REPORT FROM THE INSPECTORATE

Newark and Sherwood College

February 1996

THE FURTHER EDUCATION FUNDING COUNCIL

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FUNDING COUNCIL***

The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to FEFC's quality assessment committee.

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

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GRADE DESCRIPTORS

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

The descriptors for the grades are:

- *grade 1 – provision which has many strengths and very few weaknesses*

- *grade 2 – provision in which the strengths clearly outweigh the weaknesses*

- *grade 3 – provision with a balance of strengths and weaknesses*

- *grade 4 – provision in which the weaknesses clearly outweigh the strengths*

- *grade 5 – provision which has many weaknesses and very few strengths.*

By June 1995, some 208 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 208 colleges are shown in the following table.

College grade profiles 1993-95

	Inspection grades				
Activity	1	2	3	4	5
Programme area	9%	60%	28%	3%	<1%
Cross-college provision	13%	51%	31%	5%	<1%
Overall	11%	56%	29%	4%	<1%

FEFC INSPECTION REPORT 08/96

NEWARK AND SHERWOOD COLLEGE
EAST MIDLANDS REGION
Inspected September-November 1995

Summary

The staff at Newark and Sherwood College share a common sense of purpose. The arrival of a new principal has prompted a new vision for the future of the college. There have been rapid developments in creating a policy framework. Governors of the college bring valuable business experience and financial expertise to the corporation. There is close co-operation with large local employers and with local agencies to provide training. Students on many courses benefit from the effective use of practical work experience to enrich their learning. There have been successful developments in the provision of initial information and guidance for prospective students. The quality of student support at all centres is high. College-wide targets for improvement are set annually and progress is monitored. A quality improvement and audit team plays a constructive role in developing quality assurance. Considerable progress has been made in improving the accommodation on the main site but many rooms in other centres are not fit for their current purpose. Accommodation at the Mount centre is particularly poor. In order to build upon its strengths, the college needs to: develop the management skills of heads of schools; ensure planning is co-ordinated and policies and procedures are consistently implemented; improve relationships with local schools; improve retention and attendance rates in some areas; raise student achievement; and improve planning for equipment purchase and maintenance.

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

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

Curriculum area	Grade	Curriculum area	Grade
Science, mathematics and computing	2	Performing arts, art and design and media	2
Engineering	3	Languages	2
Musical instrument manufacture and repair	2	English and access to higher education	3
Business and management	3	Basic education and provision for students with learning difficulties and/or disabilities	2
Secretarial	2		
Recreation and leisure	2		
Health and social care	2		
Hairdressing and beauty	2		

INTRODUCTION

1   Newark and Sherwood College was inspected between September and November 1995. Sixteen registered inspectors visited the college for 64 inspector days. Induction arrangements were observed during September. The team observed 136 learning sessions, involving almost 2,000 students. Inspectors examined students' work, policy statements and other college documents and records. Discussions were held with staff, students, governors, representatives from industry, the local community and the North Nottinghamshire Training and Enterprise Council (TEC).

THE COLLEGE AND ITS AIMS

2   Newark and Sherwood College opened in 1881 as a school of science and art. In 1931 it became the County Technical College and School of Science and Art and between 1964 and 1990 it was known as Newark Technical College. The college currently operates on four sites in Newark: the main site in Friary Road and additional centres at Kirkgate, the Grange and the Mount. The college also has a centre in the village of Edwinstowe, which is 16 miles away. There are three secondary schools within two miles of the college's main site which take pupils in the 16-18 age group. In addition to the six Nottinghamshire colleges to the south-west of Newark, there are four general further education colleges, a community college and an agricultural college which recruit in the Newark catchment area.

3   The college serves a mainly rural area containing the market town of Newark, the small town of Southwell and many villages including several mining communities. Newark has a long engineering tradition and its largest employers remain engineering manufacturers although in recent years the industrial base has diversified. The immediate area has a population of about 108,000 but the college attracts students from further afield, including overseas. The Nottinghamshire Structure Plan anticipates that the population of Newark will increase to 111,500 by the year 2001. The pit closure programme has led to a loss of 3,000 jobs in the district. To mitigate this, North Nottinghamshire TEC introduced a Coalfield Action Plan with local colleges to train miners and their dependants in a variety of vocational areas. Unemployment in the North Nottinghamshire TEC area is 8.7 per cent, compared with 7.1 per cent for the East Midlands region as a whole.

4   The college's education and training provision is organised into nine schools of study. In the 1994-95 academic year, 5,424 students were enrolled of whom 1,782 were following non-vocational adult education courses. Of the 3,642 students studying vocational and general studies courses, 35 per cent were full time. The number of students from minority ethnic groups represented 1.8 per cent of student numbers compared with 0.8 per cent of the local population. Enrolments by age, by level of study and by mode of attendance and curriculum area are shown in figures 1, 2 and 3, respectively. The college employs 332 staff, 94 of whom are full

time. A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.

5   The college's mission is to make the college more accessible for all, offer a greater choice of study and learning, improve the quality of the learning experience and ensure the long-term viability of the corporation. The college has described a vision for itself in the year 2005 which sees most of its facilities as workshops of one description or another being used seven days a week, all year round and having substantial information, communications and market intelligence services.

RESPONSIVENESS AND RANGE OF PROVISION

6   The college offers a wide range of courses. The provision in musical instrument manufacture and repair attracts students regionally, nationally and internationally. The violin making and repairing course has gained international recognition and a reputation for excellence. There is an extensive evening programme, a Saturday college and a Friday afternoon programme of learning for the elderly. The college has a national distance-learning programme in archaeology and regional General Certificate of Education advanced level (GCE A level) and General Certificate of Secondary Education (GCSE) distance-learning provision. The college has used franchising agreements to extend its range of courses in hairdressing and equine studies. The growth of processing and service industries in the area has been reflected by changes in college provision and methods of delivery. More flexible delivery has been introduced as the demand for day-release courses has declined. Some National Vocational Qualifications (NVQs) are now delivered in the workplace. The college has been active in seeking to forge links with the new University of Lincolnshire and Humberside: an area support group has been formed in Newark, the only centre outside Lincolnshire.

7   There is strong competition in the Newark area to attract and retain post-16 students and this has affected relations between the college and local schools. In areas where competition is not seen as a threat, there is co-operation. This has included sharing expertise relating to information technology and to General National Vocational Qualifications (GNVQs). Successful link programmes have been introduced with two local special schools which cater for students with learning difficulties. A wide-ranging programme has been instituted which gives these students options for study that the schools cannot provide and also allows progression for students with similar learning needs drawn from other sources. The college has collaborated with West Nottinghamshire and North Nottinghamshire Colleges on certain projects, including the provision of portable computers to take information technology facilities to isolated communities.

8   A strong, open relationship exists with North Nottinghamshire TEC. The college has been involved with a local labour market group to establish ways in which local labour market information can better assist with the

preparation of strategic plans. Extensive use is made of the information provided. A new post has been created to work on improving the effective collection and use of market information. An employee-development project has been carried out in partnership with North Nottinghamshire TEC and local employers. The college's willingness to adopt a flexible approach is illustrated by the provision of breakfast sessions in language training to meet the needs of local businesses.

9   The college is currently working on a partnership agreement with the training committee of the Newark Chamber of Commerce to provide management development programmes for smaller enterprises. Newark and Sherwood College has also played a high-profile role in the formation of the North Nottinghamshire Business Link. The district council and the college have a partnership arrangement to provide work experience at the Southwell Leisure Centre (a charitable trust) and the five council-owned leisure centres. This work is effectively co-ordinated by the Southwell Centre manager. All the leisure centres have recruited staff from amongst former students. The partnership is an example of good practice and other education providers have visited to learn more about the scheme.

