

# Taunton's College

REPORT FROM  
THE INSPECTORATE  
**1999-00**

THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL

***THE FURTHER EDUCATION  
FUNDING COUNCIL***

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*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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## College statistics

## 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

## Taunton's College *South East Region*

### Inspected March 2000

Taunton's College is a sixth form college in Southampton. The college produced its second self-assessment report for this inspection. It drew on the outcomes of the existing quality review system. All staff, governors and students were involved in the self-assessment process. The report was based on individual self-assessment reports from teaching teams and some support services. The college provided a valuable update to the self-assessment action plans, just before the inspection. Progress had been made in addressing some weaknesses. Inspectors agreed with many of the judgements in the self-assessment report but considered some of the weaknesses, especially those relating to student retention, to be understated. Inspectors judged one curriculum area to be over graded and one cross-college area to be under graded.

The college provides courses in eight of the 10 FEFC programme areas. The inspection covered four of these programme areas and some franchised provision. The corporation, managers and staff have addressed all the weaknesses identified in the last inspection report. However, the college has only recently begun to improve its management information. Since the last inspection there has been an improvement in the quality of teaching and learning. In some areas this has resulted in

achievement rates above the national average, although retention is often poor. Students are strongly supported by highly committed and well-qualified staff. Students' progress is thoroughly monitored and their achievements in many GCE A level subjects are better than those predicted on the basis of their GCSE results. Teaching quality and general accommodation are good, and much improved since the last inspection. The library facilities and the availability of IT have also been improved, as have the quality assurance arrangements. Good use is made of students' views in assessing the quality of provision. There are effective arrangements for staff development and appraisal. The college has a capable, decisive management team who have made a clear commitment to widening participation. Governors are effective in establishing the strategic objectives of the college. In order to improve further, the college should address: poor retention rates; the remaining areas of poor achievement; some unsatisfactory aspects of teaching and learning; inadequacies in the provision and monitoring of learning support; inconsistencies in target-setting and tutorial practice; some inadequate team reviews; and the remaining weaknesses in its management information.

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

Curriculum area	Grade	Cross-college provision	Grade
Sport and recreation	2	Support for students	2
Health and community care	2	General resources	1
Performing arts and media	2	Quality assurance	2
Geography, history, law and psychology	3	Governance	1
		Management	2

## The College and its Mission

1 Taunton's College was created in 1989 by the merger of two sixth form colleges, in order to meet the general education needs of 16 to 19 year old full-time students living in west Southampton. In July 1993, the college was consolidated on to a pleasant single site of 4.2 hectares, 2 miles from the centre of the city. Another sixth form college is located on the east side of the city, and a large further education college operates from a site near the city centre, as well as from satellite centres scattered across the city. There is only one local authority sixth form within the city, in an all girls school.

2 The population of Southampton is approximately 214,900. Although overall unemployment in the city is falling, it remains high in some wards. The local economy is based mainly on service industries. The main employment sectors are retail, financial services, health and social work, leisure and transport-related services. Southampton has a high local deprivation index compared with other authorities in the south east. In terms of deprivation indices it is similar to Bolton, Bristol, Derby, Portsmouth, North Tyneside, and Salford. Historically, post-16 participation rates have been well below those in neighbouring Hampshire, but are now rising. In 1999, the percentage of school-leavers achieving five or more general certificate of secondary education (GCSE) subjects at grade C or above was 40.5%. This is 7% below the national average. Of the leavers from the college's seven partner schools, 36% were identified as having special educational needs. Southampton is currently the location of one of the national pilots for the proposed education maintenance award for 16 and 17 year olds undertaking full-time education.

3 Taunton's College offers courses in eight of the 10 Further Education Funding Council (FEFC) programme areas. These include the general certificate of education advanced level

(GCE A level), GCSE, national vocational qualifications (NVQs), general national vocational qualifications (GNVQs) or their precursors, and a variety of other examined and non-examined programmes.

4 In November 1999, the college had 1,848 FEFC-funded students, of whom 1,039 were between 16 and 18 years old. Of the college's students, 36% live in postal districts designated by the FEFC as deprived and 19% are from minority ethnic backgrounds, compared with 5% in the city as a whole.

5 The college's mission is to provide high-quality education for young people and adults in Southampton. It has a commitment to open access, raising standards and widening participation whilst maintaining the solvency of the institution. The college has sought to diversify its provision whilst maintaining its distinctive character and ethos. It is involved in a range of collaborative partnerships within the city and across Hampshire. The college also has a formal partnership arrangement with a post-16 college in Alingsås, Sweden, which has led to a number of productive staff development initiatives and student exchanges. The college places a high priority on celebrating the academic and personal successes of its students. It strives to create a culture of mutual respect and tolerance.

## The Inspection

6 The college was inspected in March 2000. Inspectors had previously analysed the college's self-assessment report and information about the college held by other directorates of the FEFC. Inspectors used data on students' achievements taken from the college's individualised student record (ISR) returns to the FEFC for 1997 and 1998. The college submitted its own data on students' achievements for 1999. The data for 1999 were checked against college registers and awarding body pass lists and were largely accurate.

# Context

7 The inspection was carried out by nine inspectors and an auditor working for a total of 37 days. Inspectors observed 47 lessons and some additional recreational sports lessons and tutorials 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 profile for all colleges inspected in 1998-99. Of the lessons inspected, 79% were rated good or outstanding. This is above the national average for all colleges inspected in 1998-99 and also above the national average for sixth form colleges.

## Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	6	11	6	1	0	24
GCSE	0	4	0	0	0	4
GNVQ	2	3	2	0	0	7
NVQ	0	1	1	0	0	2
Other vocational	3	7	0	0	0	10
Total (No.)	11	26	9	1	0	47
Total (%)	24	55	19	2	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*

# Context

9 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1998-99. Attendance was well above the national average, and ranged from 95% in health and community care to 83% in geography, history, law and psychology.

## Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Taunton's College	10.5	89
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

## Sport and Recreation

### Grade 2

**10 The inspection covered GCE A level physical education and sports studies, the national diploma in science (sports studies), and sports leaders awards. Inspectors observed 10 lessons. Four recreational lessons were observed, but not graded. Inspectors agreed with the judgements in the self-assessment report, but found some additional strengths and weaknesses.**

#### Key strengths

- effective teaching and good-quality learning materials
- achievement of high grades in GCE A level physical education
- well-qualified staff with good specialist expertise
- high levels of achievement in county and national teams
- the wide variety of extra-curricular sporting activities

#### Weaknesses

- insufficient learning support for the science components of courses
- low retention rates on GCE A level sports studies
- no full-time provision at level 2

11 The college offers GCE A level physical education and sports studies, and the national diploma in science (sports studies). Additional courses to enhance students' programmes include the Hanson higher sports leaders award, the community sports leaders award, and various other leaders awards including basketball and volleyball. There are no full-time level 2 courses, which makes progression from within the college on to GCE A level and national diploma courses difficult. This weakness was not identified in the self-assessment report.

12 Most teaching is good and some is outstanding. Teachers clearly convey their intentions and expectations to students. Inspectors agreed with the judgement in the self-assessment report, that lessons are well planned and supported by detailed schemes of work and good-quality handouts. In the best lessons, teachers clearly show the relationship between theoretical concepts and practical activity. Video recorders are effectively used to illustrate movements during coaching and practical lessons. In a diploma in science (sports studies) lesson on angular kinetics, students worked on trampolines. The teacher filmed students' movements and replayed them in slow motion. Students then successfully related their movements to the theoretical concepts being taught. Students take part in valuable discussions, spurred on by skilful questioning from the teacher. This makes effective use of students' own experiences.

13 Students do not get enough help with the science components of their courses. Revision workshops are run at the end of the year but little help is available during the course. This is not recognised in the self-assessment report. Most students' work is of an appropriate standard. Teachers give constructive and informative feedback, particularly in the workbooks for the national diploma course. Students' progress is carefully monitored. Regular feedback, particularly on practical performance, enables training targets to be appropriately updated. Effective use is made of tutorial sessions to monitor attendance which, during the inspection, was high.

14 Achievement rates on the GCE A level physical education course are high. In 1999, all students passed and 54% achieved A to C grades, which is well above the national average. Retention was low on the GCE A level sports studies course in 1999. This was partly the result of inaccuracies in recording student transfers to the national diploma course. Because of poor retention and achievement, the GCSE physical education course is no longer

# Curriculum Areas

offered. There is a high level of student involvement in county and national teams and competitions. The girls under-19 trampolinists are national school champions and the girls and boys volleyball teams are rated fourth and fifth nationally. The football, rugby, netball, basketball and cricket teams are all successful in county competitions. Many of the teams have produced county representatives.

15 The department is well run. Staff hold regular meetings. The teaching staff are well qualified and have good practical expertise. The teaching team includes a national trampolining coach, a county rugby coach, an outdoor pursuits leader, a football coach, and an advanced netball and volleyball coach. Local sports coaches support the work of the full-time staff. For example, a coach from Hampshire County Cricket Club was instrumental in helping the college win the Altham County Cup in 1999.

16 There is no centralised teaching area with specially equipped classrooms for teaching all aspects of the programme. There is one dedicated teaching classroom and a good sized, well-resourced sports hall with nine trampolines. On-site facilities also include a football pitch, some netball and tennis courts and a fitness suite. At present this is located in temporary accommodation although there are plans to move it. A local sports centre is also used to cater for the growing number of students pursuing sports courses. The library is adequately stocked with a range of textbooks and videos. The students have regular access to computers. The work produced by students indicates that most have appropriate information technology (IT) skills.

## A summary of retention and achievement rates in sport and recreation, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
Hanson sports leaders award	2	Number of starters	25	23	34
		Retention (%)	96	100	91
		Achievement (%)	84	91	74
Community sports leaders award	2	Number of starters	78	80	77
		Retention (%)	72	100	81
		Achievement (%)	89	89	82
National diploma in science (sports studies)	3	Number of starters	*	18	23
		Retention (%)	*	61	70
		Achievement (%)	*	100	88
GCE A level physical education	3	Number of starters	*	15	13
		Retention (%)	*	100	100
		Achievement (%)	*	93	100
GCE A level sports studies	3	Number of starters	42	39	35
		Retention (%)	74	79	56
		Achievement (%)	93	81	88

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

\*course did not run

# Curriculum Areas

## Health and Community Care

### *Grade 2*

**17** Inspectors observed 12 lessons covering all courses including franchised provision at Oaklands Community School. Inspectors also observed two tutorial sessions and visited one work experience placement. They agreed with the strengths and weaknesses identified in the self-assessment report, but not always with the emphasis accorded to each by the college.

#### **Key strengths**

- above average achievement rates on most courses
- good-quality teaching and effective learning
- well-developed key skills provision
- thorough tracking of students' progress
- effective support of students

#### **Weaknesses**

- narrow range of provision
- slow completion of portfolios by adult students on NVQ courses

**18** The college recognises that its range of provision in this programme area is limited. The core courses are the GNVQ in health and social care at advanced and intermediate levels and the diploma in nursery nursing. This year insufficient numbers were recruited to run the GNVQ foundation course in health and social care and enrolments on the first year of the diploma in nursery nursing are low. The new team leader for the diploma in nursery nursing has a brief to expand provision and has already identified areas on which to focus. The number of students recruited to the franchised NVQs in early years, has been maintained at around 30, which has contributed to the college's widening participation policy. Inspectors agreed with the

college's judgement that the curriculum is well organised and well managed. Work placements are effectively planned. Supervisors report that students are thoroughly prepared for their work experience.

