

**REPORT  
FROM THE  
INSPECTORATE**

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**Scarborough  
Sixth Form  
College**

**March 1997**

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**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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**THE FURTHER EDUCATION  
FUNDING COUNCIL**

*The Further Education Funding Council 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 every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to the FEFC's quality assessment committee.*

*College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge and experience in the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.*

*Cheylesmore House  
Quinton Road  
Coventry CV1 2WT  
Telephone 01203 863000  
Fax 01203 863100*

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# CONTENTS

	<b>Paragraph</b>
Summary	
Introduction	1
The college and its aims	2
Responsiveness and range of provision	6
Governance and management	14
Students' recruitment, guidance and support	25
Teaching and the promotion of learning	33
Students' achievements	44
Quality assurance	56
Resources	66
Conclusions and issues	73
Figures	

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## **GRADE DESCRIPTORS**

*The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses.*

*The descriptors for the grades are:*

- grade 1 – provision which has many strengths and very few weaknesses*
- grade 2 – provision in which the strengths clearly outweigh the weaknesses*
- grade 3 – provision with a balance of strengths and weaknesses*
- grade 4 – provision in which the weaknesses clearly outweigh the strengths*
- grade 5 – provision which has many weaknesses and very few strengths.*

*By June 1996, some 329 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 329 colleges are shown in the following table.*

### **College grade profiles 1993-96**

<b>Activity</b>	<b>Inspection grades</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Programme area	9%	59%	29%	3%	<1%
Cross-college provision	14%	50%	31%	5%	<1%
Overall	12%	54%	30%	4%	<1%

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# FEFC INSPECTION REPORT 28/97

**SCARBOROUGH SIXTH FORM COLLEGE**  
**YORKSHIRE AND HUMBERSIDE REGION**  
**Inspected February-December 1996**

## Summary

Scarborough Sixth Form College provides a wide range of GCE AS/A level subjects for 16 to 19 year old students. It also offers several GNVQ courses, mainly at the advanced and intermediate levels, and enrolls a number of adult students. The college has good relationships with its six partner schools. Students benefit from an extensive enrichment programme. The governors are supportive of the college and draw upon a range of expertise and knowledge of the locality. High levels of trust and goodwill are shared between governors, managers and staff. Communication is generally effective and there are strong informal links within the college. Students receive clear and impartial guidance before entry and during their studies; their progress is monitored rigorously. Standards of teaching are high and staff are committed to the success and well-being of the students who achieve good results in their external examinations. Quality assurance procedures are effective. The college provides an attractive and well-equipped learning environment and the teachers are well qualified. The college's provision at foundation level and for adults is underdeveloped. The college should: review management structures and responsibilities; establish procedures that enable reports and policies to be considered systematically; strengthen the formal planning processes; ensure that all students who need to improve their key skills receive additional support; increase the rigour of its evaluation of the provision; and improve the level of technician support in some areas.

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

<b>Aspects of cross-college provision</b>	<b>Grade</b>
Responsiveness and range of provision	2
Governance and management	3
Students' recruitment, guidance and support	1
Quality assurance	2
Resources: staffing	1
equipment/learning resources	1
accommodation	2

<b>Curriculum area</b>	<b>Grade</b>	<b>Curriculum area</b>	<b>Grade</b>
Mathematics, computing, technology and sports studies	2	English and modern foreign languages	2
Sciences	2	Psychology and sociology	1
Business	2	Geography, history, government and law	2
Art, design and performing arts	1		

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## **INTRODUCTION**

1 Scarborough Sixth Form College was inspected in four stages between February and December 1996. Fourteen inspectors spent 58 days in the college. They observed 123 teaching sessions, inspected the college's enrolment and induction procedures and attended tutorials. They scrutinised the college documentation and the written work of students. Inspectors also held meetings with college governors, college managers, staff and students, parents, employers, representatives from the North Yorkshire Training and Enterprise Council (TEC), head teachers, and members of the wider community.

## **THE COLLEGE AND ITS AIMS**

2 Scarborough Sixth Form College was established in 1973. At that time general academic education for 16 to 19 year olds was concentrated at the college and vocational provision and courses for adults were provided at Scarborough Technical College, now Yorkshire Coast College. Maintained secondary education is provided by six 11 to 16 comprehensive schools which are partners to the colleges. The sixth form college has concentrated on the provision of full-time general certificates of secondary education (GCSEs) and general certificate of education advanced supplementary and advanced level (GCE AS and A level) subjects for 16 to 19 year old students. It has recently introduced courses for general national vocational qualifications (GNVQs) at intermediate and advanced levels. Some adults study at the college. The majority of the college's students live in Scarborough.

3 The borough of Scarborough covers an area of 316 square miles which includes 45 miles of coastline, and half of the North Yorkshire Moors National Park. Scarborough and its travel-to-work area have a population of 65,000. The main areas for employment are manufacturing, tourism, retailing, health, education, financial services and public administration. The local economy is dominated by small to medium size enterprises. Tourism is a particular feature of Scarborough's economy but in recent years there has been a reduction in the number of people who are employed in this industry. This reduction has, in part, been offset by a growth in employment in the distribution industry, in transport and communications, and in financial and conference services. The level of self-employment is above the national average. At the time of the inspection, the unemployment rate was similar to the national average. Minority ethnic groups form 0.26 per cent of the general population; 2.0 per cent of the enrolments at the college are drawn from these groups.

4 In November 1996, the college had 857 students. Of these, 747 were 16 to 18 years of age; there were 110 adult students who attended as full-time or part-time students. Student numbers by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The college employs 51.2 full-time equivalent teaching staff and 23.3 full-time equivalent support staff. A staff profile, with staff

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expressed as full-time equivalents, is shown in figure 4. The principalship consists of the principal and vice-principal. The academic work of the college is managed by 22 heads of department. Five senior tutors and 39 group tutors are responsible for the pastoral support of students. Major responsibilities, for example for admissions, liaison and marketing, and management information systems, are held by heads of department. Other cross-college responsibilities are shared among the staff including the principal and vice-principal. The college administrator leads the support staff and has responsibility for finance and personnel.

5 The aim of the college is 'to serve the community by providing an education of high quality which will develop the intellectual, social and personal potential of each student'. It seeks 'to provide primarily, but not exclusively, for full-time students aged 16 to 19 whilst welcoming adults'. The college places a high value on the role education can play in enhancing people's lives. Preparation for careers and higher education are complemented by a range of activities, for example, sport, music, drama and community service.

#### **RESPONSIVENESS AND RANGE OF PROVISION**

6 The college is responding to the national targets for education and training by extending its range of GCE A level provision, introducing GNVQs and enabling adults to fill available places on college courses. National targets for education and training are not, however, specifically referred to in the college's strategic plan and staff awareness of the targets is not well developed. The college, when planning its courses, has taken account of the wide range of vocational courses, and the provision for adults and for students with learning difficulties and/or disabilities, that are made by the Yorkshire Coast College. Until recently, the relationship between the two institutions has been highly competitive; there has been little scope for collaborative developments.

7 The college offers a well-established range of 32 GCE A level subjects. Many of these have a modular structure. This enables students to study GCE AS modules in the first year of the two-year GCE A level courses. The college is, therefore, able to offer 20 GCE AS subjects. Since incorporation the college has reduced GCSE provision to 13 subjects, and introduced GNVQ programmes at advanced level in business, health and social care, leisure and tourism and science and at intermediate in business, health and social care, science, and land and environment. The college developed the land and environment course in collaboration with Bishop Burton College. GNVQ students have the additional opportunity to study GCSE or GCE A level subjects; students following GCE A level subjects do not have similar access to GNVQ units. The college introduced a foundation level GNVQ course in 1994 but failed to recruit sufficient numbers to run the course in 1996-97. Currently 777 students are enrolled on courses at advanced level and 80 on courses at intermediate level. The number of enrolments at intermediate level has decreased by about 50 per cent since 1992.

