

Newbury College

**REPORT FROM
THE INSPECTORATE
1998-99**

**THE
FURTHER
EDUCATION
FUNDING
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 1997-98, are shown in the following table.

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

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

Student Achievements

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

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

Summary

Newbury College

South East Region

Inspected October 1998

Newbury College is a general further education college in West Berkshire. The college produced a self-assessment report in preparation for inspection. The report covers all aspects of the college's operations. All staff were involved in its preparation. Since the report was written the college has made progress in addressing some of the weaknesses it identified. Inspectors agreed with many of the judgements made in the self-assessment report. They considered, however, that the report was unhelpfully structured, and made insufficient use of data on examination pass rates and retention. It did not pay sufficient emphasis to weaknesses in teaching and learning, so that inspectors agreed with only one of the curriculum grades awarded by the college.

The college offers courses in all the FEFC's 10 programme areas and a large adult education programme. About half of the 21,500 enrolments each year are funded by the FEFC. Some 750 students attend full-time and 76% of all students are aged over 25. The inspection covered provision in five programme areas and aspects of cross-college provision. Governors' expertise has been a significant factor in the development of a positive working relationship with the new unitary authority and in furthering

the plan to rebuild the college. Strategic planning is well developed. The college is in a sound financial position. College organisation is clear and roles are clearly defined.

Communication in the college is good, and has improved since the last inspection. Students' achievements and retention for the college as a whole, as measured by the FEFC's performance indicators, are good in comparison with those for general further education colleges. The college should now monitor teaching and learning more closely and address instances of poor retention and achievement, particularly on full-time courses. Quality assurance systems have improved since the last inspection but little use is made of statistical data or classroom observation. The profile of grades awarded to lessons observed by inspectors was below national figures and has declined since the last inspection. Some tutorial practice continues to be poor.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics, science and computing	4	Support for students	2
Engineering	2	General resources	3
Business	3	Quality assurance	3
Health and social care	3	Governance	2
Basic education and provision for students with learning difficulties and/or disabilities	2	Management	2

The College and its Mission

1 Newbury is a small market town in West Berkshire. The area is predominantly rural with three main population areas: Hungerford to the west, Newbury itself, and Tilehurst in the east. The population of this area is 139,000. Newbury College operates from a single site near the town centre and also runs an extensive adult education programme in West Berkshire. Twenty-eight community venues are currently in use. Student enrolment has grown from 12,500 to over 21,500 a year in the last four years. The majority of students study part time, selecting from a wide range of vocational and non-vocational courses. The college also operates a specialist division for the delivery of programmes funded by training and enterprise councils (TECs), including New Deal, in centres across the south of England.

2 West Berkshire has very low unemployment. It is the centre for many national and international hi-tech companies, particularly those involved in electronics and information technology (IT). Post-16 staying-on rates are high at 85% and the college faces competition from an increasing number of school sixth forms. It intends to work collaboratively with two local schools to increase the provision of 16 to 19 education. The college has developed effective partnerships, particularly with the voluntary sector, for the delivery of courses for students with learning difficulties and/or disabilities.

3 Newbury College is designated a private finance initiative pathfinder and is entering the final tender stages to relocate the college on a 40-acre greenfield site. The new campus will include conference, leisure and childcare facilities provided by partnerships between the public and private sectors, together with specialist residential accommodation for students with learning difficulties and/or disabilities. The college has attracted substantial sponsorship for the new

development. Successful competitiveness fund and centre of excellence fund bids have enabled the college to establish an industrial training facility for printed circuit board and microchip design. The centre has attracted over £30 million of industry support. The college's mission is 'to be a centre of excellence for the post-16 education and training we provide to our community'.

The Inspection

4 The college was inspected during the week beginning 19 October 1998. The inspection team had previously evaluated the college's self-assessment report and information about the college held in other directorates of the Further Education Funding Council (FEFC). Data on students' achievements from the individualised student record (ISR) for 1996 and 1997 were not sufficiently reliable to be used for inspection. The college produced data on students' achievements for the inspection. Achievement and retention data for students who completed their course in the summer term of 1998 were checked by inspectors against primary sources such as class registers and pass lists issued by examining bodies. The college was notified of the sample of its provision to be inspected about two months before the inspection. The inspection was carried out by 10 inspectors and an auditor working for a total of 48 days. Inspectors observed 66 lessons, and examined students' work and college documents. Meetings were held with governors, managers, staff and students.

5 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons inspected, 55% were judged to be good or outstanding and 15% were less than satisfactory. This compares with 65% and 6%, respectively, for all lessons observed during 1997-98.

Context

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level and GCSE	0	1	3	4	0	8
GNVQ	1	3	8	1	0	13
NVQ	1	7	1	1	0	10
Other vocational	1	5	5	0	0	11
Basic education	4	6	1	1	0	12
Other	1	6	2	3	0	12
Total (No)	8	28	20	10	0	66
Total (%)	12	43	30	15	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

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

6 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Newbury College	10.5	81
National average, all inspected colleges 1997-98	10.4	77

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

Curriculum Areas

Mathematics, Science and Computing

Grade 4

7 Inspectors observed 11 lessons in science, mathematics and computing. The college's self-assessment made little reference to computing and IT courses and did not identify some weaknesses noted by inspectors.

Key strengths

- well-planned vocational computing courses
- good learning support on general national vocational qualification (GNVQ) intermediate IT
- high retention and achievement in general certificate of secondary education (GCSE) mathematics
- comprehensive assessment of students' work on vocational computing courses

Weaknesses

- ineffective teaching in general certificate of education advanced level (GCE A level) science classes
- poor teacher attitude to students experiencing difficulty in GCE A level classes
- low retention on many courses
- low pass rates on most GCE A level courses
- ineffective management of GCE A level and GCSE area
- inappropriate initial assessment of level 3 students

8 The college offers a wide range of computing and IT courses and a small number of GCE A level and GCSE science and mathematics subjects. The future of GCE A level science courses was undecided until the beginning of the autumn term 1998. A locally

based national company made a financial contribution that enabled the college to continue offering these courses for the next two years. The courses inspected included GCE A level and GCSE sciences and mathematics, the GNVQ intermediate in IT, and the national diploma in computing. Other IT courses running at the college were not inspected.

