**REPORT FROM THE INSPECTORATE**

# North Bolton Sixth Form College

**July 1997**

**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 the 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 1996, some 329 college inspections had been completed. The grade profiles for aspects of cross-college provision and programme areas for the 329 colleges are shown in the following table.*

**College grade profiles 1993-96**

| Activity | Inspection grades | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Programme area | 9% | 59% | 29% | 3% | <1% |
| Cross-college provision | 14% | 50% | 31% | 5% | <1% |
| Overall | 12% | 54% | 30% | 4% | <1% |

# FEFC  INSPECTION  REPORT 93/97

**NORTH BOLTON SIXTH FORM COLLEGE**
**NORTH WEST REGION**
**Inspected September 1996-April 1997**

## Summary

North Bolton Sixth Form College offers a wide range of GCE A levels and a limited range of GNVQ courses at advanced and intermediate levels. Both the governing body and the teaching staff contain a good mix of new and experienced people. The college has links with several higher education institutions to which a high proportion of its students progress. Managers make arrangements to consult staff and ensure that they are well informed of issues which affect the college. Staff and governors contribute to the planning process. The college offers an effective guidance and advice service for students before they choose their courses. The newly-reconstituted students' council makes a valuable contribution to the life of the college. There is a clear framework for tutorials which allows tutors to adjust the programme for different groups of students. Staff are well qualified. Teaching is generally of a high standard. GNVQ students achieve good examination results but GCE A level results are below average for sixth form colleges. Arrangements for quality assurance are effective and are understood by staff. Performance indicators are set and monitored. There are adequate texts and materials to support learning in classes. Security has been improved; vandalism and theft have been reduced. The college should: review entry requirements for some GCE A level courses; address poor retention rates on some courses; provide additional support for the development of students' key skills; ensure there is more guidance for students on opportunities for progression within further education and for entry to employment; improve library and other resources for learning; ensure that information technology becomes an integral part of work in subject teaching; increase technician support for information technology; and monitor room use more effectively.

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

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

| Curriculum area | Grade | Curriculum area | Grade |
| --- | --- | --- | --- |
| Science | 2 | Modern languages | 2 |
| Mathematics and computing | 2 | Social sciences | 3 |
| Business studies | 3 | English and communication studies | 2 |

## INTRODUCTION

1    North Bolton Sixth Form College was inspected between December 1996 and April 1997.  Enrolment and induction were inspected in September 1996.  Twelve inspectors spent 40 days in the college.  They visited 83 classes, scrutinised students' work and examined documentation on the college and its courses.  Inspectors observed a meeting of the college corporation and met board members.  Meetings were also held with college managers, teaching and support staff, local employers, and representatives of local schools, the careers service and Bolton and Bury Training and Enterprise Council (TEC).

## THE COLLEGE AND ITS AIMS

2    The college is on a single site in a pleasant residential area to the north of Bolton, about half a mile from part of the town designated as a city challenge area.  It shares the site with an 11 to 16 school.  The college was established in 1982 following the reorganisation of secondary education in the Metropolitan Borough of Bolton.  The area is well provided with opportunities for post-16 education.  Within the metropolitan borough there is one other sixth form college, a college of further education, five grant maintained 11 to 18 schools and two independent schools with sixth forms.  There are four other further education sector colleges within a 10-mile radius.

3    The college primarily provides general certificate of education advanced level (GCE A level) courses for full-time 16 to 19 year old students.  More recently it has diversified its curriculum to include general national vocational qualifications (GNVQs) at advanced and intermediate levels.  The student population increased from 440 in September 1982 to 848 in September 1996, of whom 686 were 16 to 18 year olds.  The majority of students follow GCE A level courses.  Seventy-six students are enrolled on intermediate GNVQ courses.  Students numbers by age, by level of study, and by mode of attendance and curriculum area are shown in figures 1, 2, and 3.

4    The economy of Bolton has diversified from its former heavy dependence on manufacturing industries, particularly textiles, towards a growth in service industries.  Thirteen per cent of the workforce are now employed in retail distribution.  The largest growth area has been in hotels and catering, insurance, banking and health.  The Metropolitan Borough of Bolton has a population of 258,000, of which 8.3 per cent are from minority ethnic groups; the largest groups are of Indian and Pakistani heritage.  Students from these groups constitute 37 per cent of the college population.  Unemployment in the borough is currently 5.7 per cent compared with an average in the North West region of 7.5 per cent and a national average of 6.7 per cent.  The majority of students in the college live in areas of above average unemployment which attract support from the government's city challenge scheme or from its single regeneration bid funding.

5      The number of young people in the borough aged 16 to 19 is estimated to rise by 10.5 per cent in the period 1995-2001.  The stated aim of the Bolton Education and Training Strategy Group, whose membership includes the college principal, is to increase participation in further education in Bolton to national levels.  In 1996, 57 per cent of 16 year olds stayed on in full-time education.  The college accommodation strategy plans to cater for an annual growth of 3 per cent in full-time student numbers over the period to 2001.

6      There are 50 full-time equivalent teachers at the college and 16 full-time equivalent support staff.  A staff profile, with staff expressed as full-time equivalents, is shown in figure 4.  The senior management team consists of the principal, the vice-principal and three assistant principals. Teachers are grouped into curriculum areas, each with a senior member of staff designated as curriculum manager.  Assistant principals manage students' support and guidance with assistance from two student managers, teams of personal tutors and a careers guidance team.

7      The mission of the college is to be a centre of educational excellence for students in the Bolton area through:

•      the provision of the best possible learning opportunities delivered by highly qualified and effective staff

•      quality support and guidance to encourage students to meet their educational and personal targets.

**RESPONSIVENESS AND RANGE OF PROVISION**

8      The college offers 34 GCE A level and 17 GCE advanced supplementary (AS) subjects.  Almost half of the subjects have adopted modular syllabuses; a development which has been welcomed by students. In 1996, four new subjects at GCE A level were offered: computing, information technology, performing arts and accounting.  Four others, design and technology, economics, classical studies and statistics, are to be withdrawn this year as demand for them has declined.  The choice of vocational courses is more limited.  Only three GNVQs are offered, in business, science, and leisure and tourism.  They are available at intermediate and advanced level.  There are no foundation level courses. The introduction of GNVQs has had a beneficial effect on the way staff work together across subject areas.  It has also made them more aware of assessment and accreditation developments outside the GCE curriculum.

9      There are productive links with higher education institutions. Teachers of mathematics, chemistry, physical education, classics, and physics have established links with Exeter, Liverpool and Leeds Universities and the University of Manchester Institute of Science and Technology.  The college has close links with Bolton Institute of Higher Education; for example, 22 design and technology and electronics students from the college attend a structures technology and computer-aided design course at the institute.  Staff from Salford University and Edge Hill

University College are regular visitors to the college to talk to students. A higher education evening and careers day is held annually in the college and an Oxbridge evening has been organised this year. These links have helped to ensure that a high proportion of students, currently 70 per cent, progress to higher education. The college also has teacher training links with the Bolton Institute, Edge Hill University College and Manchester Metropolitan University. Eleven staff are trained mentors for the initial teacher training scheme.

10    The college uses its links with local industry and commerce to offer all students work experience. This is a compulsory part of the course for all GNVQ students although 70 per cent of the GCE A level students also take part, mainly in the college vacations. In 1995-96, a total of 267 students were involved in work experience. The college has established a database of over 200 employers in order to maintain its work experience provision. It should make more effort to involve these employers in other aspects of the curriculum. Business and leisure and tourism studies have forged some international industrial links. In 1996, 44 students visited Barcelona to carry out a project at the Seat car manufacturing plant and, in 1997, 39 students visited the Skoda car plant in Prague.

