

Shena Simon College

**REPORT FROM
THE INSPECTORATE
1999-00**

**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 1998-99, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	10	53	30	7	–
Cross-college provision	14	54	23	7	2

Source: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*
Sample size: 104 college inspections

Student Achievements

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

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 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 students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

Summary

Shena Simon College

North West Region

Inspected May 2000

Summary

Shena Simon College is a designated sixth form college located in the centre of Manchester. Its recruitment and curriculum is not typical for a sixth form college. The college produced a detailed and thorough self-assessment report. It was prepared with the involvement of staff and validated through panels which included governors. Inspectors agreed with many of the judgements in the report but considered that insufficient importance had been attached to weaknesses in retention and achievement. The quality of teaching and learning had been overestimated. Inspectors agreed with one of the curriculum grades awarded by the college but considered that the remaining curriculum grades and all the grades for aspects of cross-college provision had been overgenerous.

The college offers courses in seven out of the 10 FEFC programme areas. Provision in four of these areas was inspected together with basic skills and aspects of cross-college provision. The college has diversified its curriculum considerably since the last inspection in line with its stated aim to meet the needs of its local community. A very high proportion of its

students are drawn from disadvantaged areas. Provision of ESOL courses is outstanding. The college's courses are generally well planned and benefit from good specialist resources. A well-conceived accommodation strategy has enabled the college to implement substantial modernisation and refurbishment of part of its building whilst also improving its financial position. There are good links with a broad range of external partners. Retention rates on many courses are poor and the proportion of students beginning courses who achieve the qualification is low. Reliable management information is not widely available nor effectively used. The college should improve: the quality of teaching and learning; retention rates and the number of students achieving their intended qualification; the implementation of its student support system; the use of management information to monitor and review its performance; the rigour of its quality assurance arrangements; and the use of performance indicators and targets in the management of all areas of college activity.

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

Curriculum area	Grade	Cross-college provision	Grade
Mathematics and science	4	Support for students	4
Business and accounting	4	General resources	3
Psychology, sociology and English	4	Quality assurance	4
ESOL	1	Governance	3
Basic skills	3	Management	4

The College and its Mission

1 Shena Simon College is located in the centre of Manchester. It is on a single site in a grade II listed building dating from the end of the nineteenth century. The college was established in 1982 as part of Manchester's reorganisation of secondary education.

2 Manchester is a city which has benefited from economic regeneration in recent years. It is a financial, media and cultural centre and retains a manufacturing base. It has the largest concentration of universities in Europe. National agencies and businesses are based in the city. Beyond the city boundaries are areas of significant social and economic deprivation. These are amongst the 10% most deprived wards in England and Wales. The city of Manchester itself is ranked the third-most deprived local authority in England. Of its resident population of around 405,000, 12% are unemployed, the highest percentage within the North West and double the national average. The population is diverse with 13% coming from minority ethnic groups.

3 Only 51% of the city's school-leavers continued in education in 1998 which is below the national average of 71% and the North West regional average of 66%. Of the 16 year olds completing their compulsory education, 29% achieved five or more general certificate of secondary education (GCSE) passes at grade C or above compared with the national average of 46%.

4 The choice for students progressing from year 11 in Manchester schools is extensive. There are sixth forms in eight independent sector schools, two schools with sixth forms, seven with elements of sixth form provision, two general further education colleges and three sixth form colleges. In the other three City Pride authorities of Salford, Tameside and Trafford there are a further four general further education colleges and three sixth form colleges. Colleges in Stockport and Oldham are also

within easy travelling distance for some students.

5 The Further Education Funding Council (FEFC) has identified the college as one of a group which typically recruits a high percentage of students from disadvantaged areas. Approximately 50% of the student population in 1998-99 was from minority ethnic groups. The college offers courses at entry, foundation, intermediate and advanced levels and foundation courses for international students progressing to higher education. By November 1999, the college had enrolled 1,480 students. Of these 728 were full time. A significant trend has been the increase in the number of adult students who now represent approximately 60% of the total enrolment. In particular, there has been an increase in students taking courses in English for speakers of other languages (ESOL).

6 The senior management team of the college comprises the principal, the curriculum and development manager, the finance and resources manager and the administrative manager. At middle management level there are three curriculum programme directors, an international manager with responsibility for ESOL, a director of student services and a director of quality. As at July 1999, the college employed 44 full-time equivalent teaching staff and 28 full-time equivalent support staff.

7 The college's mission is to 'provide a choice of educational opportunity which enables individuals to fulfil their potential'. Its core values are commitment, quality and diversity. In working to fulfil its mission, the college has established five strategic objectives linked to provision, quality, finance, human resources and physical resources.

The Inspection

8 The college was inspected during the week beginning 22 May 2000. The inspection team had previously evaluated the college's

Context

self-assessment report and had studied information held by other directorates of the FEFC. Inspectors used data on students' achievements drawn from the college's individualised student record (ISR) returns to the FEFC for 1997 and 1998. The college was unable to submit reliable data on students' achievements for 1999. A summary table of students' achievements for the college is not included in this report. Inaccuracies in college data found by inspectors suggest that previous data may be unreliable. The college was notified approximately two months before the inspection of the sample of its provision to be inspected. The inspection was carried out by 11 inspectors working for 40 days and an auditor working for five days. Inspection team members observed 64 lessons, evaluated students' work and examined college documents. Inspectors held meetings with college governors, managers, other college staff and students. They consulted a number of representatives from local bodies.

9 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1998-99. Of the lessons observed, 49% were judged to be good or outstanding which compares unfavourably with the national average for all colleges inspected in 1998-99 of 65%, and 6% were judged to be less than satisfactory, the same proportion as the national average.