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8 The college liaises effectively with schools. Good relationships exist between the college and its six partner schools. The college's knowledge of pupils in year 11 is well developed. However, pupils in years 9 and 10 could be made more aware of the opportunities which the college provides. The links with schools, which have developed at subject level, have helped the college to plan its curriculum and given school pupils the chance to use the college's resources. For example, pupils in year 10 from one partner school attend the college for a series of experiments in bio-technology.

9 Since incorporation the college has welcomed adults to its classes. They can join the daytime classes free of charge. There is a modest range of seven GCE A level subjects available in the evenings. Currently, 67 adult students attend during the day and 43 in the evenings. The number of adult enrolments this academic year is lower than in previous years. The college participates in the activities week for adult learners and is a member of a local network for adult guidance. However, the college has not yet developed an effective marketing strategy for adults. Some GCE A level subjects have attracted few adults, recruitment of adults to vocational courses is low and there are only a few GCSE subjects available. There is no provision of childcare facilities. The provision of courses at foundation or intermediate levels which would facilitate the progression of adult students onto existing courses is underdeveloped. A partnership between Scarborough Sixth Form College, Yorkshire Coast College and North Yorkshire Community Education has recently been established and led to the publication of joint publicity material. The partnership plans to undertake market research in Scarborough and to improve co-ordination, progression routes and the training of local guidance workers.

10 There is a growing liaison with University College, Scarborough, and opportunities for developing working relationships at subject level. Some departments have informal links with other institutions; for example the physics department and the University of York collaborated in running a 'women into science and engineering' residential course. Distance and open learning opportunities are underdeveloped but the college is working with the University of Hull to explore the possibility of becoming a centre for the projected University of the Moors. The college has well-established franchising arrangements with Whitby Community College, where 17 adults are currently studying GNVQ and GCE A level courses.

11 Enrichment activities are a strong feature of the curriculum. All students make choices from a programme of additional studies which comprises 132 options including sports, performing arts, information technology, languages and community service. Some options lead to qualifications. Two-thirds of GCE A level students take GCE A level general studies in their second year. First-year students take an introductory course in information technology which leads to a City and Guilds of London Institute (C&G) qualification. College teams have substantial fixture lists with other colleges and schools. Courses taken in the additional studies programme can be accredited by the Award Scheme Development and



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Accreditation Network. The students' perceptions of the value of the additional studies programme and of the accreditation scheme vary. The college is strongly committed to the development of links with Europe. Students can choose from eight modern foreign languages as part of the additional studies programme. European funding is used to support work in Europe; in 1995-96 approximately one-third of the students on advanced level courses took part in 10 European visits or exchanges. In 1996-97, 231 students are studying a modern foreign language.

12 The college has a good working relationship with the TEC and has been successful in securing funding for a variety of initiatives, for example, to improve computer facilities and to encourage women to enter science and engineering. Teacher placements have been arranged through the Education Business Partnership. The college uses its links with employers, external agencies and community groups to enhance the curriculum. Over 80 students spend half a day each week on placements in schools and students also work with a variety of voluntary organisations as part of the additional studies programme. Members of the Scarborough Music Centre rehearse at the college on Saturday mornings. The effective links which some departments have developed with employers enrich student learning. For example, design and technology students carry out projects on the premises of a local manufacturer of ice cream, and students studying health and social care courses undertake more substantial work experience. Students have the opportunity to participate in a two-day work shadowing programme. In some subjects, for example computing and information technology, links with employers are weak. The college does not provide any courses for employers at full cost. There is no central database of employers.

13 The college has an equal opportunities policy, which has been approved by the corporation, disseminated throughout the college and included in both the staff and college handbooks. Awareness of staff on equal opportunities issues has been raised by training; in general, progress in implementing the policy across the college has been slow. The equal opportunities committee has begun to gather information; a questionnaire on perceptions of fairness of treatment was issued to students and staff in May 1996. The college has provided support for learning in response to the requests of a small number of students with learning difficulties and/or disabilities. The college encourages girls to enter science and technology but there has been little success in increasing female enrolments in these areas.

#### **GOVERNANCE AND MANAGEMENT**

14 The corporation comprises 14 members: the principal, two parents, two teachers, one student, seven business members, one of whom is from the TEC, and one member who is co-opted. Two members are women. Some governors have experience of the management of large or small industries and commercial organisations. Other governors have specific

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knowledge of the local authority, accountancy, legal issues and estates management. A committee was set up in October 1996 to search for a governor with personnel experience. Governors identify closely with the local community. As well as attending governors' meetings, they come to the college for a variety of functions. Individual governors, particularly the chairman, are well known to many staff. Governors are strongly committed to the college and share a common view of its aims and character.

15 The governors are aware of their roles and responsibilities and have begun to evaluate their own performance according to guidelines prepared by the clerk. A code of conduct has been agreed. There is no formal register of interests although a standing agenda item asks governors to declare interests at the beginning of every meeting. The public copy of the minutes is not in the college's library but minutes of meetings are available in the staff room. Much of the work of the governing body is conducted through its committees for finance, personnel, audit and remuneration. The cycle of reporting from committees to the main board is generally managed well. The terms of reference of some committees have recently been clarified. Governors have no planned approach to the monitoring and review of key college policies. They have yet to establish a systematic way of dealing with recurring items and to adopt key indicators which will enable them to be confident that they are fulfilling their responsibilities. The clerk to governors is also the college administrator. Her job description was amended at a recent board meeting so that it fully reflects both roles. The principal's personal assistant acts as clerk to the audit committee and as minuting secretary to the corporation.

16 Individual governors, managers and staff support each other; there is a general confidence that decisions are being taken in the best interests of the college. Systems for monitoring implementation of decisions are largely informal. This informality results in effective practice and shared commitment but systems to support accountability are not well developed. For example, senior management team meetings are not minuted; there is no common system for dealing with departmental minutes; and some job descriptions have not been updated to reflect changing needs. Over-reliance on oral communication and trust means that there are limited opportunities to examine the basis upon which some decisions are taken.

17 Communication is effective. The staff handbook is a useful compendium of information. Loyalty to the college is strengthened by opportunities that are available to all staff to attend open meetings, to participate in common training days and to join in social events. A weekly staff bulletin is widely read. It contains routine business items and announcements of forthcoming meetings, usually together with their agenda. Periodically, the names of members of cross-college committees are also advertised. More than 50 per cent of the staff participates in college committees and/or working groups. Summaries of the minutes of committee meetings are published in the bulletin. These minutes do not consistently identify action points.

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18 Day-to-day management of teaching and administration is generally effective. In the best examples, responsibilities are clearly assigned, materials and equipment are efficiently deployed and team working is encouraged. Departmental managers concentrate on student learning and performance. The management structure includes 22 heads of department, some of whom have several responsibilities. Co-ordination of this large team is difficult to achieve. Decision making is limited to a few individuals, primarily the core senior management team of the principal and vice-principal. In some instances, particularly for cross-college issues, such as the provision of general support for learning and equal opportunities, progress has been impeded by over-reliance on informal methods and by a failure to specify staffing responsibilities. In administration, for example, in finance and personnel, the college depends on certain key individuals who carry considerable responsibility and heavy work loads. Proposals for new courses are presented to the principal by heads of departments but there are no documented procedures to guide this process.

19 The college's strategic plan is a rolling three-year statement which is written by the principal. It specifies long-term objectives which the governors have agreed will further the aims and preserve the character of the institution. There are no details of the strategy for the deployment of the college's resources. Such information would have allowed a match to be made between the resources that the college has at its disposal and the objectives that are to be met. The forecast of units of activity on which the FEFC grant is based relies primarily upon historical analysis and does not take sufficient account of the opportunities and risks associated with, for example, new markets or an increase in the number of students. The college has missed its published targets for growth. This resulted in a repayment to the FEFC by the college of £19,792 in 1995-96 relating to under-recruitment in 1994-95 and a repayment of £44,600 relating to under-recruitment in 1995-96.

