

# Strode's College

REPORT FROM  
THE INSPECTORATE  
**2000-01**

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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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 1999-2000, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	6	44	44	7	0
Cross-college provision	9	45	38	8	0

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

Sample size: 112 college inspections

Note: percentages subject to rounding

## Student Achievements

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

- as number of starters, which is the number of enrolments on qualifications where the student was expecting to complete the qualification that college year. For example, a student on a two-year programme who began their programme in October 1996, would appear in the results for 1997-98 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which students have completed as expected or where they are continuing their studies beyond the expected end date of the qualification. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not included.

# Summary

## Strode's College

### *South East Region*

#### **Inspected November 2000**

Strode's College is a sixth form college built on a single site in Egham, north west Surrey. It uses two outreach centres elsewhere. It caters mainly for 16 to 19 year olds but its adult provision is steadily increasing. The college produced its sixth self-assessment report in May 2000, and updated it for the inspection in November. Future self-assessment reports will be produced in November to fit the college's revised quality cycle. The self-assessment report was comprehensive and provided a useful basis for planning the inspection. The report was based on individual self-assessment reports from teaching teams and cross-college areas. It was internally and externally validated.

Inspectors agreed with many of the judgements in the report. However, they considered that the weaknesses relating to students' retention had been understated and the strength of teaching and learning had been overstated. Inspectors awarded lower grades than the college to one

curriculum area and three of the five cross-college areas.

The college offers courses in eight of the 10 FEFC programme areas. The inspection covered four of these programme areas together with aspects of cross-college provision. The corporation and management have addressed most of the weaknesses identified at the last inspection although the weakness relating to poor retention rates remains. Tutorial support for full-time students has recently been improved. Students benefit from some good teaching. There is an increased commitment to quality improvement. The college is well governed. Management is open and consultative and financial management is good. The college should address: poor retention rates; poor achievement rates in some areas of work; some weaknesses in teaching and learning; unrealistic assessments of the quality of lessons; inadequacies in identifying the need for, and in providing, learning support; the failure to evaluate the work of student support services; and some poor accommodation.

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

<b>Curriculum area</b>	<b>Grade</b>	<b>Cross-college provision</b>	<b>Grade</b>
Mathematics and science	3	Support for students	3
Leisure, sport, travel and tourism	2	General resources	3
Music, media and theatre studies	3	Quality assurance	3
Humanities	2	Governance	2
		Management	3

## The College and its Mission

1 Strode's College is a sixth form college in Egham, north west Surrey. It was established as a voluntary-controlled college in 1975, on the site of a former boys' grammar school. Most of the land and buildings occupied by the college are owned by the Strode's Foundation, an independent charity. The foundation's trustees are responsible for administering the will of Henry Strode, the early eighteenth-century benefactor of the original Strode's School, under a scheme most recently revised in 1998.

2 Egham, Chertsey and Addlestone are the three main centres of population in the borough of Runnymede in which the college is situated. More than 40% of students, however, are drawn from the neighbouring borough of Spelthorne which includes centres of industry and commerce such as Staines. Employment is influenced by the proximity of Heathrow Airport. Although there are branches of several major corporations, the local area is still dominated by small and medium-sized enterprises, mainly in the service sector. In recent years, Runnymede has seen an influx of computer and information-based companies. Proximity to London means that there is a substantial commuter population. Unemployment in the borough is currently lower than 1%.

3 The college works with two partner schools but these provide only a small minority of its full-time students. Most are drawn from up to 80 other contributing schools, covering a wide area of north west Surrey, Berkshire and some of the outer London boroughs. There is a wide range of post-16 providers including a thriving private sector, and competition for students is strong. Since 1993, the number of 16 to 18 year olds in the college studying full time has grown by over 25%, following a 20% increase immediately before incorporation.

4 The college's mission, revised in 1999, is 'to provide an education of quality and breadth

within a supportive environment, enabling individuals to fulfil their potential and further their ambitions'. The college is 'committed to encouraging more young people and adults into learning'. Curriculum provision includes a wide range of general certificate of education advanced/advanced subsidiary level (GCE A/AS level) subjects and general certificate of secondary education (GCSE) courses. The college, in line with its mission, has also developed general national vocational qualifications (GNVQs) and advanced vocational certificates of education (AVCEs) in six subjects. Two subjects are offered at intermediate level and there is one foundation course. A single award AVCE in information technology (IT) was offered for the first time this year. Approximately 30% of full-time students now follow GNVQ and AVCE courses. The college provides extensive opportunities for students to enhance and extend their studies. Enrichment activities are offered in sport, music, drama, video, broadcasting and multimedia.

5 As part of its commitment to lifelong learning, the college has expanded opportunities for adult learners. Daytime provision includes full-time university foundation and access courses. Adults can also join other college courses. Since 1997, evening class provision has grown rapidly, especially in IT and modern languages. In 1999-2000, over 700 adult students were enrolled on 50 different courses. Since January 1999, the college has operated Saturday morning classes. Adult education is also provided in two centres within the local community. Pycroft Grange Primary School in Chertsey was opened as a centre in 1995 to meet the needs of people living in one of the more deprived areas of Surrey and has pioneered a series of 'parents as educators' courses. In May 2000, a second centre, operated jointly by the college and Surrey Community Services, opened in the youth centre at Englefield Green, mainly offering short courses in IT.

# Context

6 The college has, by working with partners, established strong links with the local community. The Egham Chamber of Commerce is based on the college site and training opportunities are increasingly provided for local businesses, especially in modern languages.

## The Inspection

7 The college was inspected in November 2000. Inspectors had previously analysed the college's self-assessment report and information on the college provided by other directorates of the Further Education Funding Council (FEFC). Inspectors used data on students' achievements taken from the college's individualised student record (ISR) returns to the FEFC for 1998 and 1999. The college submitted its own data on students' achievements for 2000. The data for 2000 were checked against college registers and

awarding body pass lists and were largely accurate. The inspection was carried out by nine inspectors and an auditor, working for a total of 37 days. Inspectors observed 44 lessons and four tutorials. They also observed some enrichment sessions, which were not graded. They scrutinised students' work and a range of college documents. Meetings were held with students, governors, managers, teachers and support staff.

