



# Barton Peveril College



ADULT LEARNING  
INSPECTORATE

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## Inspection report

Audience  
Post-sixteen

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## Basic information about the college

Name of college: Barton Peveril College

Type of college: Sixth Form College

Principal: Godfrey Glyn

Address of college: Chestnut Avenue, Eastleigh, Hampshire SO50 5ZA

Telephone number: 023 8036 7200

Fax number: 023 8036 7228

Chair of governors: Mr Andy Renwick

Unique reference number: 130701

Name of lead inspector: Martyn Rhowbotham, HMI

Dates of inspection: 27 February – 3 March 2006

## Background of the organisation

1. Barton Peveril College is a sixth form college in Eastleigh, Hampshire, some six miles from Southampton and eight from Winchester. It was established in 1973. Previously it had been a mixed grammar school. The college serves a community of rural and urban areas in southwest Hampshire and also attracts students from Southampton and Winchester. The Eastleigh travel to work area has a low rate of unemployment and a high proportion of managerial and professional workers. The college provides a general sixth form education to over 2,250 full-time students aged 16-18, the large majority following level 3 courses. There are 49 GCE A level courses, 54 AS level courses and three level 3 vocational courses on offer. The college also provides four vocational courses at level 2, with a total of 68 students enrolled, and a small number of GCSEs. It also offers part-time courses for some 2,600 adults. Not all of these courses lead to a recognised qualification. Approximately 8% of students come from a black and/or minority ethnic background which is above the borough average.
2. The college's mission is to be a centre of excellence in post-16 education, adding value to its students, both in terms of their experience and in their levels of achievement. There are 10 traditional partner schools, all of which are 11-16 mixed comprehensive schools. The college is a partner in the Eastleigh Consortium of schools and colleges and works closely with Eastleigh College to meet the needs of the community.

## Scope of the inspection

3. In deciding the scope of this inspection, inspectors took account of: the college's previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); the college's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC); reports from the inspectorate annual assessment visits; and data on enrolments and learners' achievements over the period since the last inspection. This inspection focused on the following aspects:
  - overall effectiveness of the college and its capacity to improve further
  - achievements and standards
  - quality of provision
  - leadership and management

## Summary of grades awarded

Effectiveness of provision	Good: grade 2
Capacity to improve	Good: grade 2
Achievements and standards	Outstanding: grade 1
Quality of provision	Good: grade 2
Leadership and management	Good: grade 2

## Overall judgement

Effectiveness of provision

Good: grade 2

4. Barton Peveril is a good sixth form college. It provides an environment which is highly supportive of academic achievement. Success rates on level 2 and level 3 courses are high. Value added scores on GCE A level courses show that students achieve well above the grades expected for them on the basis of their prior attainment. Attendance and punctuality to lessons are both very good.
5. Teaching and learning are generally good and student progress is monitored effectively. In the best lessons students are highly motivated, participate well and enjoy their learning. Students are confident and apply their knowledge well. Students' progress is monitored very effectively both formally and informally. Students with learning difficulties and disabilities and those requiring additional help with literacy or numeracy are very well supported.
6. There is a wide range of AS level and GCE A level courses on offer. Good links exist within the Eastleigh Consortium and the college's current offer reflects the 14-19 partnership strategy of the area. The college's approach to social and educational inclusion is satisfactory.
7. Students benefit from outstanding guidance and support. Strategies are in place for effective transition from school to college. Support systems for students' personal issues are comprehensive. Subject support is strong and offered through formal, informal and electronic means. The tutorial programme is comprehensive and has improved since the last inspection.
8. Leadership and management are good. Standards have risen overall over the last three years. Leaders and managers set a clear strategic direction for the college. Governors are committed to the college and monitor its financial performance rigorously. The self-assessment report lacks focus, listing as strengths many aspects that represent standard practice. Key questions are not awarded any grades. The new accommodation provides excellent facilities especially for sport, dance, drama, English and music.