20 The strategic plan is not translated into an operating statement which specifies responsibilities and establishes a timetable for action. Hence there is no basis for a systematic review of the progress made in many aspects of the college's work. Departmental plans result from annual departmental reviews, but have no clear link to the college's planning procedures or to the strategic plan; they do not consider policy or strategic issues in a systematic way. The plans are not collected together and published in the college, so that the information can be shared amongst all staff. Some cross-college services produce development plans. Specific and quantifiable targets are only established in the plans for enrolments to the college.

21 The college has a range of policy statements although the status of these documents varies. For example, the equal opportunities policy was approved by governors as part of a set of issues recommended by the personnel committee. However, the environmental policy has not yet been

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approved by governors. A health and safety policy was approved by the corporation in May 1996. The procedures that are necessary to enable the college to meet its responsibilities in this area are now being established. The college meets the requirements for religious education and worship laid down in sections 44 and 45 of the *Further and Higher Education Act 1992*. In general, policies are not supported by clear procedures to ensure implementation and regular review.

22 The college has developed its own management information system which has successfully met the requirements from the FEFC for information. The system provides reliable information on student numbers and achievements, including destinations. It has assisted the college in its efforts to ensure that students complete their courses. Attendance and withdrawal information is carefully monitored and analysed and a correlation between attendance patterns, drop out, and time of year has been established. As a direct result, changes have been made to procedures for the guidance and support of students. The system helps to make the college more effective. Requests for information by individuals are met, although a common set of core data has not yet been agreed for use by all departments. The system is less well used to improve efficiency. Staffing costs comprise 72 per cent of the total expenditure forecast for 1996-97, yet no related targets for staff deployment have been set. At present, 21 per cent of the daytime teaching groups that are studying for major external qualifications have fewer than 10 students. Until this year the college has committed itself to some two-year programmes which initially recruited five or fewer students. Each case can be justified in terms of the college's aims and character. However, the cumulative effect produces inefficiencies in the deployment of the teaching staff.

23 The finance committee meets monthly and conducts a rigorous review of the variance to budgeted income and expenditure. This information is then presented to the full corporation. Data on cash flow are also provided. The range of information for members has recently been extended by the inclusion of a monthly statement of assets and liabilities. All staff are aware of the need for prudence. Department heads bid for their materials and equipment allocation using a system of priorities. Bids exceeded the budgets available to departments, by some 20 per cent this year. The vice-principal is negotiating with individual budget holders to achieve solutions. The criteria used to arbitrate on these competing priorities are not clear to all budget holders.

24 The college receives 95 per cent of its income from the FEFC. Governors and staff are aware that the college is working within an increasingly demanding financial context. The average level of funding per unit that it received in 1995-96 was £20.23; the median for sixth form colleges for the same period was £19.73. The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6. The college's reserves, which were in excess of £400,000, have been used to support building improvements. The college is forecasting that its

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annual operating deficit will increase, but has not yet sufficiently developed procedures that would assist in making decisions within this financial context. The college has participated in a benchmarking project to increase efficiency that was in part funded by the TEC. The results of this project indicated that the college spent less than similar colleges on management and non-teaching activity and more on direct teaching of students. Direct teaching costs have since been reduced. The project also carried out a costing of the additional studies programme which governors are committed to retaining as a key element of the college's character.

### **STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT**

25 Recruitment procedures are well managed. Students are informed in a number of ways about the courses which are available. The prospectus gives information on the content and assessment of courses, and the opportunities for progression. There are close links with partner schools. Both senior tutors and group tutors regularly visit the schools, often accompanied by current students, and tell pupils about the range of provision at the college. They also attend parents evenings and other careers events. The college holds an open evening in January. Guidance interviews are held at the schools as well as in college. Year 11 pupils can spend three days in June in the college sampling subjects and courses and meeting the college's students. Parents are also invited to a meeting during the three-day programme. Students spoke well of this programme and said that it helped them make informed choices about their futures. Opportunities for year 10 pupils to visit the college have been introduced in some subjects. Sporting fixtures are arranged between students in their first year at the college and partner schools. Pre-course information and guidance for adult students is also effective.

26 The college's induction week in September is well organised. Students are welcomed and their anxieties eased. During induction each student is interviewed and a final check is made on their choice of subject or course. Students who wish to or have to change their choice are given additional guidance and their parents are consulted.

27 It is characteristic of the college that each tutor group will contain a mix of students. They will be studying on many different courses and be drawn from across the year groups in the college. There are 39 tutor groups, each with a designated tutor and about 20 students. Students appreciate the mixed groups; first-year students, for example, feel that the presence of second-year students helps them to settle in to college life. Senior tutors are responsible for ensuring that all students within their cluster of about eight tutor groups receive appropriate guidance and general pastoral care. Tutorials are held twice a week. They focus on aspects of students' life at the college: administrative matters; careers guidance; issues that involve personal and social development; and the additional studies programme including the link with courses made under the Award Scheme Development and Accreditation Network. Each cluster

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of tutor groups has a co-ordinator who, among other duties, has to ensure that the framework for this award scheme is properly established.

28 Students' attendance and progress is monitored regularly and rigorously. The registration of students takes place twice a day and ensures regular contact between tutors and students. Some tutors and students feel that this is too frequent. The college's management information system produces daily and weekly lists of absences. Group tutors and, where appropriate, senior tutors vigorously follow up absences. The progress of students is reviewed by both subject teachers and group tutors. The minimum grades that each GCE A level student is expected to achieve are agreed after careful consideration of GCSE results. Subject teachers and students jointly produce statements of progress which are based on students' self-assessments. Reports on each student are written by group tutors twice a year and are followed by consultation evenings for parents. There are similar reviews for adult students who attend daytime classes and students attending evening courses. All students are encouraged to bring their records of achievement to their initial interviews; they regularly update the records during their time in the college.

29 Students receive appropriate individual help from their subject teachers. They speak well of this support. The teachers of some subjects, for example, physics, modern languages and psychology organise additional help for their students. In physics, for example, students who require extra support are expected to attend clinics and in English and psychology there are drop-in workshops every lunchtime. Students who have not achieved grades A to C in GCSE mathematics or English are encouraged to retake these subjects but there is no diagnostic process to establish which students require extra support in the key skills of numeracy and literacy. There is a referral system for students who need help in literacy but implementation of the system is poorly developed; only a few students have been identified for referral.

30 The commitment of staff to the welfare of individual students is a particular strength of the college. Students, parents and staff from partner schools speak positively about this support. The college allocates funds in order to ensure that students are not prevented by financial difficulties from taking part in college activities such as field trips and visits. A confidential counselling service is provided for students and staff by the college counsellor and chaplain who both work part time in the college and can also be consulted during the evenings and at weekends. Their work is supplemented by the college's group tutors. Specialist help is also enlisted when necessary from external agencies. The college does not publicise the full range of these services in a co-ordinated way.

31 There is effective liaison with Scarborough Careers Service. Careers advice is integrated with the tutorial system. The careers library contains a wide range of materials and there is appropriate computer software in the library. Guidance for students applying to higher education is

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comprehensive and thorough. Staff spend a considerable amount of time helping students to make their choices. Students who do not wish to move to higher education also receive appropriate guidance. There are opportunities for students to participate in a work shadowing programme and the college organises visits to career conventions and holds a job fair in September. Career opportunities are included within the weekly student information bulletin. Students in their first year are interviewed by officers from the careers service. Additional support is provided by the college's careers assistant and by subject and group tutors.