10   In many curriculum areas there is a high level of co-operation with local industry. However, in other areas evidence from surveys conducted by North Nottinghamshire TEC indicates that some local employers feel that the college could do more to develop links with industry. In engineering, employers sponsor courses at the college and students gain employment with sponsors. Adult guidance officers from the college have visited companies to provide a service to employees. The college's media unit is very responsive to local and national demand and operates in a commercially realistic way. Students act as production assistants alongside freelance professionals. Consultancy assignments and video production are undertaken for well-known companies, North Nottinghamshire TEC and Nottingham City Council. The quality of the finished products has led to repeat and additional assignments. Plans are being formulated, in partnership with a cable company, to introduce local radio and television channels and to develop interactive video teaching facilities. Short courses for employers and consultancy services in other parts of the college are limited, but are currently being expanded. A member of staff has recently been recruited to enhance links with industry, to improve methods of assessing training needs and to assist small companies in securing funding.

11   The college aims to meet the needs of mature students by providing a variety of modes of study and nursery facilities during the day. The college has undertaken outreach work with the unemployed in outlying areas. Adult literacy classes for travellers involve college staff working in the community with youth and community service workers. Outlying districts are also served through a franchise agreement with a private company which provides computer training. Some progression to full-time courses is evidence of the success of the community programme. The college also works with homeless youngsters and students below school-leaving age.

12   The college has a number of European links and is seeking to develop more. It has a long-standing association with a German engineering college and also co-operates with the Music Technology College of France and with colleges in Ireland and the Netherlands. Future links will depend upon prospective partners' willingness and ability to establish computer-based electronic communication.

GOVERNANCE AND MANAGEMENT

13   The corporation board is relatively small with 12 members: eight independent members, a representative from North Nottinghamshire TEC, the principal and two staff governors. There are no co-opted members. There is currently a vacancy for a business member. The corporation benefits from the considerable business experience of governors. Many have important links with other organisations such as the chamber of commerce, North Nottinghamshire TEC and a health trust.   The corporation has recently established a nominations committee to identify potential new members. Main board meetings are held monthly. Meetings are open and confidential items are kept to a minimum. There is a high level of financial awareness but the corporation needs to give consideration to a wider range of strategic issues. There is, as yet, no code of conduct nor register of interests. At its first meeting in October 1992 the board considered the need to review its own performance but no further action has resulted. Induction and training for governors has been limited although consideration of the college strategic plan has involved governors in two half-day sessions.

14   A review of committees and their roles and responsibilities would be timely. There are four committees: audit; finance, general and personnel; remuneration; and a special committee. The audit committee is working well but there should be clear separation of the function of members as part of the audit committee and their roles relating to finance as members of the main board. The finance, general and personnel committee has met infrequently with little continuity of agenda, low attendance and ineffective reporting back to the corporation. The special committee is not properly constituted and has not yet met.   The powers of the remuneration committee were delegated to the chairman in 1993. Whilst the preparation of agendas and papers has been adequate there has been some inefficient administration resulting in technical problems with the committees and progress of papers. This requires attention.

15   A new principal was appointed in January 1995. A new vision for the college in the twenty-first century has been developed. The strategic plan has recently undergone significant change in the light of the new direction. The plan was produced by the senior managers and shared with governors at a special meeting in April 1995.   Fifteen key developments in the plan are being monitored. Briefing sessions by the principal for all staff and a news bulletin are used to communicate the vision and major college objectives to all staff. Communication of whole-

college issues to staff works well. This has resulted in a shared sense of purpose. However, the development plans of schools within the college are of variable quality and do not yet match the overall strategic plan.

16   The resignation of the director of financial and estates services in August 1994 and the change of principal in January 1995 caused a hiatus in the work of the senior management team. A new director of business support services and clerk to the corporation joined the college in September 1995. The college now has a complete senior management team of a principal and four directors for curriculum services, human resources, client services and business support services. All senior managers are male. The job descriptions of directors are clear. They have individual meetings with the principal to set and monitor targets. Although there is some lack of clarity about the targets, they have formed the basis for performance-related pay and have taken the place of the appraisal system used for all other staff. Some unevenness has developed in the weight of responsibilities carried by different directors. For example, the director of curriculum services has 17 staff reporting to him, including all heads of school.

17   There are nine heads of school, six male and three female. There is an intention to pass greater responsibilities to the heads of school but there is a recognition that they need more time, information and expertise in order to assume these responsibilities. Some formal training is being organised. Senior managers are not yet monitoring schools and school heads effectively. Schools are significantly different in size and responsibilities. In many areas, there is a high level of co-operation across school boundaries. In others, there is duplication of work and a less co-operative attitude. The concept of project management is being introduced: individuals take on developmental roles and work across and through the existing structures. Responsibilities need to be more clearly defined in these circumstances.

18   Staff teams meet regularly; part-time staff are paid to attend when appropriate. Cross-college meetings are not always arranged at convenient times and attendance is very variable. Cross-college groups vary in their effectiveness. Reporting lines and the relations between committees are unclear. The role of the academic board has been uncertain and it has met infrequently until recently. In December 1995 its future will be discussed. A new student board is being formed, which will link with the academic board.

19   A framework of new policies has recently been devised but these are not yet fully implemented in all parts of the college. There are duplicate systems operating and some school-specific policies are still in place. The procedures for appointment of staff and associated personnel matters are well established. Equal opportunities monitoring of appointments takes place. An equal opportunities policy is being carried forward vigorously and codes of practice are being introduced. This deserves the fullest

support from senior management. The co-ordinator is carrying out an interesting audit with support from technical and vocational education initiative funds. There is also a health and safety policy in place which was updated in 1994. Regular internal inspections were instituted this year but no monitoring of accidents takes place. All current policies are available on an information network to all staff throughout the college.

20   The college's average level of funding is £15.23 per unit of activity in 1995-96. This represents an increase of 2 per cent from 1994-95. The median level of funding for general further education colleges in 1995-96 is £17.84 per unit. At present there is little delegation of budgetary control. The basis of budget allocations is gradually being changed from a historic allowance to a method based on units of activity. There are plans to allocate a wider range of resources to schools and to develop unit costing. Management information systems are still developing and there are duplicate systems of record keeping, for example in relation to financial information. Information is not used regularly as a management tool at school level. The college is taking steps to improve the use of data through its new information technology strategy. The college's income and expenditure for the 12 months to July 1995 are shown in figures 5 and 6, respectively.

21   Overall, college enrolments were 12 per cent above target in 1994-95 but some schools were well below their individual enrolment targets. The senior managers are emphasising to heads of school the importance of maximising retention rates. A revised system for monitoring student absences has been introduced this session, which involves client services establishing reasons for absence through direct contact with students. In 1994-95, the college management information system recorded destination data for nearly 40 per cent of its students. The college recognises that this is a relatively poor performance and is considering ways to improve it.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

22   The college has a centralised customer services unit. Services include initial guidance interviews; advice and information on access funds, accommodation and welfare; and liaison with the students' union. Adult students are referred for more detailed guidance to an adult guidance worker. The unit operates successfully as a team. A clear differentiation is made between the roles of information giving, guidance, and counselling. Staff receive appropriate training for their roles. There is a part-time fully-qualified counsellor, affiliated to the British Association for Counselling. The unit visits every tutor group at the beginning of the year, is open on a year-round drop-in basis for both students and visitors, and offers a service according to need at the various centres of the college. It works closely with tutors on an informal basis. The unit does not systematically monitor all aspects of its work. There are performance

standards for a range of activities connected with applications, but those connected with the services to students are not clearly stated. The college should consider the organisational implications for both the academic tutorial system and customer services unit, of the changes to the student population and curriculum organisation signalled in the revised strategic plan.

23   The marketing of courses and the provision of pre-course information is centralised in the customer services unit. Publicity material is well produced and is appropriate for both young and mature students. There is an attractive students' handbook incorporating the college charter which is issued to all full-time and most part-time students; it is freely available from customer services and from display units throughout the college. School links are co-ordinated through customer services. Not all the main feeder schools are visited. The college visits those schools from which it receives an invitation, but competition between post-16 providers means that not all local year-11 pupils are receiving full information about the opportunities available at the college.