11    Curriculum enrichment is provided through a complementary studies programme for all students. A recent survey of students' opinions indicated that 61 per cent of respondents found the programme useful. A selection of 27 courses is currently offered, including driving, aerobics and a variety of sporting activities. Community service placements in schools and nurseries, hospitals and social service establishments are also available to students. In 1995-96, 130 students took part in 53 placements. From September 1996, curriculum enrichment activities have been accredited through a national award scheme but some students have been disenchanted by the extra work which is required for accreditation.

12    The college promotes its courses effectively in the seven main partner schools and 15 other local schools from which the college recruits. There is an extensive calendar of events at which pupils and their parents can find out about the college and its courses. Relationships between the schools and the college are generally good. Each member of the college management team is attached to a partner high school with which they work closely. There are, however, few links with these schools for teaching purposes.

13    The college has not met the targets it set itself in its strategic plan for the development of programmes for adults. The first evening programme in September 1994 consisted of courses ranging from language conversation to flower arranging. Some classes were closed before the end of the year as attendance dropped. The college collaborated with Bolton Community Education in 1996 to extend this provision. Enrolments, however, have continued to be fewer than anticipated. There are currently 95 adults on a range of evening courses which take place in the college on two evenings each week. If the college is to increase adult participation as

defined in its strategic plan, it should investigate ways of offering a more flexible curriculum which is better suited to the needs of adult students.

14    The college is currently developing a new equal opportunities policy. A group of senior staff have established an action plan.  They have made considerable progress over the past year but there is further work to be done before it is fully implemented.  The college has a high percentage of students from minority ethnic groups.  Multicultural events have been very successful and a recent fashion show raised £1,000 for local charities. The college has produced a calendar which incorporates all religious festivals and has made a prayer room available for students.  Letters to parents have been written in Urdu and Gujarati.  The college could do more to provide information and support which is aimed at students from the minority ethnic community.  There are no students with restricted mobility in the college.  The layout of the buildings restricts access for wheelchairs.

15    The college has made progress over the last year in developing its marketing strategy.  It has carried out market research to assist enrolment, and promotional literature has been redesigned to an attractive house style.  The new prospectus is well designed and it is sensitive to gender and minority ethnic interests in its content and presentation.

16    The college is represented on a number of local collaborative partnerships.  The principal attends the Bolton Education and Training Strategy Group which is managed by the TEC.  The group has produced an action plan to which the college subscribes.  The college enjoys good relations with Bolton and Bury TEC.  The TEC has provided funding for a number of college initiatives, for example, the development of key skills and systems for recording and reporting students' achievements.

**GOVERNANCE AND MANAGEMENT**

17    The board of the corporation currently consists of 15 members, 10 men and five women.  Two members are from minority ethnic groups. The chair, an independent member, is a retired head of personnel and industrial relations.  The other five independent members have experience in civil engineering, marketing, law and banking.  The vice-chair is a co-opted member who is a former local authority chair of education. The other co-opted member is a deputy head of a local primary school and an active member of the Asian community.  There is a member nominated by the TEC, a student representative, two elected parents and two governors elected from the college staff.  The principal is a member and the vice-principal is the clerk.  The governors decided recently to increase the membership of the board to 16 by the inclusion of an additional independent governor.  Attendance at full corporation meetings between December 1995 and January 1997 has averaged 75 per cent.

18    Five committees support the work of the board: finance; audit; employment/personnel; estates; and remuneration.  Detailed, almost verbatim minutes are kept to inform the board of the committees'

deliberations. The governors receive comprehensive reports on the financial performance of the college. At its meeting in December, an analysis of examination results and students' achievements in relation to previous figures and national comparators was tabled. The discussion that followed was brief and did not give the report the attention it deserved. The expertise of individual board members allows them to make useful contributions to the work of the committees. The college has identified the need to appoint a governor with an accounting background to complement the skills of the existing governors. Board members have begun to set themselves a framework with which to review their own performance. They have not yet completed a review of the targets set and could usefully explore ways of becoming more involved with the life and work of the institution.

19   The college has taken several measures to involve staff at all levels in strategic planning and review. A widely published planning calendar ensures that the contributions of staff and governors are co-ordinated throughout the year. This year, senior managers have devolved more responsibility for planning and review to curriculum managers and course team leaders. The college uses a common format for planning at all levels. It specifies intended actions, responsibilities, resource implications, timing, and performance measures. Curriculum planning is closely linked to and reviewed against college objectives. In a few cases, curriculum plans fail to indicate the developments planned for the area or list only a few agreed priorities. Managers of students' support and of whole-college services carry out a similar review and planning procedure.

20   The college has a number of policies to help it fulfil its mission and meet its legal obligations. Many of these have been introduced in this teaching year so that their impact has not yet been evaluated. The staff handbook acts as a useful source of reference for policies on the curriculum, students' support and GNVQ assessment. Responsibility for implementing them is clearly allocated to teams or to named individuals. For example, responsibility for students' support policies and procedures lies with the student services management team. There is some evidence that college curriculum policies are beginning to have an impact at course level. The college policy on information technology is only in draft form and, as such, has had little impact to date on the curriculum. The college does not fulfil its statutory obligations under sections 44 and 45 of the *Further and Higher Education Act 1992* to provide opportunities for religious education and worship.

21   A new management structure was introduced early in this teaching year, after consultation with staff. Six curriculum areas, which include groups of similar courses and subjects, have replaced four large, diverse faculties. This has improved accountability and promoted the sharing of resources, equipment and good practice in teaching. A few staff remain unclear about the differences in responsibilities between the curriculum manager and the course leaders. However, lines of accountability are

clear. Staff know who their line managers are and all have a job description which sets out their responsibilities. The new structure emphasises teamwork. Staff operate in functional teams which meet frequently. Agendas for meetings include long-term issues as well as day-to-day business matters. For example, the minutes of curriculum managers meetings include discussion and action on course delivery, students causing concern, the review of schemes of work, dissemination of information on college policy, good practice in course documents, and grading and assessment issues. Agendas for course team meetings include standing items such as budgets and students' retention and attendance. Minutes of all meetings are available in the staff library and are circulated to relevant staff, including part-time teachers. The college plans to review the impact of the new management arrangements at the end of the academic year.

22    Senior managers work well together. They have formal meetings twice a week; one meeting focuses on strategic issues and forward planning and one on operational matters. Minutes are available to all staff. Senior managers make extensive efforts to ensure that staff are well informed and consulted about issues affecting the college. They issue consultation papers on proposed major changes. They have an 'open door' policy and are seen by staff as accessible and approachable. A key means of consultation is the newly-established college management group, an advisory committee of senior managers, curriculum managers and whole-college services managers including managers of student services. It meets at least twice a term. Last year, the college commissioned a study of practice in the college to see how it compared with the best practice in the sector on a range of measures of efficiency and effectiveness. The report of the outcomes of the study has been considered by all staff. Some of the conclusions from the study have been implemented already, with beneficial effects. The board and senior managers have developed longer-term responses to some issues and these are currently under discussion.

23    Communication systems are effective. Much informal communication takes place in the staff room which all staff use frequently. The college is small and on a single-site so staff can contact each other easily. Formal systems include a weekly briefing for the whole staff, a weekly staff bulletin, memos and internal notes, and timetabled meetings for curriculum and whole-college groups. These timetabled meetings were introduced this year in their present format to support the teamwork inherent in the new management structure and the greater involvement of staff in planning and review. Staff express satisfaction with the formal and informal systems and feel that they are kept well informed of college issues as well as those specific to their own teams.

