has learners studying office computer skills, wordprocessing and phone communication skills on-line.

4 The college employs 71 full-time equivalent teaching staff. A further 41 full-time equivalent members of staff, 17 of them full time, work in the non-teaching areas of finance and administration, teaching support and site maintenance. The senior management team consists of the principal, vice-principal, curriculum manager, director of finance and student services manager. There are six curriculum area managers who each take a responsibility for the overall management of a group of subjects, in liaison with the relevant heads of subject. A centre manager co-ordinates part-time provision for adults.

5 In its mission statement, the college aims 'to encourage the fulfilment of individual potential by providing high-quality education in a supportive environment'. The college aims to provide full-time general academic and vocational courses at intermediate and advanced level for 16 to 19 year old students, and a range of part-time courses for adults. It places high value on providing support and guidance to its students and on providing them with a wide range of curriculum enrichment activities.

## The Inspection

6 The college was inspected during the week of 22 January 2001. The inspection team had previously considered the college's self-assessment report and information about the

# Context

college held by other directorates of the Further Education Funding Council (FEFC). Inspectors used data on students' achievements from the college's individualised student record (ISR) returns to the FEFC for 1998 and 1999. The college submitted its own data on students' achievements for 2000, which were checked by inspectors against primary sources such as class registers and pass lists issued by awarding bodies. The data proved generally reliable when checked against these sources. The inspection was carried out by nine inspectors and an auditor over a total of 37 days. Inspectors observed 51 lessons, assessed

students' work and examined college documentation. Meetings were held with students, parents, employers, governors, teachers and representatives of other organisations.

7 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 78% were judged to be good or outstanding. This is above the national average of 62% for all colleges and 72% for sixth form colleges inspected in 1999-2000. No lessons were judged to be unsatisfactory.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	16	12	5	0	0	33
GCSE	0	4	3	0	0	7
Other*	1	7	3	0	0	11
Total (No)	17	23	11	0	0	51
Total (%)	33	45	22	0	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

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

The corresponding national averages for sixth form colleges for 1999-2000 were 12.7 and 84%, respectively.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
NEW College, Pontefract	13.1	78
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

## Science

### Grade 2

**9 Inspectors observed 10 lessons in biology, chemistry, geology and physics. A self-assessment report was submitted on provision in each of the four science subjects. Inspectors agreed with most of the judgements in the reports but considered that some weaknesses had been overstated and that there was insufficient acknowledgement of a decline in retention rates.**

#### Key strengths

- well-managed courses
- some outstanding teaching
- students' high achievement rates
- effective provision of additional learning support in individual subjects

#### Weaknesses

- below average retention rates in 2000
- some ineffective target-setting

10 The college offers courses in GCSE human physiology and health, and GCE A level biology, chemistry, physics and geology. Science subjects are well managed. Teachers meet regularly to review the progress made by students. Record-keeping is thorough and systematic. Students' attendance, retention and examination results are monitored and analysed carefully. Managers set targets. Those for students' achievements are usually met, but those for students' retention are not. Action plans in the self-assessment reports are too imprecise to enable staff to monitor their implementation effectively. Students are kept well informed about their progress. They are informed of the minimum examination grades staff expect them to achieve in their examinations. Staff determine these grades on the basis of the students' GCSE results. The extent to which students achieve their target grades is taken into account when

evaluating the effectiveness of courses. Many students, however, are critical of these targets since in a number of cases, they are well below their own expectations. Students value highly the support they receive. They know when teachers are available for consultation throughout the week. Workshops are provided for those who wish to extend their studies. Technicians provide students with effective support and additional help. For example, the physics technician runs additional practical sessions that are well attended, although not compulsory. Students receive additional learning support in mathematics through workshop activities and lessons.

11 As the self-assessment report acknowledges, teaching is good and some of it is excellent. Four out of the 10 lessons observed were outstanding. Lessons are well planned. Learning activities are appropriate, well structured and suitably varied. In class discussions, students show a good understanding of the subject and are able to express their views clearly. Both teachers and students use humour constructively. In practical work sessions, teachers relate theory to practice clearly and effectively. Students attend lessons regularly. In some lessons, students spend a disproportionate amount of time on taking down dictated notes or copying information from the board. Reference to this unimaginative classroom practice was made in the last inspection report. Teachers mark students' work carefully and give students constructive feedback. Most students' written work is of a high standard and their files are well maintained.

12 Retention rates on the GCSE course have improved over the last three years and are now above the national average for sixth form colleges. In 2000, the proportion of students who achieved grade C or above increased dramatically. Recruitment to all GCE A level courses has shown a decline over the last three years. Retention rates on these courses are also



# Curriculum Areas

declining and last year were below the national average. In 2000, students' pass rates in all the GCE A level subjects were at, or above, the national average. For several years now, all students on the GCE A level geology course have passed and in 2000, all students on the GCE A level physics course passed. A high proportion of students progress to science-related courses in higher education. For example, 70% of chemistry students and 80% of physics students who left the college in 2000 are now on courses in higher education leading to science-related degrees.

13 Inspectors agreed with the self-assessment report that teaching and support staff are highly qualified. Specialist laboratories and

preparation areas are old-fashioned but they are well maintained and fit for their purpose. There are large quantities of chemicals in storage, some of which are not frequently used. During some practical sessions, the laboratories are crowded. The fixed benching and poorly positioned fume cupboards limit the teaching styles that can be used. The science area is well resourced. Books, research materials and computers are available in laboratories or in small work areas adjacent to them. Specialist rooms and circulation areas have stimulating wall displays, and these give them subject identity. The library is adequately stocked with appropriate books although the range of scientific periodicals is narrow.