9 Most vocational computing and IT courses are well planned and managed. Teachers meet regularly to plan their work, monitor students' progress, share ideas and good practice, and moderate each other's assignments. The GCE A level subjects inspected are located in two programme areas. These subjects are not well managed and the effective teamwork evident in the IT courses is not present. Teachers do not follow agreed college procedures in setting targets for enrolment, retention or achievement. They also do not set appropriate minimum targets of achievement for students. These weaknesses were not identified in the college's self-assessment report.

10 The teaching of computing and IT courses is generally good. Teachers provide students with clear learning objectives and link many of their exercises to commercial practice. The work is stimulating and set in a context which students like and understand. Teachers monitor students' progress regularly and assist those experiencing difficulty. They also provide detailed and constructive feedback on students' assignments. Some students on GNVQ intermediate IT and the national diploma in computing course produce good work. Their key skills are well developed. However, retention and the overall students' achievements on these courses are poor. Half the students on the GNVQ intermediate IT course have learning difficulties associated with dyslexia, cerebral palsy, epilepsy, and attention deficit syndrome. A support assistant works with these students. Only two of the 13 students who started the GNVQ intermediate last year completed their course and achieved the award. On the national diploma course, 60% of those who started

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completed the course, and fewer than three-quarters of those achieved the award.

11 In almost half the lessons observed in GCE A level and GCSE science subjects, the teaching and learning was less than satisfactory. The planning for these lessons was poor. Where teachers used lesson plans they often failed to identify the learning objectives to be achieved. In these lessons teachers allowed long periods of time to elapse without ensuring that the students were working or checking their learning. In some lessons, teachers failed to direct their questions to students effectively and were content to draw answers from the same small group of students. Some teachers did not take responsibility for helping students to overcome their difficulties. The college did not identify these weaknesses in its self-assessment report. Pass rates for GCE A levels in chemistry, computer science, mathematics and physics are unsatisfactory ranging in the last year from 6% to 30%. College data on value-added

achievement, which compare students' final results with their entry qualifications, also show that students are underachieving. Some staff do not accept responsibility for these results. The college identified poor GCE A level achievement in its self-assessment.

12 Teaching on the GCSE mathematics course is good. Teachers plan their work well and produce good learning materials. They maintain students' interest by providing work which is planned to meet individual needs. Students' retention is good and achievement is above the national average.

13 Teachers are well qualified. Technician support is good. Computing and science laboratories have an adequate range of equipment. There is no use of IT in mathematics and chemistry, but it is integrated with physics and biology courses. The library does not contain self-study materials, videos or CD-ROMs relevant to this area.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate IT	2	Expected completions	*	*	15
		Retention (%)	*	*	13
		Achievement (%)	*	*	100
GCSE mathematics (daytime)	2	Expected completions	*	*	59
		Retention (%)	*	*	75
		Achievement (%)	*	*	75
BTEC national diploma computer studies	3	Expected completions	*	*	37
		Retention (%)	*	*	59
		Achievement (%)	*	*	68
GCE A level biology, chemistry, computer science, physics and mathematics	3	Expected completions	*	*	105
		Retention (%)	*	*	68
		Achievement (%)	*	*	24

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

*ISR data not reliable

Curriculum Areas

Engineering

Grade 2

14 Inspectors observed 14 lessons in mechanical, electrical and motor vehicle engineering. Inspectors agreed with most of the judgements in the self-assessment report although it contained errors in the statistics on students' achievements.

Key strengths

- good teaching
- well-managed courses
- high pass rates on higher national certificate electrical engineering course
- prize-winning students in national engineering competitions
- good internal assessment and verification system

Weaknesses

- poor pass rates on some courses

15 The college offers a good range of engineering courses, from national vocational qualification (NVQ) level 1 in motor vehicle to the higher national certificate and diploma in mechanical and electrical engineering. All courses are well managed but the college's self-assessment did not clearly identify this as a strength. Course team meetings are arranged at the beginning of each academic year with two meetings each term scheduled for each course. These meetings are well minuted and the minutes indicate clear action points. A formal course review and evaluation meeting is held at the end of each year with contributions from students and employers. An effective procedure for internal assessment and verification is in place. The college runs a successful basic motor vehicle project which includes provision for young people with learning difficulties. Full-cost courses are provided for industry. An

associated self-financing commercial unit provides specialised high technology courses in printed circuit board and micro-electronic circuit design.

16 The standard of teaching observed is good. Lessons are well planned. Students are well motivated and interested and particularly enjoy the practical aspects of engineering. The good relations between staff and students help to create an effective learning environment. Inspectors agreed with the college self-assessment that detailed schemes of work are available for all courses and are contained in the student handbook given to students at the beginning of their course. Assessments and assignments given to students are of an appropriate standard. Students' written work is well marked. Teachers work from model solutions for each assessment and provide helpful comments and corrections on students' work. Good practical work takes place in workshops and laboratories. Some teachers did not make good use of questioning in lessons; they failed to direct questions to individual students and gave their attention to too few students.

17 All full-time students are provided with work experience and their progress is monitored by visits from teachers. Key skills are developed as part of courses with competence-based qualifications and are offered as an optional extra on other courses. Reports of absence and lateness are made weekly to the employers of part-time students and termly to parents of full-time students under 18.