**19** Inspectors agreed with the self-assessment report that the quality of teaching and learning is good. Lessons are well planned. Learning objectives are explained to students and reviewed at the end of lessons. In the best lessons, students expect and are set challenging tasks. Teachers use a variety of learning activities to aid concentration, engagement and motivation. They regularly check students' understanding, drawing extensively on placement experiences and visits. In a lesson on preparing children for admission to hospital, students were asked to relate their previous work, on the importance of play, to the current topic. The teacher gave a brief outline of research in this area and distributed useful handouts. Students worked effectively in two groups and produced good-quality responses which they shared with each other. The teacher skilfully reinforced their findings. Students finished the lesson by working individually on an activity sheet, which tested their knowledge of the types of investigations undergone by children in hospital. The outcomes showed that they had learned effectively.

**20** Students appreciate the help and support they receive from teachers. A notable feature of the interactions is the skilful way in which teachers help students to solve problems for themselves. Additional learning support is made more effective by being delivered in the classroom and students of all abilities take advantage of it. Intermediate level students reported the increase in self-esteem and confidence the course has given them. Students' progress is tracked thoroughly. Careful recording enables staff to identify those falling behind with assignments. In a workshop for those behind with assignments, students came prepared with action plans for completion of

# Curriculum Areas

outstanding work. These were examined carefully by the teacher who helped students prioritise their work. Students acknowledged their poor time management as one of the reasons for the backlog and identified topics with which they needed help. Although done separately, the teaching of key skills is carefully planned to complement mainstream assignments. Students' key skills are developed effectively, particularly their IT skills.

21 Pass rates on the GNVQ courses in health and social care are excellent, while those on the diploma in nursery nursing are around the national average. On NVQ courses, successful completion rates within the prescribed time are low, as students are slow to complete their portfolios. However, most of the students who finish the course attain the qualification eventually. Retention rates over the past three years have been high on NVQ and diploma in

nursery nursing courses. Those on GNVQ advanced level courses have been significantly below the national average. This is recognised in the self-assessment report. Last year, the retention rate was also below the national average for the GNVQ intermediate course. In-year retention during the current year has improved, particularly in the second year of the diploma in nursery nursing course. This course lost half its students in year one, largely due to staffing difficulties which the college has rectified. Attendance on all courses is exceptionally good at 95%.

22 The strong team of staff work well together. Accommodation is good. Each course has a base room, two of which are enhanced by posters and displays relevant to themes currently being covered in lessons. Books, journals, IT and other specialist equipment are in good supply and easily accessible.

## A summary of retention and achievement rates in health and community care, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GNVQ intermediate health and social care	2	Number of starters	14	*	18
		Retention (%)	79	*	67
		Achievement (%)	91	*	83
NVQ early years	2	Number of starters	18	*	10
		Retention (%)	67	*	90
		Achievement (%)	100	*	44
GNVQ advanced health and social care	3	Number of starters	12	13	17
		Retention (%)	67	69	59
		Achievement (%)	75	100	80
NVQ early years	3	Number of starters	*	16	17
		Retention (%)	*	94	88
		Achievement (%)	*	53**	33
Diploma in nursery nursing	3	Number of starters	+	13	15
		Retention (%)	+	85	93
		Achievement (%)	+	82**	86

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

\*course did not run

\*\*college figures

+data unreliable

# Curriculum Areas

## Performing Arts and Media

### Grade 2

**23 Inspectors observed 13 lessons covering GCE A levels and GCSEs in dance, drama, media studies and music. They agreed with most of the judgements in the college's self-assessment report but not always with the weight given to them. Inspectors considered that insufficient emphasis had been given to low retention rates.**

#### Key strengths

- committed and hard-working teachers
- high achievement rates in GCE A level music, sustained over six years
- high standards of instrumental performance and extra-curricular achievement in music
- the significant value added to students' achievements in theatre studies
- outstanding teaching in media studies
- wide ranging external links

#### Weaknesses

- poor retention in some areas which is not receiving adequate attention
- inadequate planning to widen the range of provision

24 The college offers courses in performing arts and media but only at GCSE and GCE A level. A new GCE A level in music technology, introduced to widen participation, has recruited well. There are no level 2 courses in drama or music. Although teachers are well informed about the requirements of curriculum 2000, they are not planning to provide vocational alternatives for students who cannot sustain GCE A level studies. There are few curriculum links between the various elements of the performing arts and media provision. For students studying two or more subjects there is only limited joint planning of their courses. This is not recognised in the self-assessment report.

25 Most of the teaching is good or better. Lessons are well planned and effectively managed. In GCE A level media studies, carefully structured lessons are clearly presented, involve students in a variety of stimulating activities and are skilfully concluded by drawing the various strands of the lesson together. In one lesson, students were discussing television commercials. The teacher listened carefully to students' comments, challenged them to think more deeply, and helped them re-articulate their views using appropriate technical language. In music, there is strong emphasis on independent study. Students rehearse diligently for performances. A range of imaginative teaching techniques is used in theatre studies. In one lesson, for example, exploration of characterisation in Ibsen's *A Doll's House* involved students in creating and reflecting upon a tableaux of characters. They used items of costume to help realise the characters on stage. In a small minority of performing arts lessons, teachers did not allow students sufficient opportunities to share and develop their ideas together.

26 For the past six years, all GCE A level music students have achieved pass grades. Inspectors agreed with the self-assessment report that achievement rates in instrumental music are high. Of the college's music students, 80% have passed Associated Examining Board grade 8 on at least one instrument, and 30% have this grade on two instruments. This reflects the comprehensive programme of instrumental tuition available for students. Although theatre studies students have among the lowest average GCSE scores on entry to the college, over 80% achieved higher than predicted GCE A level grades in 1999. Retention rates are poor in GCE A level theatre and media studies, weaknesses acknowledged in the self-assessment report but not sufficiently reflected in team action plans. GCSE results in media studies are consistently well below the national average.