8 The following table shows the grades given to the lessons inspected and the national averages for all colleges inspected in 1999-2000. Of the lessons inspected, 66% were judged to be good or outstanding. This figure is just above the national average for all colleges. It is, however, below the national average for sixth form colleges, which stands at 72%.

**Lessons: inspection grades by programme of study**

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	3	13	12	1	0	29
GCSE	0	2	0	0	0	2
GNVQ	0	4	2	0	0	6
Other vocational	2	4	0	0	0	6
Other	0	1	0	0	0	1
Total (No.)	5	24	14	1	0	44
Total (%)	11	55	32	2	0	100
National average, all inspected colleges 1999-2000 (%)	17	45	31	6	0	100

*Source for national average: Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*

*Note: percentages subject to rounding*

# Context

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

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Strode's College	16.0	80
National average, all inspected colleges 1999-2000	10.3	76

*Source for national average: Quality and Standards in Further Education in England 1999-2000: Chief inspector's annual report*



# Curriculum Areas

## Mathematics and Science

### Grade 3

**10 Inspectors observed 11 lessons, and one tutorial, in mathematics, biology, chemistry and physics. They agreed with most of the judgements in the self-assessment report but considered that poor retention and achievement rates were understated and that the strength of teaching and learning was overstated.**

#### Key strengths

- effective planning of teaching and learning
- good-quality written work
- the successful integration of key skills with other aspects GCE AS subjects

#### Weaknesses

- poor retention rates on GCE A level mathematics and biology
- below average levels of achievement in GCE A level physics and chemistry
- low retention rates on both GCSE courses
- students' lack of attention in some lessons

11 The college offers two-year GCE A level courses in mathematics, biology, chemistry and physics, commencing in the first year as the new GCE AS awards. The access to higher education course in science has low numbers. GCSEs are offered in mathematics and science. GCSE science has replaced GCSE human physiology and health this year, providing a more general qualification. Subject leaders manage the day-to-day running of their areas effectively and there are regular divisional meetings to ensure co-ordination between subject areas. Course handbooks contain policies on health and safety, homework and the marking of students' work, and students find them helpful.

12 Although all lessons were at least satisfactory, the proportion judged to be good or

outstanding was below the national average. Inspectors did not agree with the judgement in the self-assessment report that all teaching was good or outstanding. Inspectors agreed with the self-assessment report that most lessons are well planned, but they found a number of weaknesses in the way in which lessons are conducted. Key skills form an integral part of the schemes of work for the new GCE AS courses. In GCE AS mathematics, one project involves the development of communication, number and IT skills. Most schemes of work are comprehensive. Handouts and worksheets are good. Classes are usually split into small groups for practical work although in one lesson a teacher had to maintain a large group to cover staff absence. In this lesson, the students worked successfully and safely in pairs, making up and then analysing a number of sugar solutions. In a number of lessons, however, some students were not giving their full attention to the work. In some of the larger classes, teachers failed to ensure that all students were drawn in to the discussions. In one lesson, the computer monitor being used to convey information was too small for all students to see and some of them were, therefore, unable to contribute effectively when asked. The aims and objectives of lessons are not always clear and some teachers fail to explain how current topics link to the work which has been done in previous lessons. One mathematics group, taught by two different teachers, suffered because of the lack of communication between the teachers about which topics had been covered. Students' written work is of a good standard and they make appropriate use of IT. Work is marked promptly and teachers provide helpful written comments for the students.

13 The number of students who successfully complete their course and obtain their qualifications is low in most subjects. In GCSE mathematics, only 21% of those who started the course in 2000 completed and gained a

# Curriculum Areas

qualification at grade C or above. Retention rates on GCSE mathematics, and human physiology and health courses have been below the national average for the last two years. Achievement on both courses improved in 2000 to lie broadly in line with the national average. Retention rates in GCE A level mathematics and biology are poor though achievement rates in both subjects were in line with the national average for two-year courses in 2000. Retention rates in GCE A level chemistry improved in 2000. Retention on one-year courses in GCE A level physics also improved significantly in 2000, but on two-year courses they are still well below the national average. Achievement rates for GCE A level physics and chemistry are well below the national average. The college subscribes to a value-added system by which

students' performance in GCE A levels is compared with their GCSE qualifications on entry. Results show that students fail to achieve as high grades in GCE A level science and mathematics as might be predicted from their GCSE entry scores. This weakness is not given sufficient weight in the self-assessment report.

14 Inspectors agreed with the self-assessment report that staff are well qualified. Most teaching rooms and laboratories are adequate and there is appropriate equipment for practical work. A few rooms are too small for larger classes. Inspectors agreed with the college that there is inadequate space for individual practical work in the chemistry laboratory. IT equipment for demonstration work in laboratories is inadequate. The library is well stocked.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCSE human physiology and health	2	Number of starters	31	44	19
		Retention (%)	84	52	70
		Achievement (%)	24	17	43
GCSE mathematics	2	Number of starters	166	183	160
		Retention (%)	78	74	61
		Achievement (%)	40	27	34
GCE A level mathematics	3	Number of starters	128	99	77
		Retention (%)	63	59	42
		Achievement (%)	73	72	77
GCE A level biology	3	Number of starters	104	75	70
		Retention (%)	70	60	60
		Achievement (%)	74	76	79
GCE A level chemistry	3	Number of starters	64	48	45
		Retention (%)	61	67	80
		Achievement (%)	95	75	75
GCE A level physics	3	Number of starters	50	38	25
		Retention (%)	56	58	80
		Achievement (%)	70	77	74

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

# Curriculum Areas

## Leisure, Sport, Travel and Tourism

### Grade 2

**15 Inspectors observed 11 lessons, and one tutorial, covering leisure and recreation, travel and tourism, sport and physical education. They agreed with many of the judgements in the self-assessment report but identified additional strengths and weaknesses.**

#### Key strengths

- much good teaching and learning
- high pass rates on GNVQ courses
- effective enhancement of the curriculum
- good sports facilities

#### Weaknesses

- poor retention rates on the GCE A level physical education course
- insufficient checks on students' understanding in some lessons

16 The GCE A level physical education and GNVQ advanced leisure and tourism courses have been replaced in the first year by GCE AS physical education and AVCEs in leisure and recreation, and travel and tourism, as part of the reforms set out in the Department for Education and Employment's (DfEE's) publication, *Qualifying for Success: Post-16 curriculum reform*. GNVQ intermediate leisure and tourism is also offered. There is no full-time vocational provision in sport at this level for students who wish to pursue a more practical route to employment, a weakness which was not identified in the self-assessment report. Additional courses include 'welcome host', the community sports leaders award and two Football Association courses, the teaching certificate and sports injuries course. All areas of work are well organised and led effectively.