32 Students are aware of their rights and responsibilities which are clearly stated in the student handbook. There is an active students' union which provides a useful channel of communication between students and the college's managers. The union organises social and charity events, and raises money for student facilities. The president of the students' union is a member of the governing body. Students are consulted formally through the students' council, which comprises a representative from each tutor group. These student representatives expressed the view that the college values their comments.

#### **TEACHING AND THE PROMOTION OF LEARNING**

33 Of the 123 teaching sessions inspected, 75 per cent were judged to have strengths which clearly outweighed weaknesses. Four per cent of the sessions were judged to have weaknesses which clearly outweighed strengths. The average level of attendance in the sessions inspected was 87 per cent. This profile of grades is better than the average for all lessons observed in the sector during the 1995-96 inspection programme when, according to the *Chief Inspector's Annual Report 1995-96*, 63 per cent of classes were judged to have strengths which clearly outweighed weaknesses. The following table shows the grades awarded to the sessions inspected.

##### **Teaching sessions: inspection grades by programme of study**

<b>Programmes</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
GCE AS/A level		26	40	14	5	0	85
GCSE		6	8	6	0	0	20
GNVQ		4	4	5	0	0	13
Other		1	3	1	0	0	5
<b>Total</b>		<b>37</b>	<b>55</b>	<b>26</b>	<b>5</b>	<b>0</b>	<b>123</b>

34 Teachers are knowledgeable and enthusiastic about their subjects. Overall, classes are well planned. The standard of teaching is high and meets the needs of the students. The quality of the guidelines that are used to plan teaching varies between departments. For example, some schemes of work and lesson plans are detailed and well documented whilst

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others are more limited in their scope. Where planning is poorly documented, teachers cannot easily benefit from each others' work. Subject handbooks contain useful information. For example, they give the detail and the scheduling of assignments, the marking policies of departments, a close examination of the syllabuses, and guidance on learning materials. Students are generally issued with at least one textbook for each subject to use for reference purposes. Teachers have high expectations of their students and are effective in motivating them to learn. Work is set regularly, and marked and returned promptly. Detailed records are kept of students' achievements. They are regularly informed of their progress. Good relationships between staff and students encourage learning.

35 The introductory course in information technology for first-year students is well designed, makes allowance for their prior achievements and uses learning materials which permit students to progress at different speeds. The use of information technology is well integrated with some curriculum areas, for example technology and humanities, but less well with others, for example English.

36 Science teachers present the subject matter in an interesting and challenging manner. In most cases, lessons were conducted purposefully and at an appropriate pace. The requirements of the subject and the needs and abilities of the students were taken into account. The organisation of practical work allowed students to choose from a wide range of interesting topics, each one of which tested a variety of skills. The weaker lessons showed little evidence of appropriate planning, lacked structure and frequently relied too much on a didactic approach. In some cases teachers failed to engage sufficiently all the students in discussions. A range of varied and imaginative field trips is provided for students on most science courses, and includes visits to Europe.

37 Teaching in mathematics and computing is thorough and the examination syllabuses are fully covered. In mathematics, the teaching of a topic often involved an initial review of the relevant underpinning principles. Students then worked through examples and, while doing so, received appropriate support from the teachers. This work was complemented by regular homework and progress tests. There was some good use of the overhead projector and teachers asked and encouraged questions. However, there was little use of information technology or practical work to support learning. Students were rarely involved in discussion about mathematical principles or the different approaches to solving mathematical problems. Overall there was a sense of commitment and purpose, but some lack of innovation. In computing, teachers used more imaginative methods. For example, in one practical class which focused on designing a computer-displayed chessboard, students were taught to appreciate the features of a good assignment. Introductory work on the assignment had been marked and returned, and the teacher, using a large monitor linked to a computer, presented one solution. This was



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criticised by the students who then developed their own solutions as well as sets of performance indicators which they could use to assess the quality of software design. Project work was well organised and students used methods based on good industrial practice. Teachers were knowledgeable, offered support and encouraged constructive debate.

38 The teaching of technology benefits from the proximity of workshop, resource and teaching areas. A wide range of processes is available for the use of students. Their work is not only displayed effectively but also indicates the high standards that are expected by teachers. Projects and other assignment work are well managed. Formal design methods are emphasised. The assignments steadily increase in difficulty to help the students to reach the levels of skill and application which are needed to gain good marks in their assessed work. A notable feature is the help that is given by professionals, for example, architects and engineers, to support the students whose project work was often based on actual design problems. In sports studies a variety of teaching methods was used, including group and practical work. In some classes the students failed to take appropriate notes. However, as a recent innovation, students' files of notes are now periodically assessed by teachers. Students are then helped in areas where they need to improve.

39 In business studies, teachers maintain the interest of their students. Group work was effectively managed; tasks were clearly set and were supported by good documentation. Teaching was well matched to the needs of the students and concepts were explained clearly. To strengthen learning, effective use was made of the students' prior experiences. Good use was made of visiting speakers and of visits to local businesses. For example, one assignment involved a visit to a local bookshop to obtain information and to make a report to the store manager. In certain classes, the more extrovert students were allowed to dominate the discussions; in others the pace of the teaching was too fast for a minority of students and some of the groupwork was poorly managed.

40 A wide range of teaching methods is employed in art, design and the performing arts. A programme of visits to galleries, museums and exhibitions, both in England and abroad, had a positive effect on the quality of the students' work. For example, a recent trip to Florence had influenced the students' plans for future project work in fresco painting. There are good links with other subjects. Students of English, for example, write the monologues for some of the work of students of performing arts. Effective use is made of team teaching. Learning materials, which include handouts, are informative; still life worksheets, for example, contain background information on the work of famous artists. Students are encouraged to take pride in the quality of their sketchbook work. Their development is monitored regularly and appropriate guidance, encouragement and support are given. The style of teaching establishes productive working relations which enable the adult students to feel at ease in an environment where most students are aged between 16 and 18.

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41 The teaching of English is supported by well-chosen learning materials which engage and sustain the interests of the students. The teachers regularly shared resources and discussed good practice with each other and ensured that the students worked hard in class. Effective use was made of group and paired work. All staff communicated their enthusiasm for the subject to the students. Assignments are set regularly and are of an appropriate standard. Students' benefited from opportunities for creative writing. Sometimes teachers did not make helpful comments on work which they had marked nor always check sufficiently thoroughly in class that students were understanding the topic that was being studied. Foreign language classes were well structured. Comprehensive study guides include well-written course schedules, details of assignments, deadlines for the submission of students' work and advice on how to study for the examinations. The guides are simple to use and help students to learn. Other positive features included the use of video recordings, and programmes on satellite television, and clear explanations of points of grammar. Teachers were generally successful in ensuring that all students contributed appropriately to the lessons which were mostly taught in the target language.

42 Standards of teaching and learning in geography, government, history and law are good. GCSE teaching is especially effective. Information is communicated clearly and teaching is pitched at appropriate levels; a variety of teaching and learning strategies are deployed skilfully. Departmental schemes of work and assessment policies are of a high standard. Students are given clear introductions to the subjects and receive useful course outlines. There is a strong emphasis on the development of study skills and information technology skills although opportunities to develop numeracy skills are sometimes missed. Lesson plans, however, are limited in scope; learning objectives are not identified and in some classes poor use was made of learning resources. Some lessons were marred by a failure to check on or consolidate learning. In a few lessons, lecturers were not sufficiently demanding of their students and failed to involve them sufficiently in the learning process.

43 The teaching of sociology and psychology is lively and of high quality. Classes were well prepared and lessons had clear and detailed plans based upon thorough schemes of work in which the aims were shared with students. Teachers had high expectations of the students and used a variety of teaching strategies including quizzes, role-play and small discussion groups. In one revision class in psychology, the students considered mental abnormalities; half the students then played the role of patients and the other half the role of interviewing psychologists. The result was a lively lesson in which the students had their assumptions and understanding challenged. Teachers closely questioned the students' understanding of ideas and of previous work. There was a strong emphasis on how to develop ideas in the context of examination. Work is set regularly and students received helpful feedback on their performance.