24    The college has clear financial systems which are well understood and effectively implemented. Comprehensive financial guidelines are issued to budget holders. Resource allocation is based on projected, weighted student numbers and special projects. The allocation procedure

begins in June and allows for adjustments to be made before the provisional budgets, based on enrolment numbers, are circulated in September. Final budgets are set to take account of student numbers after 1 November. There is close monitoring of expenditure by the assistant principal, finance and estates. Monthly reports to governors and managers include a clear, helpful commentary which indicates income and expenditure against the financial forecast for the year, reasons for variance and actions taken. The college has progressively reduced its average level of funding, which for 1996-97 is £18.04 per unit. The median for sixth form colleges for 1996-97 is £19.36 per unit. The college's income and expenditure for the 12 months to July 1996 are shown in figures 5 and 6.

25    The college computerised management information system provides a wide range of standard reports to staff. In addition, reports for specific purposes can be provided on request. Senior staff and student support managers have direct access to the system; others do not. The system has been enlarged, year by year, to cope with increasing demands. The latest addition is a software package and linked services which will be used to analyse students' entry qualifications and achievement rates, including analysing students' achievements in relation to their previous attainments to determine the 'value added' by the college. Although the system can provide a wide range of information, it is not used routinely by curriculum managers and course team leaders to analyse college-wide information and detect trends. Course teams use only information generated by their own courses on enrolments, attendance, retention rates and students' achievements. By failing to analyse such information in a broader context, staff may miss issues which are common to several subjects. As a result, significant factors affecting students' performance may not inform planning and review.

**STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT**

26    There is a strong commitment in the college to providing a caring and supportive environment in which students can learn. Staff are generous with their time. All prospective students are interviewed, prior to entry, either at their school or in the college. Throughout the year, they have many opportunities to obtain information and guidance about the college and the courses it offers. Two open evenings are held in October and there is a further event in July. The college successfully introduced a two-day 'taster' session in June 1996 and has recently introduced a 'drop-in' session. The 'taster' sessions provide prospective students with an opportunity to attend college to experience the subjects they wish to study and to develop an awareness of the level of commitment they need to succeed. The 'drop-in' sessions allow prospective students, who have already applied, to visit the college to see the facilities available. Head teachers of partner schools appreciate the information they receive from the college about their pupils' results and destinations. College staff attend school parents' evenings and careers conventions. An independent college

counsellor was appointed in August 1996 and is available for consultation by students one day each week. This counsellor is making an increasingly important contribution to students' welfare. For instance, she has involved students in a peer mediation group which has been set up by local schools and colleges. Students are trained to offer advice and guidance to pupils or students who experience difficulties in their relationships with their peers. Eight college students have successfully completed this training.

27    Enrolment is well organised and well managed. Students are made to feel welcome at the college and are provided with well-designed handbooks containing useful information on the college and their chosen courses. Enrolment procedures are clearly documented and staff are well informed. Most staff are involved in the process and a representative from Lifetime Careers, an independent careers company, is present to give impartial advice. The college has not yet developed a coherent policy on course entry requirements which is informed by data on students' retention or achievements. Subject teams set their own entry requirements and these are not always consistent even between related subjects. Some students are enrolled on courses when the college's own achievement data would suggest that their chances of success are limited. The advice given to students by different tutors at enrolment is not always consistent.

28    The one-day general induction to the college at the end of the enrolment week was soundly structured. The range of induction activities includes an induction fair, a quiz, a tour of the college, sessions on the college charter and an introduction to the advice and counselling support available to students. The work experience co-ordinator and the careers officer attend the fair to provide students with advice on the opportunities available to them. All teachers and support staff contribute to the induction process. Upper sixth students guide new students on their tour of the college but the tours are of limited value as groups are too large to be manageable or to move easily around the college. Students are provided with a comprehensive students' handbook which includes essential information about college routines and facilities, a diary and a leaflet on the students' charter. This year, for the first time, students have been encouraged to evaluate the induction day. Their responses are recorded on wall posters and their comments will inform the planning of future events. Inductions by personal tutors and subject staff are spread over the first six weeks of the course, and induction activities are included in teachers' schemes of work. There is an assessment of students' progress at the end of induction which focuses on their suitability to continue with the subjects they are studying.

29    The students' council was reconstituted this year; it adopts a higher profile in the life of the college than did its predecessor. Two enthusiastic members of staff work with the council and provide support and guidance when required. The council contributes to the induction programme, providing information on student-led activities in the college and the support which the council is able to provide. It has set up a hardship fund

and is active in organising fund-raising events. It has been successful in organising social events for students but it also acts as a channel of information between students and staff, and it represents students' views to the college management and governors.

30    Personal tutors are given clear guidelines on their roles and the aims of the tutorial programme. The restructured tutorial programme provides a sound general curriculum within a clear cross-college framework. It includes core activities which ensure a degree of consistency in the programmes followed by tutors but there is also the flexibility for tutors to adapt the programme to suit different groups of students. All full-time students belong to a tutorial group and have a personal tutor who supervises their academic and personal progress. There are 20 lower sixth tutor groups, 20 upper sixth and three foundation groups led by a team of two assistant principals, two student managers and a tutorial programme manager. Students have one hour a week tutorial time. Students testify to the high level of support they receive. Tutors are informed of any concerns which other staff have of their students' progress or behaviour through a system of 'achievement/concern' notes. These are used to highlight achievements and to alert colleagues to the need to support, advise, or challenge students. Some features of the tutorial arrangements are new and have yet to be evaluated.

31    The college has introduced diagnostic testing of students' skills in literacy and numeracy. The results of the tests have not been used effectively to identify those students requiring learning support and the additional support which students need has not been forthcoming. There are no learning centres or workshops where students can receive help with literacy and numeracy at times which suit them. Staff, however, give generously of their time in providing students with informal support. Students are given the opportunity to resit general certificate of secondary education (GCSE) mathematics, English and science. Language learning support is available for a small group of five students and the college provides support for dyslexic students. There are no arrangements to accredit students' prior achievements.

32    The college monitors carefully the progress of students through twice-yearly subject and tutorial reviews which lead to written reports. The reviews require students to evaluate their own progress and to compare their findings with those of tutors. Action plans are then produced which establish what students need to do to improve their performance. A key element in the success of the college's monitoring is the dialogue which takes place between students and tutors. The mid-yearly report is posted to the students' home, prior to a parents' evening. The system for monitoring students' attendance is clearly defined and well understood by both staff and students. Students' attendance at the college is recorded effectively by an electronic swipe card system but the monitoring of their attendance at individual lessons relies on registers kept by subject tutors.

Where persistent absence is identified, tutors take appropriate action and full records are maintained.

33 Students have ready access to careers education and guidance. The college has a service level agreement with Lifetime Careers which provides a wide range of careers information and guidance to students. Careers advice staff also contribute to the staff-development programme. There are three careers officers who visit the college for two days each week and who supplement the work of the college careers team. The college has invested in careers-related computer software packages which are available for students' use in the library. Group tutors provide a high level of support and guidance to GCE A level students applying to higher education. Some GCE A level and GNVQ students feel that more specialist advice is needed on the opportunities available for progression within further education or for entry to employment.

**TEACHING AND THE PROMOTION OF LEARNING**

34 Strengths outweighed weaknesses in 70 per cent of the 83 lessons observed. The weaknesses outweighed the strengths in only 4 per cent of lessons. These percentages compare with 63 per cent and 8 per cent, respectively, for all colleges inspected in 1995-96, according to figures published in the *Chief Inspector's Annual Report 1995-96*. An average of 11 students were present in the classes observed. The average level of attendance was 81 per cent. The lowest level, 71 per cent in mathematics, was affected by students taking modular examinations in other subjects; the highest, 92 per cent was in chemistry. The following table summarises the grades awarded to the lessons inspected.