Regular staff meetings highlight any problems and effective action plans are put in place to address them.

17 Most teaching is good. There are detailed schemes of work and lessons are well planned. In many lessons, students are engaged in activities which build on previous work. For example, in one leisure and recreation lesson, students produced an information brochure on local provision in sport and leisure based on research undertaken in previous lessons. In a GCE A level physical education lesson on exercise physiology the teacher drew clear links between the theoretical concepts being discussed and the practical work which students had done. Students discussed the complexities of energy systems and their effect on fitness levels and made reference to past training sessions to demonstrate how the energy systems work, and what the effects of exercise were. Teachers skilfully facilitate class discussions to help students present logical arguments and they often make effective use of their own industrial experience. In some lessons, teachers failed to ensure that students understood what had been covered. For example, in a lesson on market research there was no check that students were familiar with the complexities of research planning.

18 Inspectors agreed with the college's assessment that the wide range of subject enhancement complements students' learning. GNVQ leisure and tourism students regularly visit local providers and visiting speakers are a feature on most courses. GCE A/AS level students take part in a residential event during which they pursue a variety of sporting activities. This subsequently helps them choose the sport they wish to pursue as one of their practical options. The college hosts an annual revision weekend for GCE A/AS level students, organised by one of the awarding bodies. This is highly valued by students.

19 Inspectors agreed with the self-assessment report that achievement rates on GNVQ

# Curriculum Areas

advanced and intermediate leisure and tourism are good. They are consistently above the national average. In 2000, 95% of students achieved their award on the advanced course, with 11% gaining distinction and 55% merit. Retention rates at both levels are close to the national average. The retention rate on the GCE A level physical education course has been below the national average for the last three years, although it improved in 2000.

Achievement rates declined in 2000 but are still broadly similar to the national average.

Achievement rates are high on the 'welcome host', community sports leaders award and Football Association courses. Students' written work is of a standard appropriate to the level at which they are studying and teachers provide helpful written comments on their work. There is good use of IT. Students represent the county in a variety of sports. The college sports teams, for men and women, compete successfully in

local competitions and occasionally at national level. On most Wednesday afternoons, the college rugby, netball, basketball, football and hockey teams play matches against other colleges.

20 Classrooms provide satisfactory accommodation for teaching and learning and there is adequate computer provision for students. Although there is no realistic work environment for the AVCE travel and tourism course, world travel guides have been purchased and travel journals are updated on a regular basis. The library is well stocked. There is a well-maintained sports hall and multi-gym. The on-site playing fields are good. Local sports coaches are used to support the work of full-time teachers, notably on the Football Association courses. Staff are well qualified and they contribute effectively to the college's enrichment programme, including rowing. The college has a boathouse in Staines.

## A summary of retention and achievement rates in leisure, sport, travel and tourism, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
'Welcome host'	2	Number of starters	†	19	38
		Retention (%)	†	100	100
		Achievement (%)	†	100	100
Community sports leaders award	2	Number of starters	91	74	74
		Retention (%)	79	82	77
		Achievement (%)	62	80	82
GNVQ intermediate leisure and tourism	2	Number of starters	17	29	18
		Retention (%)	76	93	72
		Achievement (%)	85	89	92
GNVQ advanced leisure and tourism	3	Number of starters	18	23	48
		Retention (%)	83	52	77
		Achievement (%)	85	92	95
GCE A level physical education	3	Number of starters	71	70	69
		Retention (%)	56	49	55
		Achievement (%)	98	97	86

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

†course not running

# Curriculum Areas

## Music, Media and Theatre Studies

### Grade 3

**21 Inspectors observed 11 lessons, and one tutorial, covering GCE A/AS levels, National Open College Network (NOCN) modules, vocational qualifications and adult evening classes in drama, media studies, television production and music. They agreed with most of the judgements expressed in the self-assessment report, but considered that insufficient emphasis had been given to below average retention rates.**

#### Key strengths

- highly effective course management
- good teaching in television and media
- high standards of performance in drama
- good television production facilities

#### Weaknesses

- below average retention on GCE A level media and theatre studies
- failure of students to gain awards in video production
- inadequate technician support

22 The college offers courses leading to GCE A/AS level qualifications in performing arts and media. There is also a level 3 course in video production leading to a City and Guilds of London Institute (C&G) certificate. Five NOCN level 2 modules in music and drama are included in the enrichment programme. In 1999-2000, about 30 students took NOCN music enrichment modules. There are no other level 2 courses. The curriculum does not provide adequately for students who are not able to sustain GCE A level study. This weakness was not identified in the self-assessment report. Day-to-day management of courses, by the subject leaders, is highly effective.

23 Inspectors agreed with the self-assessment report that there are good opportunities for students to play and perform outside the formal timetable. Young jazz musicians join the college band and the choir performs regularly at local events. In December 2000, 30 students sang in Verdi's Requiem at the Royal Albert Hall. All full-time music students are encouraged to perform at the college's concerts. In 1999, the college play was selected, in a nationwide competition, for performance at the Royal National Theatre. Video production students organise a weekly news broadcast for the college. Staff work hard to provide these additional opportunities. However, links with the media industry are underdeveloped.