# Curriculum Areas

27 Inspectors agreed with the self-assessment report that students benefit from the many opportunities to attend courses, festivals and events outside the college, and from strong links with local arts organisations. Performing arts students attend performances in London and elsewhere. National companies, such as Ballet Rambert and the London Mozart Players, have given performances and workshops at the college. Groups of music students also achieve high standards outside the curriculum. In 1999, the string quartet received a distinction award at the Southampton Festival of Music and Drama, students sang at the Royal Albert Hall and the college brass band performed at the National Festival of Music for Youth.

28 Teachers are very committed and hard working, giving many hours to rehearsals and performances. Dance events, recitals and concerts are performed regularly. There is a well-equipped music block with six practice rooms and a music technology studio. The drama studio is of a suitable size. It has a dressing room and shower and a well-maintained technical facility. Dance students have no mirrors or barres. The rooms used for media studies are well resourced with recording and video playback equipment. However, there is only one video editing facility, which is located at some distance from the media studies rooms. Only one technician supports the media and performing arts provision, in addition to a wide range of other college responsibilities.

## A summary of retention and achievement rates in performing arts and media, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE media	2	Number of starters	19**	19**	17
		Retention (%)	68**	47**	82
		Achievement (%)	46**	22**	28
GCE A level media	3	Number of starters	35	69**	50
		Retention (%)	100	55**	52
		Achievement (%)	94	87**	83
GCE A level film studies	3	Number of starters	*	16**	36
		Retention (%)	*	69**	83
		Achievement (%)	*	82**	90
GCE A level theatre studies	3	Number of starters	29	35**	27
		Retention (%)	66	60**	52
		Achievement (%)	95	71**	100
GCE A level music	3	Number of starters	15	16	16
		Retention (%)	80	63	81
		Achievement (%)	100	100	100

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

\*course did not run

\*\*college figures



# Curriculum Areas

## Geography, History, Law and Psychology

### Grade 3

**29** Inspectors observed 12 lessons covering GCE A level and GCSE courses in geography, history, law and psychology. They agreed with many of the judgements in the self-assessment report, but considered that the weaknesses in students' retention and achievements had been understated.

#### Key strengths

- consistently good teaching
- GCE A level grades above those predicted by performance at GCSE
- effective monitoring of students' progress
- good curriculum enhancement

#### Weaknesses

- poor retention rates
- some poor achievement rates
- narrow range of courses
- inadequate staff training in the use of IT for teaching

**30** The courses offered in this programme area are mainly GCE A levels. Only two subjects are offered at GCSE. Student numbers are static. Although preparations for curriculum 2000 are proceeding, there are no plans for new courses or marketing initiatives to promote wider participation. The new faculty structure, combining academic and vocational course teams, is encouraging the sharing of ideas and experience. There are regular faculty and team meetings. These are well organised and have succinct minutes and clear action points. Staff feel able to contribute to decision-making through the meetings.

**31** Inspectors agreed with the self-assessment report that the quality of teaching is good, although inspectors observed few outstanding lessons. Lessons are well planned and teachers have comprehensive schemes of work. Handouts are of good quality. Homework is set regularly and marked constructively. In psychology and geography, detailed mark sheets are included with returned work, providing clear explanations of grades awarded and issues to address. Through excellent staff-student relations, teachers give students the confidence to initiate enquiry, seek help and participate actively in lessons. A wide range of relevant educational visits, field work, conferences and visiting speakers provide good curriculum enhancement for students. Geography students undertake whole-day and residential field trips. History and law students visit local and national centres of subject interest.

**32** Student feedback is sought and acted upon. For example, on completion of each module in geography, students comment on the appropriateness of the teaching methods used and appropriate action is taken as necessary. Inspectors agreed with the self-assessment report that students' progress is regularly and carefully monitored. Particular emphasis is placed on monitoring at the end of modules and following internal examinations. Team files show detailed record-keeping on student performance, attendance, conduct and parental involvement.

**33** Retention rates are poor in all GCE A level subjects and have been largely below the national average for the last three years. Data are now being collated centrally regarding reasons for students leaving or changing courses but there is no evidence of these data informing analysis at faculty or team level. Therefore plans to improve retention at team level remain speculative. Retention on GCE advanced supplementary (AS) history and law courses is good but achievement rates are poor. Achievement rates on GCE A level law and

# Curriculum Areas

geography courses were broadly similar to the national average in 1999. Results in modern history were also similar to the national average but when combined with the poor results for sixteenth century history, the aggregated figure is well below the average. Sixteenth century history was not offered this year. Achievements in GCE A level psychology were also below the national average in 1999. However, in 1997, 1998 and 1999, all four subjects inspected yielded positive value-added scores at GCE A level. Aggregated GCSE statistics show a gradual improvement in achievement rates, but a sharp reduction in retention between 1998 and 1999.

34 Staff are appropriately qualified. However, many lack IT training and consequently make little use of it in their teaching. The teaching rooms are generally bright, clean and well equipped. There are good displays of subject material and students' achievements. Students in history and geography have access to departmental text books, issued when appropriate. There are good relations between team leaders and the library staff. Study boxes containing resources relevant to various project topics are kept in the library. The most recent evaluation of the bookstock showed that law, psychology and geography are particularly well provided for.

