

Stockton Sixth Form 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

Stockton Sixth Form College

Northern Region

Inspected February 2000

Stockton Sixth Form College is situated in Stockton-on-Tees to the north of the river Tees. The college's self-assessment report was detailed and comprehensive. All staff were involved in its production. The process was thorough and included a rigorous programme of lesson observations. The college's quality assurance committee validated the final document and the grades allocated which were then approved by governors. Inspectors agreed with all of the judgements made by the college both for the curriculum areas inspected and all the cross-college aspects except for general resources where they felt the college had been insufficiently critical.

The college offers courses in eight of the FEFC's 10 programme areas. The inspection covered provision in three of these. The college is well managed and its communication systems are good. Its financial position is strong. It has well-established links with partner schools and outside agencies. Students are given effective support throughout their time at the college. Governors carry out their business in an open manner and closely monitor the college's performance. There is a good quality assurance system that includes effective staff development and support for new teachers. The quality of teaching was good overall and particularly good

in science. Overall students' achievements are good. Retention rates are less good and have shown a marked deterioration in recent years. The college should: pay more attention to the needs of individual learners; improve the quality of group tutorials; update and refurbish some parts of the accommodation; strengthen its action-planning; and improve retention.

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

Curriculum area	Grade	Cross-college provision	Grade
Science	2	Support for students	2
Computing, mathematics and information technology	2	General resources	3
Business	2	Quality assurance	2
English, media and theatre studies	2	Governance	2
Government and politics, law psychology and sociology	2	Management	2

The College and its Mission

1 Stockton Sixth Form College is located on a single site, in a residential area of Stockton-on-Tees. It is adjacent to an 11 to 16 Roman Catholic secondary school and a further education college. The borough of Stockton-on-Tees in the Tees Valley includes the towns of Billingham, Stockton, Thornaby and Yarm. The area was, until recently, dominated by steel, chemical and related engineering industries. Many of these industries have been replaced by work in the service sector which now accounts for 63% of local employment. However, there remains a strong manufacturing base.

2 The population of the borough of Stockton-on-Tees is approximately 178,600. The unemployment rate is 7.4% compared with 4% nationally and 7.8% in the Tees Valley area. The borough has some areas of deprivation and in these wards unemployment exceeds 20%. The minority ethnic population of the area comprises 1.6% of the total. Of the college's students, 5.5% are from minority ethnic backgrounds.

3 The college recruits from 13 partner schools. In addition to these, the borough has two 11 to 18 schools, another sixth form college and a further education college. Within a 15-mile radius there are another six providers of post-16 education and numerous private training providers. In 1999, 61% of 16 year olds from partner schools progressed to full-time education and 11% entered national traineeships and modern apprenticeships. The proportion of school-leavers in the borough gaining five or more general certificate of secondary education (GCSE) grades at A to C was 41.3% compared with the national average of 47.9%.

4 In November 1999, the college had 1,069 students of whom 856 were full time. In addition, the college recruited a further 182 part-time students on a new start course for women which is provided off-site in partnership

with Stockton-on-Tees Adult Education Service and the University of Durham. Since the last inspection, the college has offered a number of general certificate of education advanced supplementary (GCE AS) subjects, general national vocational qualifications (GNVQs), national vocational qualifications (NVQs) and a BTEC national diploma in sport science. The college has developed a number of links with organisations including the Stockton Arc Trust, Tees Valley New Start Project and the Stockton and Tees Valley Lifelong Learning Partnership.

5 The curriculum is grouped in 12 subject departments each with a head of department. These form two schools of study whose work is co-ordinated by the two vice-principals. The senior management team comprises the principal, two vice-principals and the director of finance. In November 1999, the college employed 46 full-time equivalent teachers and 21 full-time equivalent support staff.

6 The college's mission is to extend educational opportunity in a challenging and responsive environment where all will be encouraged to achieve their full potential. Key aims and strategic objectives are to:

- increase full-time participation and achievement within the 16 to 19 age group
- respond to the wider needs of the community through the development of a selective portfolio of courses to meet the needs of mainly post-19 students
- explore opportunities for collaboration and partnership with other providers of lifelong learning.

The Inspection

7 The college was inspected during the week beginning 7 February 2000. The inspection team had previously evaluated the college's self-assessment report and reviewed information about the college held by other directorates of the Further Education Funding Council (FEFC).

Context

Inspectors used data on students' achievements derived from the individualised student record (ISR) returns to the FEFC for 1997 and 1998. The college submitted data on students' achievements for 1999. Inspectors checked these against primary sources such as class registers and pass lists issued by examination bodies and found them generally accurate. The college was notified approximately two months before the inspection of the sample of its provision to be inspected. The inspection was carried out by 11 inspectors and an auditor working for a total of 44 days in the college. Inspection team members held meetings with college governors, a representative of Tees Valley Training and Enterprise Council (TEC), managers, staff and students.

8 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, 68% were judged to be good or outstanding and none were less than satisfactory. This compares favourably with the national averages for all colleges of 65% and 6%, respectively.

Lessons: inspection grades by programme of study

Programmes	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	10	18	12	0	0	40
GCSE	3	5	4	0	0	12
GNVQ	0	4	3	0	0	7
Other*	1	4	2	0	0	7
Total (No.)	14	31	21	0	0	66
Total (%)	21	47	32	0	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 tutorials

Context

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. The attendance rate varied from 88% in science to 79% in English, media and theatre studies.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Stockton Sixth Form College	12.4	83
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

Science

Grade 2

10 Inspectors observed 11 science lessons covering GCE advanced level (GCE A level), BTEC national diploma, GCSE courses and those accredited by the National Open College Network (NOCN). They agreed with most of the judgements identified in the college's self-assessment report.