Lessons: inspection grades by programme of study

Programmes	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	0	5	9	0	0	14
GCSE	1	2	7	1	0	11
GNVQ	1	1	2	1	0	5
Tutorials	0	3	4	2	0	9
Other*	10	8	7	0	0	25
Total (No.)	12	19	29	4	0	64
Total (%)	19	30	45	6	0	100
National average, all inspected colleges 1998-99 (%)	20	45	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*

*includes basic education and basic skills

Context

10 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Shena Simon College	8.9	69
National average, all inspected colleges 1998-99	11.2	78

Source for national average: Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report

Curriculum Areas

Mathematics and Science

Grade 4

11 Inspectors observed 10 lessons covering general certificate of education advanced level (GCE A level) and GCSE mathematics and science courses. Inspectors agreed with most of the judgements in the college's self-assessment report. However, they considered that strengths had been overemphasised and some weaknesses had been overlooked.

Key strengths

- helpful additional revision lessons
- some good equipment and specialist resources

Weaknesses

- failure of much teaching to take into account the needs of students
- poor retention on all courses
- low pass rates on many courses
- lateness and poor attendance rates

12 The college offers a range of science and mathematics courses leading to GCSE and GCE A level qualifications. This strength was recognised in the college's self-assessment report. A change to modular syllabuses has increased the flexibility in attendance patterns. Science teams meet regularly to plan courses and review assessment procedures. However, there are few significant improvements to the provision arising from course review and evaluations. Target-setting is over-ambitious and targets are not being met. The data on students' achievements used in this process are not accurate. Students' attendance during inspection was poor. For example, only five out of 10 students turned up to a revision lesson in preparation for an examination. The college did not acknowledge this weakness in its self-assessment report. There is some evidence that

the strategies recently introduced to improve attendance are having an effect.

13 Although all the lessons observed were at least satisfactory, the proportion which were good or outstanding is less than the national average. The self-assessment report recognises the need to extend the range of teaching methods in use. Relationships between teachers and students are good. Inspectors agreed with the self-assessment report that most teaching is well organised. Students state that teachers are willing to help them outside of formal lesson times. For example, teachers offer additional lessons during lunchtimes on a regular basis. Attendance at these is good and they provide a focal point for students' revision. In the best lessons teachers motivate students well. For example, in a GCSE physics lesson the teacher leapt into the air and then had a lively discussion with students about the number of forms of energy involved. In another lesson, mathematics students of widely differing abilities were managed effectively and concentrated well on their studies. However, in many lessons clear learning goals are not established. Teachers' presentation of information lacks imagination and is often dull. Students are not sufficiently involved in the lessons and become bored. In some lessons students arrived late or left early. There is a policy for setting and marking students' work which is adhered to by teachers. Some of the marking, however, is insufficiently rigorous and in marking their work teachers miss opportunities to extend students' learning.

14 Retention rates are low on all courses, a weakness recognised in the college's self-assessment report. Retention on GCSE mathematics courses, where there are large numbers of students, is consistently low at about 55%. The evidence from the current student cohort indicates that improved monitoring of attendance and a more thorough induction programme are improving matters. In 1998, only 35 out of 146 students who were expected

Curriculum Areas

to complete GCE A level courses passed. In GCE A level chemistry only 30% of students who completed the course passed. Few students progress to higher education courses. Many students lack confidence and have poor presentation skills. Poor English hampered students' ability to organise and present their work effectively. Frequently experimental procedures or the assessment requirements of courses were misinterpreted.

15 The science and mathematics sections have been relocated into refurbished accommodation. It is light and airy, and in good decorative order. There is a lack of bench space for practical work with large classes. The biology and physics laboratories do not have blackout facilities. This has caused problems with some work, especially

when practicals on optics are involved. Students are encouraged to use information technology (IT) which is easily accessed in a nearby learning centre. Science subjects are effectively serviced by technicians. There is sufficient equipment of a good standard for the needs of current courses.

A summary of retention and achievement rates in mathematics and science, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE physics	2	Number of starters	26	*	*
		Retention (%)	73	*	*
		Achievement (%)	21	*	*
GCSE mathematics	2	Number of starters	220	224	*
		Retention (%)	56	55	*
		Achievement (%)	24	33	*
GCSE biology	2	Number of starters	29	24	*
		Retention (%)	55	63	*
		Achievement (%)	13	53	*
GCE A level chemistry	3	Number of starters	35	36	*
		Retention (%)	66	58	*
		Achievement (%)	30	30	*
GCE A level physics	3	Number of starters	28	18	*
		Retention (%)	61	44	*
		Achievement (%)	29	67	*
GCE A level mathematics	3	Number of starters	50	66	*
		Retention (%)	48	48	*
		Achievement (%)	62	58	*

Source: ISR (1997 and 1998), college (1999)

*data unreliable

Curriculum Areas

Business and Accounting

Grade 4

16 Inspectors observed 10 lessons covering academic and vocational business studies and accounting courses. They agreed with much of the college's self-assessment, but considered that some strengths were overemphasised and weaknesses relating to student retention and achievement were understated.

Key strengths

- good pass rates on general national vocational qualification (GNVQ) intermediate business courses
- good use of IT in business studies
- productive use of local links in coursework

Weaknesses

- infrequent opportunities for students to take an active part in lessons
- poor retention rates on most courses
- poor pass rates on GCE A level business studies courses
- declining enrolments on many courses

17 The college offers full-time courses in GCE A level and GCSE business studies and accounting, and GNVQ intermediate and advanced business. Part-time one-year courses in GCE A level business studies, basic book-keeping and text processing are offered in the evening. As the self-assessment report observed, recruitment for all full-time courses has fallen significantly since 1997. For example, total enrolments for GCE A level and GCSE business studies fell by 34% and 50%, respectively, from 1997 to 1999. As a result of consistently poor retention and achievement rates for part-time GCE A level courses, the college has decided to introduce a BTEC national certificate from next year. A number of

students received insufficient guidance before joining their course.