18 Students' achievements on the majority of courses are generally satisfactory or better. Students' retention and success on the higher national certificate in electrical engineering is very good. In 1998, this course had a retention rate of 80% and all students who completed were successful. A mechanical engineering higher national certificate student has been awarded a prize by the Institution of Engineering Designers in each of the last three

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years. Last year a motor vehicle student won an outstanding achievement award sponsored by the motor industry. The college recognises that student success in external competitions is a strength. Pass rates in a minority of courses were poor. In 1998, these included City and Guilds of London Institute (C&G) mechanical engineering craft studies part 2 and part 3 where the pass rates were 40% and 41%, respectively. The retention rates on these courses exceeded 90%.

19 Inspectors agreed with the college's self-assessment that equipment in the workshops and laboratories is of a good standard and meets all the requirements of the courses. The 16 full-time teachers are well qualified. All have completed assessor awards and half the internal verifier award. All teachers have industrial experience, although for many this is now dated. Technician support in the electrical and motor vehicle area is good but there is no mechanical engineering technician.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
NVQ	2	Expected completions	*	*	90
		Retention (%)	*	*	66
		Achievement (%)	*	*	63
NVQ	3	Expected completions	*	*	65
		Retention (%)	*	*	80
		Achievement (%)	*	*	57
Advanced vocational	3	Expected completions	*	*	57
		Retention (%)	*	*	68
		Achievement (%)	*	*	74
Higher education	4	Expected completions	*	*	47
		Retention (%)	*	*	64
		Achievement (%)	*	*	77

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

*ISR data not reliable

Curriculum Areas

Business

Grade 3

20 Inspectors observed 18 lessons which covered NVQs in administration and accounting, other professional studies, and GNVQs in business, retail and distribution. They agreed with most of the strengths and weaknesses mentioned in the self-assessment report and found some weaknesses not mentioned by the college.

Key strengths

- well-planned lessons containing a variety of activities for students
- good liaison between key skills teachers and subject teachers
- high pass rates on GNVQ intermediate in business and the Association of Accounting Technicians level 3 course
- high retention on professional courses

Weaknesses

- poor pass rates on some courses
- poor retention rates on GNVQ foundation and NVQ in administration
- lack of differentiated learning materials for students of varying abilities
- lack of work experience for GNVQ advanced business students

21 Inspectors agreed with the self-assessment report that the range of courses for full-time and part-time students is a strength. Most courses are well managed, roles and responsibilities are clear and teachers work together closely in teams. There is good liaison between key skills teachers and subject teachers and they often jointly assess students' presentations and other work. Part-time teachers are encouraged to attend the regular staff meetings. Most meetings are appropriately minuted.

22 Most teaching is good and lessons are well planned. Most teachers introduce lessons clearly and recap topics at the end of lessons to ensure that students understand the work. Inspectors agreed with the college's assessment that this is a strength. Aspects of business are illustrated by appropriate case studies and topical handouts. Some teachers draw effectively on students' own experiences to help them understand business concepts. There are good records of students' progress.

23 In the less effective lessons, teachers expected students to copy notes from the board or projection screen when a handout would have been more effective. In some classes where there are students of mixed abilities, teachers failed to provide differentiated learning materials. In a significant minority of lessons, teachers allowed the same students to answer questions repeatedly and failed to ensure that all the students were taking part in the discussion. These shortcomings were not identified in the self-assessment report. Students are set work regularly and it is usually marked promptly. Teachers sometimes fail to note errors in spelling and grammar.

24 Pass rates for the full-time GNVQ advanced business course in 1998 were very good at 92%, having risen from 67% in the previous year, but the pass rate in the part-time course is poor. The pass rates for the GNVQ advanced retail and distribution full-time and part-time courses in 1998 were low. On the GNVQ foundation course retention fell to 21% in 1998. At intermediate level, pass rates were good. There is good progression from GNVQ intermediate level to advanced. On NVQ courses in administration levels 1 and 2, retention rates were poor. Pass rates at level 2 have been low over the last three years, ranging from 23% to 67%. Pass rates on NVQ accounting courses have usually been above the national average with some as high as 91%. Retention rates have fluctuated. Over the last three years, pass rates in professional courses have ranged from 19%

Curriculum Areas

to 82%. These weaknesses were given insufficient significance in the college's self-assessment report. The college does not set specific targets for improvement.

25 Most full-time students undertake work experience, but this opportunity is no longer available for students on the GNVQ advanced business course. Inspectors agreed with the college's self-assessment that, in other respects, links with industry are a strength. Students are involved in projects with large organisations to raise funds for charity. Students on the GNVQ intermediate business course have competed in and won the National Federation of Food and Farming Challenge competition.

26 Teachers are appropriately qualified. Resources for students are generally good. The IT equipment and software used is mostly of business standard. There are no electronic mail facilities in the training office. This weakness is not included in the self-assessment report. Few rooms have appropriate overhead projection screens. Those provided are unsuitable for training business students to give presentations. There is now a base room for students on the GNVQ foundation level course. However, there are not enough computers in the room for students' use.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ foundation business	1	Expected completions	*	*	19
		Retention (%)	*	*	21
		Achievement (%)	*	*	100
GNVQ intermediate business	2	Expected completions	*	*	23
		Retention (%)	*	*	65
		Achievement (%)	*	*	87
NVQ in accounting and in administration	2	Expected completions	*	*	58
		Retention (%)	*	*	74
		Achievement (%)	*	*	79
GNVQ advanced in business and in retail and distribution (full time and part time)	3	Expected completions	*	*	54
		Retention (%)	*	*	56
		Achievement (%)	*	*	37
NVQ accounting	3 and 4	Expected completions	*	*	65
		Retention (%)	*	*	68
		Achievement (%)	*	*	68
Other (professional)	3 and 4	Expected completions	*	*	79
		Retention (%)	*	*	73
		Achievement (%)	*	*	62

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

*ISR data not reliable

Curriculum Areas

Health and Social Care

Grade 3

27 Inspectors observed 11 lessons covering full-time courses in GNVQ advanced health and social care, the certificate in caring skills and the Council for Awards in Children's Care and Education diploma in nursery nursing. Part-time counselling courses were not inspected. Inspectors agreed with the majority of statements in the self-assessment report, but concluded that some of the weaknesses were not sufficiently emphasised.