## A summary of retention and achievement rates in geography, history, law and psychology, 1997 to 1999

Type of qualification	Level	Numbers and outcome	Completion year		
			1997	1998	1999
GCSE (geography, history law, psychology - aggregated totals)*	2	Number of starters	80	41	36
		Retention (%)	53	80	64
		Achievement (%)	54	61	70
GCE AS (history, law)	3	Number of starters	9	31	13
		Retention (%)	100	65	85
		Achievement (%)	100	70	30
GCE A level geography	3	Number of starters	41	33	44
		Retention (%)	51	64	66
		Achievement (%)	94	81	90
GCE A level history	3	Number of starters	119	73	85
		Retention (%)	71	70	65
		Achievement (%)	72	70	73
GCE A level law	3	Number of starters	46	68	75
		Retention (%)	80	69	63
		Achievement (%)	81	85	83
GCE A level psychology	3	Number of starters	76	80	67
		Retention (%)	50	51	51
		Achievement (%)	89	71	80

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

\*not all these subjects featured in all three years



# Cross-college Provision

## Support for Students

### *Grade 2*

**35 Inspectors agreed with the strengths and weaknesses identified by the college in its self-assessment report, but identified some additional strengths and weaknesses.**

#### **Key strengths**

- extensive and effective liaison with feeder schools
- efficient and thorough admissions process
- rigorous and effective attendance monitoring system
- thorough literacy and numeracy screening process for full-time students
- good support for students with physical and sensory impairments
- high-quality careers guidance, advice and information

#### **Weaknesses**

- insufficient availability of individual learning support
- little attention to personal and social education in tutorial programme

36 Inspectors agreed with the self-assessment report that the college's publicity and recruitment arrangements are good. College publications are attractive and informative. There is close and effective liaison with the six main feeder schools. A number of events including open days, information evenings, workshops, and presentations by college staff and students are arranged for pupils in years 10 and 11. Prospective students are usually invited to an interview within two weeks of the college receiving their application. Admissions and guidance tutors follow detailed interview guidelines and procedures. Students who are offered a place are invited to a 'taster' day in June and introduced to their chosen subjects.

Students are interviewed again in September to confirm or change subject or course choices in the light of GCSE results. Students indicate a high level of satisfaction with the admission and interview process.

37 All students receive a detailed induction to the college and to their courses. Additional induction programmes have been arranged this year for students who enrolled late. All students receive a diary, which includes the college charter and useful information about college services and procedures. Students have a good knowledge and understanding of their rights and responsibilities, and of the support services available to them.

38 The college's tutorial system provides effective support for students. All full-time students have a personal tutor, who is usually one of their subject teachers. One hour a week is scheduled for tutorials. Tutors work to clear guidelines, and follow a detailed weekly programme. Tutorials are used to keep students informed, to undertake the activities set out in the tutorial programme including careers advice, and to speak with students individually as necessary. There is little attention to personal, social or religious education. This weakness was not identified in the self-assessment report. Individual student progress reviews are conducted twice termly. As acknowledged in the self-assessment report, there are inconsistencies in the application of the tutorial procedures, particularly in record-keeping and the use of national average grades in reviews. Observations of tutorials have recently been introduced to increase consistency and to promote the sharing of good practice. The attendance monitoring system has been made more rigorous this year in an effort to address the college's low retention rates. Tutors receive weekly attendance reports and unexplained absences are quickly followed up. There has been an increase in attendance rates since the system was introduced. All part-time evening students are offered tutorial guidance to assist

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with such matters as university applications, and are informed of the student services offered by the college. Take-up of these services by evening students is low.

39 A central study skills support team provides additional learning support in literacy and numeracy and support for dyslexic students. Assistance is also available with essay writing, time management and examination techniques. The numeracy and literacy skills of all full-time students are assessed using a variety of appropriate diagnostic tests. The results for this year's new students indicated that 60% have significant difficulties with one or more aspects of literacy or numeracy. The college recognises that it cannot meet all these additional support needs on an individual basis, at present. It copes because many students do not take up the offer of individual additional support. Therefore, no student requesting individual support has yet been refused it. To ensure that as many students as possible receive the support they need the college has adopted new strategies in addition to one-to-one support and workshop provision. The central team now provides in-class support and also advises teachers on how to help their students. Inspectors agreed with the college's judgement that effective use is made of in-class support, where it is available. However, the college has made little attempt to measure the effectiveness of its learning support or to quantify the number of students identified as needing support who have not taken it up. Surveys of students who have received support indicate they valued it highly. The college caters well for the increasing number of students with physical or sensory impairments.

40 Inspectors agreed with the college's self-assessment report that students are given good careers information and advice. The careers area is centrally located and has a comprehensive range of up-to-date information. The college's careers co-ordinator works closely with the local careers service to provide an extensive programme of events covering both

higher education and employment. Most students have one or two individual careers interviews while at the college. Personal counselling is available to both students and staff. Arrangements for providing students with financial support are particularly well managed. Since last September this has included the administration of the new education maintenance awards which are being piloted in the Southampton area through the local authority. Out of around 600 first-year students, 250 are receiving awards. This represents about one-third of all the awards made in Southampton.

## General Resources

### *Grade 1*

**41 Inspectors agreed with the judgements in the self-assessment report.**

#### **Key strengths**

- excellent condition of the buildings
- substantial improvement in use of space
- imaginative extension and redesign of the library
- outstanding IT facilities
- detailed and costed maintenance plan
- impressive arrangements for assisting students with restricted mobility

#### **Weaknesses**

- lack of an equipment replacement programme

42 The college is located in well-maintained, landscaped grounds in a pleasant residential area of Southampton. The original building was a grammar school, built in the early 1930s. Tasteful new wings were added in the 1950s and in the early 1990s. The original main entrance contains handsome wood panelling from the passenger ship RMS Mauretania and

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the hall has swing doors from the ship's ballroom. The attractive buildings are in good condition although one of the two clock towers is in need of repair. The learning environment is uniformly attractive and bright. Rooms and corridors are well decorated and clean. Students' work is attractively displayed in the corridors. There is an old, disused building on the site, a little distance from the main block. It is the subject of a feasibility study to explore possible uses. There are two temporary buildings. One is rented to the local education authority (LEA) and the other is used as a temporary fitness suite. Both are functional but in need of redecoration.