**Teaching sessions: inspection grades by programme of study**

| Programmes | Grade 1 | 2 | 3 | 4 | 5 | Totals |
|---|---|---|---|---|---|---|
| GCE AS/A level | 15 | 32 | 14 | 1 | 0 | 62 |
| GCSE | 1 | 2 | 2 | 1 | 0 | 6 |
| GNVQ | 1 | 7 | 6 | 1 | 0 | 15 |
| **Total** | **17** | **41** | **22** | **3** | **0** | **83** |

35 In science, teachers organised their lessons well and used schemes of work and lesson plans effectively, although several of these were brief and lacked detail. Students enjoyed friendly and relaxed relationships with tutors which were conducive to learning. Teachers succeeded in conveying a great deal of enthusiasm for their subjects and used humour to good effect to maintain students' interest. Teachers used a variety of methods to encourage students to learn. These included demonstrations, practical work, question and answer sessions and work in pairs and groups. The quality of handout materials and overhead transparencies was variable. In a few classes, teachers did not ensure that students managed their time well. Laboratory sessions were occasionally adversely affected

by overcrowding, but they were conducted with due attention to professional practice and health and safety requirements. Teachers maintained clear records of students' progress and made sure that individual students knew what they had achieved and what they needed to do to improve further.

36    In mathematics and computing, teachers used good-quality learning materials. They engaged students in a range of activities which were well planned to motivate them and to give them an understanding of their subject. In whole group sessions, teachers gave clear explanations followed by careful question and answer activities to check that students understood the work. Teachers conducted lessons at a lively pace and ensured that the work took account of the abilities of the students in the groups. In one computing session, the group worked on design methods. The teacher gave a clear explanation in a lively and interesting way and regularly checked that students understood the course. At intervals, the teacher invited individual students to continue aspects of the work on the whiteboard for the rest of the group. The session helped to develop good staff-student relationships and this encouraged learning. In a minority of weaker sessions, students were required to undertake too narrow a range of activities. Some teachers failed to give students work on a regular basis which might have enabled them to develop a clearer picture of the progress they were making.

37    In business studies, teachers presented the work enthusiastically. Course documentation was thorough and teachers kept detailed records of students' progress. In the best lessons, teachers related business theory to an appropriate context, engaged the class in a variety of activities, which maintained and stimulated their interest in the subject, and set work which was demanding but took account of students' differing abilities. Teachers ensured that the examination syllabus was covered adequately. In managing their classes, some teachers skilfully combined firm discipline with encouragement which was particularly effective in dealing with the more boisterous students. Teachers used cover sheets for GCE A level and GNVQ coursework to provide detailed feedback to students on their work. In the weaker sessions, teachers set unrealistic objectives given the time available. As a result, tasks were left uncompleted or rushed. Some work in GNVQ lessons was insufficiently challenging, particularly in terms of the amount of knowledge, research methodology and oral communication it required of students. Teachers did not always manage group work effectively. On some occasions, they accepted a brief response from students to questions asked, which did not allow them to demonstrate the depth of their understanding.

38    Teachers in English and communication studies planned their work carefully and used schemes of work to good effect. In English, there is scope for further collaboration between staff to share good practice and to plan courses as a team. Teachers gave students a high level of support both in lessons and outside class time. They used a wide range of teaching

methods. They provided students with clear introductions to conceptual frameworks, followed by opportunities to apply them. The best teaching was energetic and combined presentations by teachers with opportunities for students to reflect and to explore ideas. In one GCE A level class, students were invited to identify roles and match them to appropriate quotations from a Shakespeare play and present them on a chart to the rest of the group. They worked well in pairs and groups, debated ideas and demonstrated a thorough understanding of the play. Teachers tried to ensure that learning was consolidated at the end of most sessions. However, this did not always happen and, as a result, students were left without the guidance they needed to organise their thinking. Assessment was rigorous. Marking of students' work was thorough; in the best practice students were given precise targets for the improvement of their work. There is scope for greater use of information technology.

39    Modern language teachers successfully adapted a range of learning resources to stimulate students' interest in learning the language. Much good humour was shared between staff and students; teachers clearly enjoyed teaching their subject and students were well motivated. Teachers used the language being learned throughout lessons as the normal means of communication and ensured that all students used the language at some stage in the lesson, and with different partners. This approach was successfully maintained, even in the difficult area of the exposition and of grammar. In one language session, soft toys, unusual pictures and bags filled with bizarre objects were presented to students who conducted the activity with enthusiasm. In GNVQ language lessons, key skills were skilfully integrated with other aspects of the work. In classical studies, students clearly enjoyed work based on the basis of a well-managed adversarial debate but, on other occasions, the teacher failed to use more varied teaching methods when they would have been appropriate. In a minority of language sessions, teachers failed to ensure that all students took part in the work and some underestimated the time needed to complete the tasks set.

40    In politics, psychology and sociology, students were given handbooks which contained useful information on teaching schemes, curriculum content and assessment. In politics and psychology, teachers set work which was challenging and ensured a high level of participation in classroom activities. Politics students were developing oral competence in presenting their ideas through working in pairs and groups. Teachers set political theories and processes in context by the judicious use of current affairs articles and extracts from the media. Students were encouraged to analyse the materials, reflect and form reasoned arguments about them. At the end of lessons, teachers ensured that learning was consolidated. In psychology, a close knit team of staff designed a combination of activities to maintain students' interest and to enable them to apply theory to practice. In sociology, teachers sometimes overestimated the level of students' understanding. They did not always make clear to students

what was expected of them and failed to check at the end of the lesson what students had learned. Students have the opportunity to visit subject conferences. Sociology students were engaged in a research link with Huddersfield University. In all three subject areas, little use was made of information technology and inadequate library facilities limited the scope for students to engage in the required research activities.

**STUDENTS' ACHIEVEMENTS**

41   Students are well motivated. In several subjects they develop the skills of working co-operatively in small groups and teams. Students of British government and politics demonstrate a sound awareness of current political issues and show confidence in expressing their ideas. In sociology, students' grasp of terminology, and their ability to express ideas and apply concepts appropriately is less well developed. Students carry out practical work safely and competently. Students on GNVQ courses develop their information technology skills in separate timetabled sessions. The information technology skills of GCE A level students are less well developed; subject teachers have been slow to integrate information technology with other aspects of the curriculum. In GCE A level business studies and GNVQ business, weaknesses in numeracy and quantitative skills restrict students' achievements. The standards of both oral work and written coursework in GCE A level communication studies and English are good; several students produce work which contains original writing of real merit. Students of modern languages are able to speak the foreign language accurately and with some degree of fluency.

42   GCE AS/A level students achieved an average points score per entry of 3.9 (where grade A=10 points, E=2) in 1996 according to the tables produced by the Department for Education and Employment (DfEE). This places the college in the middle third of institutions in the further education sector based on this performance measure. In 1996, the GCE A level pass rate for students at the college was 76 per cent compared with a national average for sixth form colleges of 86 per cent. The previous year's pass rate was 79 per cent. In the majority of GCE A level subjects, college pass rates were below the average for sixth form colleges. Only two subjects, chemistry and British government and politics, had a pass rate at the higher grades A to C which was above average for sixth form colleges. In 1996, students were entered for only two GCE AS subjects. Fifteen of the 19 students who entered for religious studies passed, two with grades C or above. Both students who entered for the GCE AS in geology passed.