Key strengths

- high pass rates
- well-planned work experience for childcare students

Weaknesses

- failure to provide appropriate assessment assignments for all students
- some poor classroom management
- inadequate progression routes to courses in the college

28 The range of health and care courses is small and planning is not based on sound market research. As was noted in the self-assessment report, some courses do not have a progression route through the college. The present course range does not allow students to reach the required entry standards for level 3 courses. The college has been unable to recruit sufficient students on to foundation or intermediate GNVQ courses. Courses are effectively managed but because there is only one full-time and several part-time teachers effective course planning is difficult. Regular team meetings are held but not all teachers attend regularly.

29 Teaching on the majority of courses is effective. In one lesson, groups of students made a presentation using their own mounted

three-dimensional human cell model. The group then assessed each other's models. This assessment was used to provide evidence for several aspects of the course requirements, including key skills. The three main key skills are integrated with all courses. Specially designed logbooks enable students to record evidence of their development in the other key skills. In a significant minority of lessons, teachers failed to plan the work in detail and, as a result, they failed to maintain students' interest. The college self-assessment records that some schemes of work require more detail.

30 Students are enthusiastic about their courses and speak highly of the supportive relationship with their teachers. On the Council for Awards in Children's Care and Education diploma in nursery nursing, high-quality work experience placements allow students to develop their practical skills. A first-year nursery nursing student on placement was observed communicating appropriately with the child she was feeding. She demonstrated good awareness of the other children in the nursery and reported to the supervisor in a professional way. On other care courses, delays in arranging work experience placements are adversely affecting students' learning. The self-assessment report emphasises that the health and care curriculum encompasses issues of equal opportunities, but inspectors observed instances where teachers used examples which reinforced discriminatory views.

31 In most GNVQ assignments, the assessment requirements are broken down into small tasks. Less able students find this helpful and it enables them to complete the work. However, such assignments are not sufficiently demanding for the more able students. They do not allow them to extend their studies or give them the opportunity to demonstrate distinctive work within the grading criteria for GNVQ. Written feedback on assignments is often superficial and spelling and grammar are not always corrected. This is acknowledged in the internal verification

Curriculum Areas

process. Written assignments are neatly presented with increasing use of IT as students progress through courses. Students' work is displayed in classrooms. This work is well presented and of a high standard. Inspectors agreed with the college self-assessment that pass rates on all courses in this area are good. Retention of students was good for courses completing in 1998. The GNVQ advanced health and social care course has had retention rates which varied from 43% in 1997 to 75% in 1998. In the current second year, one-third of the 18 original first-year students had left.

32 The self-assessment report identified student punctuality as an area of concern. A procedure for dealing with students who are late for lessons has received positive feedback from students. Some students are timetabled to

attend additional GCSE or GCE A level lessons. However, as recognised in the self-assessment report, part-time employment prevents many from attending these extra lessons. In one case, the number of guided learning hours for the course falls below the minimum hours required by the awarding body.

33 The teachers hold a variety of specialist qualifications. Specialist resources for childcare are sufficient, although information on the national curriculum key stages I and II is not available in the college. This is a basic requirement for early years curriculum courses. Library facilities are adequate; there is a small but generally up-to-date selection of texts and journals. There is a lack of IT materials for use with children. IT resources for general care are adequate.

A summary of achievement and retention rates in health and social care, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
Diploma in nursery nursing	2	Expected completions	*	*	19
		Retention (%)	*	*	83
		Achievement (%)	*	*	95
EMFEC caring skills	2	Expected completions	*	*	7
		Retention (%)	*	*	78
		Achievement (%)	*	*	100
GNVQ advanced health and social care	3	Expected completions	*	*	9
		Retention (%)	*	*	75
		Achievement (%)	*	*	100

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

*ISR data not reliable

Curriculum Areas

Basic Education and Provision for Students with Learning Difficulties and/or Disabilities

Grade 2

34 Inspectors observed 12 lessons in the provision for students with learning difficulties and/or disabilities and in basic education. Inspectors agreed with many of the strengths in the self-assessment report but found some weaknesses which had not been identified.

Key strengths

- well-planned lessons in basic education
- wide range of teaching methods
- good achievements of students on basic skills courses
- students' increased confidence and self-esteem
- productive links with external agencies
- well-managed work experience programmes
- good opportunities for progression to more advanced level programmes

Weaknesses

- ineffective initial assessments for students with learning difficulties
- insufficient analysis, monitoring and recording of some students' learning needs and progress
- inappropriate paper-based activities for students unable to read

35 The college provides a range of specially designed courses for students with learning difficulties, many of whom are aged 19 or above. In addition, some students with disabilities receive support which enables them to learn successfully on other courses across the college. The college also provides a range of

courses for students who wish to improve their basic skills or for whom English is a second language. Classes are held in Newbury College and throughout West Berkshire. Basic skills for work is specifically designed to enable students to improve their English, mathematics and IT skills within a vocational context.

36 Inspectors agreed with the college's judgement in the self-assessment report that lessons are well planned. Teachers on all courses know their students well and plan a variety of activities to help them maintain their concentration. In most lessons teachers have high expectations of the students and set them demanding tasks to extend their learning. In one lesson, students with learning difficulties worked in small groups or individually to make a video. They negotiated tasks with the teacher and were expected to think for themselves and to take responsibility for decision-making. The students responded well to the challenge and clearly enjoyed their work. In some lessons for students with learning difficulties, teaching and learning were less effective because teachers used too many paper-based activities which were inappropriate for the students, many of whom had poor literacy skills. This weakness was not recorded in the college's self-assessment report. On basic skills courses teachers carefully negotiated the aims and objectives of each lesson with the students. Teachers made good use of students' previous experience and background to help them understand new concepts.