## A summary of retention and achievement rates in science, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE human physiology and health (grade C or above)	2	Number of starters	22	30	25
		Retention (%)	68	77	84
		Achievement (%)	47	30	81
GCE A level biology	3	Number of starters	147	139	136
		Retention (%)	86	78	74
		Achievement (%)	94	85	95
GCE A level chemistry	3	Number of starters	106	84	75
		Retention (%)	84	73	73
		Achievement (%)	80	80	96
GCE A level physics	3	Number of starters	63	55	54
		Retention (%)	79	89	70
		Achievement (%)	100	94	100
GCE A level geology	3	Number of starters	18	*	*
		Retention (%)	78	*	*
		Achievement (%)	100	*	*

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

\*fewer than 10 students

# Curriculum Areas

## Mathematics, Information Technology and Computing

### Grade 3

**14 Inspectors observed 10 lessons in mathematics, information technology (IT) and computing. Inspectors broadly agreed with the judgements in the self-assessment report.**

#### Key strengths

- students' high achievement on GCE A level mathematics courses
- good course management
- some well-planned teaching

#### Weaknesses

- narrow range of teaching and learning activities in some lessons
- low and declining retention rates on GCE A level courses
- insufficient use of IT on mathematics courses

15 The college offers courses in GCE A level in mathematics, computer studies and IT and GCSE in mathematics. This year, the college has introduced some mathematics units as an alternative to GCSE mathematics. A general national vocational qualification (GNVQ) part 1 course in IT at intermediate level has been recently introduced to broaden the curriculum. Part-time foundation courses in IT are offered in the evening to adults. Until this year, all full-time students undertook computer literacy and information technology courses. They now develop key skills in IT. Enrolments on all courses are increasing.

16 Inspectors agreed with the self-assessment report that course management is good. Teachers make good use of detailed course files. Subject teachers meet regularly. Teachers analyse data on students' achievements. They set targets for improving students' performance. Moderators' reports are considered carefully

and any issues these raise are dealt with promptly. The evening provision for adults is well planned to enable students to join a range of level 1 and 2 computer literacy and information technology courses at any time.

17 Most of the teaching is well planned. Students attend lessons regularly. In the better lessons, teachers make good use of a wide range of well-prepared learning materials. Lessons on GCE A level mathematics are well planned and usually include extension exercises for the more able students. In the most successful lessons, the students were clearly absorbed in what they were doing and tackled demanding tasks enthusiastically and with assurance. For example, in a GCE A level IT lesson, students were using the Internet to research different applications packages. The teacher unobtrusively monitored the students' progress and gave individual students help when they needed it. In another lesson, the teacher used simple aids well to demonstrate a mathematical problem. Students made good progress and demonstrated confidence in the use of fractions and formulae. In some lessons, however, the teaching and learning activities were narrow and did not take sufficient account of the students' different abilities. For example, in a GCSE mathematics lesson, not enough individual help was given to students with their understanding of mathematical problems. Computing students speak highly of the support they receive from teachers. Learning support workshops in mathematics and computing are timetabled for students. These are valued by GCE A level students, particularly for the help they give them with homework, project work and revision. However, these workshops do not meet the needs of the students on GCSE mathematics courses and few attend them. Mature students on the computer literacy and information technology courses make good progress in developing IT skills. The progress of these students, however, is not recorded and monitored systematically.

# Curriculum Areas

18 As the self-assessment report acknowledges, retention rates on GCE A level courses are declining and are well below the national average for sixth form colleges. In 1999-2000, the proportion of students who gained grade C or above in GCSE mathematics increased significantly. Of the students taking GCSE mathematics for a second time, 58% obtained a higher grade, and 8% a lower grade, than they had achieved before. Pass rates in GCE A level mathematics have been above the national average for sixth form colleges for the last three years. Pass rates in GCE A level computer studies are 10% above the national average, but the proportion of students gaining grade C or above is 10% below the national average. Value-added analysis indicates that most students achieve the grades predicted for them on the basis of their GCSE grades.

The grade that most students on the GCE A level computer studies course obtain, however, is one grade lower than their predicted grade. Students are well motivated and enthusiastic about their studies. They participate in a range of local and national mathematics competitions.

19 The accommodation for computing is good. There are modern networked machines and a good range of industry standard software. The accommodation for mathematics is adequate, but does not contain enough computers to allow the use of IT to become integral to teaching and learning. Mathematics staff do not have access to the college's intranet in their workroom. Teachers regularly attend a range of professional updating courses. There is a plentiful stock of appropriate textbooks, pre-prepared learning materials and calculators.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE mathematics	2	Number of starters	120	151	185
		Retention (%)	77	81	81
		Achievement (%)	34	21	40
GCE A level mathematics	3	Number of starters	133	107	149
		Retention (%)	76	66	58
		Achievement (%)	97	95	89
GCE A level computing	3	Number of starters	21	15	30
		Retention (%)	71	87	70
		Achievement (%)	93	92	90
GCE A level IT	3	Number of starters	46	64	72
		Retention (%)	74	75	60
		Achievement (%)	91	84	91

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

# Curriculum Areas

## English

### Grade 1

**20 The inspection covered all English courses. Eleven lessons were observed. Inspectors broadly agreed with the judgements in the self-assessment report.**

#### Key strengths

- much outstanding teaching
- excellent course planning and organisation
- outstanding learning resources
- good support for individual students
- high standards of oral and written work
- students' outstanding achievements

#### Weaknesses

- there are no significant weaknesses

21 The college offers courses in GCSE, GCE A/AS level English language, GCE A/AS level English literature, and GCE A level English language and literature. A GCSE course for adults is run in the evening. Inspectors agreed with the self-assessment report that the English department is well managed. Staff work together closely to plan courses, agree policies and schemes of work, and design appropriate learning resources. The implementation of curriculum 2000 was carefully planned and good arrangements have been made for the assessment of the key skill of communication. Students benefit from a number of enrichment activities including visits to the theatre, conferences and lectures by visiting speakers.