24 Most teaching is good. The profile of lesson inspection grades is similar to the national profile for lesson grades in this curriculum area. Lessons are well planned and effectively managed. In television and media, topics are clearly presented and students are involved in a variety of interesting activities. Students in one second-year media lesson considered the way in which the television news is constructed. After watching a videotape of the national news, students worked in pairs to explore the values which lay behind each news item. The teacher then led a lively discussion about the programme in which students' grasp of appropriate media language was particularly notable. The teaching of video production involves students in a full range of studio and control-room tasks. Lessons are conducted in a productive and professional manner and students are given every opportunity to be involved in activities and to express their views. Drama teachers sometimes take too little account of students' differing levels of experience and ability. In some music lessons the pace of work is too slow.

25 Achievement rates on most courses are similar to the national average. The value-added system used by the college shows that although some students fail to achieve the GCE

# Curriculum Areas

A level grades predicted, overall results are broadly in line with expectations. The compression of the video production course into one year and the extra pressure created by the introduction of a new syllabus in 1999-2000 meant that none of the 35 students gained a full award. Standards of performance in drama are high. Ensemble and chorus work are particular strengths. Retention rates are poor, particularly in GCE A level media and theatre studies. In 1999, nearly half the GCE A level music and music technology students left before completing their courses. The college is taking measures to improve retention. These include more closely defined course targets for students, improved induction for students who enrol late, and stricter entry qualifications. Retention rates for present second-year drama and media students suggest a marked improvement. The standard of students' written work is appropriate to the level at which they are studying. Media

assignments are more interesting and imaginative than those set in performing arts and media teachers provide more helpful written comments for students.

26 The teaching accommodation varies in quality. Rooms for media and drama are converted changing rooms with poor natural daylight. The music block has five practice rooms with bare walls, a main teaching room and a music technology studio. Six new computers have considerably improved facilities for music technology. In drama, there is innovative use of the college intranet to provide revision materials and other on-line support for students. The drama studio is suitably large and adequately equipped. At the time of inspection, technician support was inadequate, particularly in the television studio. The college has plans to appoint a studio technician.

## A summary of retention and achievement rates in music, media and theatre studies, 1998 to 2000

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCE A level media	3	Number of starters	61	69	69
		Retention (%)	64	58	65
		Achievement (%)	92	95	96
C&G video production	3	Number of starters	31	22	35
		Retention (%)	55	77	*
		Achievement (%)	18	35	0
GCE A level theatre studies	3	Number of starters	26	34	45
		Retention (%)	62	62	56
		Achievement (%)	100	86	92
GCE A level music and music technology	3	Number of starters	*	24	12
		Retention (%)	*	54	75
		Achievement (%)	*	100	89

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

\*data may not be reliable

# Curriculum Areas

## Humanities

### Grade 2

**27 Inspectors observed 11 lessons, and one tutorial, covering economics, government and politics, law and general studies. They broadly agreed with the judgements in the self-assessment report but found an additional weaknesses in teaching and learning.**

#### Key strengths

- good GCE A level achievements in most subjects
- effective learning support for individual students
- good use of learning resources

#### Weaknesses

- poor retention rates on all GCE AS courses
- some aspects of lessons insufficiently demanding of students

28 The college provides daytime GCE A/AS level courses in economics, government and politics, law and general studies. In the past, the college made widespread use of GCE AS courses to widen the programmes of students on level 3 courses. In some cases, however, students were unable to sustain the extra demands. In particular GCE A/AS level general studies was used to broaden GCE A level students' studies, and many benefited from the experience. Attendance at general studies lessons, however, was poor and only those students who choose to take GCE AS general studies now do so.

29 Most teaching is good. Handouts are well devised. Schemes of work clearly identify opportunities for students to gain credit for key skills. Appropriate learning resources, including relevant television programmes and websites, are also identified in students' handbooks. Good

use is made of videotapes in general studies lessons. In a GCE AS lesson in economics, students drew on a wide variety of data to arrive at conclusions about government spending on health care. In government and politics, students receive a schedule of work for each topic indicating the basic topics to be covered and recommended areas for further exploration, an approach which allows them to manage their learning and to work effectively on their own. Teachers make good use of IT teaching law. In one lesson, a teacher demonstrated the advantages of using the college intranet site, rather than the Internet, for suitable information on case law. The intranet has the relevant material clearly linked to lesson topics. A programme of talks from invited speakers and visits to courts enriches students' work in law. Second-year students show a good command of their subjects and GCE A level law and economics students express themselves particularly well. Teachers do not always give enough attention to students' study skills. In some lessons, there was too much reliance on one method of teaching and some of the work was not challenging enough for the students. In class discussions, students spoke directly to the teacher and there was not enough opportunity for debating issues among themselves. The self-assessment report did not adequately reflect these weaknesses.

30 Inspectors agreed with the self-assessment report that students receive good individual guidance from their subject teachers. They make effective use of the opportunities for informal discussions with their teachers in the time set aside for this purpose. Some law students use electronic mail to seek advice from teachers outside college hours. All students discuss their progress with subject teachers at regular intervals and they work to targets set out in their action plans. Most students make good use of their specialist knowledge in their written work. Many produce well-argued essays. The quality of teachers' comments on students' work, however, varies considerably.

# Curriculum Areas

31 Achievement rates for GCE A level courses are better than for GCE AS courses.

Achievement rates in GCE AS subjects fell between 1999 and 2000. Retention rates at GCE A level are in line with the national average, but for GCE AS courses they are below average. Pass rates in GCE A level general studies and law are high. Retention and achievement rates for GCE A level economics have improved since 1998. Value-added analysis indicates that students in general studies, economics and law are achieving higher than predicted grades at GCE A level. Retention and achievement rates for students on GCE A/AS level government and politics remain low.

32 Inspectors agreed with the college's assessment of the strengths and weaknesses of its specialist resources. Most subjects have specialist classrooms. Economics and law, however, are taught in old huts and the quality of the equipment in both classrooms is inadequate. The classroom used for law has a wall-mounted display of up-to-date material on legal issues which helps divert attention from the poor fabric of the building. Government and politics and general studies are taught in good, appropriately equipped accommodation within the main buildings. Staff are well qualified. The library has up-to-date books and periodicals. Students are making increasing use of the college's intranet, which has separate sites for economics, law, and government and politics.