24   There are effective systems for logging enquiries and admission. Regular printouts are produced which enable heads of school to monitor progress in enrolments. There are currently separate databases on applications in the customer services unit and in the general office. Contact with applicants between interview and enrolment varies according to the course and school. Interviewing of full-time students is a two-stage process. Initial guidance interviews are conducted by the customer services staff. Part-time students are not guaranteed an initial guidance interview. Staff involved in initial guidance undergo two days of training and work from a checklist of items. Initial guidance interviews take place in the 15 minutes before the course interview, which is conducted by the teaching staff within schools. There is a standard interview form, but currently no college guidelines for the conduct of these course interviews. However, these are generally conducted by experienced staff and the small sample observed were of good quality.

25   All full-time programmes began in autumn 1995 with an induction week. Each school produced its own induction programme agreed with the director of curriculum. Standards of individual induction sessions varied, particularly in course-specific sessions where content was left very much to the individual teacher. There is a lack of agreement amongst teaching staff as to what constitutes an appropriate balance between college and course-specific elements of induction. The learning resource centre staff take an active part in induction and work closely with course tutors.

26   It is stated as college policy that all students should have access to accreditation of their prior learning where this is appropriate. In engineering, construction, business and secretarial, clear and consistent implementation of the accreditation of prior learning policy and practice

are in place. A head of school has been given the responsibility to report by Christmas 1995 on accreditation of students' prior learning throughout the college and has investigated procedures and agreed targets with the heads of schools.

27 Every full-time student has a course or personal tutor, who usually teaches them. A revised tutorial system for full-time students was put into place in September 1995. Personal tutors are expected to carry out a wide range of duties in addition to the tutorial reviews; the workload is heavy for the time allowed. There are student and tutor packs with a clear statement of student entitlement, tutorial review checklists, a learning agreement and action plan. Not all tutors understand the new system. They are aware of the need for more staff development. Tutorial practice varies widely between schools. Tutorial programmes are not clearly and consistently published. Each school has its own way of monitoring and recording progress and standards vary. Overall, action planning at the beginning of courses is consistently good, but once on course, recording of progress is variable. Practice in tutorial support for part-time students is inconsistent. Most teaching and support documents are written for full-time students.

28 All full-time students complete a diagnostic test during induction. If required, a programme of numeracy or literacy support at levels up to and including level 3 is devised with the head of learning support. Mathematics support, which is provided in a well-equipped workshop, is better than that for communications. There are plans for the development of a base for the communications support programme in the learning resource centre. Responsibility for the monitoring of students' attendance and progress in learning support sessions is not clear.

29 There is a well-established nursery with 30 places for college students and low fees. The pleasant refectory is open before 09.00, and is used by teachers and students of all ages. Timetables are geared to mature students' domestic responsibilities. The students' common room is overseen by a member of the customer services team, whose office is next door. Other centres, such as the Grange annexe which serves about 14 per cent of the student population, are not so well served. This annexe has no common room and the refectory is often crowded during the short lunch break.

30 Students with learning difficulties and/or disabilities are well supported. Tutorial support for full-time students in discrete groups is rigorous, and strong links are being developed between the college and external agents. There is excellent support for visually-impaired students. Access to the college site for those with restricted mobility is under review, and priority is being given to key areas such as learning support, customer services and the counselling office.

31 The college has identified improvement of retention rates as a key factor in its planned growth. This year a range of measures has been put

into place, involving the customer services team and the personal tutors. There has been a significant reduction in early student drop-out rates. Between September and November last year 150 full-time students left the college; this year the number is 34. The policy that customer services should follow up repeated absence is new, but tutorial staff are aware of it and are co-operative. Currently the monitoring of attendance in some areas is poor.

32   There is no organised programme of careers advice and guidance. Students are not currently referred from initial guidance interviews to the careers service, and subsequent use of the service by tutors is patchy. According to the latest student questionnaire, only 30 per cent of students had used the careers service. The bulk of careers support comes from tutors. A higher education briefing session is advertised throughout the college and the tutorial programme offered by the schools is supplemented by a programme of relevant group tutorials organised by customer services.

TEACHING AND THE PROMOTION OF LEARNING

33   Of the 136 teaching sessions inspected, 68 per cent had strengths which outweighed weaknesses. Less than 6 per cent had weaknesses which outweighed the strengths. The following table summarises the inspection grades awarded for the sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes Grade	1	2	3	4	5	Totals
GCE AS/A level	2	10	7	2	0	21
GCSE	0	2	3	0	0	5
GNVQ	1	7	3	3	0	14
NVQ	7	11	8	1	0	27
Other vocational	14	20	6	1	0	41
Access to higher education	2	5	0	0	0	7
Basic education	0	2	2	0	0	4
Other	2	8	6	1	0	17
Total	**28**	**65**	**35**	**8**	**0**	**136**

34   The average attendance level in these sessions was 76 per cent, ranging from above 93 per cent in media studies sessions to 69 per cent in business and health and social care.

35   Lesson planning is generally effective and is based on coherent schemes of work and clear objectives. However, the poor sessions lack logical structure. Staff and students have good working relationships, with shared enthusiasm and commitment. Students are generally given support and opportunity to develop a high level of specialist practical skills in their vocational area.

36   In science, a range of teaching strategies is employed that includes lecturing, practical and group tasks. In some lessons the pace is slow and insufficient checks are made on students' understanding. Some students are not sufficiently challenged. In some classes the students are required to copy notes from the board and have very limited interaction with teachers. Full-time computing students are given opportunities to develop their problem-solving and practical skills. The pace of sessions is generally appropriate. Part-time basic computing courses include some tasks which are not suited to this level of study. Helpful feedback is given on computing assignments. Mathematics teachers make good use of the whiteboard. Progress through the syllabus is matched to the students' confidence in the subject. Each lesson is supported by a range of high-quality learning materials. In a few classes, students complete work early and their time is not used effectively to stretch their abilities further.

37   Teachers in the school of violin, woodwind and piano transmit their enthusiasm for their subject to their students. Lesson objectives are met, although the standards set and pace of work required to meet the objectives rarely stretch the students. Assessment feedback usually provides insights into good professional practice, but on occasions, feedback is complex and does not accommodate the needs of students whose first language is not English. All courses in engineering stick closely to the stated aims and objectives. Assignments are set at appropriate levels and assessed in a consistent and fair manner with constructive comments. Student progress is recorded in detail. In some classes, teaching methods lack variety and there is too much use of note taking from the whiteboard and a lack of constructive handouts. There is insufficient student involvement in some classes and missed opportunities for practical work.

38   The sessions in the secretarial skills workshop are well managed. Tutor support for secretarial students is very effective even with large diverse groups. In all classes the progress of individuals is constantly checked. In formal classes there is generally effective use of question and answer sessions involving all the students. Occasionally, time is wasted for a minority of students who have completed tasks. There are a few examples of poor overhead transparencies and handouts which need attention. On business courses a variety of teaching and learning methods is used, together with a range of teaching aids. In some classes, lively debates are well managed and key points are consistently developed. However, there are weaknesses in structuring courses and learning sessions. At worst, this results in teaching which does not match the specific learning needs of the group.

39   In most recreation and leisure classes, an appropriate range of teaching and learning strategies is employed. Activities frequently require paired or group work. In some classes considerable thought has been given to the management of the learning environment. It has been reorganised to make best use of the resources available. In a few sessions the pace of learning is inappropriate.

40   In caring courses the sessions generally have clear aims. Effective feedback is given following group exercises. Challenging assignments are set which require students to engage fully with the subject. Placement visits support the course well. There are isolated examples of poor handwritten handouts and transparencies and failure to address the objectives set. In hairdressing and beauty there are some well-planned programmes and assessment systems, but this good practice is not shared across all programmes. Tutorial and individual support enables students to make good progress in developing appropriate levels of skill. There are no clear guidelines on portfolio organisation and a lack of standardisation of marking and grading of projects within the same skill area.