22 Teaching and learning are consistently good. Ten of the 11 lessons observed were good or outstanding. In all lessons, students worked assiduously at demanding and well-structured tasks. Their teachers gave them help and advice when they needed it and spurred them on with encouragement. Effective work in pairs and small groups was a consistent feature of the

lessons. In an outstanding lesson on the role of Lady Bracknell in *The Importance of Being Earnest*, the teacher showed a short extract from the play on video and asked students to make brief notes on four questions while watching it. They then discussed the questions in pairs before reporting back to the group. In the ensuing discussion, skilful direction by the teacher provoked a lively and humorous debate, in which students expressed their points of view spontaneously. In lessons, teachers make good use of highly effective, well-designed worksheets and other printed materials. Teachers have produced excellent study guides and student handbooks. The English site on the college's intranet, though still being developed, is being increasingly used by students as a resource for their coursework assignments. In their coursework, students demonstrate well-developed skills of individual research, related to their own interests.

23 Arrangements for providing individual students with support is extensive. Students value the help they receive at the weekly timetabled workshops, as well as additional lunchtime sessions. Under the college's inclusive learning initiative, students have individual learning plans on which their achievements and plans for improving their work are carefully recorded. Teachers work closely with staff from the college's learning support section, to provide additional support for those students who need it. They provide helpful and supportive comments on students' written work, which is marked according to criteria shared with the students. Targets have been set for students' attendance and retention. Staff take specific action to help and counsel students who are not attending regularly or are falling behind in their work and thought to be at risk of dropping out of their course.

24 Students' achievements in examinations are consistently above the national average for sixth form colleges. On GCSE courses, the proportion of students gaining grade C or above

# Curriculum Areas

was 22% above the average in 2000. On GCE A level English language courses, the proportion of students gaining grade C or above has been at least 17% above the national average in each of the last three years. Students consistently achieve better results at GCE A level than those predicted for them on the basis of their GCSE results. Most retention rates are at, or above, the national average. The retention rate on GCSE English courses dropped to 7% below the average in 1999 but has shown steady improvement since. The standard of students' work in GCE A level English language investigations is high. One investigation included an outstanding study of the differences in language and structure between British and American news programmes. In another investigation, a student used her experience of part-time work to conduct an original and highly detailed study of how social variables affected the language used by customers of a well-known

restaurant. Anthologies of students' work are published as a resource for other students. For example, students' essays on Alan Bennett's *Talking Heads* were collated and published as a revision guide, and a group of students produced a collection of poems about *Othello*.

25 Specialist teaching accommodation is good, and includes attractive displays and suitable equipment. The adjacent IT resource area gives students excellent access to computers, which they use extensively for wordprocessing their work and researching the Internet and intranet. Many of the teachers have useful experience as examiners, and all have taken part in recent and relevant staff development activities. The library contains a suitable range of books and a resource bank of learning materials. Videos and other resources are readily available within the department for students to borrow.

## A summary of retention and achievement rates in English, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE English language (grade C or above)	2	Number of starters	79	102	72
		Retention (%)	80	71	76
		Achievement (%)	59	71	77
GCE A level English language	3	Number of starters	78	82	84
		Retention (%)	82	80	82
		Achievement (%)	94	97	96
GCE A level English literature	3	Number of starters	71	81	94
		Retention (%)	81	82	80
		Achievement (%)	*	*	95
GCE A level English language and literature	3	Number of starters	†	†	11
		Retention (%)	†	†	91
		Achievement (%)	†	†	100

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

\*data unreliable

†course not running

# Curriculum Areas

## Psychology and Sociology

### Grade 1

**26 Inspectors observed 11 lessons. They agreed with most of the judgements in the college's self-assessment report.**

#### Key strengths

- much outstanding teaching
- carefully planned and well-organised courses
- students' high pass rates on advanced level courses
- students' good attendance record
- good learning support for students
- effective management and teamwork at subject level

#### Weaknesses

- there are no significant weaknesses

27 The college offers GCE A/AS level courses in psychology and sociology and a GCSE course in sociology. Enrolments on advanced level courses have increased significantly in 2000. As the self-assessment report acknowledges, courses are well planned. Schemes of work are thorough, carefully prepared and include projects involving the use of key skills. Lesson plans are appropriately detailed. Courses are planned with great care. During a period of unforeseen staff absence, the courses went on running smoothly and students continued to benefit from good teaching. There is effective leadership and teamwork at subject level. Psychology teachers meet each week to develop their courses collaboratively, share good practice, and discuss current issues related to the teaching of psychology.