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## **STUDENTS' ACHIEVEMENTS**

44 The 304 students, aged 16 to 18, who were entered for GCE AS/A level examinations in 1996 scored, on average, 5.0 points per entry (where grade A=10 points, E=2). This places the college in the top third of colleges in the further education sector on this performance measure, based on the data in the 1996 performance tables published by the Department for Education and Employment (DfEE). This result maintains the significant improvements made between 1994 and 1995 when the average score increased from 4.4 to 5.0 points per entry. In 1996, 88 per cent of the students who sat two or more GCE A level subjects or their AS equivalent achieved two or more passes. Seventy-five per cent of those students who sat three or more subjects achieved three or more passes.

45 Individual subject pass rates are generally high. Of the 844 examination entries at GCE A level in 1996, 87.6 per cent gained grades A to E, and 52.7 per cent of the entries were at grades A to C. In 1995 the figures were 86 per cent and 51.5 per cent respectively. The national figures for sixth form colleges for 1995 were 84 per cent and 50 per cent respectively. The college's pass rate at grades A to E, when general studies is excluded, has steadily improved over the last four years from 80 per cent in 1993 to over 89 per cent in 1996. Seven GCE A level subjects with more than five entries achieved 100 per cent pass rates: English literature, economics, music, German, art, Spanish, and performing arts. A further eight subjects achieved pass rates above 90 per cent. In only four subjects with more than five entries were the pass rates more than 5 per cent below the national averages for sixth form colleges: geography, computer studies, sports studies, and law. Particularly good results at the higher grades of A to C were achieved in economics and Spanish (each at 75 per cent), technology (89 per cent) and art (94 per cent).

46 Of the 33 students, aged between 16 and 18, in their final year of study on the advanced vocational courses included in the DfEE's performance tables for 1996, 94 per cent achieved their qualification. This places the college among the top 10 per cent of colleges in the sector on this performance measure. A high proportion, 43 per cent, passed with distinction.

47 Of the 269 entries for GCSE subjects in 1996, 50 per cent were graded A to C. In 1995 the proportion was 57 per cent. The national average for sixth form colleges in 1995 stood at 48 per cent. Twenty-nine students entered four or five GCSE subjects in 1996. Of these, 13 achieved the four grades between A and C which would allow them to progress to an advanced level course. Of the 29 students, aged 16 to 18, in their final year of study on the vocational courses at intermediate level which are included in the DfEE's performance tables for 1996, 90 per cent achieved the qualification. This again places the college in the top 10 per cent of colleges in the sector on this performance measure.

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48 Most students enjoyed their studies, were attentive, spoke positively about their experiences and showed a willingness to learn. Their oral responses in class showed appropriate levels of understanding and they co-operated well when required to work in small groups. Their standard of written work was generally good. Students demonstrated suitable levels of skill in practical work although on a few occasions there was poor practice on matters of safety, for example, students not wearing appropriate safety goggles. The displays of students' work, for example in art and technology, were of a high standard and enhanced the learning environment. Students made good use of information technology to improve the presentation of their work in several subjects. For example, in science, geography and technology, students used a variety of software to assist in the analysis of data.

49 In science, the pass rates in most GCE A level subjects are better than the national averages for sixth form colleges for both grades A to E and grades A to C. However, in a few subjects there is a low pass rate. For example, in social biology only 70 per cent of the students taking the exam in the last two years achieved a grade A to E and only 28 per cent achieved a grade A to C.

50 Students studying mathematics, computing, technology and sports studies generally achieve good examination results. In 1996, GCE A level mathematics results were 10 per cent above the sixth form college average for grades A to E and 6 per cent above for grades A to C. GCE A level computing and sports studies results have fluctuated. In computing they were 20 and 22 per cent above national averages for grades A to E and A to C in 1995, but they were uncharacteristically low in 1996 with only 71 per cent achieving a grade A to E and 43 per cent a grade A to C. In sports studies results were below the national average in 1996 but all the students achieved a grade A to E in 1995. Results in GCE A level technology are very good. Students showed ability in the application of knowledge and produced high standards in their project work. Students of computing develop systematic approaches to software design which would be appropriate in an industrial context. The work they produced was of a good standard. In GCSE mathematics the proportion gaining a grade A to C is consistently well above national averages for sixth form colleges. Students develop a good understanding of the syllabus. However, their skills in applying mathematics to problem solving and in using mathematical software are underdeveloped.

51 In the majority of classes in business studies, students were able to apply their knowledge and to engage in discussion at an appropriate level. Students were able to support their arguments by reference to the local economy and to case studies. Advanced level students demonstrated appropriate levels of knowledge. In some classes, students' skills in taking notes were poor. Only three of the 84 students who completed advanced or intermediate level courses failed to achieve their qualification.

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52 The work produced by students of art, performing arts, theatre and media studies is of a very high standard. The work in their sketchbooks and portfolios shows that thorough research has been undertaken. The jazz orchestra has been successful in competitions in recent years and has taken part in schools' promenade concerts and appeared on television. The 230 students who have taken these subjects at GCE A level in the last three years have achieved high levels of success; 95 per cent have achieved a grade A to E and the proportion achieving grades A to C is 16 per cent above the sixth form college average. Only in theatre studies, where there are few students, is the pass rate low. Results in GCE AS and GCSE subjects are good.

53 All candidates gained GCE A level pass grades A to E in English literature, Spanish and German. In French the pass rate was 95 per cent and in psychology it was 93 per cent. All these results are well above the national averages for sixth form colleges. Students of foreign languages participated well in lessons demonstrating good oral skills in the language being studied. In GCE A level sociology 83 per cent of the students who took the examination gained grades A to E. This is also above the national average. However, the proportion of sociology students gaining the higher grades A to C is below the national average. In 1996 in GCSE the proportion of students gaining grades A to C in French was 80 per cent and in Spanish and Latin reached 100 per cent. These results are all well above the national averages for sixth form colleges. However, in English only 41 per cent of the candidates gained a grade A to C; 9 percentage points below the national average. In English most of the written and oral work was of a good standard but in some cases the standard of presentation needed to be improved.

54 In other humanities subjects at GCE A level, students achieve consistently good results in British government and politics, and in history, but are less successful in geography and law, where results are often below the national average for sixth form colleges. The GCE AS and GCSE results usually exceed national averages. Students displayed good oral communication skills including the ability to debate and sustain arguments. History students frequently showed good study skills, and wrote fluent essays. In some lessons, however, students failed to make significant contributions to discussion. There were also examples of poor note-taking skills and poor structure in essays.

55 Rates for the completion of courses vary and, in some cases, are low. For the one-year vocational courses at intermediate level and the two-year vocational courses at advanced level which were completed in 1996, the rates were 86 per cent and 61 per cent, respectively. Seventy-six per cent of the students who started at least two GCE A level subjects in 1994 were still studying at least two GCE A levels in June 1996. At GCE A level, completion rates for individual subjects averaged 77 per cent. Of the larger subject departments, nine had completion rates above 80 per cent and

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seven were below 70 per cent. The average completion rate for individual GCSE subjects in 1995-96 was 83 per cent. The majority of the students who complete two or more GCE A level subjects move on to higher education. In 1995, 70 per cent entered higher education, 13 per cent stayed in further education, 4 per cent went into employment and 13 per cent went on to other or to unknown destinations. Of the students completing GNVQ courses at advanced level, 38 per cent went into higher education. The remainder were evenly divided between further education, employment and unknown destinations.