18 Most teaching was satisfactory. Inspectors judged two of the 10 lessons observed to be good or outstanding. This is considerably below the national average in this programme area. In the best lessons teachers set clear objectives and set demanding work for their students. In these lessons, teachers use probing questioning to check students' learning. In many lessons, the teaching is uninspiring, and fails to sustain students' interest. Students sometimes spend lengthy periods listening to the teacher. On most courses, students work on individual tasks and have few opportunities to work together. Some teachers make poor use of teaching aids. For example, in two lessons, teachers confused students by presenting graphical displays inaccurately.

19 Inspectors agreed with the college that business studies students make effective use of IT. A GCSE business studies student used the Internet to obtain company annual reports and accounts to compare the financial performance of two major companies. GCE A level business students use relevant software to revise for modular examinations. Accounting students have fewer opportunities to use IT in lessons. Key skills are effectively developed on vocational courses. The use of learning materials linked to business contexts has improved students' motivation. Most vocational assignments are well planned. In the best examples, students are provided with detailed assessment plans, supported by briefings from teachers. Inspectors agreed that students have a wide range of opportunities to undertake investigation of local business contexts. For example, GNVQ intermediate business students were required to assume the roles of 'mystery customers' in visiting a local outlet for a national pizza chain for an assignment on customer service. Internal verification processes for GNVQ courses are well planned and effective. Whilst specialist teaching

Curriculum Areas

rooms are bright and contain topical displays, lighting and acoustics are poor. There are text books available for all courses. IT resources are available in most specialist rooms.

20 The college recognises that retention rates are poor. Most are significantly below national averages. Only two-thirds of students completed the GNVQ intermediate business and GCE A level accounting courses in 1998 and only half completed the GCE A level business studies course. The college also identified poor achievement on some courses as a weakness. However, it has not attached sufficient significance to the extent of this weakness, or to the low number of students enrolled on courses who achieve the relevant qualification. For example, of 39 students enrolled on the GCE A level business studies course in 1998 only four obtained the qualification. Few students gained high grades on GCSE accounting. Of those who completed the course only 25% and 7% achieved high grades in 1997 and 1998, respectively. Pass

rates on GNVQ intermediate business courses were above the national averages at 80% in 1997 and 88% in 1998. On courses which are continuously assessed, students' portfolios and project work are of an appropriate level for the grades awarded. A significant minority of students display weak analysis and evaluation skills, which affects their ability to perform well in external examinations.

A summary of retention and achievement rates in business and accounting, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE accounting	2	Number of starters	24	18	*
		Retention (%)	54	83	*
		Achievement (%)	25	7	*
GNVQ intermediate business	2	Number of starters	20	27	*
		Retention (%)	55	67	*
		Achievement (%)	80	88	*
GCE A level accounting	3	Number of starters	*	13	*
		Retention (%)	*	62	*
		Achievement (%)	*	13	*
GCE A level business studies	3	Number of starters	35	39	*
		Retention (%)	74	51	*
		Achievement (%)	42	27	*

Source: ISR (1997 and 1998), college (1999)

*data unreliable

Curriculum Areas

Psychology, Sociology and English

Grade 4

21 The inspection covered English and social sciences at GCSE and GCE A level. Ten lessons were observed. Inspectors broadly agreed with the judgements in the self-assessment report, but considered that the weaknesses in retention and achievement had been given insufficient emphasis.

Key strengths

- well-documented courses and thorough marking of students' work
- good individual support for students

Weaknesses

- some dull and unimaginative teaching
- low attendance at lessons
- poor retention rates on all courses
- unsatisfactory pass rates on some courses
- insufficient use of IT
- ineffective co-ordination of sociology

22 English, psychology and sociology courses are offered at GCSE and GCE A level. They are each managed by a course leader. Practice varies across the three areas and in sociology, subject co-ordination is ineffective, a weakness which was not identified in the college's self-assessment report. Targets are not consistently set or achieved. Insufficient use is made of value-added data to improve performance. Most courses are well planned and suitably documented. There are common schemes of work, shared handouts and good course files. Subject teams meet regularly and minutes are taken. However, actions from previous meetings are not followed up in subsequent minutes.

23 Most teaching is satisfactory, although some was dull and undemanding and failed to sustain students' interest. In some lessons,

teachers gave students little opportunity to work together or to contribute to the development of the lesson. In others, teachers failed to use a sufficiently wide range of appropriate methods to excite and motivate students. This weakness was not recognised in the self-assessment report. During the inspection the average class size was 5.9. In one GCSE psychology lesson, only three students attended and this severely limited discussion of the revision topic.

Inspectors graded three of the lessons observed as good. There are detailed lesson plans and helpful worksheets. In the best lessons, teaching is demanding, lively, and well managed. Teachers make good use of questioning and of students' contributions. In a GCSE English lesson students presented their research findings on a set text and faced some challenging questioning. Attendance varied across lessons observed but was poor overall at 59%. Students arriving late for lessons also disrupted teaching.

24 Support for individual students is effective, a strength identified in the self-assessment report. Teachers review students' progress regularly and organise extra sessions for those who require additional help. Students spoke enthusiastically of the support received from their teachers. Assignments are carefully planned and documented. Most students' work is marked thoroughly and teachers provide students with detailed and helpful feedback on how they can improve their performance. Students' errors in spelling and punctuation are corrected. Teachers hold meetings to standardise their marking.

25 Inspectors agreed that retention on all courses is poor. Most courses lose over half of their students before the end of the course. Pass rates at higher grades for GCSE English are below the national average. Pass rates for GCE A level sociology are poor. ISR data show that no student passed GCE A level psychology in 1997. The number of students enrolled who successfully complete their qualification is low

Curriculum Areas

on all courses. For example, of 24 students who enrolled on a two-year course in GCE A level sociology in 1996 only two achieved the qualification in 1998. In English, a pilot project has been implemented in response to the poor retention, but has yet to show any improvements. The self-assessment report does not give sufficient significance to the weaknesses in achievement and retention. Most students' coursework is well presented and standards are appropriate for the level of the course. Some students demonstrate good levels of subject knowledge. Many are developing analytical and evaluative skills, which is reflected in their work. However, some students' files are poorly presented and disorganised and do not help students' further study or revision. They are seldom checked by teachers.