28 Inspectors agreed with the self-assessment report that the quality of teaching and learning is good. Teachers plan lessons carefully and manage them well. They begin with a clear introduction and explanation of the purpose of the lesson. Lesson activities excite and hold the

students' interest. In the best lessons, teachers check students' understanding and give them opportunities to develop their own ideas. In one psychology lesson, students debated enthusiastically whether the changing portrayal of gender in the media was borne out by their own experiences. Teachers encourage the use of contemporary material and IT. For example, in a lesson exploring the influence of crowds on team performance, the latest information on the league positions and attendance of English football clubs was presented using a video projector. The information had been scanned into a spreadsheet and statistical tests were demonstrated to the class on screen. The students became absorbed in the subject matter, learnt a great deal from it, and found the lesson both enjoyable and highly effective.

29 Support for students is particularly good, a strength identified in the college's self-assessment. The working relationship between teachers and students is excellent. In their responses to questionnaires in 1999 and 2000 about the quality of the college's provision, students expressed their satisfaction with the management of courses and 97% of responses made reference to good teaching. Students ask probing questions in lessons, express their ideas well in debate and discussion and develop them further in their written work. Course handbooks, coursework and research guides are comprehensive and well presented. A subject intranet site is being developed in psychology. Students have opportunities to receive additional learning support in subject workshops and regular revision classes. Students' punctuality, attendance and progress are monitored closely. Teachers set and mark students' work regularly and provide students with helpful feedback. Some of the students' coursework is excellent. Students review the extent of their progress at regular meetings with their subject teachers. Teachers use an electronic notebook for recording details of students' performance and comments on whether the students are likely to achieve their target examination grades.

# Curriculum Areas

30 As the self-assessment report recognises, the pass rates on advanced level courses are outstanding. The proportions of students gaining grades A to E, and grade C or above, respectively, are well above the national average for sixth form colleges. Student retention rates on most courses are above the national average. As the self-assessment recognises, the students' attendance record is good. It is well above the national average for humanities courses in the sector and for sixth form colleges, as stated in *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*. It is also above the college average.

31 Teachers are well qualified, suitably experienced and enthusiastic. They all have relevant first degrees and a number have higher degrees. Teaching takes place in specialist rooms that are well equipped and contain relevant displays to maintain a subject identity. Resources are good but some whiteboards are in need of refurbishment. Books and materials for use in classes are kept within the subject areas. The library bookstock is good and its range is extensive. Psychology teachers have developed a large number of learning materials and plans are well established to make these available on the college intranet.

## A summary of retention and achievement rates in psychology and sociology, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE sociology	2	Number of starters	14	36	14
		Retention (%)	79	64	86
		Achievement (%)	64	57	91
GCE AS sociology	3	Number of starters	14	16	19
		Retention (%)	100	100	89
		Achievement (%)	67	69	76
GCE A level sociology	3	Number of starters	38	30	52
		Retention (%)	76	73	77
		Achievement (%)	100	100	100
GCE A level psychology	3	Number of starters	98	97	105
		Retention (%)	79	76	87
		Achievement (%)	100	99	98

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

# Cross-college Provision

## Support for Students

### Grade 1

#### 32 Inspectors agreed broadly with the strengths and weaknesses in the self-assessment report.

##### Key strengths

- comprehensive pre-enrolment information and advice
- strong links with schools and the community
- well-organised and effective tutorial support
- good support learning workshops
- excellent careers advice and guidance
- close consultation between the principal and students
- well-managed student services

##### Weaknesses

- insufficient information for part-time evening students about the support available

33 Inspectors agreed with the self-assessment report that the college offers good pre-enrolment information and advice. Publicity materials are attractive and informative. The college's website provides an accurate description of the college. The college has close and productive links with the partner schools in the area. Staff visit the partner schools to give talks to pupils about the college, provide information and advice on courses and options available to them, and interview those who want to join the college. The college has participated in careers 'roadshows' for the education action zone, in collaboration with other colleges. The college ensures that prospective students and their parents are well informed about the content of courses by arranging for them to visit the college, and have interviews with tutors and staff. A 'buddy' system is used to introduce

some of the prospective students to the college. They spend a day at the college in the company of a student who was formerly a pupil at their school. In September, the college arranges a special 'welcome event' at which parents meet teachers, are informed about parents evenings and receive detailed information outlining what they may expect from the college. In September 2000, 300 parents attended this event and relevant information was sent to those who were unable to come. Students, and also their parents, expressed their appreciation of the careful and constructive way in which the college had helped them make the transition from school to college.

34 Provision of student services is well managed. Members of the student services team organise the liaison with schools, enrolment and induction activities and assist with tutorials. They work well with tutors and teachers to help individual students. There are clear policies and guidelines for student services staff. The student services team monitors regularly the effectiveness of all aspects of its work in order to identify ways of improving it. A college nurse is also available to look after student welfare. Two part-time counsellors provide confidential counselling.

35 At enrolment, all full-time students receive a comprehensive student handbook and planner. During induction, students are thoroughly informed about the college. They receive information on their learning contract, relevant college policies and procedures, their rights and responsibilities and the range of enrichment activities that are available to them. Students speak positively about the induction. They feel it helps them to settle into college and make friends. Part-time evening students, who are relatively few in number, receive information at enrolment. However, as the self-assessment recognises, they are not made sufficiently aware of the college's support services.