### **QUALITY ASSURANCE**

56 The college's quality assurance system focuses on regular department and tutor meetings; end-of-year department and tutorial reports; consideration of students' views; and an annual review of the college's charter. The management of the quality assurance function is undertaken by a head of department. Whilst there is no overall policy for quality assurance, guidance notes are issued for several of the procedures that relate to quality, including the structure of the annual department reports and the content of student questionnaires. The college's management information system supplies accurate data on achievements and retention, on request.

57 Departmental reports are written following a meeting of the teaching teams. The degree of rigour with which these reports evaluate the quality of provision varies. In the best reports there is a careful consideration of students' achievements. Examination results, and a comparison of these results with previous GCSE achievements, are analysed for each student, for the class group and for the whole department. The views of students are carefully considered. The strengths and weaknesses of the provision are identified and action to achieve improvement is planned. However, some departmental reports do not include such a depth of analysis and fail to address adequately all the issues that are raised. Department teams meet with the principalship in the autumn term and the main features of the reports are discussed. The principal brings to these meetings a detailed statistical analysis of the college's results which includes a historical perspective, enrolment and retention data. Notes are taken at these meetings but no formal minutes are circulated. Action to be taken by each department to improve its work is recommended in the annual reports and finalised at the meetings. Even though the monitoring of such action is largely informal, the results are usually effective. For example, in psychology the order in which the modules are taught has been changed and in history the teaching materials have been modified.

58 College procedures to maintain the quality of assessment on GNVQ programmes are well developed and effective. Staff who are internal verifiers receive appropriate training and meet regularly. They operate clear reporting procedures. Actions to be taken following verification of assessments are clearly documented. Their implementation is monitored

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promptly. The external verifiers' reports are generally positive and the college responds to them appropriately.

59 The views of students are obtained in various ways. New students are interviewed and complete a questionnaire at the end of their first half term. Students also complete a questionnaire at the end of their course. The conclusions influence the departmental reports. Each year the college commissions an external consultant to undertake a formal interview with a 20 per cent sample of final-year students to gather their views on the quality of the support systems. The results of these interviews are formally reported to appropriate college managers. Students' views are instrumental in effecting change. For example, teachers have received training to improve their interviewing skills, the scheduling of events at the college open evenings has been changed, the procedures of the Award Scheme Development and Accreditation Network award scheme have been introduced, and careers advice to students who are not committed to entering higher education has been improved. The report on a project that investigated the reasons why students leave their courses early led to changes taking place. For example, the system for reporting absences to senior tutors has been strengthened; the timing of the interview in the first term and the initial questionnaire to new students has been changed; and a cumulative profile based on students who had left the college before completing their courses is used to try to identify and then counsel potential early leavers.

60 There are many informal ways in which the quality of teaching is monitored. Both the principal and vice-principal take a close interest in the teaching and the achievements of students. For example, the progress of students who are at risk of failing is carefully monitored by the principal and vice-principal, and appropriate contact is made with these students. They have also observed the teaching of a large proportion of the teaching staff and given their main conclusions on the quality of the teaching both to the individual teachers and the departmental teams. They also regularly, but informally, monitor students' views through interviews with individual students. The tutorial process also contributes strongly to the monitoring of teaching. For example, tutors and senior tutors often pass on to teachers points and issues that have arisen during reviews with students on their progress.

61 Several other aspects of the college's provision are reported upon regularly. For example, annual reports on the operation of the tutorial system are written by each senior tutor. These reflect their discussions with tutors who also complete questionnaires. There are, in addition, reports which review staff development in the college and provision in the library. However, these reports are often mainly descriptive, and are not supported by performance indicators nor relevant data. For example, in the reports written by the senior tutors the section in which they comment on the procedures for students wishing to change courses is not supported by evidence. The numbers of students involved, the reasons why they

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wish to change course, and their subsequent progress are not considered explicitly. Similarly, the annual report on staff development is largely descriptive.

62 The college's charter contains statements on entitlement, some performance indicators and a complaints procedure. It is written to complement other college documents. For example, a clear statement of the rights and responsibilities of students is included in the student handbook. There is scope to increase the use of performance indicators and to improve other aspects of the charter. For example, the charter does not include a commitment to employers on the preparation, operation and review of work experience. An annual review assesses the college's performance against the commitments of the charter and includes details of the number of formal complaints made to the principal. Students and staff receive a copy of the charter which is discussed with students at their induction.

63 New teaching and support staff, both full time and part time, receive an appropriate induction to the college which usually starts before they join and includes a series of discussions with key managers. Staff speak positively of the support they receive. The induction process is largely informal. The system of appraisal for full-time and part-time teachers, which has been running for four years, operates on a three-year cycle. The process includes peer review of teaching. Procedures for appraisal are well documented. They include the observation of teaching in all those years of the appraisal cycle. Teachers speak well of the supportive nature of appraisal in the college. However, it is not closely linked to the staff-development programme; only eight requests for staff development arose from the process last year. Plans to implement appraisal for support staff are almost complete.

64 A staff-development officer manages the staff-development programme. The need for staff development is identified in several ways: from the college's strategic plans; from an annual staff questionnaire; and from department reports which may include recommendations. Other, more informal methods are also used, for example, discussion with individuals and reports from senior tutors. In addition to attendance at external courses, all staff receive the equivalent of five full days of staff development which is managed by the college. There is a balanced programme which includes a focus on the teaching of academic subjects. Both teachers and support staff speak highly of the support which they receive. A partnership, which has recently been formed with nine other sixth form colleges, shares the cost of a part-time staff-development co-ordinator who is seeking to establish programmes that help all who work in the colleges.

65 The college's self-assessment report is written under the seven major headings of the framework from Council Circular 93/28, *Assessing Achievement*. Aspects of the college, which are considered in terms of strengths and issues, are clearly described in the form of bullet points.



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These points also refer to supporting evidence or useful position papers. Some of the issues include proposals for improvement. Judgements by the college on strengths broadly agree with the judgements of the inspection. Issues raised by the college do not include all the weaknesses identified by the inspection.

## **RESOURCES**

### **Staffing**

66 Teachers bring high levels of commitment, enthusiasm and dedication to their work. They are well qualified: 91 per cent possess a first degree, 5 per cent have a higher degree and 98 per cent are qualified teachers. A number of teachers are external examiners. Forty-two per cent of the teachers have been appointed to the college staff in the last five years and 65 per cent have been in teaching for over 10 years. Thirty-five per cent of the teachers are women but only 24 per cent of the management positions in the college are filled by women. The teachers on GNVQ courses have appropriate assessor awards, and more than a quarter have internal verifier qualifications. Some teaching staff have business or industrial expertise relevant to their discipline. Others, such as those in the humanities, have formed close links with professional institutes and other relevant associations. Seven staff are undertaking, or are about to undertake, short-term teacher placements in industry.

67 The administrative and technical support staff provide a valuable service. Their qualifications and experience are appropriate to their roles. The library is staffed by a full-time chartered librarian and other support staff who have been trained to provide additional cover. The college has effective technical support for its resources in information technology and the sciences. However, there is a shortage of technician support in a few areas, for example in performing arts and technology.

### **Equipment/learning resources**

68 The college has a new learning resource centre which is of high quality, is well used and is valued by students. It has a good number of study spaces; one for every eight full-time students. The centre includes a library and a range of learning support services that include media and information technology services, a compact disk collection which is rapidly expanding, and playback facilities for video and audio cassettes. There is a good range of periodicals and press cuttings, and a section providing careers information. The current bookstock of more than 11,500 books is in line with Library Association recommendations. There are particularly good stocks for some subjects. The library collection is augmented by stocks of books and other materials held in the departments. There is good liaison between the librarian and teachers. A computerised loan system has proved useful to teachers and is integrated with the library's development plan. The library database does not include those books which are stored in teaching departments.