Capacity to improve

Good: grade 2

9. The college monitors its performance regularly and has an effective process for setting and achieving targets. Heads of departments are aware of courses that are underperforming and in most cases the outcomes from actions taken have led to improved performance. Targets for improvements in retention, achievement and success rates have been achieved across the college. Value added scores have been maintained at a high level. Teaching is generally good and staff training is effective in raising standards. Regular observations of teaching and learning take place but the moderation of the outcomes of these is not sufficiently rigorous. The self-assessment report recognised the high

levels of students' achievements. However, the self-assessment process is under developed since the report listed as strengths too many aspects which are standard practice and did not identify key cross college areas for improvement.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

10. The college has made good progress in addressing the issues raised in the last inspection in 2002. Improvements have been made in retention rates and the high standards at the last inspection have been maintained and built upon in most cases. Success rates in key skills qualifications have also improved to above the national average. Tutorial provision has been strengthened. New facilities and accommodation have been provided and the college remains in a strong financial position.

Key strengths of the college

*Strengths*

- High success rates on level 2 and level 3 courses for 16-18 year olds
- Excellent value added on GCE A level courses
- Good monitoring of students' progress
- Outstanding support for students
- Good new facilities and accommodation

Areas for improvement

*The college should address:*

- The lack of focus in whole college self-assessment judgements
- Success rates on some courses

## Main findings

### Achievements and standards

Outstanding: grade 1

11. The college expects all of its students to do well. Targets for students' success, based on their previous attainment, are challenging yet realistic. Students' progress is monitored effectively throughout their time in college.
12. Students' achievements and standards are outstanding. The high standards found at the last inspection have been maintained and built upon successfully in most cases. Success rates on level 3 courses for 16-18 year olds, which represent over 95% of provision, rose in 2003/04 to 84%, which is four percentage points above the national average for similar colleges. This standard was maintained in 2004/05. On level 2 courses, success rates were 78% in 2003/04 and improved significantly in 2004/05 to 85% which is well above the national average for similar colleges. Success rates on level 1 courses, most of which are taken as additional courses, rose in 2004/05 from well below the national average to 67% which is now in line with the national average. Success rates on level 2 and level 3 vocational courses have improved over the last three years and are now significantly above the national average.
13. In 2004/05 there were 100% pass rates in 29 subjects at GCE A level. There were some outstanding high level pass rates, for example in art, drama and theatre studies, electronics, further mathematics, Spanish and English language. The high level pass rates in business studies and accounting were poor. The pass rate on AS level courses for 16-18 year olds has remained above the national average for the last three years and the college is aware of the few courses where success rates are low. In 2004/05, there were 18 courses with 100% pass rates. There were very good high grade pass rates in music, film studies, photography and English language. Retention rates on level 2 and level 3 courses are high.
14. Students aged 16-18 of all abilities make excellent progress on GCE A level courses taking into account their prior attainment. Their progress on AS level courses is good overall. Students with higher qualifications on entry to AS level courses make better progress than those students with lower levels of attainment. Achievement in key skills has improved since the last inspection to above the national averages but remains low. Standards and achievements on courses for adults are below those on courses for 16-18 year olds but are generally at or above the national averages.
15. Students work well in lessons and the vast majority take an active part in college life. Students speak confidently about their work. They are aware of the progress they are making on their courses. Attendance is monitored very well and is very good. Punctuality to lessons is also good.