**North Bolton Sixth Form College: GCE A level subject pass rates 1996**

| Above the national average for sixth form colleges | | Below the national average for sixth form colleges | |
|---|---|---|---|
| English language | 100% (22) | Physical education | 89% (27) |
| Further mathematics | 100% (5) | Biology | 82% (38) |
| British government and politics | 100% (16) | Religious studies | 81% (18) |
| Music | 100% (4) | French | 80% (20) |
| Art | 95% (22) | German | 78% (9) |
| Mathematics | 93% (68) | Psychology | 74% (39) |
| History | 91% (23) | Business studies | 69% (58) |
| Physics | 86% (35) | English literature | 66% (29) |
| Chemistry | 83% (36) | Communication studies | 63% (19) |
| Electronics | 75% (8) | Geography | 62% (45) |
| | | Economics | 55% (20) |
| | | Spanish | 55% (11) |
| | | Design technology | 53% (15) |
| | | Statistics | 44% (9) |
| | | Sociology | 40% (35) |
| | | Classics | 25% (8) |

*Note: the number of students entered for examination in each subject is shown in brackets.*

43    An analysis of the college's GCE A level results over the last three years shows:

•    results have improved in mathematics, physics, English language, history, British government and politics, geology and music

•    results have declined in design technology, French, German, English literature, classics, economics, electronics, sociology, statistics, chemistry, physical education and religious studies

•    results in biology, communication studies and geography were lower in 1996 than in 1995, but were equal to or showed an improvement on those in 1994

•    results in business studies and Spanish in 1996 represented an improvement on 1995, but were 10 or more per cent below the 1994 figure.

44    The college subscribes to an independent, external service which provides an analysis of the value added to students' achievements by comparing their actual performance at GCE A level with their predicted performance based on GCSE achievements.  The 1996 report indicates

that in no subject did students obtain results significantly better than expected; in nine subjects students had results significantly below those predicted. The college expects GCE A level candidates to have obtained at least four passes at GCSE grade C. In 1996, nine of the students who completed their GCE A level course had joined the college with less than four GCSEs at grade C or above. Of these, four obtained one pass at GCE A level, two obtained two passes and one obtained three.

45    In 1996, the college offered three GCSE subjects which were taken by students studying GCE A levels or GNVQs. In 1996 there were 164 entries, mostly for mathematics or English. Of the 132 students entered for mathematics, 63 per cent obtained grade C or above compared with a sixth form college average of 45 per cent. Of the 60 students entered for English, 85 per cent obtained grade C or above, compared with a national average for sixth form colleges of 55 per cent. Six students were entered for geography, none of whom obtained a grade C or above.

46    The college's GNVQ results are significantly above national averages. All the students aged 16 to 18 in their final year of study on advanced vocational courses included in the DfEE's performance tables were successful. Fifteen students completed a GNVQ advanced course in business in 1996; 13 obtained the full award, 12 with distinction or merit. Twenty-seven students completed an advanced leisure and tourism course; all successfully completed the award and 22 obtained distinctions or merits. According to the tables published by the DfEE, these results place the college equal first among colleges in the sector.

47    In 1996, 52 students completed intermediate GNVQ programmes in business, leisure and tourism and science. According to the tables published by the DfEE, 88 per cent obtained the award. These results place the college amongst the top 10 per cent of further education sector colleges on this performance measure.

48    The college collates data on the number of students who fail to complete their courses. Subject teams are expected to analyse the reasons for students dropping their subject as part of their annual course review. In the current academic year, subject teachers have been invited, for the first time, to set targets for retention. College data indicate that 78.5 per cent of students who began a GCE A level course in 1994 completed the course in 1996. The average retention rate for individual GCE A levels was 70 per cent. Four subjects, statistics, economics, German and sociology had less than a 60 per cent retention rate. Six subjects had retention rates above 80 per cent: mathematics, communication studies, geography, English language, classical studies and design technology. On the two GNVQ advanced programmes completed in 1996, almost twice as many leisure and tourism students (97 per cent) completed their course as business studies students (54 per cent). Retention rates on intermediate GNVQ courses varied from 50 per cent in science, to 76 per cent in leisure and tourism and 82 per cent in business. The business and the leisure

and tourism rates were similar to those of 1995, but the retention rate in science declined from 88 per cent.

49    Subject departments keep records of the destinations of their students on leaving the college and the college provides information on progression to students' former high schools. A high proportion of the college's students progress to higher education. In 1996, 70 per cent of students taking GCE A levels or advanced GNVQs progressed to higher education, 12 per cent obtained jobs, 8 per cent continued in further education and 4 per cent held offers of places in higher education but decided to take a year away from their studies. The destinations of 6 per cent were unknown. Of the students who completed an intermediate GNVQ course in 1995, 76 per cent progressed to an advanced course.

**QUALITY ASSURANCE**

50    The college has a clear commitment to continuous quality improvement. There is a well co-ordinated system for quality assurance which includes annual course reviews, surveys of students' and other clients' views, and reviews of aspects of provision by cross-college 'quality' teams. There is a clear schedule for team meetings and quality reviews. The system itself is undergoing further improvement. New staff appraisal procedures are being introduced and there are plans for developing quality audits. Staff understand and support the quality assurance policy and procedures. Most teaching and support staff are members of quality teams which address cross-college issues such as equal opportunities, tutorial support, training and development. Some teams have been more successful than others. The most successful have provided staff with a useful forum for the discussion of issues, leading to improvements in the quality of provision. The new tutorial arrangements were the product of one such team. The approach to quality assurance does not yet incorporate a comprehensive statement of standards and targets for all major college activities. Governors receive annual reports on students' examination results, retention rates and destinations but have little other involvement in monitoring quality.

51    A central feature of the quality assurance system is a process of course review and evaluation. Monthly course team meetings include a review of students' progress and attendance. In October each year, course teams complete a summary review. This draws upon the outcomes of surveys of students' satisfaction with their college experience, data on enrolment, retention and students' destinations, and comparisons of examination results year on year and against national averages. The process has been strengthened this year by requiring teams to set targets for performance in key areas. There is some inconsistency in the format of reports from different teams but a summary form ensures that all the main issues are addressed. Course leaders meet with senior managers to discuss reports, and targets for improvement are set. These targets are then incorporated

into departmental development plans. The system relies on teams analysing their own performance. The absence of an audit which is external to the team is a weakness in the system. At present, course reviews do not take sufficient account of the impact of cross-college issues on the curriculum area. In GNVQ courses, internal verification is co-ordinated effectively. External verifiers' reports are complimentary.

52    The college makes extensive use of questionnaires to obtain feedback from students and other clients. There are surveys of students' views on pre-course guidance, induction, students' support, teaching and college facilities. Staff have evaluated the effectiveness of internal communications and a survey of parents' views has been completed. The results of surveys of students' views on the quality of teaching are analysed by course teams and often lead to improvements being made. For example, biology teachers agreed to introduce regular revision exercises in response to students' wishes. As students are not informed about the outcomes of surveys and quality reviews, they are often unaware of actions which might have been taken as a result. Staff, however, regularly receive information on the results of surveys and parents receive feedback on the survey of their views.

53    The college charter sets out the entitlements of students but not those of parents, employers or members of the wider community. It was developed by a working group which included students. It has not been updated since it was introduced in 1993. All students are given a copy of the charter at the start of their course. Students' entitlements are set out in 22 statements; for example, 'the provision of effective study support'. None of the statements is expressed in quantitative terms and some are not clearly defined. The college has recently defined standards and performance measures for the charter and appropriate targets for improvement have been set. The delivery of entitlements is monitored mainly through surveys of students' satisfaction with the college, and outcomes are reported to staff. The complaints system relies upon students talking to tutors or managers. This means that there is little recording or analysis of minor complaints. Students and staff find a suggestion box system more effective in dealing with students' concerns. Suggestions are acted upon appropriately and are published in the students' bulletin together with a reply from senior managers. The students' council provides another useful route for dealing with students' concerns. For example, the council has arranged for the installation of a public telephone following suggestions from students.