Key strengths

- the high quality of most teaching
- good pass rates on level 3 courses
- effective support for students
- well-managed courses

Weaknesses

- low retention rates on GCE A level courses

11 The college offers a broad range of provision which includes GCE A level, BTEC national diploma applied science (sports studies), GCSE courses and those accredited by the NOCN. Science departments are managed effectively. There are strong links with partner schools. They collaborate with each other to offer 'taster' days for year 10 pupils from local schools. Teachers meet regularly through departmental and whole-school study meetings. Communication between teachers in departments is often informal but effective. The close proximity of science laboratories and work areas helps this. There are operating statements for each department which identify priorities for the forthcoming year. Inspectors agreed with the college's self-assessment report that departments are effective in integrating practical work and fieldwork with theory sessions. Target-setting is underdeveloped. For example, targets set for pass rates are not difficult to achieve and achievements are not routinely compared with national benchmarking data produced by the FEFC.

12 Inspectors agreed with the college that teaching is well planned and carefully structured. There are comprehensive schemes of work and lesson plans. Students value the subject help provided by teachers in and outside of lessons. Their work is carefully marked and returned with helpful written comments. Teachers provide a range of additional activities to help students, including lunchtime lessons on topics identified by the students. There are regular opportunities for students to apply their knowledge and understanding to past examination questions. Difficult scientific concepts are introduced in a way that students find easy to follow. For example, mature students in a GCSE human biology lesson were effectively introduced to the structure of the mammalian heart through a simple diagram. Their understanding was then extended by the use of a more detailed anatomical representation before finally introducing them to the dissection of pig's hearts. High-quality course notes and guidance material are issued to students. Teachers do not use questioning well to ensure that all students are fully involved. Insufficient use is made of information technology (IT) in biology, chemistry and geology lessons.

13 Students maintain comprehensive course files that are well presented and serve as effective revision aids. Good-quality students' work is displayed in laboratories and teaching rooms. This celebration of students' achievements helps to promote learning. There is excellent progression from level 3 courses. In 1999, approximately 80% of students went on to higher education courses. Students have good practical skills and pay careful attention to health and safety issues. For example, students new to organic chemistry quickly rearranged glassware from a reflux configuration to one for distillation. GCE A level pass rates in biology, physics, geology and sports studies are good and exceed national averages for sixth form colleges. Pass rates at A to C grades on these courses are

Curriculum Areas

also above the national average. The BTEC national diploma in applied science (sports studies) course has had good pass rates over the last three years. Retention on this course has been good for two of the last three years. Retention rates on GCE A level biology, chemistry, physics and sport studies courses are poor. Inspectors agreed with the self-assessment report that in 1999, retention rates in GCSE subjects were higher than in the previous year. However, in recent years GCSE science pass rates at grade C or above have fluctuated and were poor for human biology and chemistry in 1999.

14 Teachers are well qualified with relevant degrees and teaching qualifications. Experienced laboratory technicians are effective in helping teachers during practical lessons. Departments have a good range of specialist equipment. Science is taught in good laboratories that are linked together. This allows technicians to service them efficiently.

However, some disruption occurs when students move between them. Accommodation for sports studies is also of high quality. There is a large, well-equipped sports hall and classrooms that meet the needs of the current number of students. The department has a computer room with a network of 10 high specification computers that are well used by staff and students.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE human biology	2	Number of starters	87	94	94
		Retention (%)	84	67	84
		Achievement (%)	41	37	33
GCE A level biology	3	Number of starters	56	59	76
		Retention (%)	80	63	66
		Achievement (%)	98	95	96
GCE A level chemistry	3	Number of starters	36	42	31
		Retention (%)	81	71	55
		Achievement (%)	83	86	82
GCE A level physics	3	Number of starters	25	32	19
		Retention (%)	88	59	58
		Achievement (%)	55	100	100
BTEC national diploma in applied science (sport studies)	3	Number of starters	32	34	34
		Retention (%)	88	68	83
		Achievement (%)	100	100	96

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

Curriculum Areas

Computing, Mathematics and Information Technology

Grade 2

15 Inspectors observed 13 lessons in computing, IT and mathematics. They agreed with the judgements in the college's self-assessment report.

Key strengths

- good teaching
- the wide range of provision
- high pass rates on computing and IT courses
- high pass rates on GCE A level mathematics courses
- thorough assessment and monitoring of students' progress

Weaknesses

- low retention rates on full-time advanced computing and IT courses
- low pass rates in GCSE mathematics
- insufficient development of students' ability to articulate mathematical ideas

16 The range of provision is unusually broad, a strength acknowledged in the college's self-assessment report. Mathematics and further mathematics are offered at GCE A level and GCE AS. About 200 students take a mathematics GCSE resit course, some alongside advanced level study but many as part of a level 2 programme. In 1998, a GCE A level IT course was introduced. It has attracted many female students to a subject area where they are often under-represented. A popular GNVQ advanced IT course provides a vocational alternative to the GCE A level course. Full-time students from across the college take a course in computer literacy and information technology. Part-time courses attract a wide range of adults, many of whom progress to other courses. There are

good curriculum links with schools and universities in the region.

17 Inspectors agreed with the college that courses are well planned and well managed. The GCE A level mathematics course uses commercially available, high-quality materials. Detailed records of students' progress are kept and these are used to inform regular reviews. Homework, coursework and assignments are well designed. Individual teachers have clearly assigned roles for managing aspects of provision. There are regular minuted staff meetings and appropriate development plans.