26 Teachers are appropriately qualified and experienced. Most have a degree in the appropriate subject and a teaching qualification. Most teaching takes place in dedicated rooms, which are generally in need of renovation and updating. There are excellent examples of students' work displayed in English rooms but there are less elsewhere. Students do not make effective use of the library. Books and reference materials are held locally in subject rooms. There is a strong reliance on handouts, most of which are of a satisfactory standard. There is insufficient use of IT, the Internet and overhead projectors. Most students do not routinely use wordprocessing in presenting their work. These weaknesses were not identified in the college's self-assessment report.

A summary of retention and achievement rates in psychology, sociology and English, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE English language	2	Number of starters	161	166	*
		Retention (%)	55	57	*
		Achievement (%)	46	29	*
GCSE social studies	2	Number of starters	12	18	*
		Retention (%)	67	61	*
		Achievement (%)	71	50	*
GCE A level English language	3	Number of starters	50	30	*
		Retention (%)	50	37	*
		Achievement (%)	70	80	*
GCE A level psychology	3	Number of starters	42	32	*
		Retention (%)	33	47	*
		Achievement (%)	0	73	*
GCE A level sociology	3	Number of starters	29	24	*
		Retention (%)	55	29	*
		Achievement (%)	36	29	*
GCE A level English literature	3	Number of starters	28	13	*
		Retention (%)	43	46	*
		Achievement (%)	75	*	*

Source: ISR (1997 and 1998), college (1999)

*data unreliable

Curriculum Areas

ESOL

Grade 1

27 The inspection covered a range of full-time and part-time lessons in ESOL. Fifteen lessons were observed, three of which were of ESOL with IT. Inspectors agreed with the college's self-assessment but also identified additional strengths and one weakness.

Key strengths

- well-managed provision
- broad curriculum, covering six levels
- much outstanding teaching
- good pass rates
- good attendance in most lessons
- IT well integrated with learning activities
- well-qualified and multilingual staff

Weaknesses

- some unsuitable teaching accommodation

28 ESOL courses are provided by a recently established section of the college, 'The Academy for International Students'. A broad range of full-time and part-time courses is available at six levels, from beginners to university entrance. Inspectors agreed with the college that the department is well managed. Managers and teachers work well together to meet the challenge of rapidly expanding provision. They successfully address the needs of local and overseas students of all ages and backgrounds. The quality of course documentation is excellent. For example, the staff handbook and the detailed calendar give all relevant curriculum events and staff training programmes. Regular team meetings provide the forum for effective communication and the sharing of good practice amongst staff.

29 Inspectors agreed that teaching and learning is of high quality. Of the 15 lessons observed nine were judged to be outstanding

and the others were good. Teaching is based on thoughtful course planning and clear assessment. Schemes of work take into account not only the requirement of accreditation, but also students' individual language needs. Examination preparation and consolidation of previous work is built into schemes of work on a six-weekly cycle. In most lessons, the teaching is lively and imaginative and ensures that students are actively engaged in a range of learning activities and working well together. Teachers give clear instructions, and rigorously check students' learning. In all lessons, teachers had detailed lesson plans with clear learning objectives for the group. A detailed class log sheet also enabled them to refer to the specific learning needs and attendance patterns of individual students. Teachers effectively employ a range of teaching methods and activities, using a variety of resources such as overhead projectors, tape recorders, flashcards, pictures and objects. They elicit a lively response from the students. In one elementary level lesson the teacher used a dummy of a human body on the topic of health. In a class preparing for the university entrance test, one student did an excellent presentation and other students evaluated her performance. Inspectors found good examples of IT well integrated with language learning. In one lesson, at an upper intermediate level, students used the Internet for research, practised their writing skills and later discussed their findings. Most students use appropriate course books. Teachers, however, take care to change the course book activities sufficiently so that they meet the needs of their particular group of students. Homework is well integrated with class teaching.

30 Students gain in confidence, develop language skills and progress to higher levels of ESOL qualification or to other college courses. Students have access to appropriate accreditation three times in the year. They are entered both for the Pitmans and Cambridge examinations twice a year. Pass rates are high.

Curriculum Areas

In the current year, the pass rate for the spoken Pitmans test at elementary level is 95%. For the Pitmans higher intermediate written test the pass rate is 70%. These are well above national averages. The college has a good system to follow up those who fail. Areas of language requiring further development are identified with individual students and help is provided to overcome any weaknesses diagnosed.

Attendance is excellent often resulting in large classes. The average class size was 15 students, well above the national average. Students' progress is monitored and well recorded.

31 Teachers have specialist English as a foreign language (EFL) and ESOL teaching qualifications. Half of them are also multilingual. A suite of newly refurbished rooms provides a pleasant learning environment. Some other teaching accommodation is unsuitable for the size of the classes. This was a weakness not identified in the self-assessment report. The ESOL resource base is well stocked with relevant course materials and audiovisual aids. Handouts are of high quality and adapted from various sources to meet the students' needs. Where classes take place in the IT learning centre, additional specialist IT staff offer good individual support.

Curriculum Areas

Basic Skills

Grade 3

32 Inspectors observed 10 lessons in basic skills. They did not agree with some strengths identified by the college and identified some additional weaknesses.

Key strengths

- readily available additional support in basic skills
- good classroom management on access to continuing education courses
- some effective use of responsive and flexible teaching methods

Weaknesses

- lack of a co-ordinated approach to the management of basic skills
- insufficient rigour in monitoring individual learning plans
- inappropriate learning goals for some students
- most teachers not appropriately qualified

33 Basic skills is not a separately identified curriculum area within the college. The teaching of basic skills occurs in four distinct areas. These include an access to continuing education course, the mathematics GCSE department, the English GCSE department and additional learning support. Inspectors were able to observe teaching and learning in two of the above areas. There were no basic skills lessons in the GCSE departments at the time of the inspection. Pre-GCSE English and mathematics is taught in conjunction with GCSE and by the end of the autumn term most students have been awarded the Associated Examining Board (AEB) accreditation and are established within the GCSE programme.