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69 The college has made a considerable investment in information technology, £145,000 in the last two years. The college has a wide range of computer hardware and software. Many computers are networked and access to the Internet is provided for students. There are 189 computers available for use by students which at 1:4.4 produces a high ratio of computers to full-time students. Forty-five of these computers are located in the learning centre, and a further 44 are networked and located in open access rooms around the college. Software is of industry standard and includes facilities for desktop publishing. There are some laptop computers which staff may borrow in order to develop their skills in their own time. Teachers in a few subject areas have not yet fully developed information technology to support their teaching.

70 Most classrooms are equipped with appropriate teaching facilities. Audio-visual equipment, including television and video facilities, is readily available. There is an editing suite, and a reprographics unit provides a good service. Subject areas are well equipped and equipment is well maintained. There is a particularly extensive range of equipment in art and design. There are a few shortages; for example, there is no adaptable staging for the performing arts. There is an assets register but no written policy for the replacement of equipment.

### **Accommodation**

71 The college occupies a pleasant site in a residential area. The main building is a two-storey brick construction built in the 1930s as a girls' grammar school. An annex was built in the early 1970s and two further additions in the 1970s and 1980s. Two of the eight temporary classrooms are to be removed shortly and the others have been refurbished. Since incorporation, the college has undertaken projects to modify the existing layout. In 1995, the former hall was converted into a two-storey learning resource centre. At the same time, the old library was converted to classrooms and a purpose-built performing arts and media centre was erected. The main reception area at the college has a welcoming atmosphere. Provision for people with disabilities is limited. Access to the ground floors of the main buildings is often by steps so that access for wheelchair users is restricted. There is no lift to the first floor. Some students' toilets are of poor quality; the college is part of the way through a programme of refurbishment. A playing field on the site provides hockey and football pitches and tennis courts. A gymnasium provides indoor sports facilities and there is a fitness centre.

72 The college has adapted and improved much of its specialist accommodation. For example, the science laboratories have been refurbished and several of the subject areas now benefit from teaching areas which include classrooms, staff and resource rooms. However, there are not enough storage facilities in the new performing arts centre and limited working surfaces in the art rooms. Rooms and corridors are bright and well decorated and many are carpeted. Attractive displays of

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students' work create a stimulating environment. Pleasant social areas include a modernised and enlarged dining room, a students' common room and a number of smaller seating areas including one for adult students. Classrooms are kept clean and tidy and there is no graffiti. Accommodation is maintained on a 10-year schedule. Rooms are sometimes too small for the numbers of students using them and some rooms are in need of decoration.

### **CONCLUSIONS AND ISSUES**

73 The strengths of the college are:

- the wide range of GCE AS/A level subjects and the increasing number of GNVQ courses
- an extensive enrichment programme
- the support and expertise provided by governors
- high levels of trust and close informal working relationships
- generally effective communications
- the advice and guidance that students receive both before entry and during their course
- the rigorous monitoring of students' progress
- the high standards of teaching
- staff commitment to the welfare and progress of the students
- good examination results
- effective procedures for quality assurance
- an attractive and well-equipped environment for learning
- well-qualified teachers.

74 If the college is to continue to succeed in achieving its aims, it should:

- review management structures and responsibilities
- establish procedures that enable reports and policies to be considered systematically
- strengthen the formal planning processes
- improve the college and departmental annual operating plans
- ensure that all students who need to improve their skills receive additional support
- increase the rigour of the evaluation of provision
- improve the level of technician support in some areas.

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## FIGURES

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- 1 Percentage student numbers by age (as at November 1996)

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  - 2 Percentage student numbers by level of study (as at November 1996)

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  - 3 Student numbers by mode of attendance and curriculum area (as at November 1996)

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  - 4 Staff profile – staff expressed as full-time equivalents (as at November 1996)

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  - 5 Income (for 12 months to July 1996)

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  - 6 Expenditure (for 12 months to July 1996)

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**Note:** the information contained in the figures was provided by the college to the inspection team.

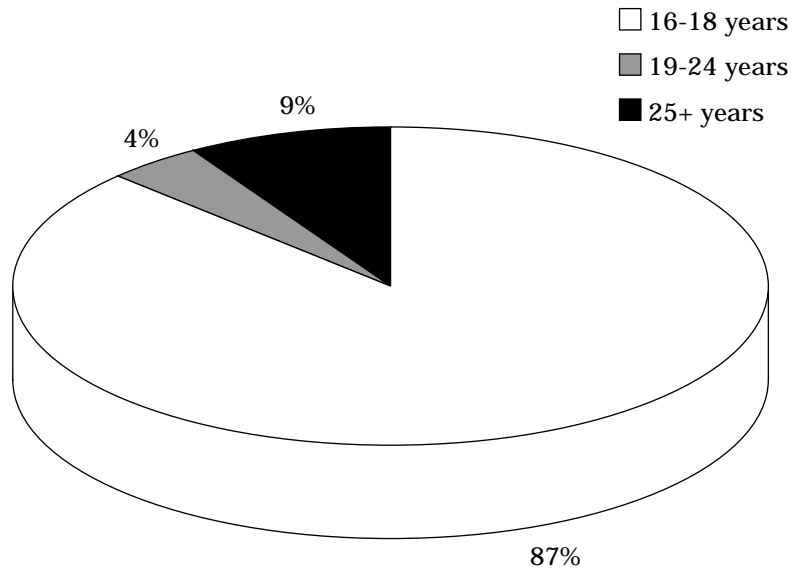
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**Figure 1**

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**Scarborough Sixth Form College: percentage student numbers by age (as at November 1996)**

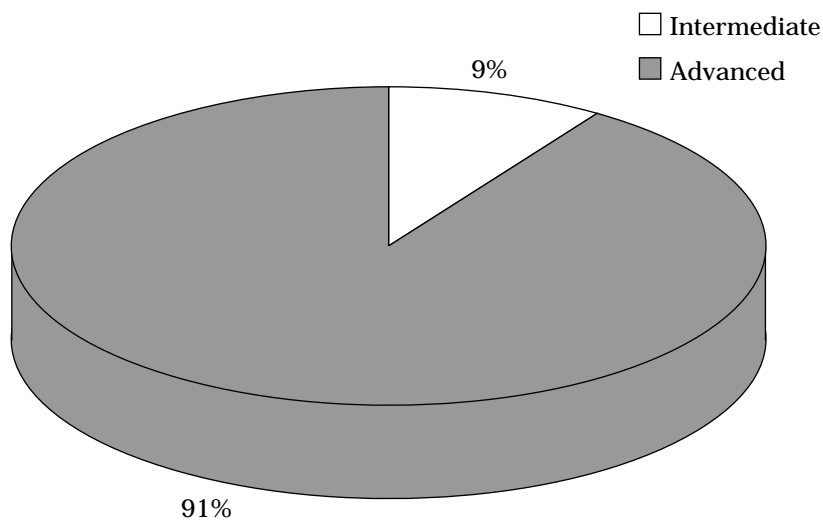


Student numbers: 857

**Figure 2**

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**Scarborough Sixth Form College: percentage student numbers by level of study (as at November 1996)**