43 Inspectors agreed with the self-assessment report that the use of the accommodation has improved significantly since the last inspection. For example, after careful analysis of room utilisation, several courses with high student numbers have been relocated to larger rooms. Adjoining walls between some storerooms and small teaching rooms have been demolished to form large, multipurpose classrooms. A new purpose-built storeroom has been provided for performing arts. Small offices have been vacated to improve storage space. Some of the large, open corridor space on the upper floor of the college has been converted into a much-used IT study centre. The separate offices for administration, student records and finance have been relocated to a single unit. There is a new draft accommodation strategy which takes account of the growing student numbers and the likely impact of curriculum 2000.

44 Substantial improvements have been made to the library. An imaginative extension of the space has almost doubled its size. It now contains a large study area containing eight computers, four of which are linked to the Internet. There are 58 workspaces for students. This is a significant improvement since the last inspection but more spaces are still needed. The college has provided some workspaces in the corridor areas, but students report these are

often noisy. There are plans to enlarge the library further. There is a full-time librarian and two part-time assistant librarians. Liaison between teachers and library staff is strong. The bookstock has been rationalised and re-catalogued on the computerised management information system. Virtually all the books formerly kept in departments are now in the library. The librarian monitors each curriculum area's use of the library and the resources available relative to the number of students in the area. The formerly dispersed offices for student services have now been brought together in an integrated student services and careers suite on the upper floor of the library.

45 There are 271 computers of high specification for students' use resulting in an outstanding ratio of full-time equivalent students to computers of 4:1. This ratio has been maintained despite increasing numbers of students and inspectors agreed that it is a strength. Fifty computers are available for students on open access and a further 26 in two of the teaching rooms, including nine for music technology, which can be used when lessons are not taking place. Internet links are available on 26 machines. The facility is being upgraded further to give more access to the Internet from April 2000. All computers in the college have access to a range of CD-ROMs held on a master server. The IT policy dates from 1997-98. It is being overtaken by an emerging information learning technology strategy. A strategy group has been formed and has met once. An audit of curriculum IT needs is planned to inform the strategy. While the replacement of IT is kept under review, there is no formal equipment replacement programme covering both IT and other capital equipment in the college. This is acknowledged in the self-assessment report.

46 The refectory has been redesigned. Seats and desks are provided in the larger open spaces in some of the corridors for use as social areas, which students value. Inspectors agreed with the self-assessment report that good access

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is provided for students with restricted mobility. The main doors of the college are automated. Closed fire and security doors are electrically operated by a push-button control at a convenient height for people who use wheelchairs. The college's new minibus has a tailgate lift.

47 The premises are well maintained and there is a detailed, fully costed, five-year maintenance plan. The college has a detailed assets register. There are appropriate security arrangements and the premises manager lives on site in a house owned by the college. There is a disaster recovery plan and procedures for dealing with emergencies. The health and safety policy is clear and the associated procedures are comprehensive.

## Quality Assurance

### *Grade 2*

**48 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report but felt that some weaknesses had been understated. They found some additional strengths and weaknesses.**

#### **Key strengths**

- improved staff commitment to, and involvement in, quality assurance
- effective team review procedures
- student participation in quality assurance
- effective integration of self-assessment and planning
- comprehensive appraisal and staff development procedures

#### **Weaknesses**

- some inadequate responses to poor retention rates
- inconsistent compliance with target-setting procedures

49 The college has clear, concise policies for reviewing and improving quality. Inspectors agreed with the self-assessment report that staff are fully committed to raising standards and that their involvement in quality assurance has increased significantly since the last inspection. Good use is made of projects from management development programmes to support quality improvement.

50 Well-structured team review procedures are the basis of the self-assessment process and are central to the college's quality assurance system. Review procedures embrace all aspects of work in the college and involve both teaching and non-teaching staff. The same procedures with appropriate modifications are adopted for evening and franchised provision. The manner in which procedures are implemented accords with the overall management culture of the college, which encourages openness and the devolution of responsibility and accountability. Action plans resulting from the reviews are clear and concise. Team reviews are aggregated to form the overall college's self-assessment report. The procedures for monitoring actions and targets identified in the self-assessment report have been strengthened and include a formal biannual review. The outcomes of self-assessment are taken into account in the annual operating plan and the strategic plan.

51 Student surveys and data relating to achievement, retention and attendance underpin review judgements and target-setting. National average grades are referred to when setting targets for individual students and teams. Appropriate use is made of benchmarking data derived from different sources when assessing the performance of the college and the appropriateness of different targets. As noted in the self-assessment report, there is some inconsistency in target-setting and team reviews are not all undertaken with the same degree of diligence. Some of the data generated through the college management information system have been unreliable. This has hampered

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effective implementation and monitoring of some quality assurance procedures. Steps have been taken to remedy this weakness. Internal verification procedures comply with the requirements of awarding bodies and are implemented effectively.

52 The quality of teaching has improved since the last inspection. Teaching teams' reviews include evidence from an enlightened lesson observation system involving both students and staff as observers. Each lesson graded by a member of staff is also graded by two students selected at random from the class. The proportion of good and outstanding lesson grades awarded by staff was significantly higher than that awarded by inspectors, while grades awarded by students corresponded closely to those of inspectors.

53 Self-assessment reports are scrutinised by the college's internal quality review group, a committee of the academic board. Final validation is carried out by the corporation's curriculum, community, and student services committee. The student governor is a member of this committee and plays an active role in the validation process. The college has also made arrangements for the self-assessment report to be validated by an external consultant. The self-assessment report is detailed and evaluative. Sources of evidence are identified and there are action plans to remedy key weaknesses. Quality standards or service level agreements have not been formally adopted for all the different aspects of support services but a number of areas have developed their own standards and monitoring procedures.

54 The college's overall retention rate is about 5% below the national average for sixth form colleges. There are significant variations across courses and years making it difficult to determine clear trends. For some time, retention rates at level 3 have been below the national average and declining but there has been an improvement in 1999. At the same

time achievement rates have dropped. At levels 1 and 2, retention rates have been at or below national averages but improving, and achievement rates have also been improving. The college's own retention figures show some improvement is taking place in the current year. A retention improvement strategy has been implemented. This includes careful attendance monitoring, early identification of students causing concern, a mentoring system for those students and an analysis of information from exit surveys to determine reasons for students leaving. Responsibility for identifying problems and accountability for implementing solutions is placed at team level. This is more successful in some teams than others.