18 Teaching is good. Of the 13 lessons observed, nine were judged good or outstanding. This is better than that reported in *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*. However, observation grades claimed by the college were higher than those awarded by inspectors. There are detailed schemes of work. In mathematics, students frequently undertake practical activities and individual investigations. Since the last inspection, improvements have been made in the use of mathematical software. In one lesson, students were introduced to a mathematical theory and then worked on appropriate examples. They subsequently moved to a computer room and used software to check and consolidate their understanding. Additional lessons are provided for those mathematics students needing extra help. Teachers frequently do not draw students into discussion and miss opportunities to share views and deepen understanding. Practical work in computing and IT is well organised. Students have opportunities to develop interpersonal skills by giving presentations to the whole class. Case studies and other learning materials are used well. Students receive clear guidance on assignment and project work. Visits to commercial organisations and visiting speakers provide variety and insights into the world of work. Few students on level 3 courses undertake work shadowing or work experience.

Curriculum Areas

19 Students who complete courses usually pass. For example, pass rates on computer literacy, GCE A level computing, GNVQ IT, GCE A level mathematics and further mathematics, and courses for adults exceed sixth form college averages. Pass rates on GCSE computing and IT courses are consistently outstanding. A comparison of GCE A level performance with predicted grades based on GCSE achievements on entry shows that many students exceed expectations. In 1999, GNVQ IT students won an external award for their project work. These considerable strengths were acknowledged in the self-assessment report. Pass rates at grade C or above in GCSE mathematics have been below the national average for sixth form colleges for three years. However, many students improve on their previous performance by at least one grade. The college offers students who are unlikely to attain a grade C at GCSE an alternative course. There are low retention rates on the

two-year advanced computing and IT courses. The college is providing extra support to students and retention statistics for those on current two-year programmes is showing some improvement.

20 The provision is well resourced. Students on computing and IT courses have good access to modern IT equipment. However, there are no IT facilities in classrooms for mathematics teachers who wish to enrich their lessons with computer-based demonstrations. Some of the mathematics classrooms are small and teachers find it difficult to move around the room to work with individual students during lessons. The mathematics and computing departments have a good range of learning materials. Students on most major full-time courses are issued with textbooks. However, the college library bookstock is low and many books are old.

A summary of retention and achievement rates in computing, mathematics and information technology, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Computer literacy and information technology	1	Number of starters	94	269	222
		Retention (%)	99	80	65
		Achievement (%)	78	49	86
GCSE computing and IT	2	Number of starters	101	70	100
		Retention (%)	72	80	85
		Achievement (%)	90	94	77
GCSE mathematics	2	Number of starters	236	240	200
		Retention (%)	75	77	83
		Achievement (%)	33	25	22
GCE A level computing	3	Number of starters	50	42	46
		Retention (%)	66	55	63
		Achievement (%)	94	91	72
GCE A level mathematics	3	Number of starters	65	66	58
		Retention (%)	75	79	60
		Achievement (%)	86	96	97
GNVQ advanced IT	3	Number of starters	8	14	24
		Retention (%)	75	50	58
		Achievement (%)	100	86	93

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

Curriculum Areas

Business

Grade 2

21 Inspectors observed 12 lessons in GCSE, GCE A level and GNVQ business at intermediate and advanced levels. They agreed with most of the judgements in the college's self-assessment report.

Key strengths

- well-planned lessons
- effective marking of GCE A level work
- high-quality study materials
- many additional activities on GNVQ programmes
- good use of IT

Weaknesses

- insufficient attention to meeting the needs of individual students
- inadequate mapping and assessment of key skills on GNVQ courses

22 The business studies department has good links with local schools. They visit them regularly, arrange 'taster' days for year 10 pupils and offer introductory lessons. The range of provision is limited to full-time courses leading to GCSE, GCE A level and GNVQ qualifications. Schemes of work and lesson plans are written to a useful standard format. Good records are maintained. Staff know their students well and identify those causing concern early. Students' destinations are displayed on walls. This raises students' aspirations and celebrates their success. Targets are set for enrolment, and students' retention and achievements. However, there is a lack of routine analysis of these data to inform management decisions in the department.

23 Teaching is at least satisfactory and the proportion of lessons judged good or outstanding is higher than average. A well-

taught lesson to GNVQ intermediate students involved a short but effective exercise to introduce them to the concepts of management styles and staff motivation. Teachers organise interesting extra-curricular activities for students. For example, a two-day 'understanding industry' conference provided students with the opportunity to work with employees in business and industry. Second-year GNVQ students organise a visit for first-year students. This is a good team building exercise for both groups of students. The work from students on GCSE and GCE A level courses is marked carefully and teachers provide helpful written comments. The marking of work from students on GNVQ courses is less effective. For example, one piece of work was annotated with a brief comment indicating an incorrect calculation but the teacher had initialled the document indicating that the number key skill was achieved. Some of the teaching materials do not provide sufficient support for weaker students or sufficient challenge for the more able. Inspectors agreed with the judgement in the self-assessment report that the materials for level 2 courses require further development. Key skills are not mapped effectively on GNVQ courses and students' assignments do not identify the key skills that could be achieved.

24 Most students' written work is well presented. The best work is on display on the walls of classrooms and work areas. Much of it is of high quality and provides encouragement to other students. Students make good use of IT both in lessons and in their own time. For example, in one lesson, they ably presented a budget on a spreadsheet. Retention rates on level 3 courses and the GNVQ intermediate course are at, or above, national averages for sixth form colleges. Students on the GNVQ advanced course in business have attained pass rates above the national average for the last two years. The pass rate for GCSE business studies has declined over the last three years and is significantly below the average for the sector.

Curriculum Areas

In 1999, only two out of the 19 students who started this course achieved grade C or above.