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

Type of qualification	Level	Numbers and outcome	Completion year		
			1998	1999	2000
GCE A level law	3	Number of starters	18	35	57
		Retention (%)	39	71	72
		Achievement (%)	86	88	95
GCE AS law	3	Number of starters	37	31	35
		Retention (%)	73	77	71
		Achievement (%)	70	63	52
GCE A level general studies	3	Number of starters	*	22	81
		Retention (%)	*	95	89
		Achievement (%)	*	90	96
GCE AS general studies	3	Number of starters	254	242	151
		Retention (%)	43	56	61
		Achievement (%)	68	83	70
GCE A/AS level economics	3	Number of starters	54	54	59
		Retention (%)	61	76	73
		Achievement (%)	73	83	84
GCE A/AS level government and politics	3	Number of starters	16	19	15
		Retention (%)	38	42	27
		Achievement (%)	67	75	50

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

\*data may not be reliable



# Cross-college Provision

## Support for Students

### Grade 3

**33 Inspectors agreed with some of the strengths and weaknesses in the self-assessment report. They identified a number of additional weaknesses.**

#### Key strengths

- well-structured process of individual review and target-setting for students
- an effective, much-improved tutorial system for first-year students
- effective support for students with learning difficulties and/or disabilities

#### Weaknesses

- the slow response to low retention rates
- no systematic approach to monitoring, evaluating and improving student support services
- some deficiencies in the provision of additional learning support

34 Student retention rates have been at, or below, the national average for sixth form colleges for the past three years. Some attempts have been made to remedy the situation but action has been unsystematic and lacking in focus, and rates in many subjects remain low. In September 2000, the college introduced a revised tutorial system for new full-time students. It is designed to address the weaknesses identified at the last inspection and to improve retention rates. A small team of personal tutors now each have responsibility for about 100 full-time students. Early indications are that the changes have been effective. Tutorial arrangements for second-year students remain inadequate. Student attendance has shown a significant improvement on this time last year, attendance rates rising from 70% to 81%. The rise reflects the increasingly rigorous

approach to reporting and following up of absences, as pointed out in the self-assessment report. Enrolment and induction processes are well managed and students report on improvement over the previous year. Students also say that they received helpful guidance in choosing their programmes and first-year students say that their early experience of the college has been very positive.

35 Inspectors agreed with the self-assessment report that the college has strengthened its procedures for progress review and target-setting for students. The college has an annual calendar of review days. Additional time has been allocated this year for subject tutors to provide extra support for individual students. Early indications are that this has been effective. Full-time students appreciate the commitment of their tutors in providing them with help, and they feel that the college is supportive and caring. Adult students also receive good support from their subject tutors. Staff at the two centres in the community provide effective induction and regular support for individuals. They try to ensure that students have full information about services available at the main campus, although there are isolated examples of students who received no information about financial assistance.

36 Support service staff are managed as different teams. The staff providing financial assistance, counselling, learning support, careers advice and tutorial support do not have a forum in which to plan or to evaluate their work and there are few opportunities for staff working with younger and mature students to share experiences and jointly develop approaches to supporting learners. Inspectors agreed with the college, that the library holds a good range of careers education resources. The local careers service works with the college to provide guidance interviews. There is a well-designed programme for students applying to higher education but no equivalent programme for those who wish to progress to employment.

# Cross-college Provision

The college offers a limited counselling service for two hours a week. Students are seen by appointment. Although the service has been provided for a number of years, there has been no assessment of its effectiveness. Financial support for students is carefully administered. A recently revised policy defines the criteria for allocation of the funds. The access fund is supplemented by a college discretionary fund and a trustees' fund. The money available is sufficient to meet current demands. However, there is no evaluation of the use, or impact of, financial assistance for students.

37 On entry to the college, all full-time students undertake a spelling test, designed to identify those in need of literacy support. The test is used for all students regardless of the level of study or the subjects studied. Students' numeracy, communication and IT skills are assessed using the key skills level 2 diagnostic process. However, these tests do not pinpoint specific areas of weakness. Support is mainly provided through individual tuition. Of those students identified as needing additional help with literacy or numeracy, only 31% are taking advantage of the support available. 'Drop-in' sessions are not well attended. There is no systematic assessment of the impact of learning support on retention and achievement rates. Some of these weaknesses were identified in the self-assessment report.

38 Support for students with learning difficulties and/or disabilities is good. Students' needs are identified at an early stage in the admissions process. There is close liaison with advisory teachers for hearing and visually impaired students, who conduct individual assessments and provide specialist advice. There is effective support for students with dyslexia; special arrangements for examinations are organised efficiently. Teachers are briefed about students' special requirements by the relevant co-ordinator.

39 The college has an active students' council. It organises a range of social events, raises

money for charity and provides grants to curriculum areas to enhance provision. Students are well represented on college working groups, including the equal opportunities group.

## General Resources

### *Grade 3*

**40 Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report. They identified some further weaknesses and felt that some strengths had been overstated.**

#### **Key strengths**

- some good accommodation much improved since the last inspection
- good IT facilities
- strong action to provide access for those with restricted mobility
- good sports facilities

#### **Weaknesses**

- some poor teaching rooms
- some poor maintenance of buildings
- inadequate refectory and common room facilities

41 The college occupies a site on the edge of Egham town. It has a striking frontage which includes three attractive grade II listed buildings. A Tudor-style main block, built in 1915, is flanked by two almshouses built between 1828 and 1839. The main teaching accommodation is grouped behind these in building of various architectural styles. Most of the land and buildings belong to the Strode's Foundation, a charitable trust. The college has two centres in the community enabling it to fulfil its mission to bring more adults into further education.

# Cross-college Provision

42 The college has made improvements to its accommodation since the last inspection. There is: a new open learning centre; a sports hall and multi-gym; an art and design block, which includes changing facilities for the sports centre; new teaching rooms in an outside quadrangle; and a language and multimedia centre. Access for people with restricted mobility has improved greatly since the last inspection. A walkway connecting the first floor of the main building with the first floor of the science block has been completed. At the time of the inspection, the installation of a lift to the first floor of both buildings was in the final stages of construction. The college has recently gained the 'positive about disabled people' award. There are still some specialist areas which are inaccessible. These include the music rooms in the almshouses and the drama studio. The college makes timetable changes, as appropriate, to enable students with restricted mobility to attend lessons.