55 As indicated in the self-assessment report, an effective annual appraisal scheme has been developed for all full-time and part-time staff. The appraisal of teachers does not always take account of the outcomes of lesson observations. The appraisal scheme enables staff development needs to be identified and strategic or operational priorities to be addressed. Targets for improvement are set and participation in the staff development programme is reviewed. A range of staff development opportunities is available. These are linked to the college's strategic aims. The college charter clearly sets out the college's commitments to its students. A sample of students recently audited the charter promises and agreed that they were being fulfilled by the college.

## Governance

### *Grade 1*

**56 Inspectors agreed with the strengths identified in the self-assessment report. The weaknesses identified in the report had been addressed by the time of the inspection.**



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## Key strengths

- well-informed governors
- effective establishment of the college's strategic objectives
- close monitoring of academic quality
- sound arrangements for monitoring financial performance
- effective corporation structure
- good-quality clerking
- disciplined approach to corporation business

## Weaknesses

- there are no significant weaknesses

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

58 The corporation has a determined membership of 17. The present membership comprises eight business governors, one co-opted governor, a student and two staff governors, two parent governors, one local authority nominee, and the principal. There is one vacancy which the corporation is seeking to fill. An effective governance and search committee assists the corporation in recruiting external governors. Governors have a range of expertise in finance, law, education, marketing, personnel management and strategic planning.

59 One governor initiated the formation of a working group to review the aims and strategic objectives of the college. This work formed the basis of the revised strategic plan, which was further developed by governors and managers. Governors are clear about the strategic priorities of the college and provide an effective

framework within which managers can work. They are well informed about the college's local context and the national demands on colleges in the further education sector. Presentations on different aspects of the college's work by key staff at the beginning of each corporation meeting enable governors to monitor implementation of the strategic plan. They also receive a detailed annual review of the operating plan.

60 As noted in the self-assessment report, governors have access to a range of opportunities to develop their understanding of further education in general and the college in particular. Saturday morning briefings have been held during the autumn term and governors attend external training events. Regular reports and presentations from staff to the corporation enable them to keep in touch with college developments.

61 Inspectors agreed with the college's self-assessment that the corporation has good clerking arrangements. The personnel and administration manager acts as clerk to the corporation. The timely production of agendas and the good quality of supporting papers for corporation and committee meetings provide a sound basis for decision-making. Agendas clearly indicate which items are for decision and which are for discussion or information only. Minutes achieve an appropriate balance between clearly recording the decisions made and recording the details of the debate on key issues.

62 The work of the corporation and its committees is effective. There are committees for finance and general purposes; governance and search; audit; employment policy; curriculum, community and student services; and remuneration. There are clear terms of reference, which have been translated into annual business plans to guide the work of each committee. The plans indicate when specific information and policies will be considered by

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each committee during the college planning cycle. Committee work contributes effectively to corporation debate and decision-making. Chairs of committees each present the key items from their meetings to the full board.

63 The governance and search committee monitors the effectiveness of the corporation. This committee took the lead in the development of the governance self-assessment report, and maintains a close watch on reports of good practice, new recommendations, and legislation relating to governance. The self-assessment report was based on an initial assessment by each committee. The governance and search committee verified the other committees' assessments and compiled a summative report which was then discussed by the full board.

64 The finance and general purposes committee receives monthly management accounts and gives these careful consideration. The audit committee substantially operates in accordance with the Council Circular 98/15, *Audit Code of Practice*. It has an effective mechanism for monitoring the work of the internal and external auditors and presents an annual report to the corporation.

65 The curriculum, community and student services committee has responsibility for the oversight of the college's academic performance, as well as the quality of support services for students. It carefully analyses and discusses the college's overall performance in comparison with national benchmarks, as well as the performance of individual curriculum areas. The committee's reports to the board ensure that all governors are involved in debate about areas of strength and weakness. Governors have a good grasp of the key challenges facing the college in terms of raising standards, and have identified strategic issues clearly. There is no formal arrangement for governors to link with individual curriculum areas.

66 Inspectors agreed with the self-assessment report that the appraisal of the principal and senior postholders is conducted effectively. The

chair of governors conducts the principal's appraisal, supported by a principal from another college. The principal has delegated responsibility for the appraisal of other senior postholders. The outcomes of the appraisals are reported to the remuneration committee.

## Management

### Grade 2

**67 Inspectors agreed with the strengths and weaknesses identified in the self-assessment report. Many of the weaknesses had been addressed by the time of the inspection.**

#### Key strengths

- clearly expressed commitment to widening participation
- thorough analysis and use of market information to guide curriculum development
- successful achievement of financial and unit targets
- strong financial management
- strong and decisive management team
- productive use of a wide range of statistical indicators

#### Weaknesses

- the unreliability of management information until recently
- failure to embrace change in some parts of the college

68 In the past two years, the college has undergone significant change led by a dynamic and resourceful management team. A reorganisation 18 months before the inspection aimed to address the college's weak financial position and devolve greater responsibility to staff. These aims are being achieved, although there are a few areas of the college where the change of culture has not yet been fully embraced. This is recognised in the college's

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self-assessment report. Team meetings are held regularly. They address college-defined themes as well as team issues. The new faculty structure promotes the sharing of expertise between subject teams, although this is done more effectively in some curriculum areas than others. Faculty leaders are charged with disseminating and implementing key strategies, for example those on widening participation and improving retention. The awareness of these strategies, and the effectiveness of the actions taken to implement them, vary from faculty to faculty. Committees and working parties have clear terms of reference and reporting lines. The academic board provides considered advice and recommendations. Managers are accessible and consultative. Communications are good.