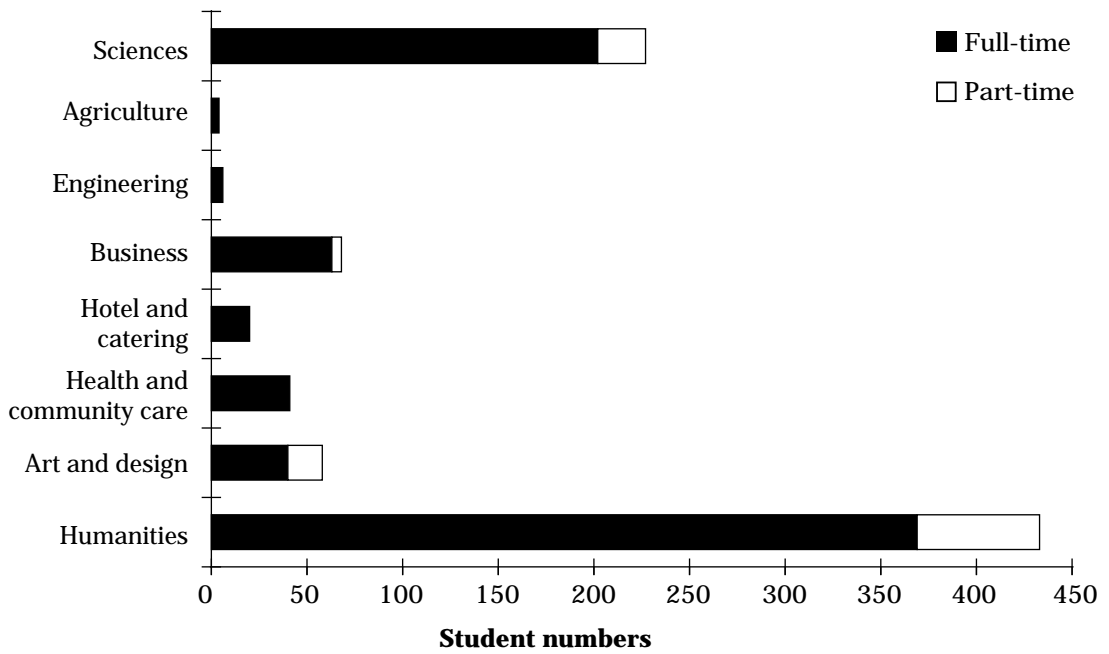
Student numbers: 857

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**Figure 3**

**Scarborough Sixth Form College: student numbers by mode of attendance and curriculum area (as at November 1996)**

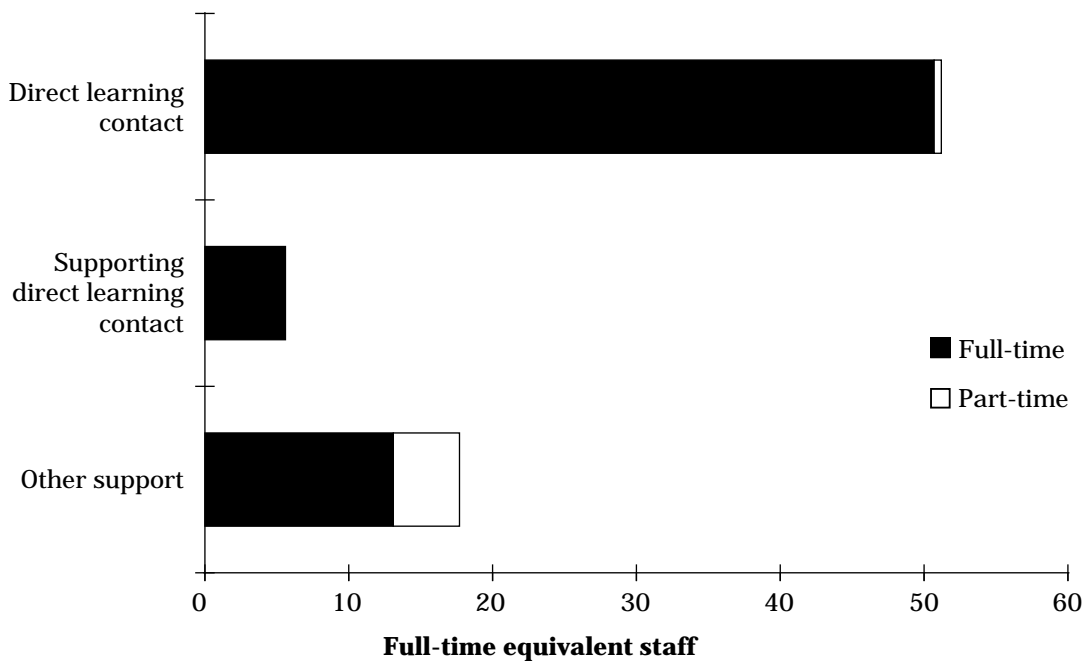


Student numbers: 857

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**Figure 4**

**Scarborough Sixth Form College: staff profile - staff expressed as full-time equivalents (as at November 1996)**



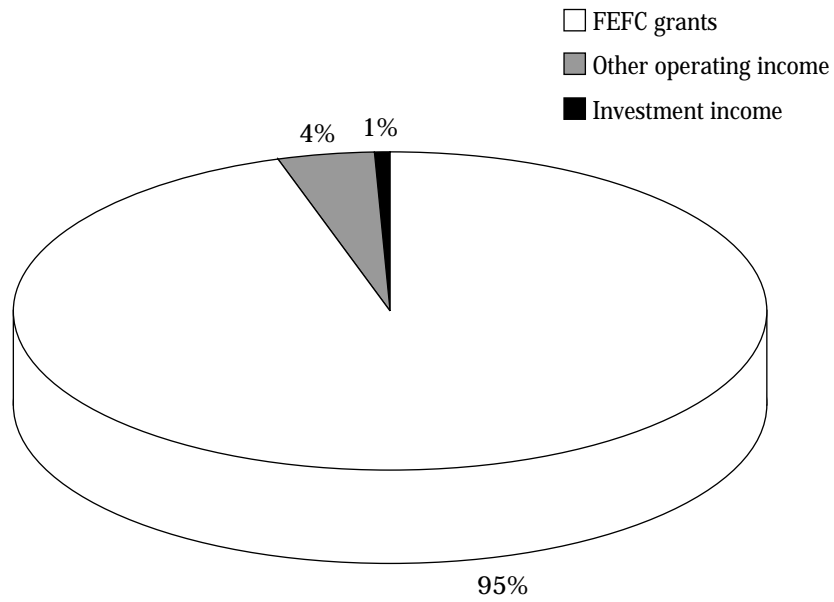
Full-time equivalent staff: 75

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**Figure 5**

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**Scarborough Sixth Form College: income (for 12 months to July 1996)**

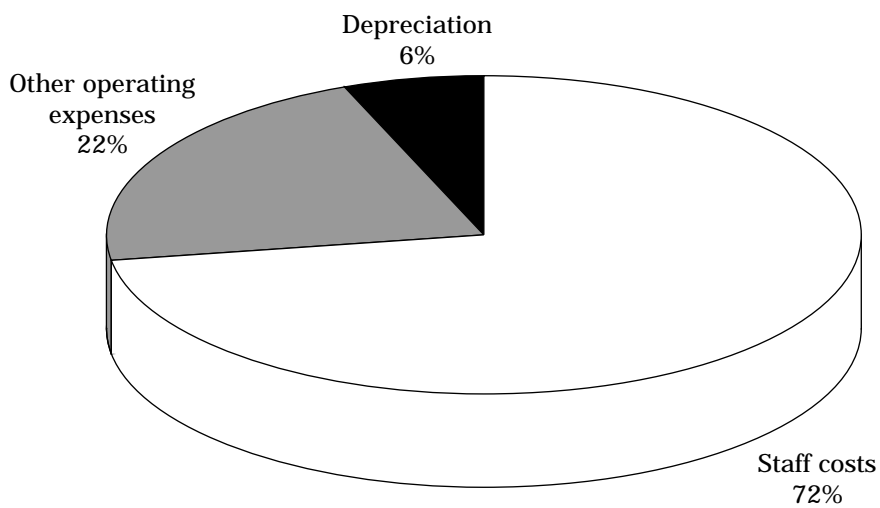


Income: £2,424,000

**Figure 6**

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**Scarborough Sixth Form College: expenditure (for 12 months to July 1996)**



Expenditure: £2,558,000

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Published by the  
Further Education Funding Council  
March 1997