41   In art and design the majority of the work set for the students is appropriately demanding. There is extensive studio-based teaching that supports the development of each individual student. Students are encouraged to evaluate their learning jointly with staff, both through peer and self-evaluation. There is insufficient emphasis placed on the development of numeracy skills in the foundation art course. Media assignments concentrate on developing specialist technical skills and creativity. There is appropriate emphasis on team activities. The professional contract work of the media section is used effectively, providing valuable experience for the students. The structure of the theatre arts foundation programme encourages the development of the full range of performance skills. Professionals working within the industry assist with teaching from time to time and this adds vocational realism. On occasions, teaching is inhibited by the environment in which it takes place. Inappropriate teaching strategies are sometimes used and these limit the achievement of course aims and objectives. High standards are expected but students are not always given appropriate feedback to help them achieve these standards.

42   There is excellent classroom practice in modern languages. Lessons are pitched at an appropriate pace and level of difficulty, with well-judged amounts of practice to reinforce learning. A few sessions lack structure and provide insufficient checking of learning. The limited resources make the teaching of mixed ability groups particularly challenging, but teaching strategies have been developed to overcome these difficulties. In the humanities access to higher education course, questions are effectively used to check on learning. Students' responses reflect the supportive and open relationship between staff and students. In English classes, well-qualified staff teach material they know well and have prepared thoroughly. Students receive regular and appropriate written homework which is marked carefully. The teaching methods adopted do not allow staff to share their expertise as creatively as they could. The learning objectives set by staff for GCE A level classes, in particular, lack clarity.

43   Teaching for students with learning difficulties and/or disabilities is of a high standard. Teaching is carefully prepared and structured and there is an effective and professional approach to students who find it

difficult to settle in class. There is an appropriate balance between discrete provision and an integrated curriculum. Students from the work preparation programme infill onto most vocational courses and effective help is provided by learning support assistants. Individual students following mainstream courses are given additional help as the need arises. The way teachers interact with adults who have learning difficulties is occasionally inappropriate.

STUDENTS' ACHIEVEMENTS

44   The 64 students aged 16-18 who entered for GCE A level examinations in 1993-94 scored, on average, 2.8 points per entry (where A=10, E=2). This places the college in the bottom third of colleges in the further education sector on this performance measure, based on the data in the 1994 tables published by the Department for Education (now the Department for Education and Employment). For 16-18 year old students, 83 per cent of individual subjects had pass rates which were below the national average. Results were generally better for students aged over 19, for whom 60 per cent of subject results were above national averages. In general, part-time mature students were more successful than full-time students whereas the reverse was true, on the limited evidence available, for younger students. The college's own analysis of students' achievements at GCE A level indicates that overall pass rates have been above 70 per cent in each of the last three years.

45   More rigorous analysis and quantitative setting of improvement targets are needed in many curriculum areas if poor achievement is to be successfully addressed. The college carries out an analysis of GCE A level results comparing the grades predicted on the basis of students' prior achievement at GCSE with actual achievement. This analysis shows that generally, college students do better than their prior level of achievement would suggest, although the gain has been less marked in recent years. Staff throughout the college are not aware of the results of this analysis. The college intends to extend this approach to achievement analysis during 1995-96 to monitor performance in individual subjects.

46   In 1994, 65 per cent of entries in GCSE subjects achieved grades A-C. This is above the average for general further education colleges (excluding sixth form colleges) of 49.5 per cent. This pass rate is the same as in 1993 and the provisional results for 1995. The number of entries in 1993-94 was 267, increasing to 319 in 1994-95. Many subjects had few entries which makes comparison with national figures for individual subjects of limited value.

47   Students with learning difficulties who are enrolled on the 'scope' course make considerable strides in their development of personal, life and communication skills. This course is accredited by the open college network and students also pursue NVQs. Most 'scope' students can satisfy the demands of a work placement by the second year of their course. There are, however, some areas of underachievement by students

following basic skills courses. Success in the numeracy qualification numberpower is markedly lower than its literacy counterpart, wordpower. The pass rate in the British sign language qualification is well below national averages. The pass rate at stage 1 was 46 per cent compared with the national average of 76 per cent.

48   Sixty-five per cent of 16-18 year old students in their final year of study on the vocational courses recorded in the then Department for Education's 1994 performance tables were successful. This compares with 71 per cent success in 1993. The national average successful completion rate for all colleges in the sector in 1994 was 82 per cent and this places the college in the bottom 10 per cent of all colleges in 1994. The pattern of better achievement by older students seen in GCE A level results is also repeated in vocational qualifications. Eighty per cent of the students aged 19 and over in their final year of GNVQ intermediate and first diploma courses achieved their awards. This contrasts with a pass rate of 55 per cent for students aged 16-18. Seventy-four per cent of the 82 students aged over 19 gained their Business and Technology Education Council (BTEC) national diploma in 1994 compared with 69 per cent of the 61 students in the 16-18 age group.

49   There is considerable variation in achievement between different curriculum areas and different levels of courses. College students are more successful in reaching NVQ level 1 standard (100 per cent in 1994) than achieving level 2 (78 per cent) or level 3 (60 per cent). There is variation in achievement between schools and between courses within a single programme area. In GNVQ advanced business, only 8 per cent of the students completed the course satisfactorily in two years compared with the national average of 58 per cent. NVQ portfolios completed by secretarial students showed their responses to tasks to be at an appropriate standard. There was above average performance in some office skills subjects but poor performance in shorthand and typing at higher levels. Forty-three of the 47 people who enrolled for the pre-school playgroup association course completed it successfully. This contrasts with the limited success of a different group of students in the same school studying health and social care, at intermediate GNVQ level. Thirty-seven per cent of these students completed satisfactorily in the standard time compared with the national average of 46 per cent in 1994.

50   In 1994, both GCE A level theatre studies and GCE A level biology had disappointing results with pass rates substantially below national norms at 42 per cent and 46 per cent respectively. Targeted improvement in specific aspects of the course was responsible, at least in part, for raising the theatre studies pass rate to 87 per cent in the provisional 1995 results. The pass rate in biology has remained below the national average at 50 per cent. The adoption of modular courses in GCE A level mathematics and English is improving students' examination performance. Performance in engineering courses is generally poor. For example, 30 per cent of full-time courses are completed successfully compared with 47

per cent nationally. There are fluctuations in completion and pass rates in engineering year on year. The school of leisure and recreation has implemented a plan designed to improve achievement. This is evidently needed as 1994 pass rates in courses such as the certificate of supervisory management and the institute of sport and recreation management technician certificate were less than 60 per cent despite promising development of students' core skills of number, communication and information technology.

51   Many students are developing a range of skills during their courses which they need for future success in any walk of life. Teamwork is frequently well developed with some good examples of peer support being evident in language classes. The best work by computing students shows a good level of analytical rigour although science students required to demonstrate the same skill do so far less successfully. Access to higher education courses explicitly develop students' study skills but the college recognises that more attention is needed to this aspect for most other students. Students' written communication skills do not always match the level expected by the course qualification. There were some examples of good oral contributions, for example by foundation art students who are articulate in their self-assessment. Other students, for example in English, lack the opportunity and facility to engage in stimulating discussion. Many students have only limited competence in information technology skills. Engineering students have an adequate level of mathematical skills but some business students are hampered by their lack of numerical capability.