43 There are still a number of unsatisfactory teaching rooms. Improvements have led to the removal of some huts, but 10 still remain. These are in poor condition and have come to the end of their useful life. Many teaching rooms are untidy and in poor decorative order. A full-time member of staff has recently been appointed to redecorate the older classrooms. Other parts of the college estate are also in poor condition. Accommodation in the almshouses is of poor quality; a roof is leaking and rooms are shabby. The windows in the main building are in urgent need of replacement, a weakness not mentioned in the self-assessment report. The grounds at the front of the college are well maintained but the rear of the college is strewn with litter. The college has a maintenance programme but it is not detailed enough. A budget is agreed annually but it is inadequate to deal with all the repair work necessary. The college's accommodation strategy was written in 1997. Some of the intended actions have taken place. Others have not. The college intends to rewrite its accommodation strategy in 2001 to reflect updates in its strategic plan.

44 Inspectors agreed that the college has good IT facilities for students. Most computers are of high specification and give access to the Internet. The ratio of full-time students to computers is 5:1. Students have open access to computers in the library, the open learning centre and a newly established resources room. They are also able to use the computers in classrooms, if spaces are available, though not all students are aware of this arrangement. Students can use a range of technological equipment such as scanners, digital cameras and video facilities and, in most areas, technical support is good. The college has made progress on the development of an intranet site and some curriculum areas have developed their own materials for use with students. Some staff workrooms do not have direct IT links but staff felt they were able to access the college's IT facilities easily.

45 The college library has been extended since the last inspection. The entrance has been made more accessible and the foyer has been extended. There is a good range of resources including books, CD-ROMs and videos, many of which have been purchased recently. The bookstock has improved. There are now 11,800 volumes, which is adequate for a college of this size. There are no formal links between library staff and curriculum area staff, which means that library staff are not always aware of curriculum developments. At peak times, the library is crowded and noisy and there are not enough work places for students.

46 Inspectors agreed with the self-assessment report that students' social and communal areas are poor. The college refectory is small, noisy and very untidy. At peak times, there are not enough spaces for students to sit and eat their meals. The college has two small common rooms for students, both of which are shabby and uninviting. Many students were unaware of their existence. Sporting facilities for students are good. In addition to the well-used sports hall there are extensive playing fields for rugby and football and netball.

# Cross-college Provision

## Quality Assurance

### Grade 3

**47 Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report. They considered that the college had overstated a number of strengths and underestimated some weaknesses.**

#### Key strengths

- the college's strong and increasing commitment to quality assurance and continuous improvement
- good use of students' views to improve the quality of provision
- well-organised staff development

#### Weaknesses

- the failure of quality assurance measures to improve retention rates
- the lack of comprehensive performance standards and precise targets for quality improvement
- overgenerous assessment of the quality of teaching and learning

48 Inspectors agreed with the self-assessment report that the college has made significant improvements to its quality assurance system since the last inspection. Although slow to start, a revised quality assurance system is now being developed. The system is comprehensive and seeks to fully synchronise the gathering of students' views, self-assessment and planning.

49 There is a clear commitment to improving quality. A senior manager has recently been appointed with responsibility for quality assurance. Governors have established a new committee to monitor quality and standards. A quality and curriculum group provides direction and leadership in developing new quality assurance arrangements. There are now clear

policy statements, procedures and guidance documents. A number of these have been revised during the last 12 months. The quality assurance handbook is still in a developmental stage. The college charter is clear and informative. Students are familiar with its content. Monitoring of performance against standards contained in the charter is well established. It is still too early to judge the success of some of the new arrangements and the college recognises it still has some way to go in establishing a fully operational and effective quality assurance system.

50 The self-assessment report is based on subject-specific reports from each curriculum team. Subject reports are compiled into divisional reports and combined with reports on cross-college functions to form the self-assessment report for the whole college. The report is internally and externally validated. The most recent report, produced just before the inspection, is an update of the May self-assessment report. It reflects the new quality assurance cycle in which self-assessment will be undertaken in November. Statements in the self-assessment report are not always evaluative and many of the strengths identified are no more than what is now expected as normal practice. The evidence base provided is extensive and action plans are clear. Inspectors agreed with the statement in the self-assessment report that the new quality assurance cycle clearly links self-assessment with the strategic and operational plans of the college.

51 The process of setting global college targets for retention and achievement is long established. However, these targets have often been missed. Last year, for the first time, the college set retention and achievement targets for each course and this has helped it to identify low retention as a serious issue for the college. Quality assurance measures have not yet had a significant impact on poor retention rates. Retention rates for 16 to 18 year olds declined at all three levels in 1999-2000 and are below

# Cross-college Provision

the national average. Corrective measures, introduced last year, include: the identification of closely defined targets for individual students' achievements, based upon their GCSE grades on entry; stricter entry requirements on some courses and improved induction arrangements. There are some signs of improvements in retention rates this year. For example, second-year retention rates in media and theatre studies have risen compared with the same time last year. Achievement rates improved in 1999-2000 and are at, or above, the national average in many subjects. GCE A level points scores have increased over the last three years to 17.3. Targets for improvement, apart from those relating to retention and achievement, are not always precise enough and are not always based on clear performance standards. Draft standards have been produced for student support services and others are in the process of being developed.

52 Annual course reviews draw on classroom observations of teaching and learning, student retention and achievement data, and students' responses to questionnaires. Students are not directly involved in course reviews. Four types of questionnaire are used to solicit their views, ranging from questionnaires about the college to questionnaires on specific topics. Where students' responses identified matters for concern, the college takes immediate action or introduces changes to its operational plan, as appropriate. Students could not recall receiving any feedback from the college-wide surveys. This weakness is recognised in some of the self-assessment reports from subject areas.