37 Students in basic skills classes are well motivated, confident and clear about the progress they are making on their courses. Most students attend regularly. Their progress and achievement are evident in their coursework. Some go on to more advanced courses in the college; others enter employment or gain promotion at work. Students' progress is carefully recorded, their achievements are regularly reviewed and new goals are negotiated with them. Data on students' achievements and

Curriculum Areas

progression are contained in students' individual and course files.

38 Students with learning difficulties gain confidence and self-esteem. They benefit from the opportunity to participate in well-organised work experience placements. Most students on the vocational preparation course for younger school-leavers go on to further training in the vocational area of their choice. Older students can progress to sheltered employment and supported work experience which are provided through the Link Up project, an effective collaborative arrangement with social services and Newbury MENCAP. However, such initial assessments are too general and do not provide a sound basis for devising effective individual programmes. As a result teachers do not set appropriate overall goals for students' learning on their courses. Students' progress is recorded only in relation to their achievement of externally accredited awards and these do not provide a comprehensive account of the progress students have made.

39 Basic skills courses, courses for students with learning difficulties and the individual support of students with disabilities are part of the learning support service which operates across the college. The provision is well managed. Staff communicate effectively and operate well as a team. This strength was noted in the college's self-assessment report. Well-developed quality assurance procedures inform the strategic and business plan. Staff have adapted policies and handbooks to make them more easily understandable to students who have poor literacy skills. There is too little distinction between some of the specially designed courses for adults with learning difficulties. The rationale for progression can therefore be unclear, and as a result, students moving on to a different course repeat work from earlier courses. The result is some fragmentation in students' learning.

40 A small team of full-time teachers works with some 60 part-time teachers across basic

skills courses and courses for students with learning difficulties. Most teachers are well qualified for teaching basic skills.

Accommodation is satisfactory and most lessons take place in appropriate settings. For example, students with learning difficulties benefit from learning catering skills in the college refectory. However, in some lessons, students did not have access to the necessary practical facilities.

Equipment is appropriate for the students and for the purposes for which it is used. These strengths were included in the college's self-assessment report.

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Support for Students

Grade 2

41 Inspectors agreed with the strengths and weaknesses identified in the self-assessment report, but found some additional strengths and weaknesses. The action plan addresses most of the issues that need attention

Key strengths

- well-managed and well-regarded student services
- impartial advice and guidance
- well-planned induction
- good co-ordination of learning and disability support

Weaknesses

- some inconsistencies in tutorial practice
- poor relationships between student services and curriculum areas

42 Students are complimentary about the welcoming atmosphere of the college and the accessibility and willingness of staff to help them. Student services plays a leading role in the provision and development of guidance and support for students. It is well managed, well known and well regarded in the college by staff and students. Student services is usually the first point of contact for prospective applicants. The lack of up-to-date information from curriculum teams sometimes hinders the work of student services.

43 As the self-assessment report acknowledges, publicity for part-time and evening courses is especially good. The college invests heavily in trying to reach those who would not normally participate in further education and has been successful and skilled in attracting students to return to study. There is a common 16 plus application form for the sixth forms and colleges in West Berkshire and the

college collaborates with one school to offer greater breadth of curriculum provision. There are few links with other schools. The college is not sure whether all pupils receive its publicity material. Advice and guidance at the college is impartial and often results in enquirers being directed to other training and education institutions. All full-time students are interviewed first by student services staff and then by a curriculum specialist. The interview process is sometimes unnecessarily lengthy because of the unavailability of curriculum teachers. Most students enrol on courses appropriate to their career ambitions and level of ability. Accreditation of students' prior learning is at a very early stage of development.

44 Most full-time students found induction helpful. They valued the opportunity to get to know their fellow students, find their way around the college, and learn about the nature of their course and their rights and responsibilities. Students were aware of the charter and were comfortable about being able to take up complaints. On some part-time courses induction included the provision of detailed course handbooks that clearly communicated the nature and demands of the course, provided advice to students on how to study and manage their time, and made students aware of college resources. On other courses induction was less effective. Induction and guidance for some late starters is poor.

45 The college assesses all full-time and some part-time students for their basic numeracy and literacy skills using an adapted version of the Basic Skills Agency test. The college has set up a working party to refine the test that is being used. Approximately 10% of those tested are identified as needing additional learning support. Screening was well organised and enabled learning support for full-time students to be offered at a sufficiently early stage to be effective. All students receive an assessment interview with the learning support team in which their individual needs are explored.

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A variety of learning support is available. Most students take up the agreed learning support, which is of good quality and well recorded. Students with a disability are identified at an early stage of the application process and appropriate support is organised to take effect from the point of enrolment. Many of these students benefit from having a learning support assistant. Inspectors agreed with the college's assessment that the screening and support of some part-time students is not effective.

46 The college recognised in its self-assessment that there are weaknesses in tutorial practice, although inspectors found it is improving. For many full-time students monitoring and review of their progress are thorough and action-planning helps to focus students on areas for improvement. Many part-time students are helped by having the personal telephone numbers of tutors to consult when they are experiencing difficulty. A tutorial framework sets out dates by which certain objectives should be met and helps to guide tutorial activity. A tutorial co-ordinating group monitors and promotes good practice.

47 Professional staff within student services are well qualified and offer a good-quality service. The scope and effectiveness of counselling and welfare is limited by the small number of hours allocated to these services. However, they are supplemented by the activities of the well-used chaplaincy. The careers service has a low profile in the college but plans are well advanced to address this. There is a well-established programme of guidance for those intending to progress to higher education, but those with other career plans are less well served. Resources are outdated. The use made of student services is carefully monitored but the college should make better use of the data to evaluate the effect they have on retention and students' achievements.

General Resources

Grade 3

48 The self-assessment report included specialist equipment and resources in its judgements. Inspectors agreed with some findings. They considered, however, that the college had understated some weaknesses and had not clearly identified others. Some weaknesses had been addressed by the time of the inspection.