52   There are some good examples of students achieving high standards in specific vocational skills. Media students grasped the concept of genre in film; they successfully produced short videos employing a range of appropriate camera techniques.   Graphics students demonstrated confident use of specialised industry-standard information technology in the production of a page for the local newspaper which showed an awareness of layout, typeface and graphics. Theatre studies students have a lively critical awareness of performance standards. Creative personal exploration is evident in the work of all art students. Practical work in engineering and science is carried out competently. However, there is a worrying lack of conformance to the highest standards of safe working practice in engineering and musical instrument technology sessions. Students from the school of violin, woodwind and piano present their completed instruments with evident pride. Their work shows great attention to detail. Results from music technology courses are very good with many courses having 100 per cent pass rates. However, the rigour of the qualification aim is not always entirely appropriate and students are not being challenged to achieve their full potential. The wider acceptability of the current qualification, especially in continental Europe, is also doubtful.

53   The retention rate for 1994-95 was 87.6 per cent. The college has completed a detailed analysis of withdrawals prior to instituting improvement strategies. There are some high drop-out rates; for example, around 25 per cent from part-time day courses in business and management and full-time technology. The average retention rate for full-time engineering courses of 49 per cent compares with a national average figure of 68 per cent. In contrast, evening courses in caring and programmes in the school of violin, woodwind and piano have seen only just over 3 per cent of their students withdraw. In some cases the number of students sitting terminal examinations as a proportion of those enrolled is small. For example, in 1994 only 20 of the 36 students enrolled on the beginners' French course were assessed through the final graded objective test.

54   The college is developing its reporting of destinations information to be more comprehensive and informative. Progression information is published in the college's *Student Achievements and Annual Report* booklet. In 1994, for those students who successfully completed their courses, the percentage progressing to various destinations is shown in the following table.

Destinations	Students (per cent)
Employment	30
Higher education	18
Further education	28
Other/unknown	24

55   Progression rates for those who receive certificates of achievement from the access to higher education course are good. This course is designed to enable adults who do not have traditional qualifications to progress to higher education. Eighty-two per cent of students gained higher education places in 1994-95, 100 per cent in 1993-94 and 92 per cent in 1992-93. However, the proportion of students who enrol but do not satisfactorily complete the course is high, averaging over 50 per cent in the last three years.

QUALITY ASSURANCE

56   Staff are aware of the college charter and recognise its value as an expression of the college's commitment to all its users. The latest revision of the charter reflects the comments expressed by students, staff, governors and employers. The charter is clear, easy to read and generally informative. The service targets set out in the charter are regularly monitored. The current charter is not appropriate for students on distance-learning programmes and students on part-time franchised provision, and they do not receive copies.

57   The college is committed to providing a high-quality service and aims to achieve this through its commitment to total quality management. It is working towards Investors in People accreditation although this has been significantly delayed from its original target date and is now scheduled for July 1996. Objectives have been set for 1995-96 that support the improvement of quality across the college. The use of performance indicators is being developed. The six performance indicators described in Council Circular 94/31, *Measuring Achievement* are used to monitor trends over the previous two years and inform college planning. Many staff within the college have been involved at different times in at least one of the processes used to monitor, evaluate or improve levels of service. Not all of the quality processes have involved the franchised provision, and the college needs to ensure that its good practice is extended to all franchises.

58   Overall responsibility for quality assurance lies with a quality steering committee comprising the principal, directorate and the quality manager. This committee takes any executive action necessary in response to the reports it receives. A director has the responsibility for implementing the college quality systems, and is supported by a quality manager. There is a quality improvement and audit team that reports to the quality steering committee and has responsibility for auditing academic provision and processes. This team consists of a core group and additional staff from academic and support areas who serve for a fixed time. This gives a large group of people the opportunity to gain experience of procedures across the college. Over the last year it has made a useful contribution to quality improvement. It has carried out internal inspections of two schools and reviewed the quality of annual course reports. The schools have responded by producing action plans based on the inspection findings. Feedback to the schools on course reports from the quality improvement and audit team lacks consistency in emphasis. There is currently no summative report on quality across the whole college. The academic board receives all reports and proposals related to academic quality from the quality steering committee and comments on them. This procedure is currently under review.

59   Course teams produce annual reviews and schools compile annual reports to indicate strengths and areas for improvement. They contain statistics on students' achievements but often do not adequately show student retention. Annual reports result in action plans against which progress can be measured but timescales are not always set. In some instances, course reviews do not provide sufficient detail or consistency to provide a useful analysis of strengths and weaknesses. Schools and sections are responsible for setting their own targets. This provides opportunities to monitor their own performance and new initiatives. This is a developing aspect of quality monitoring and its implementation across the college is variable. Centrally-produced management information reports are beginning to be used at school and team level. Reports on

retention are new and staff are experiencing difficulties with their interpretation.

60   The college obtains and responds to student feedback in a variety of ways. A student questionnaire, completed three times a year, has formed a major part of the system. There are data going back over four years against which targets are set and student responses monitored. However, there have not been any checks on the validity of the data or on how students value the process. The student responses to questionnaires differ from those responses elicited from student representatives. An innovative approach has been adopted for obtaining the views of students with moderate and severe learning difficulties through a questionnaire with visual communications symbols. Course teams are provided with an analysis of responses from students on their courses. The lack of course-specific information makes this analysis of limited value. A number of part-time staff have not seen the relevant analysis. In contrast, the system involving student representatives is working well. The students generally provide valuable feedback directly to course teams on the quality of the courses and the support received. Action is taken on the issues raised. Students found staff very responsive and the system is valued. Informal feedback is provided by students on one franchise course through regular visits by college liaison staff.

61   A system is being developed for monitoring procedures and standards for the internal assessment of NVQ and GNVQ programmes across the college. A central team meets regularly to discuss issues and share good practice. There are still significant variations in documentation used across the college that inhibit progress towards greater flexibility of module choice for students.   The process includes the observation of staff undertaking assessment by a central team. Invitations to the meetings are not extended to staff teaching on franchised provision.

62   The self-assessment report was produced by a consultant whose work was co-ordinated and guided by the college. The inspection report format outlined in Council Circular 93/28, *Assessing Achievement* was used and grades allocated to each of the assessed areas. It is a useful document that provides a critical review of the work of the college and was used by the college in preparing for the inspection. Many of the judgements in the report are consistent with the findings of the inspection team and only vary in emphasis. The process of self-assessment is not currently a feature of annual quality procedures.

63   The staff-appraisal scheme is a formal process for identifying individual staff-development needs and was introduced for the first time in 1994-95. Heads of school appraised their staff and were able to link individual needs with school staff-development plans. There have been variations in the emphasis placed upon it in its first year of operation. It is used for all full-time academic staff and is being introduced to business support staff this year. Part-time staff are not currently involved. This

limits the ability to identify staff-development needs and hence plan staff-development activities for part-time staff. The system of payment for part-time staff to attend staff development has recently been reviewed to provide greater recognition of the part played by part-time staff in delivering the college curriculum.

64   The college staff-development budget was delegated to schools for the first time last year based on a formula linked to staffing levels with the addition of a pump-priming factor. Heads of school were only vaguely aware of any specific criteria for the allocation although these were clear in the documents available to inspectors. The school staff-development plans themselves are of variable quality and in some instances planning procedures are poor. In some schools, appropriate objectives are set which are influenced by college requirements and school needs, and are linked to curriculum development plans. Apart from the programme for Training and Development Lead Body awards, in which there has been a substantial investment of staff-development time and a high proportion of staff trained as assessors, links to college objectives are tenuous. There is currently no system for monitoring staff-development activities against college, school or individual objectives. A summary evaluation form provides useful feedback. There is no method for easily identifying staff who have not received any staff development over a period of time. A staff-induction programme is available to all new teaching staff.

RESOURCES

Staffing

65   There are 52 full-time teaching staff, including heads of school. The college employs 111 vocational part-time staff and 54 adult education part-time staff on fixed-term, hourly contracts. This represents 19 full-time equivalent teachers. In some curriculum areas there is a very high proportion of part-time staff which reduces the staffing stability and the effectiveness of communications. The substantial responsibility for curriculum development falls upon a small core of full-time staff. However, the commitment of part-time and full-time staff is high. The majority of teachers at the college are appropriately qualified and experienced for the work which they undertake. Fifty-six per cent of full-time teaching staff and 37 per cent of part-time vocational teaching staff hold degrees. Eighty per cent of full-time and 27 per cent of vocational part-time teaching staff have recognised teaching qualifications at certificate in education, degree or postgraduate level. Assessor and verifier awards from the Training and Development Lead Body are currently held by 57 per cent of full-time and 5 per cent of part-time vocational teachers.