54    The staff-appraisal system is undergoing change. Peer appraisal is being replaced by a process of appraisal by line managers. This is being introduced from the top so that, at the time of inspection, only senior managers had been through the new system. Some of the teachers who had joined the college in the last 18 months had not been appraised under the old system. The college expects to complete all staff appraisals by July 1997. Teachers have found it useful to be observed in the classroom and

to receive feedback on their performance. However, there is no requirement to judge performance against uniform criteria and arrangements for disseminating good practice are weak. New procedures are being introduced to address these issues. There is a useful voluntary forum for teachers to discuss and share ideas for improving teaching and learning. It has produced useful guidelines for effective teaching which can be used for self-assessment or by appraisers in lesson observations.

55    Staff development is well organised. Training needs are identified appropriately through staff appraisal, team meetings, staff questionnaires and management planning processes. Proposals for training are related directly to college and departmental development plans. Staff are satisfied that their training needs are adequately supported. Curriculum teams can use their budgets to supplement the allocation which the college makes for staff development. However, as only 0.7 per cent of the staffing budget is allocated for staff development, the range of activities which can be supported is limited. Current priorities include training in management, student counselling, health and safety, equal opportunities and key skills. Twenty-three staff were involved in industrial placements through a TEC-funded scheme, prior to funding being withdrawn in 1996. Training is evaluated by individual participants but there is insufficient evaluation on the part of the line manager. The induction of new staff is well structured and comprehensive. A detailed checklist ensures that essential points are covered, mentors provide guidance and support, and there are termly reviews of progress. The college is working towards Investor in People status. The original target for completion in April 1997 has been revised to June 1998.

56    The college produced a self-assessment report in preparation for the inspection. The report, which was compiled by an assistant principal, was based upon recent course reviews, surveys and action plans. It had been considered by the governors and approved. The report sets out the college's strengths and weaknesses, using the main headings of Council Circular 93/28, *Assessing Achievement*. It included useful references to sources of evidence but no grades were assigned to aspects of provision. The conclusions reached in the report give a fair picture of the college's strengths. The list of weaknesses, however, is not as comprehensive as that accumulated by inspectors. The balance of strengths and weaknesses matched inspectors' judgements in six out of seven sections.

## RESOURCES

### Staffing

57    The profile of staff is appropriate for the range of courses which the college offers. There are 60 teachers, of whom 14 are part time, and 19 support staff, including nine who are part time. Teachers are well qualified, and deployed according to their expertise. All teachers have degrees and all, except one, have a teaching qualification. Twenty-five per

cent of full-time teachers have higher degrees. There are sufficient teachers on vocational courses who hold training and development lead body qualifications. There is a good mix in many curriculum areas of recent appointments and longer established staff. Seventeen per cent of teachers are aged below 30, compared with a national average of 7 per cent in sector colleges. In business studies, recent appointees have brought with them useful and relevant industrial experience. Thirty-two per cent of teachers are external examiners in their subjects. Twelve staff have a first aid qualification. Part-time teachers are integrated well within curriculum teams. In general, support staff are appropriately qualified and deployed. There are, however, no staff members in the college with a professional librarianship qualification. Technicians provide good support in science but there is insufficient technician support for computing.

58   The college has appropriate personnel policies and procedures on staff appointments, absence, redundancy, capability, discipline and grievance. Some of these policies have been introduced recently. Some have not been substantially revised since they were inherited from the local education authority (LEA) at incorporation. The personnel function is currently contracted out to the LEA but the college is in the process of developing its own personnel management. All college staff have signed new, more flexible contracts. There are appropriate, written job descriptions for all posts. The staffing structure has been undergoing change in the last two years. For example, the senior management team has been reduced from eight to five since incorporation and middle management has been restructured. This has reduced the percentage of the budget spent on staffing from 79.7 per cent in 1994-95 to 73.3 per cent in 1996-97. There is a reasonable mix of male and female staff in the college. Four out of five senior managers are female. There are no staff from minority ethnic backgrounds.

**Equipment/learning resources**

59   The college does not have a consistent strategy to develop resources for learning. The library has been in the same accommodation since 1959, when the building was constructed. It can seat 39 students with another 10 places available at computer desks. It is woefully inadequate for the number of students the college now enrols. Students who cannot find work spaces in the library, or who wish to work in groups, are sent to the hall or to find an empty classroom, if one is available. The library has recently undergone a major refurbishment and is now a pleasant location for private study. In addition to books, it houses a small number of newspaper periodicals, six computers with a small range of software and compact disk read-only memory (CD-ROM) databases, careers information and a television and video machine for students to view the selection of video tapes available. The library budget is currently £2,000, which represents £2.50 per student. Money to buy books is allocated to departments, many of which have their own stock of books. Some

departments place their texts in the library for general access by students. The librarian relies on lists from departments to identify books which are available in subject bases across the college in order to refer students to departments to borrow them. A security system has been installed which has encouraged departments to locate more of their books in the library. The library has an inadequate stock of texts to enable students to undertake the research required in the social sciences. There is only a small range of books in the library to support the teaching of English.

60   The equipment available to support teaching is generally adequate. Classrooms are well equipped with whiteboards and facilities for the use of overhead projectors. Subject departments provide students with textbooks and have their own arrangements for lending out and recording the allocation of texts to students. Many of the learning resources in psychology are the personal property of teachers. In English, there is a wide range of background material to support teaching. Business studies students have access to a variety of relevant materials, including CD-ROM, computer software, videos, texts and periodicals. In science, some specialist equipment is old and in need of replacement but good use is made of a gas chromatograph for demonstrations to students.

61   The college made a major investment in new computing equipment at the beginning of April 1997. Students now have access to six computers in the library, in addition to computers in one open access room and two other rooms which are timetabled for class teaching but which can be used by individual students at other times. Two of the rooms housing the computers are small and their location makes supervision and support for students difficult to provide. The college has acquired 110 computers of the latest specification, including 14 notebook computers for staff to borrow. Seventy are available for students' use giving a ratio of students to computers of 12:1. Five computers are available in the staff room and all senior managers have their own computer. All computers are networked, giving good access to software across the college. To date, subject areas have been slow to incorporate information technology into their teaching. Staff development is planned but departmental teams should build information technology into their curriculum to make full use of the new resources available.

**Accommodation**

62   The college's accommodation strategy provides a detailed assessment of the college's buildings and identifies necessary improvements. Many of these have already been made under the supervision of a small estates team led by the assistant principal for finance and estates. Extensive measures have been taken to improve the security of the buildings and these have led to a vast reduction in the incidents of theft and vandalism. The site manager regularly inspects the site to identify and rectify any health and safety infringements. The planned programme of maintenance, refurbishment and redecoration has covered the majority of specialist and

general teaching rooms.  All of the college's buildings are inaccessible to students with restricted mobility and improvements are difficult to make without extensive renovation or rebuilding.  Many rooms can only be reached by narrow stairs and corridors and others, including the library, have their own sets of stairs leading to them.  There are numerous directional signs around the college to help students and visitors but external signing to the college is poor.