25 Teachers are well qualified and have appropriate assessor awards. However, the self-assessment report identifies that they would benefit from work placements to update their experience. Good study packs are issued to students. These contain extensive lists of available resources such as CD-ROM and other specialist software. The business studies suite of rooms is self-contained, well equipped and includes an IT room with modern computers.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GNVQ intermediate business	2	Number of starters	16	18	21
		Retention (%)	69	89	86
		Achievement (%)	73	94	67
GCSE business studies	2	Number of starters	13	13	19
		Retention (%)	62	62	68
		Achievement (%)	50	43	15
GNVQ advanced business	3	Number of starters	14	17	14
		Retention (%)	57	71	86
		Achievement (%)	75	92	83
GCE A level business studies	3	Number of starters	46	31	43
		Retention (%)	74	87	79
		Achievement (%)	97	100	74

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

Curriculum Areas

English, Media and Theatre Studies

Grade 2

26 Inspectors observed 12 lessons in GCE A level and GCSE courses. They agreed with many of the judgements in the college's self-assessment report but identified additional strengths and weaknesses.

Key strengths

- wide range of provision
- systematic review and assessment procedures
- good teaching
- conscientious marking of students' work
- good pass rates

Weaknesses

- poor and declining retention rates on all English GCE A level courses
- no systematic development of students' oral skills

27 The English department offers an unusually wide choice of five different GCE A level courses. This strength is understated in the self-assessment report. Course management is efficient and effective. Documentation is detailed and well used. The department benefits from strong leadership and a good team spirit. The self-critical annual review assesses progress and the subsequent operating statement sets realistic targets. Students enjoy the extra-curricular activities offered; groups of them have attended nine theatrical performances in the last 12 months. Students on the media studies course value visiting television studios locally and in London. Students on the theatre studies course gain excellent experience of theatrical work through the college's partnership with the recently modernised and extended local theatre.

28 Inspectors agreed with the self-assessment report that teaching is good. Of the 12 lessons observed, nine were good or outstanding and none were less than satisfactory. Teachers share the aims and objectives of lessons with their students. They plan and structure their lessons skilfully. Students are encouraged to learn on their own. When they work in pairs or groups teachers emphasise the development of reporting skills. Whilst students are preparing their work teachers monitor their progress and give help and advice. In a GCE A level lesson, students worked in pairs to reduce a broadsheet report to a brief summary in tabloid style. The pairs reported back in turn and, after a thorough debate, the teacher helped to summarise effectively the key elements arising from their work. Students generally concentrate well in lessons and teachers set interesting and stimulating tasks to maintain their enthusiasm. In one lesson in media studies in which students were considering science fiction as a genre, they clearly enjoyed analysing short video excerpts from *Blade Runner* to identify and assess the use of colour, sound and visual effects.

29 Students' written work is marked conscientiously. Students looking at returned work can see how it might be improved through the helpful, detailed comments written in the margins and at the end of their scripts. In some students' files, which are kept in chronological order, their progress can be clearly seen. This close co-operation between teachers and students leads to particularly productive relationships. However, poor attendance by some students in several GCSE classes has held back their progress. Occasionally, teachers allow too much time for students to complete specific tasks and this slows down their learning. They also fail to involve all of the students sufficiently in discussion and allow some students to avoid answering questions.

30 The self-assessment report recognised the recent improvement in pass rates in GCE A level English language and in English literature. All

Curriculum Areas

of the students who sat these examinations in 1999 were successful. The proportion of A to C grades achieved in GCE A level literature and media studies was above the national average for sixth form colleges. Retention is poor in GCE A level subjects. Students' written work is of a higher standard than their oral work. A weakness not acknowledged in the self-assessment report is the large number of students needing help to improve their oral communication skills. Although these students have few problems with comprehension and understanding, they often have difficulties in articulating their opinions clearly. Many remain self-conscious and reluctant to speak in lessons. Although the department offers additional help, the take-up is low.

time teachers are valued members of the department. Although resources are good, this judgement is overstated in the self-assessment report. Accommodation is not ideal. Several classrooms are long, narrow and unsuitable for group work. The media room is not near the English suite of rooms and theatre studies students have no base room.

31 Teachers are suitably qualified and experienced. They participate in a considerable number of staff development activities. Part-

A summary of retention and achievement rates in English, media and theatre studies, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE English	2	Number of starters	143	186	151
		Retention (%)	74	80	79
		Achievement (%)	50	59	54
GCE A level English literature	3	Number of starters	31	22	27
		Retention (%)	87	77	59
		Achievement (%)	89	94	100
GCE A level English language	3	Number of starters	34	15	35
		Retention (%)	68	73	54
		Achievement (%)	82	82	100
GCE A level English literature/language	3	Number of starters	24	23	33
		Retention (%)	92	70	76
		Achievement (%)	86	81	80
GCE A level media studies	3	Number of starters	*	20	45
		Retention (%)	*	70	69
		Achievement (%)	*	86	94

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

*course not offered

Curriculum Areas

Government and Politics, Law , Psychology and Sociology

Grade 2

32 Inspectors observed 12 lessons in GCSE and GCE A level subjects covering government and politics, law, psychology and sociology. They agreed with the judgements in the self-assessment report but identified additional weaknesses in teaching and learning.

Key strengths

- effective curriculum organisation and management
- good pass rates on GCE A level courses
- innovative use of the Internet on government and politics courses
- thorough marking of students' work

Weaknesses

- poor and declining retention on most courses
- insufficient use of IT in sociology and psychology

33 Inspectors agreed with the self-assessment report that subjects are well organised and managed. Teachers hold regular meetings. These are minuted and actions followed up. Course documentation is well organised and helpful. Comprehensive and well-structured schemes of work identify appropriate aims and teaching and assessment methods. However, some lesson plans are insufficiently detailed; they lack clear objectives and do not indicate teaching methods. Teachers work collaboratively on the production of detailed handouts, which are regularly updated. This enables a common and consistent approach to the teaching of shared groups.