36 Students value the support they receive from their tutors. Most of the teaching staff are



# Cross-college Provision

also tutors. Senior tutors manage tutorial arrangements. They advise a team of tutors which meets frequently. There is a detailed guidance handbook and materials for tutors. Tutorials are well structured and have clear objectives. The attendance rate of first-year students at tutorials has averaged 88% since September. First-year students have three tutorials each week. At one of these, a specialist teacher joins the tutor and teaches the students key skills. Tutorials for second-year students include coverage of topics to help them in their work for GCE A level general studies. During tutorials, students' attendance and progress towards reaching targets are monitored closely and reviewed regularly. At levels 1 and 3 in particular, there have been improvements in student retention and achievement rates over last year and both are now well above the national average for sixth form colleges. Tutors provide written reports on students and these are sent to their parents and guardians twice yearly. Students whose attendance is over 95% in all their subjects are awarded a special certificate and 117 received one last year. There is effective communication between subject teachers, tutors and student services staff.

37 All new students are assessed early in their course to determine their key skills level and additional learning support needs. In September 2000, 65 students were identified as needing additional learning support and all attend learning support workshops regularly. Other students were also identified as requiring additional learning support following scrutiny of their application forms and information about them provided by their previous schools. Some students are referred for additional learning support by their teachers, and others refer themselves. Each student has the opportunity to attend three workshops a week in subjects they are studying. These are highly effective. Tutors and subject teachers are kept well informed about students' progress. The performance of students attending the literacy support workshops is evaluated regularly. At the time of inspection, 27 students with difficulties such as

dyslexia and visual impairment were receiving appropriate learning support and the college has adapted materials, resources and equipment. In addition, there are support assistants to give help to a small number of students with more severe disabilities.

38 Students value the excellent careers advice that is available from the full-time careers adviser and careers co-ordinator. The well-planned tutorial programme includes a relevant induction to careers information. The college intranet has direct links to websites for specific advice on careers and higher education institutions. This facility is popular and students use it extensively. In 2000, of the students making applications to higher education, 86% achieved a place at their first choice university. Of the students who sought employment, and had individual guidance interviews, 81% had obtained jobs by the beginning of September. An external careers guidance service has accredited the college as a quality provider of careers guidance.

39 As the self-assessment report acknowledges, students' opinions on the quality of the college's provision are regularly sought and valued. There is good, informal consultation between the principal and students. The principal attends student executive meetings regularly and makes himself available to see students at any time. The students suggested and partly financed the improvements to the music sound system and new seating in the common room. Members of the student executive have attended meetings with external consultants to plan a cyber café within the student social areas. Students take part in a wide variety of enrichment activities, including those leading to the Duke of Edinburgh awards, work experience in the local community, music, dance and sport. On World Aids day, students worked with a local charity to design a T-shirt which proved to be very popular. This activity raised students' awareness of Aids and generated a substantial amount of money for Aids-related charities.

# Cross-college Provision

## General Resources

### Grade 3

**40 Inspectors agreed with some strengths and weaknesses in the self-assessment report. However, they found some strengths were overstated or unclear and that the college had rectified several weaknesses by the time of inspection.**

#### Key strengths

- pleasant and well-maintained site
- wide availability and easy accessibility of modern IT facilities
- wide range of learning resources

#### Weaknesses

- some poor teaching accommodation
- insufficient office, administration and storage space
- inaccessibility of some areas to students with restricted mobility

41 The college is located on a single site close to open parkland on the outskirts of Pontefract. The site is pleasant and welcoming. Since the last inspection, the college has created a specialist media teaching room, two new general science rooms and new computer rooms, and upgraded some teaching accommodation. The college has also provided an office for student executive officials, and has converted an old suite of changing rooms into a new examinations centre. The college has a programme of planned maintenance and repairs. Most rooms are appropriately equipped, and most accommodation is decorated and adequately furnished. Inspectors agreed with the self-assessment report that some teaching accommodation is poor and unsuitable for its purpose. There is a shortage of office, administration and storage space in some areas of the college.

42 Although improvements to the accommodation have been made since the last inspection, some parts of the college remain inaccessible to people with restricted mobility. For example, some laboratories in the science block, the language laboratory, the craft block and some general purpose teaching rooms and office accommodation are inaccessible to wheelchair users. The college makes every effort to ensure that classes containing students with mobility problems use rooms that are easily accessible. The college's disability statement does not include a full analysis of the accessibility of all its buildings, and the self-assessment report does not identify these parts of the college that are inaccessible to wheelchair users. The college has carried out a detailed appraisal of its estate, and has drawn up an accommodation strategy that reflects the priorities identified in the strategic plan and addresses current deficiencies. The site is held in trust by the board of governors for the benefit of the local people. The college has drawn up plans for the major development of the site but requires the approval of a capital project bid before these can be implemented.

43 Inspectors agreed with the finding in the self-assessment report that there has been a significant investment in information learning technology since the last inspection. The college has developed a comprehensive information learning technology strategy, and its implementation is co-ordinated by a full-time information learning technology development manager and a college-wide IT steering group. A major upgrade has been carried out of the computer network. Students now have access to 182 up-to-date computers with appropriate software, the Internet and the college intranet. The ratio of computers to full-time equivalent students is appropriate at 1:6.6. A recent development which gives students more access to IT has been the creation of four clusters of computers in three teaching areas and in the student services student study area. Staff also have more access to IT. There is now a small

# Cross-college Provision

computer workroom for staff, and 46 laptop computers have been recently purchased for their use. There are, however, not enough computers for staff to use in the mathematics teaching area. Students and staff across the college can obtain technical support whenever they need it.