34 The provision lacks coherence and clear management. There are inadequate links

between the different areas involved in basic skills teaching to develop the provision. Nor is there any clear college strategy for basic skills. Clear quality standards have not been developed. The committed and enthusiastic staff share some good practice, but this is not sufficiently formalised. This weakness is recognised in the self-assessment report.

35 Inspectors observed 10 lessons and judged that three of these were good or outstanding. None were less than satisfactory. They agreed with the college that some teachers use teaching methods and learning support strategies that are both effective and stimulating. Teachers on the access to adult continuing education course often effectively use group activities. Some imaginative and highly relevant tasks are used to fully engage the interest of students and these lessons are well managed to maintain students' involvement. Many other lessons rely too heavily on work with printed materials. The aims of lesson plans are often generic and do not relate sufficiently to the basic skills needs of individual students. Inspectors did not agree that work is differentiated to help all students. In one small numeracy class there were no materials available to address the specific needs of one student and he quickly lost interest.

36 Additional support in basic skills is readily available to those who need it. All daytime students are screened to assess their basic skills needs. Students can refer themselves to the learning skills centre or be referred by their course tutor. Some support is also provided for students in their main classes by the learning support team. There are plans to extend this provision further. Inspectors agreed that provision is flexible and can be amended to suit individual circumstances. Both the access to continuing education and learning support teams have developed flexible learning programmes. However, there is insufficient detailed diagnostic assessment of students' basic skills needs to enable appropriate individual programmes to be prepared. General learning

Curriculum Areas

needs are identified at entry and matched to a small range of basic skills awards. Learning goals are reviewed once a term. There is insufficient rigour attached to monitoring individual learning plans and reviewing progress.

37 Inspectors did not agree with the college's assessment that there were well qualified teachers in this area. Most staff teaching basic skills do not have appropriate specialist qualifications. There is no programme of staff development to address this weakness. Lack of expertise in this field means that opportunities to promote learning are missed. Some staff are unaware of good practice in developing and assessing basic skills. Staff have organised informal peer observation and have been involved in some team teaching to make best use of their skills. Students have good access to computers. However, little use is made of them or of specialist software to develop basic skills. The learning skills centre in which most learning support activity takes place is bright and welcoming. Classrooms used by the access to continuing education course are in need of some refurbishment.

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Support for Students

Grade 4

38 Inspectors agreed with some of the judgements in the self-assessment report but considered that others had been overstated. They also identified additional weaknesses.

Key strengths

- well-documented student support system
- good links with local schools and community organisations

Weaknesses

- insufficient co-ordination of aspects of student support
- underdeveloped counselling service
- ineffective careers education and guidance
- some inadequate tutorials

39 The different aspects of student support are not adequately co-ordinated. Managers of the various parts of the service do not meet formally to plan or review progress. The college has good links with local schools, recruiting from over 50 in the Manchester area. It organises a range of activities that include 'taster' sessions, theatre road shows, summer schools and open evenings. Staff also attend school careers evenings. Each activity is evaluated to judge its effectiveness. There are good links with local community groups, including those representing refugees and asylum seekers. High-quality marketing materials are widely available to prospective students. Effective induction for students includes a student handbook which is available in several languages.

40 All full-time and part-time students are screened on entry for numeracy and literacy support needs. The results are available before students enrol so that advice may be given on the appropriate course and the necessary additional learning support. Students are

referred to support tutors in the learning skills centre. However, of those diagnosed as needing support only 45% received it. There is some evidence that those who take up learning support are more likely to stay on their course. Specialist equipment is provided to support students with disabilities but the response is not always timely.

41 Services providing advice and guidance on personal issues are underdeveloped. Use of the counselling service is poor. During the spring term 2000, no counselling service was offered by the college for a four-month period. This followed the departure of a member of the teaching staff who also acted as a counsellor. Responsibility for providing a counselling service to students has recently been allocated to an external agency. Clear service level and quality standards have been established. Students receive good welfare and financial advice from a college welfare officer. Language support in dealing with these issues is also provided by an Asian language speaker. Students are referred to external agencies where necessary. Liaison with benefit agencies also takes place on behalf of the students. The work of the welfare officer has not been formally monitored or evaluated. Accommodation for student services as a whole is fragmented and is not welcoming to students. One of the two interview rooms does not provide adequate confidentiality.

42 Inspectors found significant variety in the quality of tutorials for 16 to 18 year old students. This weakness was not identified in the self-assessment report. In one tutorial intended to help students update their record of achievement, the tutor provided little assistance and students quickly lost interest. Full-time students meet with their tutor in groups for a 45 minute session each week. Tutors are also available daily for individual meetings. The college's personal achievement through student support system is well understood by tutors. It covers student records, induction, progress reviews, attendance monitoring, course changes,

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tutorial programmes, welfare services and careers education and guidance. It is supported by a comprehensive tutor handbook. However, the college relies heavily on personal tutors to provide effective access to a range of support services. There is no effective system for monitoring the quality of tutorials or checking that all aspects of the personal achievement through student support system are covered by tutors, including referral to other support services.

43 Students intending to go on to higher education receive inadequate support in preparing and submitting their applications. The college has a careers co-ordinator who works with the local careers service in providing careers advice and guidance. He has limited time allocated to this role and does not monitor the work carried out by personal tutors in careers guidance. A further careers co-ordination post has been vacant for some time. In 1999, 28% of students applying for higher education missed the Universities and Colleges Admissions Service (UCAS) deadline date. Tutors are provided with a set of careers education activities to undertake with students in tutorials. These activities are different for different levels of courses and are well devised. There is a small but well-stocked careers library. Its usage and effectiveness for students is not checked.