66   There are a number of examples where the background and expertise of teaching staff is of particular value to the students' learning experience. In media studies, full-time staff are well qualified and experienced and continue professional practice. Students benefit from a wide range of

specialist part-time staff who currently work in the media, theatre, health and social care and leisure industries. The need for relevant industrial experience for engineering staff to meet the GNVQ assessors' requirements is being addressed through industrial secondment. The secretarial school has a particular expertise in assessor and verifier awards and NVQ internal verification. Staff teaching students with learning difficulties and/or disabilities are a committed, experienced and capable team which includes enthusiastic learning support assistants who effectively and professionally support curriculum delivery. There are some weaknesses in staffing in terms of experience and qualifications. For example, the work experience of full-time staff in some areas is dated. Some part-time staff have no formal teaching qualifications and at times do not employ appropriate teaching methods.

67   The level of support staffing for central administration and most areas of the college is adequate for current needs, the exceptions being information technology and learning resources. Most support staff are appropriately qualified, but not all staff in the learning resource centre have expertise in dealing with new equipment. This means that professional librarian and technician support is under pressure and the available expertise is not adequate to cater for all student needs. There is no audio-visual technician support on the main site and the availability of the media technician is limited. The role of caretakers has recently been reviewed and they now carry out a weekly check on audio-visual equipment. In addition, they are being trained to carry out further maintenance tasks. A team of four staff has recently been appointed, initially on a short-term contract basis, to help develop systems and material to support staff and students in the business information and multi-media environment, which is envisaged in the future.

Equipment/learning resources

68   There has been a lack of planned maintenance and replacement of equipment in some areas of the college and there is no overall co-ordination of equipment resources. Certain items such as furniture, audio-visual resources for classrooms and whiteboards are the responsibility of the building services engineer. Other equipment in the college is the responsibility of a head of school or cross-college manager. Most rooms have whiteboards, and overhead projectors are now available in virtually all classrooms. There is good access to television and video facilities.

69   The college has upgraded computing facilities for students over recent years. Most software and hardware used on computer courses meet industrial standards and have the potential to support other specialist courses. However, in some curriculum areas the quality of equipment is inadequate to support the information technology policy. In the West block computer workshop there is insufficient equipment available. The computing equipment at the Grange annexe does not meet the needs of

GNVQ advanced students and machines are not compatible with main site equipment. During 1995-96, the college is making a major commitment to the infrastructure needed to support its information and learning technology strategy.

70 The learning resource centre, which includes the library, is situated on the ground floor of a main site building. This centre provides a good range of appropriate resources to students. The centre is split into two areas. One area houses books, journals, audio-visual equipment and study spaces for group and private study. The adjoining area provides computing and a good range of compact disk read-only memory (CD-ROM) database facilities. In total there are 78 study spaces. The computing facilities in the learning resource centre are up-to-date multi-media machines with the latest software, and are in great demand. At times students have difficulty in gaining access to machines. The library is well stocked with a good range of texts and periodicals. There are resource manuals for individual courses. At the Grange annexe there is a small learning resource centre which provides specialist support for health and social care and hair and beauty courses. This facility is inadequate. Study spaces are limited, providing for only 25 students with no quiet areas. CD-ROM facilities are available. There are four computers but only one of these will operate software compatible with newer systems such as those on the main site. The resource boxes, supplied by the main library, are an essential aspect of curriculum support for the students on this site.

71 The college has a range of specialist equipment to support its courses. There is wide variation in the adequacy of this equipment. For violin, woodwind and piano manufacture and repair, equipment tends to be very specialised and, in general, all the requirements are being met. The range of machines and equipment for general engineering is adequate, but much of it is dated. Facilities within the welding workshop areas have been updated and improved to provide a more modern approach to the teaching of welding. The quantity and level of scientific equipment is low and much is old. For secretarial students there is good learning resource material within the skills centre, but more up-to-date office equipment is needed. Many of the learning environments for recreation and leisure courses are adequately equipped, but further thought needs to be given to the provision required to support the expanding programme. The equipment used by hairdressing and beauty students is old and not up to current industry standards. Equipment for art and design is sufficient for the current provision but there is no industry standard, specialised graphics computing facility easily available to students. The media studies unit possesses equipment of a professional quality. Income from commercial activities and equipment provided by industry have enabled the unit to add to and renew this facility. The language laboratory is not in use. Inadequate equipment limits the learning opportunities for students with learning difficulties on the 'scope' programme.

Accommodation

72   The majority of students at the college are provided with a reasonable standard of accommodation which is suitable for its current usage. There are, however, a minority of students who are in poor accommodation or in situations where the use of the accommodation is unsatisfactory. The main site in Newark town centre consists of 4.25 acres with purpose-built accommodation including an original two-storey neo-classical building constructed in 1926. The original building has been extended over the years. The developed area accounts for approximately 35 per cent of the site; the remainder is turfed and laid to tarmac for access roads and car parking. Two adjacent buildings have been converted to provide further specialist accommodation. Kirkgate is an imposing Victorian building in the centre of Newark. The Mount centre is a former school site subject to a peppercorn rent. The Grange annexe is a former school on the southern outskirts of the town. It is located in a residential area and has adjacent playing fields.

73   Students with restricted mobility do not have access to all parts of the college. Wheelchair access is available only to the ground floor of the buildings on the main site, restricting wheelchair users' opportunities for study across most of the college's curriculum. By the end of 1995, a new stair lift should be installed to give access to the upper floor of the main block. Technology classrooms and workshops are accessible and ramps are widely installed. The 'scope' course, which is designed for students with learning disabilities who require a mainly discrete setting, has poor accommodation both on site and off site. The course is based in a converted Victorian outbuilding which was once part of a school bordering the main college site. Another 'scope' group shares a space divided by an assortment of steel cabinets. Intrusive noise and disturbance makes teaching difficult. The life-skills class is held away from the main site in a church hall.

74   Some imaginative planning has gone into using accommodation effectively on the main site. During the past year, the college has continuously upgraded classrooms on the main site; many rooms now having carpeting and new furniture. They are well lit and clean, providing a pleasant environment. Recreation and leisure students use a purpose-built sports hall which is currently being developed by adding a reception area to establish a realistic work environment. Some upgrading of laboratories and classrooms has been undertaken in the engineering area such as micro-electronics, the main workshop and the welding workshop.

75   There are, however, weaknesses in the accommodation. Redesigning the secretarial skills centre would cater more effectively for the styles of teaching and learning used and provide a more realistic and stimulating office environment. The accommodation provided for science is unsuitable. The college hall is heavily used by students on the performing arts programme and the back stage area in particular is cramped during performance times when there is a full cast. Studio spaces for art and

design are adequate in size for present student numbers and group sizes but the suspended ceilings both obscure natural studio light and are in a very poor state of repair. Some staff rooms, preparation rooms and small offices around the college are cluttered and provide poor working environments.

76 The ground floor at Kirkgate is used for media studies. Accommodation is good and gives a sense of professional workshop practice. The suite of rooms is suitable for the discipline, providing medium-sized editing suites and a sound studio as well as a large working studio, which is also ideal for more formal teaching group sessions. The state of decoration could be improved. At Kirkgate, small rooms on two different floors are used for violin manufacture and repair. This makes it difficult for staff to maintain contact with students or to organise group work. Some workshops are cramped and have poor storage space.