34 In the best lessons, teachers use a variety of appropriate learning activities which enable students to contribute to discussions and think

for themselves. For example, in a GCE A level sociology lesson on race and the criminal justice system, students enthusiastically debated the issues in the media surrounding the visit of boxer Mike Tyson to England. Students showed that they had grasped the topic and had learnt a great deal. Teachers frequently check students' learning by questioning individuals. In most lessons, the pace of work is lively. Teachers provide good support for students as they work individually or in small groups. In some lessons, teachers fail to provide sufficiently demanding work for all students. The criteria for assessing students' work are shared with them. A detailed handbook is used in sociology and psychology courses. Opportunities are provided for students to extend their studies. Assignments are thoroughly marked by teachers who provide detailed and constructive feedback, a strength identified in the self-assessment report. Errors in grammar are corrected. Students value the support they receive, especially the extra revision lessons. Inspectors agreed with the college that the development of the government and politics website is a strength. The site contains course notes, mark schemes, relevant articles, past papers and revision guides. Students with a computer at home can access all of this information. However, in sociology and psychology students and teachers make little use of IT.

35 Students are knowledgeable about their subjects. Most develop the skills of criticism, analysis and evaluation. Inspectors agreed with the self-assessment report that pass rates are good and are above the national average for sixth form colleges in GCE A level sociology, and government and politics. In 1999, nine out of 10 students on the GCE A level law course who sat the examination were successful. In both GCE A level sociology and GCE A level law, students achieved pass rates at the higher A to C grades which were above the national average. Retention rates are poor. All courses have retention rates below the national average. For

Curriculum Areas

example, only 43% of the students who started on the GCE A level sociology course sat the examination.

36 Specialist resources are good. Students are provided with handouts of consistently high quality, a strength identified in the self-assessment report. There is an appropriate range of books, periodicals and videos. Students are issued with set texts and other learning resources are available within the department. Accommodation is good. It is well maintained and there are examples of students' work displayed in all the classrooms. Most teachers are well qualified and experienced. There is an effective mentoring system for those teachers who are new and less experienced.

A summary of retention and achievement rates in government and politics, law , psychology and sociology, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE law	2	Number of starters	25	15	17
		Retention (%)	72	67	53
		Achievement (%)	44	50	44
GCSE sociology	2	Number of starters	32	36	40
		Retention (%)	75	78	78
		Achievement (%)	63	64	48
GCE A level sociology	3	Number of starters	64	43	63
		Retention (%)	72	60	43
		Achievement (%)	72	88	100
GCE A level psychology	3	Number of starters	58	49	66
		Retention (%)	71	69	58
		Achievement (%)	78	94	89
GCE A level government and politics	3	Number of starters	19	7	21
		Retention (%)	79	86	67
		Achievement (%)	100	100	100
GCE A level law	3	Number of starters	26	15	24
		Retention (%)	73	80	42
		Achievement (%)	68	67	90

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

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Support for Students

Grade 2

37 Inspectors considered that the college's self-assessment report identified most of the strengths and weaknesses in this provision.

Key strengths

- effective links with partner schools
- good induction arrangements
- thorough personal support for students
- well-organised guidance on progression

Weaknesses

- some ineffective tutorials
- lack of coherence in learning support systems

38 As the college's self-assessment report indicates links with partner schools are well established and effective. A well-organised college team works closely with partner schools and a growing number of others. The team undertakes a wide range of activities including presentations to inform year 10 and year 11 pupils of the further education opportunities available to them. Students speak highly of the information provided and of the advice received. The team works with school teachers to help with the smooth transition of pupils to the college. For example, there have been discussions with year 11 tutors in schools about the implications of curriculum 2000. Regular feedback is provided to schools about the progress of former pupils. Many 'taster' sessions and other events are organised for prospective students so that they can sample a variety of subjects to inform their choice.

39 Students are introduced to the college and their study programme through an effective induction programme. They are offered impartial advice and are directed to other local colleges if they offer more suitable provision. The college's full-time prospectus is informative

and well presented. Enrolment arrangements are efficient. The well-organised and recently improved tutorial programme offers good pastoral support to students but some tutorials are not fully effective. The college recognises that individual tutorials are too short to engage students in personal development activities. Not all students value the content of tutorials. The attendance of students in lessons is monitored rigorously. Tutors contact students or their parents after absence from four lessons. Students are set demanding academic targets. They are helped and encouraged to improve their performance through an academic monitoring and review system which operates in addition to the tutorial system. High achievers are helped through the 'Aiming High Group' which provides additional lessons. Students needing support on personal issues are referred to an independent professional counsellor when appropriate support cannot be provided in the college.

40 The college states that it is committed to the principles of inclusive learning but it has made slow progress in developing a coherent approach. The self-assessment report does not adequately reflect weaknesses in the college's processes for identifying and providing support in literacy and numeracy for students who require it. There is no routine initial assessment of students' needs or a structured system of support once the needs are identified. However, individual teachers often provided such support outside of lessons.

41 Inspectors agreed with the college that it provides good careers education and guidance to students seeking to progress to higher education or employment. Careers education forms part of the tutorial programme. A team of senior tutors and a number of career specialists share responsibility to provide advice to students. Additional expertise is provided by Future Steps, the independent careers service. Students value the advice and guidance they receive. Comprehensive information is also available in the careers library staffed by a work placement co-ordinator. Students are strongly

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encouraged to undertake work placement. However, some specialised work experience opportunities are difficult to find.

42 Students are offered a range of activities to develop their personal skills and effectiveness. There is a modest programme for level 3 students during their first year of study. This consists mainly of community work, sporting activities and other studies such as art and first aid. Not all students participate in the programme, a weakness identified by the college in its self-assessment report. The college has faced significant difficulty in establishing a student council. Attempts to involve students in the life of the college through more informal arrangements have also met with little success. The college makes available a collective act of worship and the provision of religious education for those students who wish to attend. There is a small but active Christian group and prayer facilities are provided for Christians and Muslims.

General Resources

Grade 3

43 Inspectors agreed with most of the judgements on general resources identified in the college's self-assessment report. However, inspectors attached more weight to some of the weaknesses.