## Quality of provision

Good: grade 2

16. The overall quality of teaching and learning is good. Teachers demonstrate good knowledge and understanding of their subject. Students respond well to this expertise by working hard. Courses are organised well and the teachers are helpful, approachable and supportive. Most lessons are structured well and contain an appropriate range of learning activities. For example, in an Italian lesson, the teacher gave a thorough explanation of vocabulary differences in Italian and then enabled students to demonstrate their good speaking skills. In the better lessons, students are highly motivated and enjoy their learning. The college acknowledges that in a minority of lessons, teaching does not meet the needs of all students sufficiently and this was confirmed by inspectors. The college has a teaching and learning quality review process that is used to improve teaching practice and the teaching and learning group has developed innovative projects that have supported students' learning and success. For example, in the geography department students use wireless technology to work collaboratively on projects to develop high level analytical skills.
17. Students' progress is monitored regularly. Tutors are provided with up-to-date information on students' attendance and performance in individual subjects. Formal reviews are undertaken twice yearly, supported by regular progress meetings which allow students the opportunity to comment on their performance and to agree future targets. Communication with parents and carers is regular and effective. The majority of teachers set homework regularly which is returned within agreed deadlines. Most work contains supportive feedback. Curriculum areas devise their own assessment policies to support the needs of their students.
18. Students with learning difficulties and disabilities are supported well and the college proactively seeks information from partner schools as to how best to meet the individual needs of these students when they transfer to college. Analysis of comparative performance shows that students who receive additional learning support improve performance and effective measures are in place to encourage good attendance at these sessions. Of those identified as needing additional support last year, over 93% attended support sessions. Outcomes of learning support are communicated very effectively across the college.
19. The college also ensures that students who did not gain high grade GCSEs in mathematics or English at school are given the opportunity to re-take these examinations where appropriate. Students without an IT level 2 qualification also have the opportunity to undertake one. The college ensures that a large proportion of students take a level 3 key skills qualification in the second year of their programme. Success rates on key skills programmes, although above the national average, are low.

20. The curriculum is matched appropriately to the needs and interests of students. The range of AS level and GCE A level programmes is very wide with 49 GCE A levels and 54 AS level courses. Good efforts are made to accommodate individual learner requirements where modules of AS level courses are completed in Year 11 in feeder schools. The college offers four vocational programmes at level 2 and a small range of GCSE courses. Good links exist within the Eastleigh Consortium for local learners and the college's current offer reflects the 14-19 partnership strategy of the area. Clear progression pathways are created following close working and liaison with partner schools and Eastleigh College.
21. The college's approach to educational and social inclusion is satisfactory. Appropriate progress has been made to widen the college's offer for 'Skills for Life' and the college has developed some links with voluntary and community groups. Provision for 14-16 year olds is limited to AS level critical thinking and AS level citizenship. Success rates on these programmes are satisfactory. A more comprehensive range of programmes to meet the wider needs of learners is offered beyond the college but within the Eastleigh Consortium.
22. The college does not actively seek to provide training opportunities for employers. Approximately 14% of full-time students are placed on work experience with local organisations. The college's approach to employer engagement has been one of working through the Eastleigh Consortium and with Eastleigh College in particular.
23. Enrichment activities are very good and are well attended. Sporting activities are strong and a number of students represent the college at county and regional level. Other accredited programmes such as teaching English as a Foreign Language (TEFL), Japanese and sign language are also very popular. Social areas for students and the new internet café are popular and used well. Students contribute effectively to the annual review of the enrichment programme which, together with tutorials, contribute effectively to students' capacity to stay safe and healthy. The college's responsibilities for child protection are effectively discharged.
24. Guidance and support for students is outstanding. Applicants to the college receive a wide range of information and taster opportunities and students receive good support from specialist staff and admissions tutors. College publicity materials are comprehensive and well presented for intended audiences.
25. Strategies are in place to encourage effective transition to the college through a "buddy" system for new starters. Support systems for students' personal issues are comprehensive. Subject support is strong and offered through formal, informal and electronic means. Attendance monitoring is very rigorous and has resulted in further improvements to 94% for the current academic year. The tutorial system has improved since the last inspection. The programme is now very comprehensive and prepares students well for life

after college. The "Studio" and "Reflections" tracking systems are highly effective in enabling staff to monitor students' progress in a holistic way. Students hold these systems in high regard because they are able to receive help rapidly in a discreet way about personal or academic matters.

26. There is a well-embedded 'cause for concern' process used to support students identified as at risk either because of low relative prior attainment or other personal reasons.
27. Careers guidance for progression to higher education is excellent. A job seekers programme is in place for the small number of students progressing to employment rather than higher education.