44 The college library is attractive and well laid out. It has 125 study spaces and provides a pleasant learning environment. The stock of 11,000 items is supplemented by books, tapes and related items held in departments, and by a growing range of CD-ROMs, key skills materials and other resources on the college intranet. In 1999-2000, the proportion of the college's expenditure relating to books and other learning materials for the library and departments was high by comparison with the average for the sector. The college recently installed a computerised library catalogue, but this excludes materials held in departments. The self-assessment report failed to acknowledge that the college has not carried out any audit of the quality of its library and learning resources, and that there are no identified service standards for the library.

45 Social and recreational facilities are satisfactory. A large canteen and common room provide popular social areas for students. The college has recently refurbished a study and social space adjacent to the student services area. The sports hall provides indoor sports facilities, but changing rooms are in separate temporary accommodation. The college owns one playing field, and others are rented from the local authority. Most corridors are bright and cheerful, with displays of students' work on the walls.

## Quality Assurance

### *Grade 2*

**46 Inspectors agreed with the judgements in the college's self-assessment report but identified additional strengths and weaknesses.**

#### **Key strengths**

- continuous improvement in students' achievements
- broad range of indicators used to monitor aspects of performance in curriculum areas
- detailed self-assessment reports on subject areas
- effective arrangements to appraise staff

#### **Weaknesses**

- quality assurance policy only recently approved
- little action to establish standards for all cross-college services

47 At the last inspection, a number of weaknesses were identified in the college's quality assurance arrangements. The college has made progress in rectifying these. An appraisal system has been introduced, staff development and quality assurance policies have been approved, and a more rigorous system of self-assessment has been developed. Some of these initiatives are relatively recent. The quality assurance policy was only finalised in December 2000. The action plan which accompanies the self-assessment report sets out a schedule for implementing the policy throughout the college.

48 The quality of courses and the curriculum is evaluated through the self-assessment process. Separate self-assessment reports are produced on each subject area. A booklet, introduced in 1999, provides guidelines on the content and layout of these reports. All subject

# Cross-college Provision

reports now contain a detailed table comparing student retention and achievement rates over the last four years with the national average. The reports also include value-added data showing students' GCE A level achievement compared with their GCSE grades, statistics on students' attendance and a summary of students' responses to questionnaires. Targets for retention and achievement are also included in the reports although it is sometimes unclear whether these have been achieved. The college's self-assessment reports on subject areas were appropriately detailed and inspectors largely agreed with their findings. A quality assurance panel, chaired by a governor, validates these reports. The composition of this group is being reviewed with the aim of ensuring it is properly representative of the subject areas.

49 Students' views are collected at the end of a course of study rather than annually. Staff have taken students' views into account when determining the strengths and weaknesses stated in some of the self-assessment reports for subject areas. These views, however, are not always reflected in the action plans accompanying the reports. All students are provided with a copy of the college charter during their induction. Currently, the college does not publish an annual summary of students' views on whether it meets its charter commitments. The lack of such a summary is not acknowledged in the self-assessment report.

50 Student achievement rates are monitored closely. The self-assessment report makes no specific reference to the overall improvement in students' examination results since the last inspection. The proportion of students gaining grade C or above in GCE A/AS examinations has increased from 53% to 58%, whilst examination entries have increased by 68%. During the same period, the average points score per entry (where grade A = 10 points and E = 2) has increased from 5.3 to 5.6, and the average points score per candidate has increased from

17.9 to 21.9. This latter measure, in particular, demonstrates high performance compared with all sixth form colleges. The college acknowledges that cross-college services, with the exception of careers guidance, have not yet fully established service standards. This weakness in the setting of service standards was identified during the last inspection. New cross-college teams have been formed to improve co-ordination of support functions and they recognise it is important to agree and establish service standards.

51 A system of lesson observation was introduced by the college in 1998-99 as part of the process of self-assessment. Senior and curriculum area managers undertake observations and record their findings on a standard form. In 1999-2000, of 64 lessons observed, 52% were graded 1. This proportion is significantly higher than the 33% of lessons similarly graded by inspectors. Overall, inspectors judged 78% of lessons to be good or outstanding, compared with 77% at the last inspection, and the average of 72% for sixth form colleges, according to the *Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*. The system of observation has now been extended to include lessons taken by part-time teachers.

52 Inspectors agreed with the self-assessment report that the staff appraisal scheme is a strength. Appraisals are conducted by line managers and focus on the extent to which staff meet their performance objectives. Induction for new staff is thorough and includes the completion of a two-part checklist to ensure all aspects of the induction programme have been properly completed. The staff development budget for 1999-2000 was significantly under-spent by almost 40%. The staff development committee has noted that it is desirable for budget holders to produce a costed training plan with the aim of ensuring that the money allocated for staff development is used.

# Cross-college Provision

At present, the findings from staff appraisals and lesson observations are not taken into account when identifying the training needs of staff, although it is intended that they should be. All staff may join the evening classes at the college free of charge.

## Governance

### Grade 2

**53 Inspectors agreed with many of the judgements in the college's self-assessment report.**

#### Key strengths

- governors' close and effective involvement in strategic planning
- rigorous monitoring of students' achievements by governors
- thorough arrangements for inducting new governors
- effective use of governors' experience and expertise

#### Weaknesses

- inadequate arrangements for the appraisal of senior postholders and the clerk
- insufficient evaluation of governors' performance

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

55 The corporation has 17 members; there is one vacancy. There is a student governor and a student observer. As identified in the self-assessment report, good use is made of the governors' broad range of expertise. Governors

have expertise in the areas of finance, education, personnel, estates, law and health and safety. The audit committee includes a co-opted qualified accountant. A formal audit of governors' skills has not been undertaken. Inspectors and auditors agreed with the self-assessment report that the corporation has an appropriate calendar for meetings of the corporation and its committees, and that key agenda items are covered at these. The current committee structure does not include a standards committee and quality assurance matters are considered by the full corporation. A governor chairs the college's quality assurance panel. The search committee has advised the corporation on the changes in membership required by the modified instrument and articles of government. The finance and general purposes committee reviews the college's financial position and the corporation receives management accounts, presented by the director of finance and resources at each of its meetings. The audit committee produced its first annual report to the corporation in November 2000. The audit committee has not set performance indicators to monitor the effectiveness of the internal and external auditors.