Key strengths

- modern IT equipment
- good sports facilities
- attractive displays of students' work

Weaknesses

- inadequate social and common room facilities
- slow progress in updating aspects of the accommodation since the last inspection
- shortage of library books for some curriculum areas

44 The college occupies a single site with good access and ample car parking. Spacious grassed areas and playing fields surround the three-storey building. Some of the areas are occasionally waterlogged. An accommodation strategy was prepared in 1997 and is reviewed annually. This strategy proposes rationalisation of the estate and the sale of surplus land. Uncertainty about the relocation of a neighbouring college of further education has resulted in its slow implementation. There have been adaptations to parts of the college but many of the weaknesses relating to accommodation identified in the previous inspection report still apply. Access for students with restricted mobility is good. Internal directorial signs are clear. Most corridors have attractive art displays and students' work is used effectively to create interest in classrooms. Several curriculum areas have created stimulating identities around clusters of specialist rooms. In a few rooms, tables and chairs are in poor condition. The shape and small size of a minority of classrooms restrict teaching activities. Room temperatures vary significantly. Changing rooms, toilets and the canteen kitchen need refurbishment. The design of the reception area is unattractive. The reception office is not well situated in relation to the car parks and the students' separate entrance.

45 The college has doubled the number of computers available for students' use since the last inspection. There are 160 high specification networked computers in eight open access rooms and classrooms. Chairs in computer rooms are unsuitable. Computer resources are well managed and technical support is good. Most computers have electronic mail and Internet facilities. A wide range of CD-ROMs is available, either through the library or on the network. Computer room occupancy and Internet access is regularly monitored. Utilisation of computer workstations is high. At peak times, students

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experience occasional difficulties accessing computers for independent study. The college recognised this weakness in its self-assessment report and has attempted to improve access through more efficient use of the facilities. Most teachers do not have computers in their workrooms.

46 The college library is spacious and is used by students for private study. Small curriculum area libraries supplement the central provision. Careers information is located in a specialist careers room. Use of the library during the afternoon is low with over three-quarters of visits made in the morning. There is a good supply of texts and videos for English but a limited range with outdated texts in mathematics and IT. Students regularly request books to support GNVQ courses and a short loan system has been introduced for these key texts. The library budget has been significantly under spent for the last three years. Since the last inspection, the college has developed a computerised catalogue of all library books. A search facility can be accessed from any computer terminal in the college. The catalogue records all books which are held in the central library and in curriculum areas, but does not indicate books which are currently on loan. There is no formal system for analysing borrowing trends or for identifying student usage across curriculum areas. The self-assessment report did not identify these shortcomings.

47 Sporting facilities for students include a well-used sports hall. Local schools and the community also use this facility and the sports fields. Forthcoming social and sporting events are advertised daily on three television monitors located at communal points. Social facilities are insufficient. The student common room is uninviting. It contains a social area, a dining area and a serving hatch offering a small range of food at morning break and lunchtimes. It is overcrowded during break periods and the resulting overspill causes

congestion in the main entrance and reception area. The dining area is often used for students' private study and occasionally for aerobics. Students have few alternative social areas and there is no seating in the college grounds.

Quality Assurance

Grade 2

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

Key strengths

- strong commitment to continuous improvement
- effective staff appraisal system
- good support for new teachers
- comprehensive self-assessment process

Weaknesses

- underdeveloped action-planning
- insufficient formal evaluation of the impact of staff development on teaching

49 There is a strong commitment to raising levels of students' achievements through the quality assurance procedures. The strategic plan has as its primary objective an increase in participation and achievement. Since the last inspection, a new quality assurance framework has been introduced. It has been made clear that all staff share a responsibility for improving quality. There are effective links between the quality assurance, appraisal, course and strategic planning systems. Heads of department attend regular meetings with the principal to consider the progress made in improving students' attendance, retention and performance. The achievement of targets set in these areas is reported to the corporation each term. Overall levels of achievement have improved since the last inspection. The college

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acknowledges that there are no set standards to help with the evaluation of improvements of cross-college functions.

50 Students' views are considered in a number of ways. There is a student representative on the corporation. A number of questionnaires are circulated to determine students' views on the quality of courses and of resources. In addition, the principal holds regular open forums. A small number of students take advantage of this opportunity for discussion. Students believe that action is taken as a result of their responses: they identified, for example, the changed content of the tutorial programme. The college charter is comprehensive and its content is reviewed annually. However, it does not contain clear standards against which performance can be measured. A summary is given to students during induction and the full version made available through tutors and the college office. The complaints procedure is understood but is rarely used. Students report that concerns are dealt with quickly because of the good relationships that exist between students and tutors.

51 Staff participate in a cycle of personal reviews with line managers. This is thorough and effective. The process is regarded positively. Staff welcome the opportunity to discuss their work and identify training needs. The focus of the review is negotiable and may concentrate on one aspect of their work or consider their overall performance. There is an annual programme of lesson observations that informs the annual departmental review and the self-assessment report. The process and format of lesson observation were decided through discussions with teaching teams. The observations enable some sharing of good practice between individuals. Inspectors agreed with the judgements in the self-assessment report that insufficient use is made of observations to improve teaching performance overall. The profile of lesson observation grades

awarded by inspectors was poorer than that awarded by the college.

52 The self-assessment process is effective. Each manager of a curriculum or cross-college area contributes to the annual self-assessment report. Staff are fully involved and a wide range of evidence is used. The use of action-planning to address identified weaknesses is underdeveloped. The draft self-assessment report was shared with team members and then moderated by senior managers to ensure a common format. A quality assurance committee received all curriculum and cross-college reports. Members of this committee confirmed the grades awarded and are responsible for monitoring the implementation of action plans.