63    General teaching rooms are clean and well furnished and most provide a stimulating learning environment.  The majority have relevant wall displays, including some of students' own work.  All rooms have modern, moveable furniture, new whiteboards or chalkboards, an overhead projection screen and window blinds, where appropriate. The refurbishment has made some accommodation more flexible.  Extra teaching rooms have been created by the use of well-designed dividers which can easily be removed, if required.  Some of these extra rooms are narrow and do not easily accommodate group work.  There are no lockers for students so that bags and coats tend to be left on classroom floors. Six classrooms are located in temporary buildings.  While two of these are new and in good condition, the other four are over 10 years old and have become difficult to maintain.

64    Specialist accommodation is of a good standard in languages, mathematics, performing arts and social sciences.  The language suite includes language laboratories and provides a good base for language teachers and students who have set up a range of displays and resources, including mementos from foreign trips.  There is a refurbished and newly-equipped performing arts studio which has computerised lighting. Science laboratories have had new sinks, fume cupboards and storage cupboards installed.  They remain located on separate floors.  Changes in enrolments in science subjects have led to a reallocation of the larger laboratories to the more popular subjects.  Even so, some are overcrowded at times.  Specialist computing rooms are used for about 20 per cent of the time for general teaching, but they have inappropriate work surfaces for this work.  Language laboratories are timetabled as teaching rooms and are rarely free for independent study.  Room timetabling has only recently become a whole-college function.  The database showing room usage does not necessarily record changes when they occur.  There have been no periodic checks carried out to determine the efficiency of room use.

65    There is a shortage of areas for students' study and recreation.  There is no student common room.  The gymnasium, which is shared with the adjacent high school, is not available for students for most of the week. The refectory and snack bar are both small for the size of the college.  They are overcrowded at peak times.  The college has tried to address the difficulties by staggering lunch times on four days, extending refectory opening throughout the day so that it can be used as a common room during the afternoons, opening the hall as a common room when it is not

being used by classes, and allowing students to use free classrooms for quiet study.  Despite these measures, students are forced to congregate in corridors and doorways.

**CONCLUSIONS AND ISSUES**

66    The main strengths of the college are:

- well-qualified staff and generally high standards of teaching

- the wide range of GCE A levels offered

- well-organised work experience for students

- the complementary studies programme which is taken by all students

- a consultative management style which keeps staff well informed of developments

- a planning process which allows both governors and staff to contribute

- the opportunities for students to obtain guidance before coming to college and the arrangements for their induction

- a clear but flexible tutorial framework

- arrangements for quality assurance which are understood and implemented by staff

- a students' council which plays an important role in the life of the college.

67    The college should address:

- inconsistencies in entry requirements for related GCE A level courses

- poor retention rates on some GCE A level courses

- the lack of additional support for the development of students' key skills

- the insufficient guidance for students on opportunities for progression within further education and for entry to employment

- the inadequate library and other resources for learning

- the failure to integrate information technology with other aspects of subject work

- insufficient technician support for information technology

- inadequate monitoring of room use.

# FIGURES

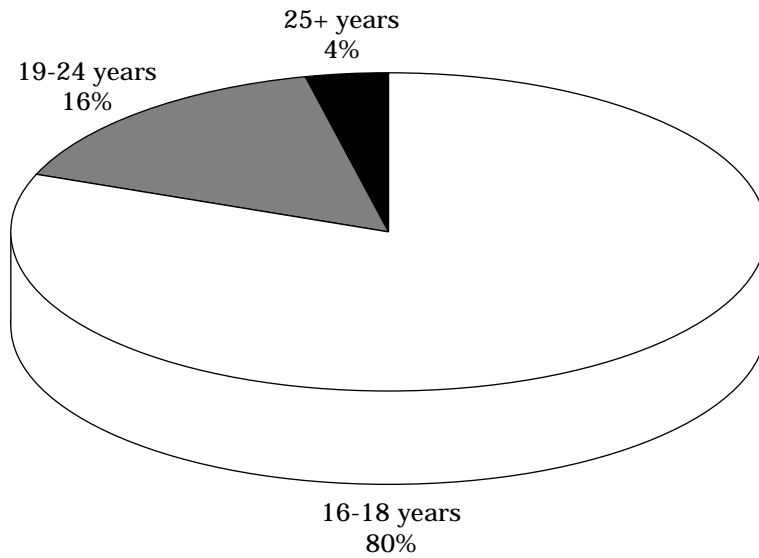**Note:** the information contained in the figures was provided by the college
to the inspection team.

**Figure 1**

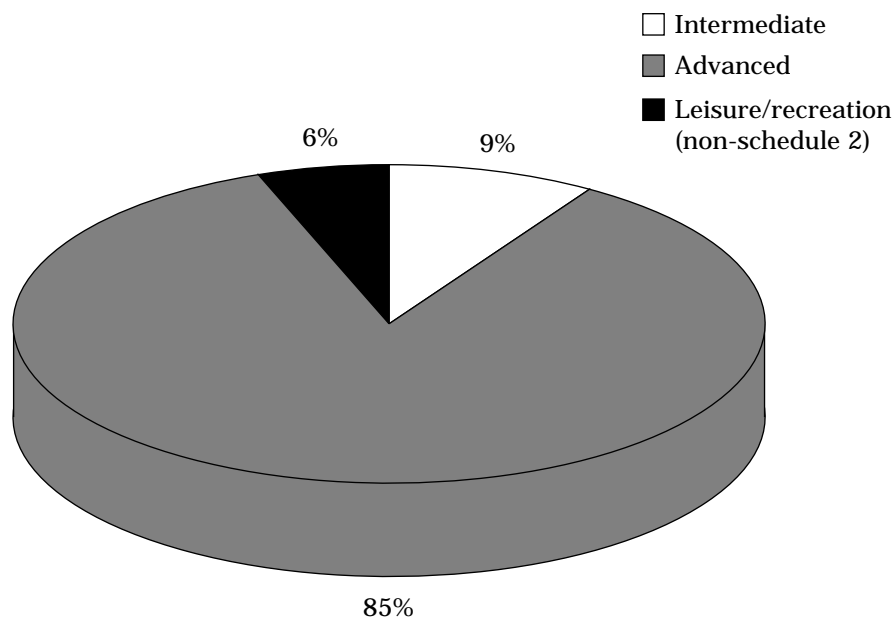**North Bolton Sixth Form College: percentage student numbers by age (as at November 1996)**