53 The staff appraisal system is well established. Currently, each member of staff is appraised on a two-year cycle but, there are plans to move to an annual cycle. Teachers' appraisals include information derived from classroom observations. Each teacher is observed in the classroom at least twice a year and their lessons are graded. College observers judged 95% of these lessons to be good or

outstanding compared with 66% of the lessons subsequently observed by inspectors. This suggests that the college has had an unrealistic view of the quality of its teaching and learning. Staff development is well established and linked to the college's strategic and operational aims and staff appraisal. The induction of new teachers is thorough, especially for recently qualified teachers. The college allocates 2.9% of its income to staff development, including internal costs. The college was re-accredited as an Investor in People in 2000.

## Governance

### *Grade 2*

**54 Inspectors agreed with most of the strengths and weaknesses identified in the college's self-assessment report.**

#### Key strengths

- governors' strong commitment to the college
- productive use of governors' skills and experience
- effective setting and review of strategic objectives
- good clerking

#### Weaknesses

- late formation of a quality and standards committee
- inadequate monitoring of operating plan milestones

55 Inspectors agreed with the self-assessment report, that the wide range of governors' skills and experiences are effectively used to support the college. These skills are augmented by the co-option of specialists to some committees. The working relationship between governors and managers is good, and the distinction between governance and management is

# Cross-college Provision

respected. Many governors have long-standing links with the college and the local community. They demonstrate their wider commitment to the college in using these links to advance the college's strategy, and through significant involvement in the wider life of the college.

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

57 In line with the requirements of the modified instrument of government, the board comprises 18 members. Progress in responding to the modified instrument has been managed to avoid the need for existing governors to vacate their terms of office early. Board meetings are held termly, with additional meetings as necessary to address any significant extra items of business. Attendance at board meetings averaged 75% in 1999-2000. Committees covering finance and general purposes, policy, audit, search, remuneration, and quality and standards have been established. These work within clear terms of reference. Committee meetings are scheduled to precede board meetings, to allow recommendations and any other matters arising to be put to the board. Agendas, minutes and supporting papers reflect a structured ordering of business. The clerk to the board works part time, and is independent of any management or financial responsibilities at the college. Inspectors and auditors agreed that the standard of clerkship is good, and the clerk is well regarded by governors.

58 The audit committee is particularly effective. It operates in accordance with Council Circular 98/15, *Audit Code of Practice*, annually reporting its activities to the board. The board has adopted a code of conduct embracing the Nolan committee's recommendations on the conduct of public life. A comprehensive register

of interests is maintained by the clerk, and this is updated annually. It lists the interests of senior managers and co-optees, as well as governors. The clerk obtains confirmation of continued eligibility from all governors, and has established this as an annual process. The induction of new governors is systematic. It includes contact with the principal and selected managers and a comprehensive induction pack. The college conducts regular reviews of governors' skills to inform recruitment and development, although no individual training records are kept.

59 Inspectors and auditors agreed with the college's self-assessment, that the board oversees college finances effectively. The board considers the maintenance of good financial health as the overall financial objective of the college. It is an objective which is inherent in the annual budget and the three-year and five-year financial forecasts. All governors receive full monthly management accounts. These incorporate most aspects of good practice, including cashflow forecasts, prepared on a 12-month rolled-forward basis. The finance and general purposes committee considers the college's annual budget and financial forecasts before recommending these to the board for approval. The committee scrutinises the management accounts and other financial information robustly.

60 Governors conduct effective reviews of the college's mission and strategic objectives. The current strategic plan covers the period 1999 to 2002. Governors understand the strategic and operational issues reported to them by management and they discuss and review them thoroughly. However, inspectors agreed with the self-assessment report that arrangements for the systematic monitoring of outcomes and milestones derived from the plans need strengthening.

61 Governors are now fully engaged in the review and monitoring of curriculum quality and standards. However, this development is recent.

# Cross-college Provision

The quality and standards committee of the corporation was only established in July 2000. At the time of the inspection, it had held three meetings and made considerable progress. In its terms of reference and work plan the committee has fully embraced college and national priorities to improve student achievement and retention rates. The board has always received detailed reports from the principal on students' achievements. Recently, there has been greater reference to the college's performance against FEFC benchmarking data, and to the particular issue of retention rates at course level.

62 Governors regularly review college policies. There are up-to-date and comprehensive policies for health and safety and equal opportunities. Governors at their meetings receive regular verbal reports on health and safety inspections. The chair of governors in particular, and some other governors, are regularly involved in health and safety inspections.

## Management

### *Grade 3*

**63 Inspectors agreed with most of the judgements in the college's self-assessment report, but identified an additional weakness.**

#### Key strengths

- open and consultative management
- inclusive and effective strategic planning
- the extensive range of external links and partnerships
- good financial management

#### Weaknesses

- fragmented management of support services for students
- the slow management response to poor retention rates

- insufficiently comprehensive and readily accessible data from the management information system

64 At the time of the last inspection, there were recent changes to management structures. Inspectors then noted varying levels of understanding by heads of division about their responsibilities and inconsistencies in divisional structures. Whilst management arrangements are now clear, and staff understand them, managers are failing to achieve some key objectives. Retention rates show little improvement since the last inspection. In one division, both achievement and retention rates are poor. The overall management of student services is unsatisfactory. There is no unifying management of the various functions, to ensure an integrated service for students.

65 The college continues to review its structures. Academic and pastoral functions are now being separated. In order to strengthen pastoral care and enable heads of division to focus more clearly on curriculum matters, a new team of pastoral tutors has been created. Teachers comment that this is improving management of both pastoral affairs and the curriculum. Teachers belong to divisions, each of which contains subject and course groups. These arrangements, and accompanying committee structures, work well. Meetings operate to a calendar, linked to the college's strategic planning and quality assurance cycles. All have clear remits. The equal opportunities committee makes a valuable contribution to the life and work of the college. Health and safety matters are appropriately addressed.

66 The principal, vice-principal, two assistant principals, and the financial controller comprise the senior management team. With the heads of division, the director of continuing education and the GNVQ co-ordinator, they form the college's management review group. There is a fortnightly cycle of heads of division meetings, alternating in focus between curriculum and

# Cross-college Provision

pastoral matters. There are minutes of all meetings, but divisional minutes do not always identify clearly enough the timescales within which approved actions are to be carried out, or who is to be responsible for implementing and monitoring these actions. Staff speak highly of the informal and formal opportunities to make their views known to managers. There is no college intranet for staff. One is planned for next year.