77 On the Grange annexe, the rooms used by health and social care courses are fit for purpose, providing suitable learning environments. The hairdressing salon is poorly designed; it is divided by a wall which prevents the lecturer from observing one-half of the class. The salon is too small for the number of students using it, and has inadequate ventilation. The beauty salon, a large classroom with couches in it, provides little privacy for clients and is inappropriate for the work carried out. It does not create a realistic environment and there is inadequate heating. This detached site also has poor library and refectory facilities and an unlit car park but attempts are being made to address these deficiencies. There is poor access for students with restricted mobility, especially to mobile classrooms, although ramps are available.

78 The Mount centre, which is currently used by 60 full-time students is in a very poor state of repair and not suitable for its purpose. The outside toilets are unacceptable. The college should carry out the planned vacation of these premises as a matter of urgency. The piano studies section at the Mount has various rooms and workshops including booths where tuning can take place. The quality of soundproofing in these rooms is poor.

79 The college has recently started refurbishment at the Edwinstowe centre which now provides some good-quality accommodation. There is a modern computing facility. This will provide a valuable resource for information technology training and an important link to the main college site for distance learning.

80 The college has made realistic amendments to its accommodation strategy, some of which address weaknesses identified by the inspection team. A number of proposals made in the original strategy have been reviewed. This has resulted in a continuation of developments on the main site but also an emphasis on looking for opportunities to develop other local accommodation as open-learning facilities. The college building services engineer has prepared a five-year site maintenance plan based on a detailed condition survey of all sites. There has been extensive work

undertaken on flat roof replacement over the last year and a major repainting programme. Figures provided by the college indicate that there is room for some improvement in room occupancy and utilisation. Attention has been paid to improving utilisation in some areas. For example, in the engineering area there is currently an appropriate match between room size and student numbers.

CONCLUSIONS AND ISSUES

81   The appointment of a new principal has prompted a new vision for the future which has resulted in a shared sense of purpose throughout the college. In aspiring to achieve its mission, the college builds on the following strengths:

- governors who contribute business experience and financial expertise to the corporation

- close co-operation with large local employers

- strong relationships with local agencies to offer training in the community

- improvements in initial information and guidance to students

- the quality of student support services at all centres

- rapid developments in creating a policy framework

- setting of annual college-wide targets to improve quality

- the developing role of the quality improvement and audit team

- effective use of work experience to enrich students learning.

82   In order to build upon these strengths, the college needs to address the following issues:

- making the vision a reality through operational plans and their co-ordination at all levels

- relationships with local schools

- retention and attendance rates in some areas

- developing the management skills of heads of school

- poor students' achievements on some courses

- inconsistency in the implementation of practices and procedures including those of quality assurance

- implementation of a planned approach to equipment purchase and maintenance

- suitability of some accommodation for its purpose

- unacceptable accommodation at the Mount centre.

FIGURES

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

Figure 1

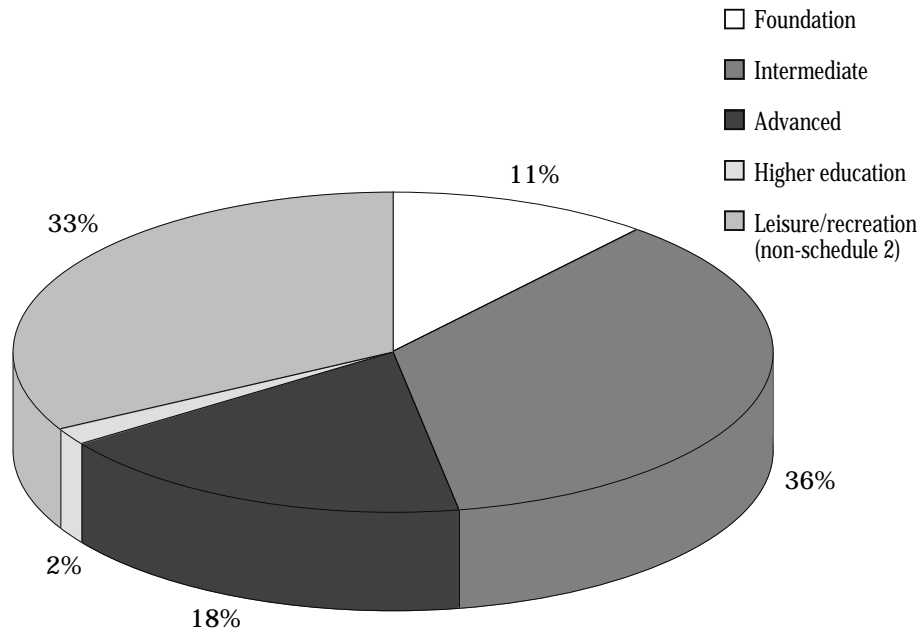**Newark and Sherwood College: percentage enrolments by age (1994-95)**

16-18 years
13%

19-24 years
21%

25+ years
66%
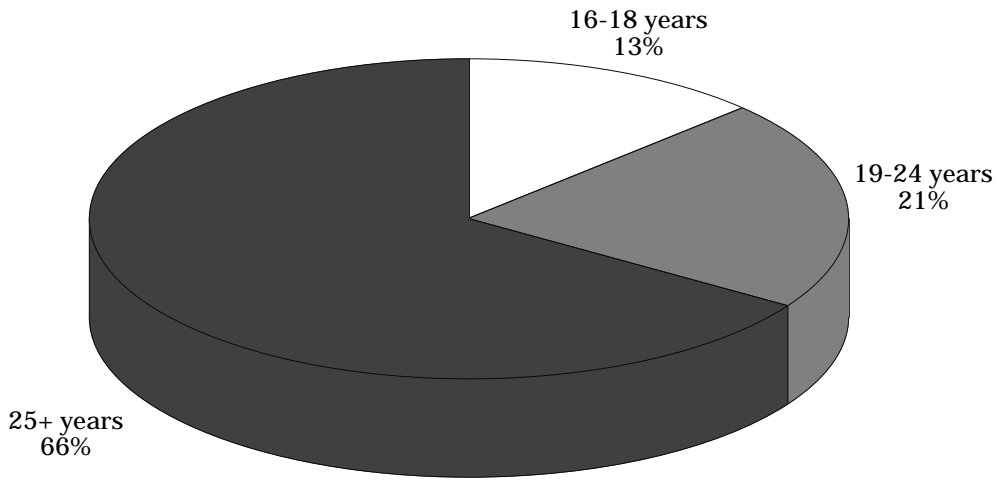
Enrolments: 5,424

Note: this chart excludes 14 enrolments under the age of 16 and 12 not known.

Figure 2

Newark and Sherwood College: percentage enrolments by level of study (1994-95)

☐ Foundation

◼ Intermediate

◼ Advanced

☐ Higher education

☐ Leisure/recreation (non-schedule 2)