Student numbers: 848

**Figure 2**

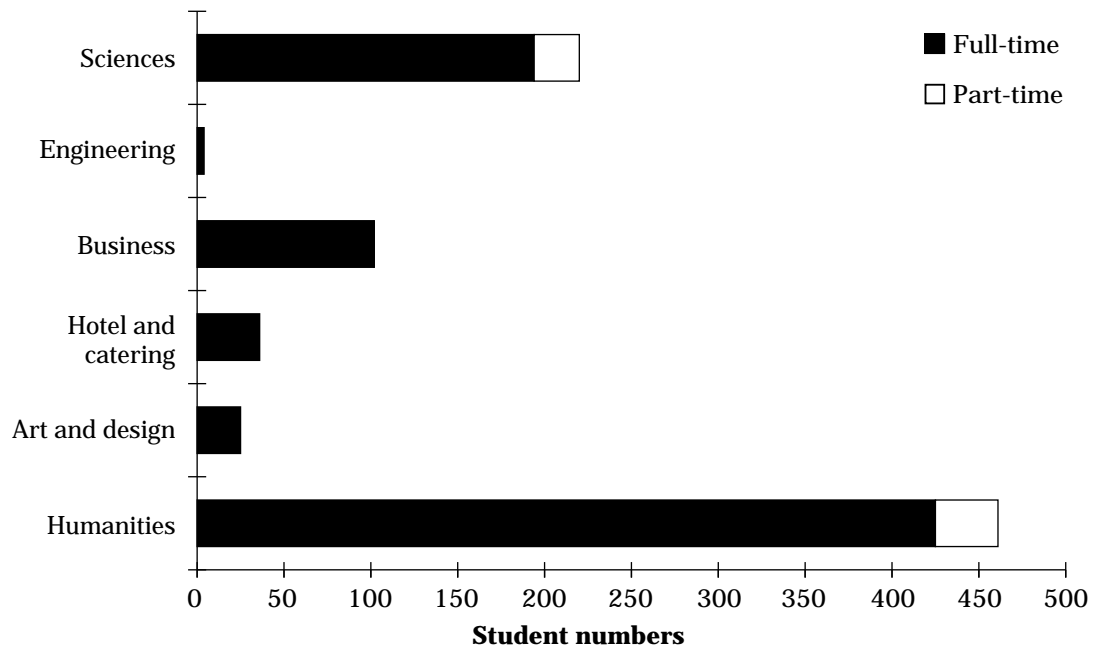**North Bolton Sixth Form College: percentage student numbers by level of study (as at November 1996)**
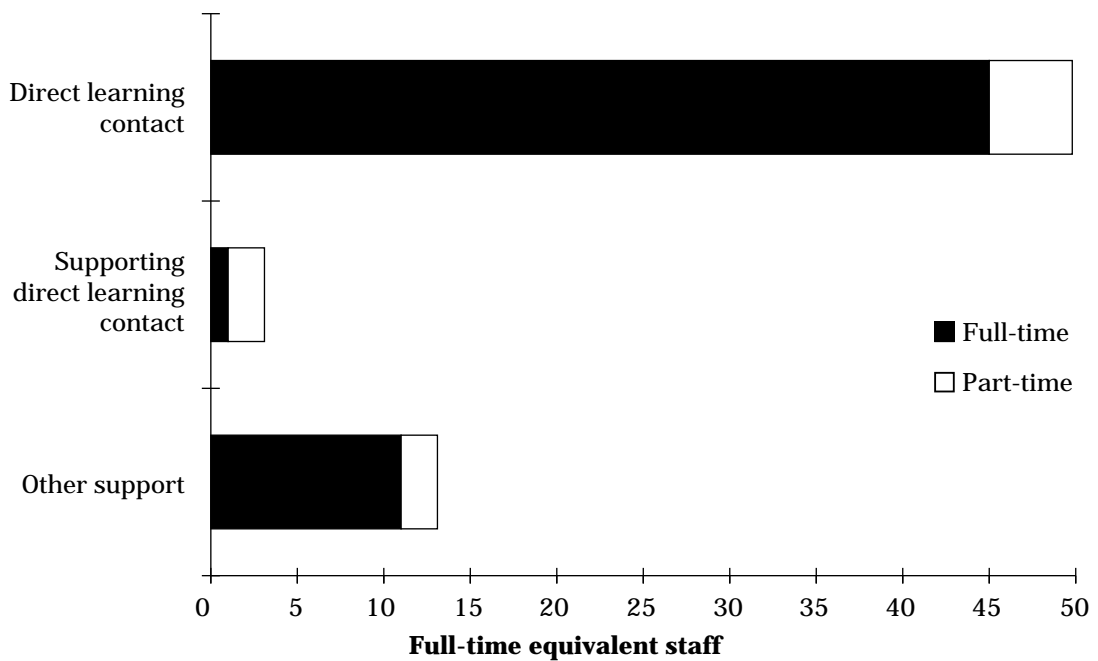


Student numbers: 848

**Figure 3**

**North Bolton Sixth Form College: student numbers by mode of attendance and curriculum area (as at November 1996)**



Student numbers: 848

**Figure 4**

**North Bolton Sixth Form College: staff profile – staff expressed as full-time equivalents (as at December 1996)**
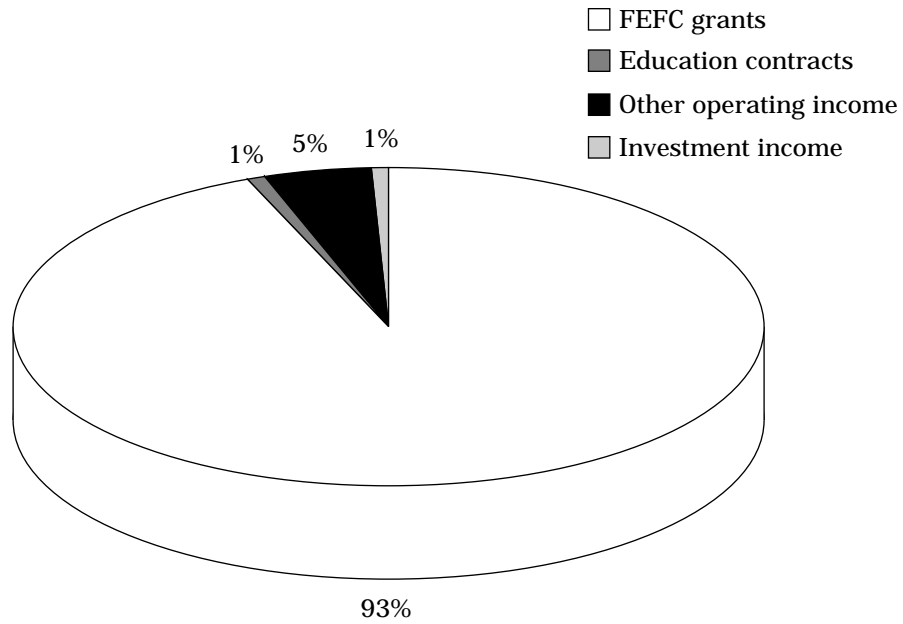


Full-time equivalent staff: 66

**Figure 5**

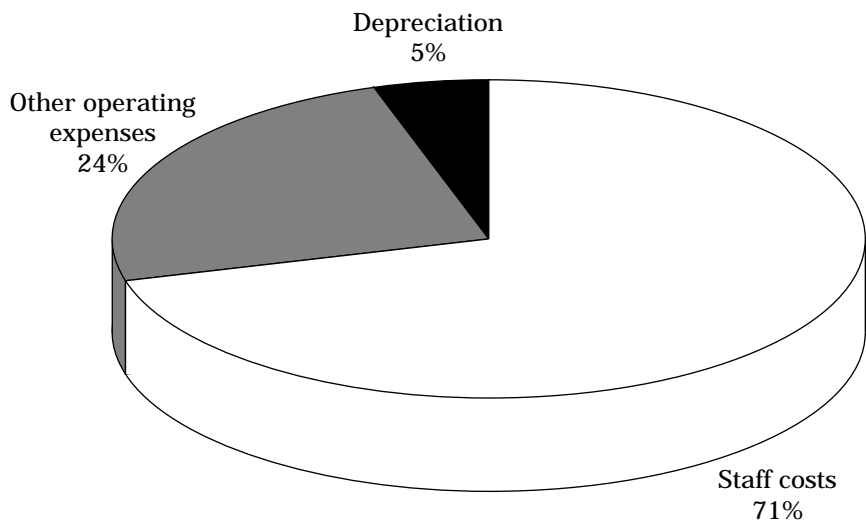**North Bolton Sixth Form College: income (for 12 months to July 1996)**

□ FEFC grants
▨ Education contracts
■ Other operating income
▨ Investment income

1%  5%  1%

93%

Income: £2,315,000

**Figure 6**

**North Bolton Sixth Form College: expenditure (for 12 months to July 1996)**

Depreciation
5%

Other operating
expenses
24%

Staff costs
71%

Expenditure: £2,310,000