

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Barton Peveril
Date of visit: 16 October 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

Achievement and standards

Have improving success rates been sustained in 2005/06? What areas/levels/ages in particular have shown movement in performance and why?

- High success rates have largely been maintained for combined GCE advanced supplementary (AS) and GCE advanced (A) level courses in 2005/06. The success rate on A level courses has fallen slightly because the retention rate has fallen by 2 percentage points; but the success rate on AS levels has risen because the overall pass rate has risen by 3 points and the retention rate has been maintained. Some subjects (for example, AS history, AS critical thinking, AS economics, AS communications, AS media, AS computing, A level human biology, A level communications) show success rates well below the national averages for 2004/05 – in most cases this is because pass rates are low; many more (for example, AS citizenship, AS law, AS and A level biology, AVCE health and social care (double award), AVCE business (double award), AS and A levels in both German and Spanish, AS graphics) show success rates well above the national averages for 2004/05. General certificate of education (GCSE) pass rates at grades A - C rose to 71%. Success rates for advanced vocational certificate of education courses (AVCE) also rose and the pass rate for all such courses, for both single and double awards, was outstanding at 100%.
- Success rates on key skills continued to improve in 2005/06: these are now all well above the low national averages and some (for example communications level 3 and application of number level 3) are now good. The college has succeeded in its determined efforts to ensure that as many students as possible achieve at least one key skill at the appropriate level.
- The college is putting a renewed focus on raising students' aspirations, especially in respect of their ambitions for higher education and the unrealised potential of some students to gain places at the most

selective universities. The college acknowledges that some students could be prepared still more thoroughly, and earlier, for their application to University.

What change has there been to enrolment patterns and numbers in the last year, and how is this being reflected in the college's business focus?

- Full-time enrolments by students aged 16 to 18 remain steady in 2006/07. There is a significant fall in the numbers taking level 3 courses in computing, and more of these students are now studying applied information and communications technology. Changes in enrolments by adults reflect changing funding priorities and the college's own pricing response: considerably fewer subsidised courses and more full cost courses are now available. Numbers on full cost courses have largely been maintained despite increased costs.

What do value added, distance travelled and high grade measures show about the relative progress made by students?

- College data show that in 2005/06 students made approximately the same degree of progress as in 2004/05. Progress by AS level students, as measured by the ALPS system, has risen: the score remains grade 4, which keeps the college in the top 40% of similar colleges by this measure. Progress by A level students has risen slightly and the score remains grade 3, which keeps the college in the top 25% of similar colleges by this measure. The proportion of students gaining high grades has continued to rise, as it has nationally. The college exceeded its own A-C grade target in A levels by 2 points, but fell 5 points short of its own A-C grade target in AS levels – although the figure achieved was 3 points higher than that achieved in 2004/05. The proportion of students gaining grade A rose 3 points, and the proportion gaining grades A or B rose 4 points. The proportion gaining high grades on AVCE courses also rose.

Quality of education and training

Are there any new curriculum developments or new accommodation for 2006/07?

- The Eastleigh 14-19 consortium, of which Barton Peveril college is a key member, is entering a bid to run the new 14-19 specialist diplomas. A common timetable block has been agreed between all members of the consortium – 2 colleges and 5 secondary schools. Quality assurance mechanisms and protocols have been established. The college's specific

curriculum offer is GCSE Japanese. A number of innovations are being developed within subject areas: for example, in history students are making and exchanging their own podcasts of specific topics and themes in the syllabus.

- Following the recent completion of a major new building programme, many new facilities are now fully in use. Additionally, the dedicated English block has now been opened and provides a much improved subject identity and access to on-line resources. A new lecture theatre and internet café have been opened. The media area has been refurbished and now houses an adequate number of industry-standard computers and editing facilities. The college is preparing plans for a new building to accommodate the sciences and the New Diploma provision.

Leadership and management

The college was inspected in March 2006. Apart from 'success rates on some courses' the only key area identified for improvement was a sharper focus in the self-assessment report, especially at whole college level. What is being done to address this, and has the SAR for 2005/06 adopted any different processes thus far? Are there any other actions being pursued as a consequence of the inspection's findings?

- The self-assessment process for 2005/06 is not yet complete. It is being given a sharper focus by: grading all key cross-college aspects; ensuring that identified key strengths are exactly that, and not just standard good practices or features of provision; including curriculum judgements and analyses as appendices; moderating and validating curriculum reviews still more rigorously; sharing good practices in the SAR process with other colleges.
- The senior management team is shortly to be increased from 4 to 6 in order to make it a more actively strategic leadership body. The additions will be a director for resources, and a director for quality and the 14-19 curriculum.