## Leadership and management

Good: grade 2

28. Leadership and management are good. Good strategic direction is provided by the principal, governors and senior managers. The mission of the college is clear and understood by all staff. There is a culture of raising standards and overall college success rates have risen over the past three years. Communications throughout the college are good, ranging from short daily staff briefings to an innovative on-line student progress monitoring system, which staff and students can access from college and from home.
29. The strengths listed in the self-assessment report were highly disaggregated and the report did not identify key strengths or areas for improvement. It also listed many standard practices as strengths. Grades were awarded for curriculum areas but not for key questions, including leadership and management. The quality improvement plan contains detailed actions and targets. Effective course reviews are carried out in the curriculum areas, but moderation of internal lesson observations is not robust. Quality assurance processes have not yet fully impacted across the whole curriculum.
30. The college has strong pro-active links with local schools and colleges. They work together to improve the curriculum offer and share information about courses and learners. Links with employers are mainly through contacts for work experience.
31. Resources are good. There is some high quality new accommodation, including a new sports hall and dance and drama facilities. Additionally, investment has been made in teaching resources including interactive whiteboards. There is a rolling programme for replacement of computing equipment and classroom furniture. Good use is made of large spaces especially in the art department. Classrooms and public spaces display good quality examples of students' work. The proportion of staff with teaching qualifications is very high and the very small numbers who have yet to obtain a recognised teaching qualification are undergoing training. Staff have a yearly development meeting, where performance targets are set and discussed. The range of staff training undertaken is wide and links clearly to the strategic plan.

32. The college complies with child protection, race relations and disability discrimination legislation. The college analyses and monitors its performance with regard to these aspects of its work. The college site is fully accessible. Equality and diversity issues are discussed at tutorial sessions and a cross-college diversity week is to be organised by students.
33. Governance is good. Governors are highly committed and they bring with them a wide range of professional experience and expertise. They provide appropriate challenge and the monitoring of college finances is especially rigorous. However, because the key cross-college areas in the self-assessment report were not graded, it has been more difficult for governors to reach precise conclusions about standards of whole college performance.

## Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	02/03	404	59	60	-1	98	53	55	-2
	03/04	364	59	67	-7	79	68	57	11
	04/05	265	67			88	74		
GNVQs and precursors	02/03								
	03/04								
	04/05								
NVQs	02/03								
	03/04								
	04/05								
Other	02/03	404	59	59	0	98	53	55	-2
	03/04	364	59	66	-7	79	68	57	11
	04/05	265	67			88	74		

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	02/03	695	74	70	4	69	62	52	11
	03/04	625	78	74	4	94	71	55	16
	04/05	507	87			142	70		
GCSEs	02/03	355	76	74	2	43	58	58	0
	03/04	362	78	77	1	56	79	62	16
	04/05	382	86						
GNVQs and precursors	02/03	69	70	67	1				
	03/04	82	70	73	-3				
	04/05	77	87						
NVQs	02/03								
	03/04								
	04/05								
Other	02/03	201	72	58	14	26	69	49	20
	03/04	210	80	68	12	38	61	52	9
	04/05	48				80	76		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	02/03	5692	81	79	2	261	61	57	4
	03/04	6198	84	80	4	224	57	56	0
	04/05	7225	84			266	59		
A/A2 Levels	02/03	1876	94	89	5	76	66	73	-7
	03/04	2181	92	91	1	57	70	75	-5
	04/05	2266	94			103	62		
AS Levels	02/03	3615	75	75	0	182	60	55	5
	03/04	3751	81	75	6	157	54	52	2
	04/05	4606	80			156	58		
GNVQs and precursors	02/03	171	59	63	-4				
	03/04	205	68	68	0				
	04/05	276	80						
NVQs	02/03								
	03/04								
	04/05								
Other	02/03	30	87	63	24				
	03/04	61	70	63	7				
	04/05	67	82						