44 The college has recently introduced electronic registers as part of its attendance monitoring system. Weekly reports on attendance are now available for tutors. Attendance reports are discussed with students in tutorials. There are some indications that attendance has improved this year. Students are set a target minimum grade for achievement and their progress against this is discussed at tutorials and action plans drawn up, where necessary. There is a good range of enrichment activities for students which are co-ordinated by the student liaison officer.

General Resources

Grade 3

45 Inspectors agreed with most of the judgements in the college's self-assessment report but identified additional weaknesses that had not been recognised by the college.

Key strengths

- well-conceived and well-managed accommodation strategy
- well-equipped learning centre
- high standard of refurbishment of some specialist areas
- good access for students with restricted mobility

Weaknesses

- poor development and maintenance of college IT network
- inadequate library facilities
- many classrooms and common areas in need of refurbishment

46 The college is located on one site in the centre of Manchester in a grade II listed building. This provides an attractive external environment but also financial and logistical problems for the college in attempting to modernise its accommodation.

47 Inspectors agreed with the college that there is an effective accommodation strategy which is reviewed regularly. Part of the building has been leased out for redevelopment as residential apartments. This has generated a substantial income to enable the planned improvement of college resources. Investment in refurbishment has resulted in some good specialist teaching areas. These include the provision of a commercial theatre and studio facilities for performing arts courses and a centre for international students. A small conference centre has been established. This is

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used by external groups and for college meetings. Other areas of the college are still in need of considerable improvement.

48 There is good access for students with restricted mobility to all teaching areas and common facilities. Those who require it are issued with a lift pass. There is a stair lift at a separate entrance available for wheelchair users to allow access from the street. The college reception is not easily accessible to students and visitors. There is no reception area near the student entrance and poor signing inside the building to direct any visitors. The college has improved security by restricting access to two supervised entrances. There are security staff at the student entrance, but they are not easily identifiable. Students believe the college generally provides a safe, secure environment for learning. There are regular documented health and safety checks on the premises.

49 Some classrooms have been refurbished and decorated and provide a pleasant learning environment within the constraints of the building. Others are in need of modernisation. In some rooms the acoustics are poor and noise from the corridor, adjacent rooms and outside can disturb learning. There is a large staff work and common room with refreshment facilities. All staff have a locker. There are few staff work areas and access to computers is limited. In a staff survey in October 1999 over 50% of the staff considered that work areas were not adequate.

50 The college has significantly increased the number of computers in the college. The ratio of students to computers is now 5:1. All computers have been transferred to a centralised college network. The establishment of the new network has not been well managed. There has been over-reliance on the work of one key person who has been absent for long periods owing to illness. This has resulted in frustration for staff and students because of the regular failure and poor maintenance of the network.

51 Despite recent improvements the library is small and is not well used by students. This weakness was not recognised by the college. It has workplaces for 34 students in a quiet study area. There are also eight computer workstations with Internet access. A survey conducted in the summer term 2000 indicated an average of 15 to 22 students using the library at any one time. This is low for the number of students in the college. There is no library area for students to undertake group work. In addition to resources for the curriculum there is a good range of videos available to students for general interest.

52 The learning centre, adjacent to the library, contains designated areas for IT, learning support and careers guidance and counselling. The IT area is well equipped with 40 computers in three rooms. One room is mostly used for class teaching. The others are always available for 'drop-in' use and are well used. There is good specialist help for students. The college has recognised the need to introduce joint planning of library and learning resource developments.

53 The college has responded well to student requests for improvements in the refectory which has been refurbished this year. It is bright and spacious. A range of good-quality food is available providing good value for money. There is a small centrally located student common area. The college recognises the lack of facilities for sports and leisure at the college. However, arrangements have been made with other centres for access by students at reduced cost. A student liaison officer organises a range of team sports.

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Quality Assurance

Grade 4

54 Inspectors agreed with some of the strengths and most of the weaknesses identified in the self-assessment report. They identified some weaknesses not recognised in the report.

Key strengths

- progress in standardising quality assurance procedures
- good staff development arrangements

Weaknesses

- lack of rigorous use of performance indicators and targets
- decline in the quality of teaching and learning since the last inspection
- lack of improvement in retention
- some inadequate course reviews
- underdeveloped quality assurance procedures in some service areas

55 There has been progress in standardising quality assurance procedures since the last inspection. For example, a calendar has been introduced to ensure that teams review performance and report regularly. Compliance with college systems is efficiently checked through regular audit. The quality assurance policy and strategy are clearly stated, but they do not describe arrangements for business support areas. Some service areas, such as personnel, have fully defined standards of service. Others, such as student support services, are at an early stage in developing and using such standards. This uneven development is recognised in the self-assessment report.

56 There is an established annual cycle of programme reviews and team action plans. Targets for retention and pass rates have been set at course and college level. There is lack of rigour in the use of these targets to bring

about improvement in individual courses, a weakness recognised in the self-assessment report. The quality of course reviews varies and some are unsatisfactory. Not all teachers use the standardised documentation for course review. Poorer course reviews do not use targets for retention and achievement to evaluate critically poor performance. Many action plans fail to address key issues. Some staff are unaware of the targets set for the courses on which they teach.

57 Retention remains poor and the quality of teaching and learning is declining. There has been no significant improvement in the poor college retention rates over the last three years. Retention is below the national average at all levels for young and adult students. There is some recent evidence of improvement on some courses. The college has an extensive annual programme of lesson observation. Teachers are made aware of the criteria used through staff development and briefing sessions. A trained team of managers observes lessons and ensures that observation outcomes are appropriately documented and analysed. The self-assessment report contained an overgenerous internal assessment of teaching quality. A more recent assessment by the college resulted in lower grades. There is now a good match between these observation grades and those awarded by inspectors. Inspectors identified 49% of lessons as good or outstanding compared with the 54% identified by the college. This is significantly below the national average and show a decline from 64% at the last inspection.