33%

11%

36%

2%

18%

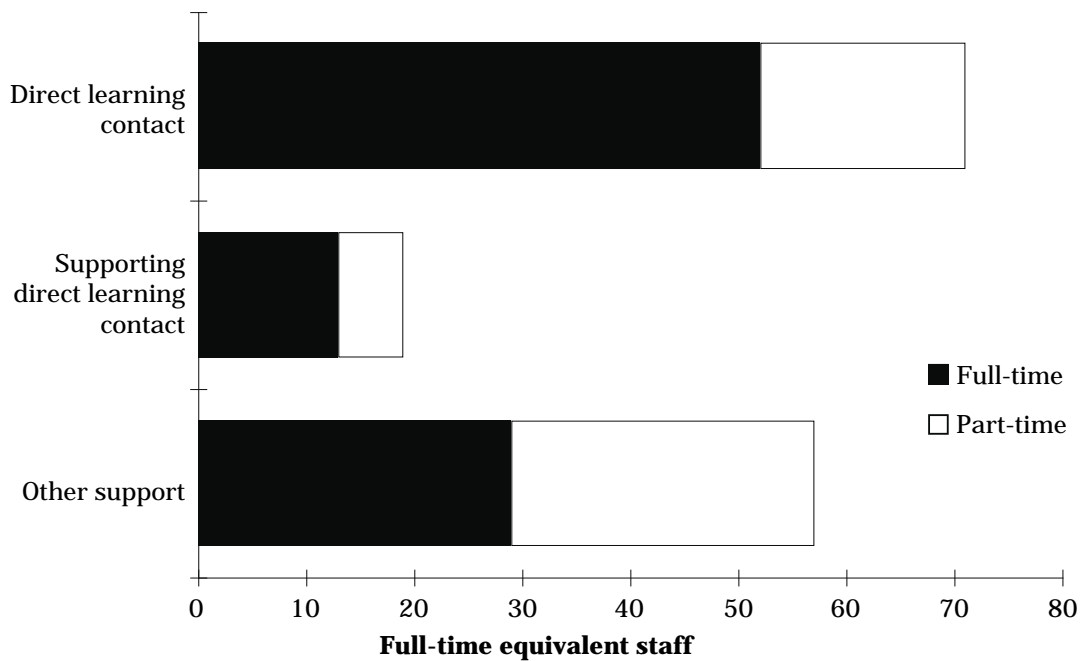Enrolments: 5,424

Figure 3

Newark and Sherwood College: enrolments by mode of attendance and curriculum area (1994-95)
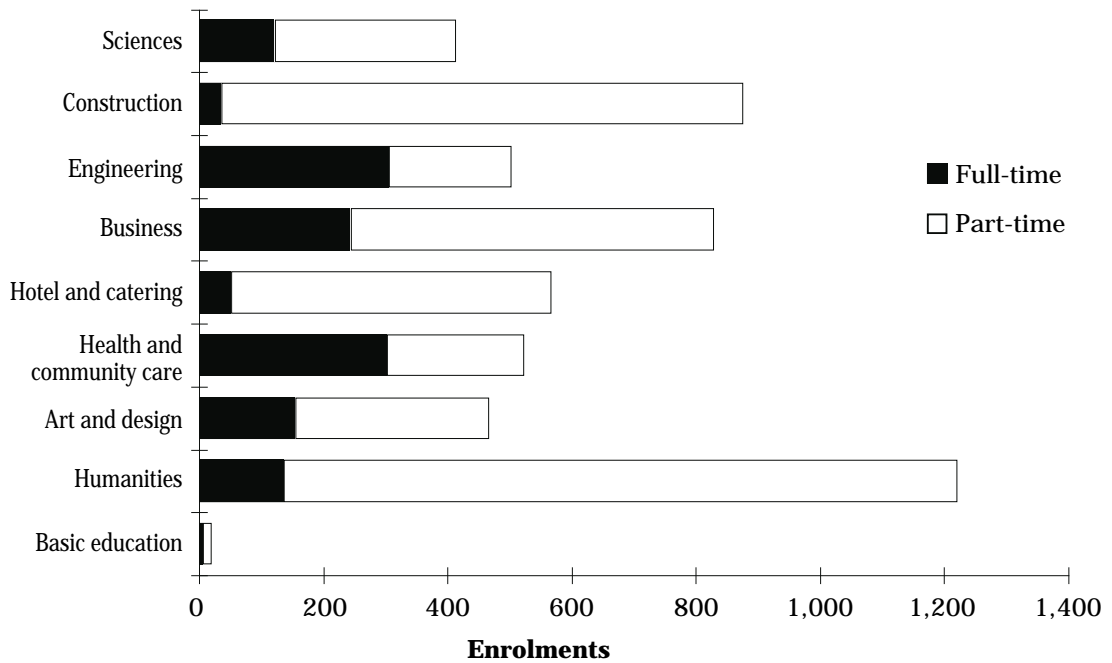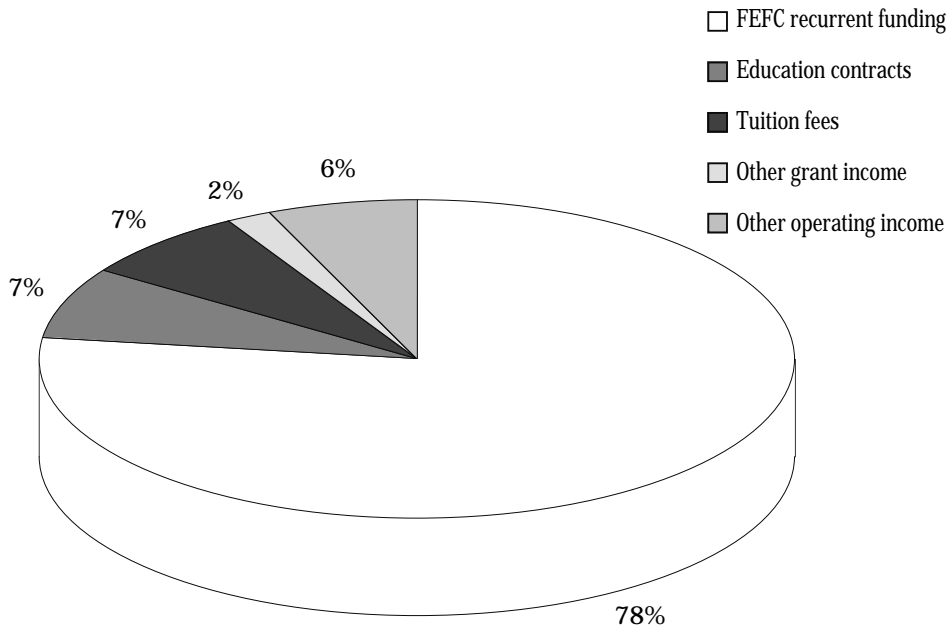

Enrolments: 5,424

Figure 4

Newark and Sherwood College: staff profile - staff expressed as full-time equivalents (1994-95)
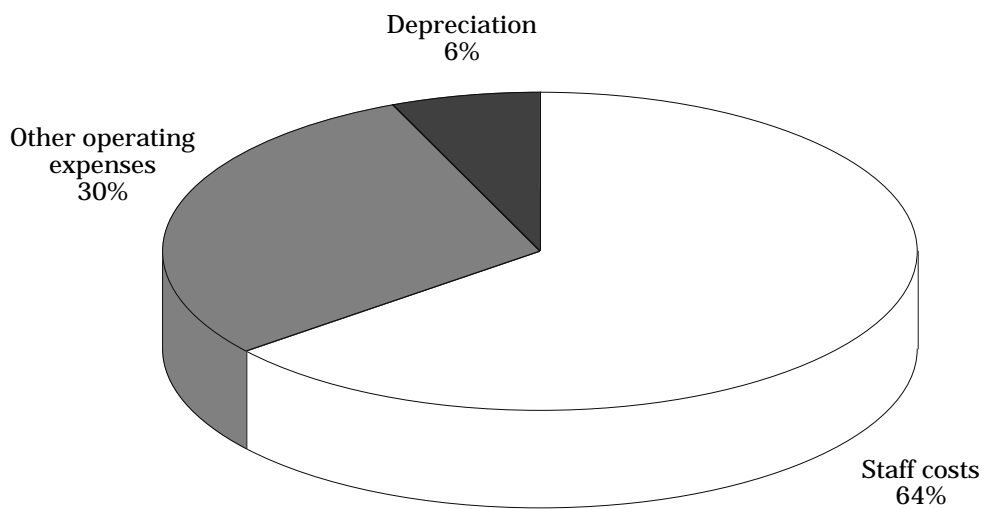

Full-time equivalent staff: 147

Figure 5

Newark and Sherwood College: income (for 12 months to July 1995)

Legend:
- □ FEFC recurrent funding
- ▨ Education contracts
- ■ Tuition fees
- ░ Other grant income
- ▦ Other operating income

Income: £4,524,000

Figure 6

Newark and Sherwood College: expenditure (for 12 months to July 1995)

Expenditure: £4,595,000