53 A staff training plan, produced annually, is based upon college strategic objectives in 1999-2000. It has prioritised implementing curriculum 2000. Staff development is managed effectively by a vice-principal. Since the last inspection the college has achieved Investors in People status. Employees believe that the college 'invests in its staff'. For the last 12 months all requests for external training connected to the annual staff training plan have been met. The budget for staff development is approximately 0.5% of the staffing budget. In addition, the college provides further opportunities for staff. For example, they have free access to in-house courses that support their work. Most teachers have used this opportunity to develop their use of IT. Five college development days have helped to improve a range of teaching skills, including the use of the Internet in lessons. Support for newly qualified teachers is good. In some cases, this has been sustained over a number of years.

Governance

Grade 2

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

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Key strengths

- close monitoring of the college's financial performance
- effective setting and reviewing of targets for students' achievements
- corporation business conducted in an open manner
- good relationships between governors and senior managers

Weaknesses

- low participation in governor training events
- insufficient independence of the clerk
- inadequate arrangements for the appraisal of the principal

55 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is good. The corporation substantially conducts its business in accordance with the instrument and articles of government. It also substantially fulfils its responsibilities under its financial memorandum with the FEFC.

56 In September 1999, the corporation redetermined its membership to 20. There is one vacancy. The corporation has an appropriate range of expertise, although a formal skills analysis has not been undertaken. There are two staff governors and one student governor. There are nine corporation committees, including those for finance, audit, remuneration, employment, quality, search and strategic planning and standards. The committees have appropriate terms of reference and membership. Governors review their own performance thoroughly. They complete an annual self-evaluation questionnaire and review the performance of committees against their terms of reference. Financial performance is monitored effectively by the finance committee and the full corporation receives monthly

management accounts. The search committee has, as identified in the self-assessment report, operated effectively. It has ensured that the requirements of the new statutory framework have been met in a timely and effective manner. The audit committee has considered the requirements of Council Circular 98/15, *Audit Code of Practice*; it has produced annual reports in each of the last two years, and has a co-opted member with extensive audit experience.

57 The corporation meets five times a year. Governors participate effectively in the work of the corporation and its committees. Members appreciate the work of the clerk and his duties are executed efficiently. There is a potential conflict of interest as he clerks both the finance and audit committees and is the director of finance. The corporation has considered this issue and is content with the current arrangements. The clerk's job description is insufficiently detailed and there are shortcomings in the arrangements appraising his performance. The principal appraises his performance as clerk and as director of finance. Corporation and committee minutes are produced to a good standard and are available to the public. There are few confidential items. The corporation has approved a confidential reporting procedure which covers the issue of 'whistleblowing'. The corporation's standing orders and code of conduct have been in place for several years and are now in need of review. The register of interest includes the interests of senior members of staff.

58 Inspectors agreed with the governors that they set the strategic direction of the college. They also participate in the strategic planning process and take a close interest in the academic performance of the college. Governors have a clear view of the college's mission. The recently formed strategic planning and standards committee has a membership open to all governors and at least five attend regularly. This committee considers the strategic direction of the college and makes proposals to the full

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board. It also sets and monitors targets for students' achievements, approves an annual operating plan and reviews college performance against set objectives. Unusually, the principal chairs this committee. This may compromise his accountability and that of senior staff to raise the quality of provision. Governors approve targets for students' achievements and retention. In the autumn term, the principal provides a useful written report to the corporation on retention and students' achievements. Performance is compared with college targets and national benchmarking data. An effective partnership exists between the corporation and the college management team. Although there are no formal links with curriculum areas, governors communicate with staff in a number of ways. For example, heads of department make occasional presentations to the board and governors attend college open evenings during the year.

59 The corporation has determined that the principal, two vice-principals and director of finance are the senior postholders. The principal, on behalf of the corporation, appraises the vice-principals and outcomes are reported to the remuneration committee. There are only informal arrangements for the appraisal of the principal, a weakness identified in the self-assessment report. The chair of the corporation discusses the principal's performance with the chair of the audit committee in relation to the overall performance of the college. These discussions are not documented. The corporation does not set measurable targets for senior postholders. The remuneration committee considers pay awards to senior postholders on the basis of a comparative analysis of salary levels in similar colleges.

60 There is an effective induction process for new governors. This includes meetings with the clerk, the principal and chair of the corporation. New governors are supported by a mentoring scheme. Members' eligibility is established on

appointment and on an annual basis thereafter. The corporation has not determined its own training needs. However, governors have been offered the opportunity to attend three in-house training events and other occasional events available externally. Participation in these events has been low.

Management

Grade 2

61 Inspectors agreed with the majority of the strengths and weaknesses identified in the college's self-assessment report.

Key strengths

- good financial management
- strong leadership
- effective links with outside agencies
- good communication between managers and other staff
- open and responsive management style

Weaknesses

- slow impact of strategies to improve retention
- underdeveloped use of performance indicators at course level
- insufficiently rigorous operating plans

62 The college is well managed. The senior management team comprises the principal, two vice-principals and the director of finance. They provide strong and effective leadership and control. They have an open and responsive management style. The principal gives a strong lead to the senior management team. The principal personally manages many of the college's key resources and the senior management team undertakes many aspects of operational management. The extent of delegated responsibility is clear and unambiguous. A strong team spirit among

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teaching and support staff is evident throughout the college. Inspectors agreed with the self-assessment report that communications between managers and staff are good. There are formal communications through the annual published schedule of meetings which have a clearly defined remit. Informal communication networks are also effective. Daily bulletins and use of the college's television monitors helps managers to disseminate information quickly.