Key strengths

- well-planned and well-managed site maintenance
- good-quality library, audiovisual and reprographic services
- effective computing strategy and management
- good student access to computing facilities

Weaknesses

- inefficient use of teaching accommodation
- poor access to second-floor classrooms for students with restricted mobility
- inadequate expenditure on library bookstock
- some poor buildings

49 The college is located on a single site close to Newbury town centre. Piecemeal development has produced an overdeveloped site with buildings which lack coherence. Many separate buildings were constructed between 1959 and 1964, and one in 1988. Thirteen classrooms in four temporary buildings supplement these. An Edwardian house accommodates senior management and administration offices. There has been little change to the structure and fabric of the buildings since the last inspection. Although

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most general teaching accommodation is adequate, it is difficult to adapt for different uses. Maintenance costs are high.

50 The college is one of nine pathfinder private finance initiative projects. There are plans to move to a new building on a 40-acre greenfield site south of the town in 2001. The accommodation strategy focuses on this development and on minimum maintenance of existing accommodation. The planned maintenance programme is clear and well managed. Priorities are appropriately addressed, including health and safety. A college maintenance team carries out routine work. The self-assessment report mentions inadequate cleanliness of accommodation, but this has improved and students have commented positively on this. The location of buildings is clearly signposted. Inspectors agreed with college's assessment that the poor state of some blinds and whiteboards is a weakness.

51 A recent survey by consultants determined that overall daytime seat utilisation, measured against theoretical capacity was low at 17%. Much additional work takes place off college premises. Centrally managed timetabling attempts to make best use of the accommodation. Although some statistics on room use are produced, the process is not computerised and cannot readily identify inefficiencies. The college overestimated its strengths in this respect. Inspectors found some instances where room sizes were too small for the size of the groups using them. The age and inflexibility of buildings restricts access for students and staff with restricted mobility. In most areas ramps provide access to ground-floor rooms. Only the library is accessible by lift. A slow stair crawler gives access to other upper-floor rooms. The college often helps by moving some classes which have students with disabilities to ground-floor rooms.

52 Inspectors agreed with the self-assessment report that college customer surveys show good

levels of satisfaction with the library. Managed by a professional librarian, the library provides a full range of services in a modern, light and airy environment. There are 81 study places, designated quiet study areas and a tutorial room. The college used the introduction of computerised cataloguing to review its stock thoroughly, working closely with curriculum area managers. The range of books has been modernised but the number has not increased since the last inspection and still stands at 20,000 items. The budget of £28,000 for books, newspapers and periodicals has increased by 30% over the last three years but remains inadequate. Expenditure is not systematically planned. It is used mainly to meet demands from new course developments and requests from curriculum areas. There is no user group to help in decisions and the computerised catalogue is not yet used to derive useful management information. The audiovisual and reprographic section provides a good-quality service.

53 The college has a sound computing strategy. It has recently secured £450,000 centre of excellence funding for substantial improvements to computer servers, hardware and software. Inspectors agreed with the self-assessment report that the central management of computing is a strength. The quality of computers has improved since the last inspection, although overall numbers are similar with a good ratio of computers to full-time equivalent students. Full-time students have good access to computers. Specialist computer rooms are used by individual students when machines are free. This arrangement works well. There are three open access rooms with 63 computers, although one is increasingly timetabled. Evening students are disadvantaged by their closure at 19.00 hours. Two rooms run the latest computer software commercial packages; other locations run old generation software.

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54 Inspectors agreed with the college's assessment that the lack of sporting facilities and students' common room is a weakness. A small multi-gym is the only recreational facility. The refectory doubles as a relaxation area but mature students comment on its unsuitability for this purpose. Customers are generally satisfied with the quality, range and cost of the food provided. A shop complements the opening hours of the refectory. Staff enjoy a large and comfortable lounge. Full-time teachers have suitable work areas, but some part-time teachers feel that there is insufficient space for them. The college runs a 16-place day nursery, largely for the children of students.

Quality Assurance

Grade 3

55 Inspectors agreed with the college's self-assessment that it has made significant improvements in its quality assurance arrangements since the last inspection.

Key strengths

- comprehensive system of course and service area reviews
- systematic reviews of customer satisfaction
- effective monitoring of action plans by academic board and governors
- established link between quality assurance and strategic planning
- development of performance standards through the self-assessment
- staff development

Weaknesses

- some poor course and service reviews
- poor internal use of performance indicators, statistical information and benchmarks
- imprecise quality improvement targets

- incomplete staff appraisal cycle
- structure and emphasis of the self-assessment report resulting in overgrading

56 The core of the college's quality assurance is a system of annual reviews for every course and service area which contributes to the strategic plan. The system is well conceived, has good documentation and is supported by the staff. In many curriculum areas, demonstrable improvements in course management, planning and resourcing have resulted from the process.

57 In some areas considerable energy and commitment are put into the course review process. Views on courses are sought from students, employers, parents, schools and the community. The more imaginative course teams supplement general college questionnaires with course specific questionnaires and well-structured student 'focus' groups to gain students' views. Reviews include feedback from examiners, verifiers, and validating body reports. Some teams invite student and employer representatives to their review meetings. In about a fifth of the reviews these practices are not followed and the college acknowledges in its self-assessment that in some curriculum areas the process deteriorates into a document completion routine with no effective outcome.

58 Most reviews, including some of the best, share a number of weaknesses. Few make good use of statistical information to identify problems. Few use national averages to benchmark the students' achievements data. Targets are set but the self-assessment report acknowledges that these are rarely numerical, are often imprecise, and consequently difficult to measure and review. The process of classroom observation has only just started but teachers have assessed their own teaching. The self-assessment report undervalues the

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significance of teaching and learning and students' achievements. This has led to overgrading of some curriculum areas.

59 Support or service teams from areas such as the library, finance, and administration prepare similar annual service reviews. They review the previous year, seek comments from their customers and then attempt to define appropriate operational standards. Each team then identifies at least three targets for the forthcoming year that, if achieved, will contribute to the college's strategic intentions. The target-setting process is not well developed.