56 Clerking arrangements are effective. There is an independent clerk who is a former member of staff. He receives administrative support at the college. Governors receive papers in good time before meetings and they are not usually tabled at the meetings themselves. Committees report back promptly to the corporation. Arrangements for the appraisal of the two senior postholders are poor. Arrangements for the annual appraisal of the principal by the chair of the corporation have been agreed by governors, but the principal is not set specific targets. Governors are not involved in the appraisal of the vice-principal. This is undertaken by the principal. There are no formal arrangements for appraising the clerk.

57 Governors help to shape the strategic direction of the college and are closely involved

# Cross-college Provision

in the strategic planning process. They review regularly whether the college is fulfilling its mission and check that the mission statement itself is appropriate. Arrangements for governors to monitor the college's performance are good. The corporation receives regular reports on students' achievements. There is robust discussion about students' achievements at corporation meetings and governors compare them against the appropriate national average. Inspectors agreed with the self-assessment report that governors' links with curriculum areas are weak. In order to improve their knowledge of the curriculum, individual governors study the self-assessment report for a specific curriculum area but some have not met with staff from the area in question. The corporation normally meets five times a year. There is minimal use of confidentiality in corporation and committee business. The clerk monitors governors' attendance and reports on it to the corporation. In the last 12 months, the governors' attendance record has been good at 85%. As the self-assessment report identifies, governors have a strong commitment to helping the college to succeed. There are insufficient arrangements for the evaluation of governors' performance. Governors evaluate their performance by answering a questionnaire each year. They do not, however, set themselves targets.

58 Inspectors and the auditor agreed with the self-assessment report that there are thorough arrangements for the induction of new governors. A standard information pack is issued to prospective governors and they meet the principal or chair before being considered by the search committee. Newly appointed governors receive a second pack of information and meet with the principal, chair and the clerk. During their first year, new governors have further meetings with them to discuss their early experience of their new role. Governors have received training on a number of topics. For example, they have recently had a presentation

by an external speaker on aspects of strategy, curriculum and quality. Governors are notified of the availability of external training sessions at corporation meetings. They have not carried out any analysis of their training needs, however, and do not have individual training plans. The corporation has a code of conduct and standing orders, a 'whistleblowing' policy and complaints procedure. The standing orders are not comprehensive.

## Management

### *Grade 2*

**59 Inspectors agreed with many of the strengths and weaknesses in the college's self-assessment report. They found that some weaknesses had been rectified by the time of the inspection but identified some additional weaknesses.**

#### **Key strengths**

- the setting and achievement of realistic targets for students' achievements and funding
- strong link between operational planning and self-assessment
- open and consultative management
- close and productive links with external organisations

#### **Weaknesses**

- inadequate arrangements for monitoring progress in fulfilling strategic objectives
- lack of clear targets and timescales in some operational plans

60 The management structure is clearly understood by staff. It has recently been revised and support services have been reorganised. The senior management team, which comprises five senior managers including the principal and vice-principal, meets weekly. Six area managers

# Cross-college Provision

are responsible for clusters of courses, for which they provide a lead in strategic planning and policy formulation. Managers are easily accessible. Inspectors did not agree with the finding in the self-assessment report that communications in the college were poor and constituted a weakness. Staff said that communications were effective and felt that they were well informed about the college. Information is provided through daily staff briefings and bulletins and weekly team meetings. The college plans to provide staff with electronic mail facilities for internal communication. There is an open management style. Staff are encouraged to discuss issues with managers and contribute to policy formulation. The college has an appropriate range of policies that are regularly reviewed and updated. The college has rectified all the key weaknesses in management identified at the last inspection.

61 Staff are aware of the main objectives of the college. The college has a clear mission statement which is regularly reviewed. The college's strategic plan is directly linked to the mission statement. A needs and risk analysis is carried out when setting the college's strategic objectives. Inspectors agreed with the self-assessment report that staff are fully consulted during the formulation of the strategic plan. Key objectives for the current year include the implementation of an information learning technology strategy to promote use of IT in the curriculum. There has been effective planning for the introduction of curriculum 2000. Arrangements for monitoring students' achievements are satisfactory. There is a strong link between the college's self-assessment process and strategic planning. The main findings from self-assessment are taken into account when formulating operational plans for the forthcoming year. There are inadequate arrangements for monitoring progress in implementing the strategic plan. Although progress towards fulfilling individual objectives in the plan may be reviewed during the year, the

extent to which the whole plan has been implemented is only reviewed annually when a new operating plan is produced. Inspectors and the auditor agreed with the self-assessment report that the college sets appropriate targets for recruitment, funding and students' achievements and meets them. In the past two years, the college has slightly exceeded its recruitment and funding targets and it has set and met a target for students' achievements slightly above the national average for sixth form colleges. Clear targets for students' attendance, retention and achievements are set for each course and progress towards achieving these is closely monitored. Students attendance, retention and achievement rates on courses are compared with the national average. The targets and objectives, however, for some areas of the college's work are imprecise. For example, there are no measurable targets for increasing the number of students on intermediate level courses.