63 Planning involves consultation with staff, who undertake an annual review of the opportunities and risks affecting their area. This review forms the basis of the strategic and annual operating plans. The college's mission statement and strategic objectives are reviewed during this process. The mission of the college is understood and promoted by staff. The college's annual operating plan incorporates a marketing plan. This has objectives relating to segments of the college's market but lacks measurable targets. Targets for students' achievements are set for courses, by level of study and for the college as a whole. These are based on national benchmarking data for sixth form colleges and performance against them is reviewed during the year. Some targets are not sufficiently demanding. Departmental reviews are produced during the summer term which consider performance against targets for recruitment, students' achievements and financial performance but not for other objectives. The minutes of these meetings rarely include measurable outcomes and monitoring procedures do not always result in precise action plans. Student minimum target grades are set and monitored. The level of students' achievements across the college is generally good. However, the repeat GCSE programme has poor pass rates. Retention rates at level 3, primarily on GCE A level courses, have fallen sharply since 1996 and have been 73% for 16 to 18 year olds for the past two years. Strategies to improve retention have been slow to have an impact.

64 Inspectors agreed with the self-assessment report that there are good collaborative arrangements with local agencies. The college is a member of the Stockton and Tees Valley Lifelong Learning Partnership. It works with the local authority's adult education department to provide some return to learning courses. Good relationships exist with the local TEC. The college works closely with a local training provider to advise students who find themselves unsuited to academic study. There are good links with local and regional universities and links with local partner schools are strong. The college has participated in an independent study of possible collaboration between colleges in Stockton. Its recommendations are under consideration.

65 The college has recently introduced a new management information system. This provides managers with robust data on students and enables teachers to monitor retention effectively. The system is not being used to its full potential, a weakness acknowledged in the self-assessment report. Managers and teachers do not have direct access to computer-based information but useful printed reports are produced regularly. There are separate systems for financial accounting and for monitoring room usage. The college's average level of funding is above the average for sixth form colleges. Although there was a small shortfall in reaching the funding target in 1998-99, total enrolments have increased over the past three years. Staffing is adjusted annually to meet the different patterns of enrolment.

66 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The college is financially sound and has accumulated substantial reserves which it invests. The current three-year financial forecast to 31 July 2002, which contains clear financial targets, predicts that the college's healthy financial status will continue. The small but experienced finance team is supported by an appropriately

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qualified director of finance. Management accounts are produced monthly for review by the senior management team, finance committee and the corporation. Budget holders receive appropriate statements to manage small consumables budgets. The internal auditors have concluded that the college has a sound system of internal control but the level of internal audit coverage is low. The college's financial and student data returns are submitted on time.

67 College policies are well understood by staff and are revised according to an agreed schedule. Health and safety issues are monitored carefully and are given a high priority by heads of department. There is a good awareness amongst staff of the equal opportunities policy and its implications. Publicity material is carefully checked to ensure that images have an appropriate gender balance. However, as the self-assessment report identifies there is a need to review the effectiveness of the policy more rigorously.

Conclusions

68 The self-assessment report used by inspectors was the third one produced by the college. It was rigorous and the judgements within it were supported by sound evidence. The report made good use of the evidence from lesson observations and data on students' achievements. Strengths and weaknesses were sometimes described within the same sentence which resulted in a lack of clarity in the way these judgements were expressed. Detailed action plans were available in departmental operating statements. Targets were not always demanding and the implementation of some actions was not rigorously monitored or evaluated. Inspectors agreed with strengths and weaknesses identified by the college but felt that sufficient weight had not been given to some of the weaknesses in the general resources section.

69 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)

<i>Age</i>	<i>%</i>
Under 16	0
16-18 years	61
19-24 years	9
25+ years	30
Not known	0
Total	100

Source: college data

Student numbers by level of study (November 1999)

<i>Level of study</i>	<i>%</i>
Level 1 (foundation)	5
Level 2 (intermediate)	35
Level 3 (advanced)	60
Level 4/5 (higher)	0
Non-schedule 2	0
Total	100

Source: college data

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

<i>Programme area</i>	<i>Full time</i>	<i>Part time</i>	<i>Total provision %</i>
Science	325	60	31
Engineering	6	0	0
Business	92	1	7
Hotel and catering	71	0	6
Health and community care	42	0	3
Art and design	33	0	3
Humanities	287	323	49
Basic education	0	11	1
Total	856	395	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 19% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (November 1999)

	<i>Perm- anent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	42	4	0	46
Supporting direct learning contact	7	0	0	7
Other support	14	0	0	14
Total	63	4	0	67

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

College Statistics

Three-year Trends

Financial data

	1997	1998	1999
Income	£2,521,000	£2,472,000	£2,467,000
Average level of funding (ALF)	£19.37	£19.19	£18.19
Payroll as a proportion of income	73%	70%	66%
Achievement of funding target	94%	103%	98%
Diversity of income	6%	7%	6%
Operating surplus	£30,000	£66,000	£216,000

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

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

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

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

Diversity of income – Council Circular 98/43 (1997), college (1998 and 1999)

Operating surplus – Council Circular 98/43 (1997), college (1998 and 1999)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1997	1998	1999	1997	1998	1999
1	Number of starters	33	229	179	31	7	0
	Retention (%)	91	79	50	97	29	0
	Achievement (%)	97	43	87	86	0	0
2	Number of starters	923	887	853	165	54	21
	Retention (%)	77	75	79	69	81	52
	Achievement (%)	76	91	91	62	79	82
3	Number of starters	991	904	1,020	100	59	56
	Retention (%)	77	73	73	68	56	30
	Achievement (%)	84	89	88	46	69	59
4 or 5	Number of starters	0	0	0	0	0	0
	Retention (%)	0	0	0	0	0	0
	Achievement (%)	0	0	0	0	0	0
Short courses	Number of starters	103	253	177	256	157	315
	Retention (%)	77	96	85	68	100	83
	Achievement (%)	50	37	100	84	69	95
Unknown/unclassified	Number of starters	172	124	112	308	230	179
	Retention (%)	98	99	24	90	87	83
	Achievement (%)	90	88	53	71	87	100

Source: college

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