67 Inspectors agreed that the college has extensive and productive links and partnerships with other local organisations. It takes the lead in the Surrey quality in information and learning technology project. There is useful collaboration with Royal Holloway College, the local business partnership and the community learning partnership. The college will be a 'learnirect' centre and its community centres will be access points. The college's understanding of local needs informs its courses for industry and commerce. It also helps the college's marketing activities, which have improved significantly since the last inspection. The marketing policy, calendar and operational plan dictate activities. Work is co-ordinated by the college's marketing and liaison group.

68 Strategic planning is thorough. Strategic objectives are reviewed annually and updated. The planning cycle is clear, embracing self-assessment and operational planning. Inspectors agreed with the self-assessment report that staff participation in developing the plan was good. Heads of division consolidate the useful and detailed contributions of subject and course leaders. Cross-college managers similarly contribute. The increasing use of quantifiable targets is helping to ensure that the review of operational plans is thorough.

69 Operational plans address the strategic objective of improving achievement and retention rates, but so far they have had little impact. Retention rates remain a weakness, as they were at the last inspection. For level 3 long

qualifications, retention rates have been significantly and consistently below the national average for sixth-form colleges over the last three years. The college recognises the weaknesses in its self-assessment report and is redoubling its efforts to address it.

70 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. Since the last inspection, the college has returned operational surpluses each year, a feat achieved in the context of low average levels of funding. In the same period, the college met its annual FEFC funding unit targets, and its cash position has remained strong. The college's accommodation strategy will require external funds if it is to be successful because most of the land and buildings occupied by the college are owned by the Strode's Foundation.

71 The financial controller, an experienced accountant, manages the college's small finance function. The senior management team considers the comprehensive monthly management accounts, which contain clear narratives on the main financial issues. The college has clear financial regulations and procedures. Inspectors agreed with the college that the efficient use of staff is carefully planned and reviewed.

72 The college's management information system requires further development. It provides inadequate summaries of data on some aspects of the college's performance. This means that managers, in some instances, do not have the required information on which to base their decisions. The college has recently appointed a management information systems officer to help address weaknesses. Some aspects of the system work well; for example, in providing information on applications, enrolments and timetables. There are inconsistencies between the data held centrally and the data held by divisions. A management information systems user group is planned.



# Cross-college Provision

## Conclusions

73 The self-assessment report proved a useful basis for planning and carrying out the inspection. Inspectors agreed with many of the judgements in the self-assessment report but considered that the weaknesses relating to retention rates had been understated and that the strengths of teaching and learning had been overstated. They also found a number of

strengths and weaknesses which the college had not identified. Inspectors awarded lower grades than the college to one curriculum area and three of the five cross-college areas.

74 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 (July 2000)

Age	%
Under 16	2
16-18 years	50
19-24 years	7
25+ years	41
Not known	0
Total	100

Source: college data

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

Level of study	%
Level 1 (foundation) and entry level	2
Level 2 (intermediate)	18
Level 3 (advanced)	78
Level 4/5 (higher)	0
Level not specified	0
Non-schedule 2	2
Total	100

Source: college data

## Student numbers by mode of attendance and curriculum area (July 2000)

Programme area	Full time	Part time	Total provision (%)
Science	187	222	28
Engineering	9	0	1
Business	123	48	12
Hotel and catering	76	0	5
Health and community care	13	0	1
Art and design	94	44	9
Humanities	391	255	44
Basic education	6	0	0
Total	899	569	100

Source: college data

## Widening participation

Based on a postcode analysis of 1998-99 ISR data, the college recruited 1% of students from disadvantaged areas defined in relation to the Department of the Environment, Transport and the Regions' Index of Local Conditions.

## Staff expressed as full-time equivalents (July 2000)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	52	8	0	60
Supporting direct learning contact	9	0	0	9
Other support	13	0	0	13
Total	74	8	0	82

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

# College Statistics

## Three-year Trends

### Financial data

	1998	1999	2000
Income	£2,564,000	£2,773,000	£2,813,000
Average level of funding (ALF)	£16.46	£16.27	£16.64
Payroll as a proportion of income	73%	71%	71%
Achievement of funding target	101%	105%	97%
Diversity of income	6%	8%	10%
Operating surplus	£47,000	£66,570	£18,588

*Sources: Income – Council Circular 00/10 (1998), college (1999 and 2000)*

*ALF – Funding Allocations 1997-98, Funding Allocations 1998-99 (1999), college (2000)*

*Payroll – Council Circular 00/10 (1998), college (1999 and 2000)*

*Achievement of funding target – Performance Indicators 1997-98 (1998), college (1999 and 2000)*

*Diversity of income – Council Circular 00/10 (1998), college (1999 and 2000)*

*Operating surplus – Council Circular 00/10 (1998), college (1999 and 2000)*

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1998	1999	2000	1998	1999	2000
1	Number of starters	61	212	141	66	142	82
	Retention (%)	69	81	75	65	70	71
	Achievement (%)	61	44	93	38	47	60
2	Number of starters	1,287	1,007	563	68	88	111
	Retention (%)	79	75	63	69	58	51
	Achievement (%)	56	75	85	57	84	77
3	Number of starters	1,895	1,791	1,040	55	109	44
	Retention (%)	61	62	61	55	39	46
	Achievement (%)	79	83	87	63	74	66
4 or 5	Number of starters	0	0	0	0	0	0
	Retention (%)	n/a	n/a	n/a	n/a	n/a	n/a
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	n/a
Short courses	Number of starters	526	327	149	83	159	235
	Retention (%)	88	71	82	93	81	90
	Achievement (%)	22	40	51	26	58	76
Unknown/unclassified	Number of starters	22	10	4	27	27	30
	Retention (%)	82	20	75	70	33	90
	Achievement (%)	43	100	100	16	78	100

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

*n/a not applicable*

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