58 The college systematically collects and analyses the views of students on the quality of its provision. Surveys of students' opinions are taken twice a year to cover induction, teaching and learning. Further information is obtained from the student council and focus groups. The outcomes are analysed and communicated to course teams to inform action-planning. There are good examples of action taken as a result of issues raised. The student council is active in articulating student opinion. Students do not get

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formal feedback on outcomes of the surveys. There are few opportunities for students to contribute at course meetings. The college charter sets out key statements of students' entitlement. Many students are unclear about its contents and the complaints procedure associated with it.

59 Inspectors agreed with the college view that there is a robust internal verification system which takes place in vocational areas. A structured approach by trained assessors ensures consistency of assessment. Records are detailed and key issues are shared in team meetings. The assessor manual is comprehensive. The internal verification procedures have been used as an example of good practice in other colleges.

60 The annual professional review of staff is well established and includes all full-time and part-time staff. Each review results in an individual development plan which takes account of personal training needs and college strategic objectives. The college places a high priority on staff development. Each member of staff spends approximately eight days annually in training and development. There are significant improvements in staff development in the last year which include the development of a training database, staff induction and training for the appraisal process. Teachers have also updated their skills in IT. Opportunities for sharing good practice in teaching and learning are underdeveloped. Staff appraisal is not fully established for all staff. This weakness was identified by the college. The college has recently achieved the Investors in People award for the second time.

61 The self-assessment report is comprehensive. Staff have good opportunities to contribute to it. Managers increasingly use national benchmarking data produced by the FEFC to analyse retention and achievement. Team and programme area self-assessment reports were scrutinised by a validation panel which included an external adviser and a

governor. There is a poor match between grades awarded by inspectors and those in the college's self-assessment. Inspectors lowered the grades in four out of five curriculum areas. In cross-college areas, inspectors lowered the grades in all five areas.

Governance

Grade 3

62 Inspectors and FEFC auditors agreed with some of the strengths in the self-assessment report but considered that others were overstated. They agreed with all the weaknesses but also identified others not noted in the college's report.

Key strengths

- effective use of governors' wide range of experience
- involvement of governors in setting the college's mission and strategic aims
- close oversight of an improvement in the financial position of the college
- effective working with senior managers

Weaknesses

- some ineffective clerking related to quoracy of meetings
- inadequate rigour in setting and monitoring retention and achievement targets
- unsystematic approach to induction and training of governors
- underdeveloped approach to assessing governors' effectiveness

63 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is weak. The governing body does not conduct its business in accordance with the instrument and articles of government. It also does not fulfil its

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responsibilities under the financial memorandum with the FEFC.

64 The governing body has a determined membership of 15. There is currently one vacancy for a co-opted governor. For most of 1999 the governing body had four or five vacancies, a weakness recognised in the self-assessment report. Attendance at governing body meetings is low and there are no targets set. The procedure for re-determination of membership, as a result of statutory changes, has been ineffective. A search committee met for the first time in January 2000. The relevant nominating bodies have not been specified and some members have been incorrectly moved from one membership category to another. New governors have a brief induction organised by the clerk. A skills audit and training needs analysis has been carried out. However, there is no systematic approach to the training of governors.

65 Governors have a wide range of experience, which is effectively used to support the college. For example, they have backgrounds in accountancy, architecture, banking, education, personnel and law. This experience is used well in a variety of ways, including the matching of governors' expertise to appropriate committee membership. Governors work effectively with senior managers. They have a clear understanding of the distinction between governance and management. As stated in the self-assessment report, they have had a major influence on the mission and the setting of the strategic aims of the college. Since 1996, the college has changed dramatically from one teaching mainly GCSE and GCE A level courses to one which now has a much broader range of courses and client groups. Governors have also overseen improvements in the college's financial position. Operating deficits from 1996 to 1998 have been converted to an operating surplus. The financial forecasts show that this trend is continuing.

66 The governing body has an appropriate range of committees. The curriculum and standards committee has been limited in its effort to review and evaluate the educational work of the college by unreliable college data. The self-assessment report states that students' achievements are regularly monitored. However, student retention and achievement targets are not fully understood by some governors who therefore find difficulty in monitoring the progress made towards these targets. Terms of reference for the search committee and its procedures for appointment of governors require updating. For example, they need to consider criteria for the reappointment of governors. The finance and premises committee meets frequently and considers detailed management accounts at each of its meetings. The audit committee has not considered Council Circular 98/15, *Audit Code of Practice*, and has not undertaken all of its required activities.

67 The college administrative manager acts as clerk to the governing body. He has a separate job description for this role. It does not contain some key functions described in the relevant FEFC guidance. Governing body and committee agendas and supporting papers are usually sent out in good time in advance of meetings. Governors have adopted sound policies for openness and accountability including a public disclosures policy. However, minutes and papers are not widely accessible. Governing body standing orders, membership details and code of conduct are combined in a useful governing body handbook. There is a 'whistleblowing' policy and a complete register of interests incorporating an eligibility statement. Vacancies, poor attendance of governors and the number leaving meetings early, have led to problems with quoracy. For example, there has been one inquorate governing body meeting and two became inquorate due to members leaving. Appropriate action has not been taken when committees are inquorate. One meeting took a number of significant decisions, including

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approval of annual financial estimates and forecasts, and the appointment of two governors. Minutes are too brief and frequently lack sufficient detail.

68 Governors have had a considerable involvement in the self-assessment process. A validation and grading panel with a governor nominee considered each section of the self-assessment report. The report on governance was co-ordinated and drafted by the clerk. It was based on governors' views obtained through questionnaires, written submissions and a seminar. Inspectors agreed with the governors' view that they need to develop further the way they measure their own effectiveness. No clear performance indicators have been adopted. The chair of the governing body, along with another governor, appraises the principal. They also obtain information about the appraisal of the other senior postholders carried out by the principal. This information is used by the remuneration committee when setting salary levels.