69 There is a clearly expressed commitment to widening participation in the college's strategic plan and some evidence of this being translated into action, although inspectors considered that more could be done. Managers have a clear understanding of the environment and context within which the college works. They make effective use of market information from a variety of sources as well as generating their own. For example, the local lifelong learning partnership is undertaking a study of reasons for poor student retention in colleges in the Southampton area. The changing profile of students' levels of achievements on entry has prompted some successful diversification into courses at lower levels. Although inspectors identified a lack of provision at level 2 in three curriculum areas, in two others, the college has successfully broadened the range of provision at intermediate level and introduced foundation and entry level programmes. The college has also begun to develop its commercial provision. It works in partnership with Oaklands Community School delivering franchised provision to adults in a poorly served neighbourhood of the city. Other external partnerships also support widening participation and raising standards. This activity has enabled

the college to exceed its funding unit targets consistently over the past three years. However, retention rates remain below the national average for sixth form colleges, despite an improvement in 1999. Managers have introduced whole college strategies to address this, and are encouraging staff to identify particular problems and solutions at course level as well. This is not being carried out effectively in all areas and consequently improvements in retention vary.

70 Managers make extensive use of statistical indicators to inform their strategic decisions. They are well informed about the national performance of further education colleges. The college has identified 'statistical twins' in other cities in England, and compares its performance on student intake, retention, achievement and value added. Similarly, financial and staffing benchmarks were used to validate decisions relating to the college restructuring. These indicators help the college to place its performance in context, and help managers to target resources and energy effectively.

71 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is good. The finance team is experienced. The bursar has extensive contact with staff across the college. This enables staff to contribute effectively to the budgeting process, which is set out clearly in the financial regulations. Financial solvency objectives have been set and performance against these is monitored regularly. The three-year financial forecast presented to governors includes a number of scenarios, enabling governors to assess the impact of funding and other changes. Detailed and clearly presented monthly management accounts support effective monitoring. The college's financial position has improved significantly, transforming a deficit in 1997 to a small surplus in 1999. The internal and external auditors have not identified any significant weaknesses in the college's systems of financial control.



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72 The college's management information has, until recently, been unreliable. Managers introduced a new student record system in 1998. This has led to more reliable data for 1998-99. ISR returns are now being submitted on a more timely basis. The electronic attendance monitoring system has also been improved, and now provides helpful reports to tutors. Because management information was unreliable in the past, staff make insufficient use of data when making decisions at faculty and team level.

73 Staff are effectively deployed. Roles were carefully reviewed as part of the restructuring process. They are kept under review during staff appraisals. Managers, and the staff policy monitoring group, undertake termly monitoring of teaching commitments in order to secure and maintain efficiency. There are a few heavy workloads amongst support staff, a feature recognised in the self-assessment report.

74 Inspectors agreed with the judgements in the self-assessment report, that the college has a strong commitment to equal opportunities. There is a clear policy, a monitoring committee and regular reports to senior managers and governors. Other college policies are regularly reviewed. The college management team maintains effective oversight of policy development and implementation although not all strategies are clearly documented.

## Conclusions

75 The inspection team found that the college's self-assessment report provided a useful basis for planning and carrying out the inspection. However, some sections were more detailed and rigorous than others. Some additional strengths and weaknesses were identified. Some weaknesses, particularly those relating to retention, were understated. The self-assessment action plans were helpfully updated before the inspection. In three of the four curriculum areas inspected, inspection findings were in accord with the self-assessment grades but in one area inspectors considered the college had been overgenerous. Inspectors agreed with all but one of the cross-college grades in the self-assessment report. In this one area, inspectors awarded a higher grade.

76 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	1
16-18 years	56
19-24 years	7
25+ years	36
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)	10
Level 2 (intermediate)	22
Level 3 (advanced)	48
Level 4/5 (higher)	0
Non-schedule 2	20
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	283	231	28
Engineering	6	1	0
Business	176	230	22
Hotel and catering	77	11	5
Health and community care	44	38	4
Art and design	93	18	6
Humanities	350	269	34
Basic education	12	9	1
Total	1,041	807	100

*Source: college data*

## Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 36% 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>Per- manent</i>	<i>Fixed term</i>	<i>Casual</i>	<i>Total</i>
Direct learning contact	70	9	0	79
Supporting direct learning contact	7	1	0	8
Other support	33	1	0	34
Total	110	11	0	121

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

# College Statistics

## Three-year Trends

### Financial data

	1997	1998	1999
Income	£3,602,000	£3,475,000	£3,700,000
Average level of funding (ALF)	£19.82	£19.20	£18.20
Payroll as a proportion of income	81%	80%	73%
Achievement of funding target	102%	105%	115%
Diversity of income	7%	7%	8%
Operating surplus	-£235,000	-£51,000	£7,000

*Sorces: Income - Council Circulars 98/43 (1997), 00/10 (1998), college (1999)*

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

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

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

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

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

### Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1996	1997	1998	1996	1997	1998
1	Number of starters	136	114	138	87	117	140
	Retention (%)	85	72	75	94	79	80
	Achievement (%)	79	81	73	86	86	69
2	Number of starters	851	972	1,143	229	280	193
	Retention (%)	82	70	72	81	71	68
	Achievement (%)	89	87	65	88	80	64
3	Number of starters	1,620	1,737	1,234	193	207	279
	Retention (%)	83	73	66	80	62	79
	Achievement (%)	83	86	85	64	71	69
4 or 5	Number of starters	n/a	n/a	n/a	n/a	n/a	n/a
	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	43	100	30	245	746	805
	Retention (%)	95	89	70	93	84	87
	Achievement (%)	78	82	76	97	83	60
Unknown/unclassified	Number of starters	n/a	87	273	11	57	150
	Retention (%)	n/a	80	74	100	44	69
	Achievement (%)	n/a	84	80	100	100	73

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

*n/a not applicable*

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