60 Programme area managers prepare reports based largely on the course reviews for submission to the college management team. These and similar reports prepared by the service team managers form the basis of the college's self-assessment report and the subsequent year's annual operating statement. The relationship between the various review processes, the self-assessment and the strategic planning process is still unclear to many staff.

61 The operating statement is a central document in the monitoring of quality improvement. It summarises all the college's key actions for improvement. Progress on these actions is reviewed at every meeting of the governors and of the academic board. The process is effective but is limited by the lack of precise targets from the original review and planning process.

62 The ISR has not been used as a basis for the current inspection because of problems linked to the withdrawal of students. Considerable progress has been made to improve the quality of centrally held information in the last year but this cannot be used to analyse students' achievements and retention. The quality assurance system still relies on locally held course information. The poor use of data in the review of performance and the setting of targets is identified in the college's self-assessment report.

63 The self-assessment report prepared for inspection was necessarily produced at a different stage of the year from the two previous self-assessments. The college has devised a set of performance standards against each quality statement in Council Circular 97/12, *Validating Self-assessment*, using a range of good practice publications and inspectorate national surveys. Strengths and weaknesses have been reported against these performance standards. This approach has allowed staff to identify and share good practice. The report, however, is structured so that it is difficult to make overall judgements about strengths and weaknesses.

64 College policy requires that teachers are appraised once every two years with a training needs review held in the intervening year but 20% have not been undertaken in the last two years. The appraisal process does not include lesson or task observation. Support staff have a system of annual training and development reviews. Inspectors agreed that the college's commitment to staff development and training is a strength. The college spends 1% of its budget on staff development and has recently gained the Investor in People award.

Governance

Grade 2

65 Inspectors and auditors agreed with the strengths and weaknesses of governance identified in the college's self-assessment report.

Key strengths

- governors' commitment and expertise
- governors' involvement in strategic planning
- governors' monitoring of progress made towards achieving strategic objectives
- the close working relationship between governors and senior managers

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Weaknesses

- the lack of analysis and monitoring of students' achievements and retention

66 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under the financial memorandum with the FEFC. Governors are clear about their financial responsibilities and have been concerned to ensure the viability of the new college project.

67 The corporation has a membership of 18. There is only one vacancy, for a governor nominated by a body within the local community. The present membership comprises 11 independent governors, the local TEC nominee, one co-opted governor, two staff governors, one student governor, and the principal. The corporation benefits from the expertise and experience of its members, but has not carried out a formal skills audit to determine its ideal membership. There is a good balance of long-serving governors, who provide stability and continuity, and recently appointed governors, who contribute fresh ideas.

68 Governors have a clear understanding of the distinction between governance and management. The work of the corporation is assisted by a code of conduct for governors and standing orders for the conduct of corporation business. There is a register of interests which has been completed by members of college staff who have significant financial responsibility as well as by all governors. There are effective arrangements for the clerking of meetings. Papers and minutes are well prepared, and are circulated at an appropriate time. Minutes of the corporation board meetings are available and held in the college library. The clerk has no other post in the college.

69 The corporation has established effective committees whose work is overseen, but not duplicated, by the full corporation. These committees cover: finance and general purposes; the new college project; strategy; audit; remuneration of senior postholders; and search for new governors. Amongst the documents considered by the finance and general purposes committee at its termly meetings is the most recent monthly financial budget monitoring report. The audit committee meets with appropriate frequency to consider internal and external audit plans and reports. Members of the new college project board of the corporation have worked with the local council and have secured land for the project on favourable terms. They have also secured commercial sponsorship for the new college.

70 In its self-assessment report, the college judged that governors' understanding of their role in determining the character and the strategic direction of the college was a strength. Inspectors and auditors agreed with this judgement. Governors have established a cycle of meetings to consider and approve the strategic plan. Each term the strategy committee, assisted by senior managers, monitors the progress made towards achieving key objectives. As part of their involvement in the planning process, governors join senior managers on an annual training day and other 'away days' to discuss strategic issues or to be briefed on government and FEFC policy and on the environment in which the college operates. These briefings enable governors to develop an informed and critical appreciation of the issues which influence the updating of the strategic plan. Governors are generous with their time not only through their regular attendance (85%) at corporation and committee meetings but also through their support for college events. Some governors are actively involved in promoting and facilitating partnerships with local industry and government.

71 Governors recognised in their self-assessment that their monitoring of the college's

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academic performance is not yet systematic nor rigorous enough to ensure that they are sufficiently aware of students' achievements and retention. They have requested a simpler analysis of these performance indicators so that they are able to judge the quality of students' achievements and to require action by senior managers in those areas where concerns are identified.

72 The chairman and/or vice-chairman of the corporation appraise the principal every year. Performance is assessed against the key objectives of the college. The principal and the chairman meet to discuss strategic issues, and there is frequent contact between the chairman and the resources planning group (senior management team). Appraisal of the one other senior postholder is the responsibility of the principal.

Management

Grade 2

73 Inspectors and auditors agreed with many of the strengths and some of the weaknesses recorded in the self-assessment report but found that the weight given to some weaknesses was inappropriate.

Key strengths

- significant growth since incorporation
- the college's healthy financial position
- clear management structure and strong teamwork of senior managers
- monitoring of the annual operating statement
- strong partnerships with local industry and the local education authority (LEA)

Weaknesses

- access to management information for most college managers

- lack of precision in targets and actions of the annual operating statement
- some omissions in financial reporting

74 The college has achieved significant growth since incorporation, particularly in part-time enrolments. Past levels of growth can no longer be sustained under current funding arrangements. The West Berkshire area has a high post-16 staying-on rate, unemployment is less than 1% and there is overprovision of post-16 education. The college strategic priorities are: the construction of a new college on a greenfield site with private finance initiative funding; the diversification of income to reduce its reliance on FEFC funding, especially by providing courses for industry; and the optimisation of the use of existing FEFC funds.