Management

Grade 4

69 Inspectors judged that in its self-assessment of management the college overstated the strengths and did not give sufficient emphasis to the weaknesses identified in the self-assessment report.

Key strengths

- diversification of college curriculum offer to meet local needs
- effective community links

Weaknesses

- lack of rigour in oversight of the college performance
- unreliable management information
- failure to meet targets for retention and achievement
- some inadequate curriculum management
- lines of accountability not rigorously applied

70 The college mission, aims and values are embedded in the college strategic plan and objectives. The senior management team holds regular staff briefings to reinforce understanding of the mission, values and current college priorities. The college has diversified its curriculum to incorporate a broader range of courses and take account of the needs of international students. This process has been well managed. The decision to change the strategic direction of the college was informed by sound community needs analysis.

71 Inspectors did not agree with the college's judgement that management information is strong. The data on students' achievements for 1999 produced by the college's management information system in preparation for inspection were unreliable. Curriculum managers do not have access to accurate and timely management

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information. This makes it difficult for them to assess the effectiveness of individual courses, monitor student retention and achievement, or identify areas for improvement and development. The college is making an attempt to improve the accuracy of its information. The recent purchase of new software has improved reporting on student attendance.

72 The college has not met its own targets for students' retention and achievements. Some targets were set at an unrealistically high level. Progress towards achieving targets for retention and achievement has not been rigorously monitored. This year the target-setting process has been informed by previous course retention and achievement rates as well as national benchmarks for individual subject areas.

73 The senior management team does not sufficiently rigorously oversee the performance of the college. This weakness was not identified in the college's self-assessment report. Individual managers hold review meetings for their own areas of responsibility. However, there is little evidence that significant issues affecting the whole college such as the quality of teaching and learning and students' pass rates on courses are discussed in detail by the management team together. There is no record in the management team minutes of any consideration of an £86,000 overspend on staffing or of any plans to reduce the amount in order to meet the planned overspend of £50,000.

74 Lines of accountability are clear but not rigorously applied. Managers do not set and use performance targets to assess the performance of individual members of staff. The principal appraises senior managers but the process lacks rigour. No clear criteria or targets are used to assess their performance. Course and service managers meet with their line managers but these do not result in detailed action plans to improve performance. Although college policies are reviewed there is little evidence of the formal monitoring of key policies such as

equal opportunities. Curriculum management is not uniformly rigorous. Some curriculum areas are well managed but others have plans that are insufficiently detailed and are not carefully monitored.

75 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The college's financial performance has improved due to disposals of surplus property. An operating surplus of £32,000 was achieved in 1998-99 compared with operating deficits of £120,000 and £149,000 in the previous two years. The college is financially sound having accumulated income and expenditure reserves of £897,000 and cash balances of £334,000 as at 31 July 1999. Management accounts, which would be enhanced by the inclusion of a 12-month rolling cashflow forecast and other information, are prepared monthly for review by the senior management team and members of the finance and premises committee. The annual estimates do not include either balance sheet or cashflow information. The financial regulations are in need of enhancement to reflect best practice. The college's internal auditors reported that in 1998-99 the internal control system was sound. However, in respect of 1998-99 the college was unable to submit its financial statements and student record returns in accordance with FEFC deadlines.

76 The college has purposeful and extensive links with local, national and international organisations. The principal sits on a number of local committees and chairs the Manchester FE Colleges' Group. Links with universities have led to a significant development of English language courses for overseas students. Other community links with social services and the housing resettlement agency have enabled the college to effectively respond to the needs of refugees and asylum seekers. The outcomes of successful international links include a European funded project for Spanish students to attend the college during the summer to learn

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English. This has expanded from 260 students last year to 600 planned for this summer.

Conclusions

77 The self-assessment report was a useful basis for planning and carrying out the inspection. Each section contained an action plan. An updated report provided shortly before the inspection contained evidence of progress made in some areas. Inspectors agreed with many of the judgements in the self-assessment report but identified several important additional weaknesses and a few additional strengths. In particular, they considered that too little importance had been attached to poor retention rates. Lesson observation grades awarded by inspectors were lower than those the college awarded internally and well below the national average. Inspectors agreed with only one curriculum grade awarded by the college. It awarded lower grades in the other four curriculum areas and in all aspects of cross-college provision. Two of these were two grades worse.

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

College Statistics

Student numbers by age (November 1999)

Age	%
Under 16	1
16-18 years	39
19-24 years	26
25+ years	33
Not known	1
Total	100

Source: college data

Student numbers by level of study (November 1999)

Level of study	%
Level 1 (foundation)	23
Level 2 (intermediate)	30
Level 3 (advanced)	45
Level 4/5 (higher)	0
Non-schedule 2	2
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (November 1999)

Programme area	Full time	Part time	Total provision %
Science	122	124	17
Engineering	1	3	0
Business	42	25	4
Health and community care	19	67	6
Art and design	231	77	21
Humanities	223	278	34
Basic education	90	178	18
Total	728	752	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 80% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (July 1999)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	44	0	4	48
Supporting direct learning contact	10	0	0	10
Other support	18	0	0	18
Total	72	0	4	76

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

College Statistics

Three-year Trends

Financial Data

	1997	1998	1999
Income	£2,913,000	£2,708,000	£3,047,000
Average level of funding (ALF)	£20.58	£17.91	£17.34
Payroll as a proportion of income	74%	72%	69%
Achievement of funding target	118%	97%	98%
Diversity of income	4%	5%	9%
Operating surplus	-£149,000	-£120,000	£32,000

Sources: Income – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

ALF – Performance Indicators 1997-98 (1997 and 1998), Funding Allocations 1998-99 (1999)

Payroll – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

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

Diversity of income – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

Operating surplus – Council Circulars 98/43 (1997), 00/10 (1998), college (1999)

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