62 The college has productive links with a range of local external organisations. It is an active member of the Wakefield Learning Partnership and of the Wakefield Education Action Zone. There is good collaboration with local schools. The college markets its courses and services well. There is a detailed marketing plan. The college's management information system was being updated and improved at the time of the inspection. It is used by staff to manage courses but is not always reliable. There are some inaccuracies in the data on students' achievements the system produces. There are differences between data held centrally and that held by subject heads but these are not systematically investigated.

63 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The college produced a small operating surplus in 1999-2000, compared with a small operating loss in 1998-99. Overall, the college is financially sound having income and

# Cross-college Provision

expenditure reserves of £969,000 and cash balances of £1,134,000, as at 31 July 2000. The college is accumulating reserves to finance future capital expenditure, but it has not established a target for a reasonable level of reserves. There is no procedure for reporting on how the college's actual financial performance meets strategic financial targets. Management accounts are prepared each month for review by the senior management team and members of the general purposes committee. Management accounts do not include a forecast balance sheet, accounting ratio trends or rolling cashflow forecast. In 1999-2000, the college's internal auditors reported that the internal control system was sound, but expressed concern that a number of recommendations had not been addressed, but action has now been taken on some of these. The financial regulations, recently updated, do not include a fraud and irregularity policy and response plan. The external auditors have not raised any significant control issues in their 1999-2000 management letter. The college submits its financial statements and student record returns in accordance with FEFC deadlines.

64 An equal opportunities co-ordinator and working party monitor compliance with the equal opportunities policy. Checks on the policy's effectiveness have been carried out in some areas of the college's work. There is an up-to-date health and safety policy. Its implementation is monitored regularly by a health and safety committee which is chaired by the vice-principal. Risk assessments have been undertaken and are regularly reviewed. The corporation receives reports on equal opportunities and health and safety regularly.

## Conclusions

65 The college's fourth self-assessment report is clear, detailed and thorough. Inspectors agreed with most of the judgements in the report, but found some strengths and weaknesses the college had not identified.

Teachers collect and analyse data on students. They do not, however, check their data against that generated by the management information system. There are discrepancies between the data produced by teachers and data held centrally. Teachers based their self-assessment judgements on their own data and overstated the strengths of student retention and achievement rates on some courses. Inspectors agreed with all the grades for curriculum areas and with two of the grades for cross-college provision, which were given in the self-assessment report. Inspectors awarded a lower grade for one area, and a higher grade for each of the other areas of cross-college provision.

66 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 2000)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	84
19-24 years	2
25+ years	14
Not known	0
Total	100

*Source: college data*

## Student numbers by level of study (November 2000)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation) and entry level	3
Level 2 (intermediate)	8
Level 3 (advanced)	89
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 (November 2000)

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	397	8	30
Business	162	126	21
Hotel and catering	14	6	1
Health and community care	21	0	2
Art and design	164	0	12
Humanities	380	91	34
Total	1,138	231	100

*Source: college data*

## Widening participation

Based on a postcode analysis of 1998-99 ISR data, the college recruited 17% 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 (November 2000)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	66	3	2	71
Supporting direct learning contact	8	2	1	11
Other support	29	0	1	30
Total	103	5	4	112

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

# College Statistics

## Three-year Trends

### Financial data

	1998	1999	2000
Income	£2,842,000	£3,027,000	£3,522,000
Average level of funding (ALF)	£16.75	£16.57	£16.78
Payroll as a proportion of income	74%	72%	69%
Achievement of funding target	103%	102%	105%
Diversity of income	5%	7%	7%
Operating surplus	£94,000	-£9,000	£4,000

*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 1998-99 (1998 and 1999), college (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		
		1997	1998	1999	1997	1998	1999
1	Number of starters	395	351	1,396	102	95	124
	Retention (%)	83	79	84	81	68	71
	Achievement (%)	92	66	97	94	78	97
2	Number of starters	518	555	767	81	53	134
	Retention (%)	82	77	74	84	77	81
	Achievement (%)	88	77	86	82	84	79
3	Number of starters	1,624	1,748	2,244	23	21	47
	Retention (%)	96	80	81	70	67	70
	Achievement (%)	90	87	90	50	79	76
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	219	111	128	85	93	55
	Retention (%)	87	86	98	96	83	96
	Achievement (%)	90	88	81	100	90	94
Unknown/unclassified	Number of starters	0	0	0	0	0	0
	Retention (%)	0	0	0	0	0	0
	Achievement (%)	0	0	0	0	0	0

*Source: ISR*

# **FEFC Inspection Report 56/01**

**Published by the  
Further Education Funding Council  
© FEFC 2001**

## **March 2001**

**Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.**

**This publication is available in an electronic form on the Council's website ([www.fefc.ac.uk](http://www.fefc.ac.uk)).**

Further copies can be obtained by contacting  
the communications team at:

The Further Education Funding Council  
Cheylesmore House  
Quinton Road  
Coventry CV1 2WT

Telephone 024 7686 3265

Fax 024 7686 3025

E-mail [fehcpubs@fefc.ac.uk](mailto:fehcpubs@fefc.ac.uk)

The print run for this document was 1,450 copies

Please quote the reference number below when ordering.

Reference INSREP/1226/01