75 The college is in a sound financial position. The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. Monthly financial budget monitoring reports are prepared for the consideration of the college's senior management team and the corporation finance and general purposes committee. These comprise income and expenditure information and a commentary, with an emphasis on the projected out-turns to the year end. They do not include either a balance sheet or a cashflow forecast covering the following 12 months. Increased delegation to budget holders is being introduced. They are given monthly financial reports, and training in their interpretation and use. The finance director is supported by an appropriately qualified and experienced team. Neither the internal nor the external auditors have identified serious weaknesses in the college's system of internal control.

76 The college's strategic planning process provides opportunities for staff at all levels to contribute through their programme or service area business plans. The operating statement of the strategic plan brings together all the

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college's strategic objectives, quality improvement targets and action plans for the year. The system for monitoring progress of the operating plan is rigorous. Actions are reviewed each term and completed actions verified. A weakness is that some actions and targets are imprecise and it is difficult to assess their effectiveness. The college's information system does not adequately meet the needs of managers in this respect although some progress has been made since the last inspection. Data, and therefore performance targets, on student performance, have not been reliable.

77 Inspectors and auditors agreed with the judgement in the self-assessment report, that the teamwork of senior managers is a strength. The resources planning group of principal, deputy principal, the finance director and the human resources director deal with strategic financial and personnel matters. Actions agreed by the senior managers are reviewed at each meeting.

78 The resources planning group with other key college managers form the college management team. This group meets every two weeks. Its role is to ensure the implementation of college policy and the annual operating statement. Minutes of this committee are published. The college's management structure is clear and well established. Five programme area managers have both curriculum and cross-college responsibilities. Overall, these arrangements are effective, although specialist inspectors found weaknesses in the quality of some management.

79 In its self-assessment report, the college identifies college-wide communication as a weakness. However, since the submission of the report, inspectors judged that progress has been made in improving communication at all levels. The majority of staff state that communication is good and they consider senior managers to be accessible. Information is provided regularly through newsletters, briefings by managers, area meetings and the college intranet. The latter, however, is not yet available to all staff.

80 The college has established a number of strategic partnerships to create or improve education and training opportunities in the area. It is co-operating with the establishment of a new sixth form in a neighbouring school to ensure complementary provision. In collaboration with the new unitary authority, the college is the principal provider of adult community education in the West Berkshire area. The college uses 28 community venues where a wide range of courses attracts over 10,000 adults every year. It has strong links with the TEC and other Berkshire colleges to deliver work-based training. A close working relationship has been established with Newbury MENCAP and social services to provide training for work in a secure environment for students with learning difficulties. Inspectors agreed with the college's assessment that these partnerships constitute a strength.

81 The college has a comprehensive set of personnel procedures. Equal opportunities and anti-harassment policies are in place and monitored. The arrangements for the monitoring of health and safety are thorough. The health and safety committee meets regularly and reports are made directly to the corporation board.

Conclusions

82 The self-assessment report produced for the inspection was the first of its kind to be produced by the college. It contained much useful information but it was too detailed. The report does not make specific reference to evidence and judgements, particularly about the standards of teaching and learning, and students' retention and achievements are not based on an analysis of numerical data. The report was supported by supplementary reports produced by teaching departments and service teams across the college. Overall inspectors agreed with many of the judgements made by the college although they concluded that some weaknesses were omitted. Inspectors did not

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agree with the grades awarded by the college for four of the five curriculum areas inspected.

83 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 (October 1998)

Age	%
Under 16	0
16-18 years	15
19-24 years	9
25+ years	76
Not known	0
Total	100

Source: college data

Student numbers by level of study (October 1998)

Level of study	%
Foundation	4
Intermediate	27
Advanced	23
Higher education	3
Leisure/recreation (non-schedule 2)	43
Total	100

Source: college data

FEFC-funded student numbers by mode of attendance and curriculum area (October 1998)

Programme area	Full time	Part time	Total provision %
Science	95	295	6
Agriculture	0	60	1
Construction	0	26	0
Engineering	82	229	5
Business	124	923	16
Hotel and catering	108	138	4
Health and community care	84	1,618	25
Art and design	87	207	4
Humanities	151	2,198	35
Basic education	33	242	4
Total	764	5,936	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 12% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (October 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	70	69	0	139
Supporting direct learning contact	25	7	0	32
Other support	56	21	0	77
Total	151	97	0	248

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

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£6,969,000	£7,716,000	£7,151,000
Average level of funding (ALF)			
Out-turn to 1997; funded 1998	£17.19	£15.72	£19.06
Payroll as a proportion of income	71%	63%	65%
Achievement of funding target	142%	149%	106%
Diversity of income	28%	26%	34%
Operating surplus	£93,000	£409,000	-£31,000

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

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

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

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

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

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

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	158	474	448	825	2,156	2,045
	Retention (%)	88*	93*	80	81	90*	87
	Achievement (%)	67	84	81	62	88	78
2	Expected completions	374	655	565	530	1,154	738
	Retention (%)	86	82*	80*	81	92*	87
	Achievement (%)	57	83	73	70	86	75
3	Expected completions	–	736	748	–	878	764
	Retention (%)	–	89*	79*	–	84*	85*
	Achievement (%)	61	78	68	58	79	65
4 or 5	Expected completions	–	12	5	–	259	228
	Retention (%)	–	100	100*	–	85	90*
	Achievement (%)	100	78	67	57	65	75
Short courses	Expected completions	353	304	261	1,715	9,085	4,872
	Retention (%)	99	98*	95	97	99*	98*
	Achievement (%)	27	86	85	65	74	89
Unknown/unclassified	Expected completions	181	819	614	1,057	3,501	3,153
	Retention (%)	100	91*	84*	99	98	97*
	Achievement (%)	85	89	90	45	100	88

Source: ISR

–ISR data not collected

*ISR data may not be reliable

n/a not applicable

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