

## **Summary College Performance Report**

Norton Radstock College  
(105206)

## Table of Contents

<b>Introduction</b>	5
<b>Section 1: Contextual Information</b>	7
<b>Figure 1.1:</b> Number of learners on roll in 2006/07 by age group	8
<b>Figure 1.2:</b> Percentage of 16-18 learners on roll in 2006/07 by gender	8
<b>Figure 1.3:</b> Percentage of 19+ learners on roll in 2006/07 by gender	8
<b>Figure 1.4:</b> Percentage of 16-18 learners on roll in 2006/07 by ethnicity	9
<b>Figure 1.5:</b> Percentage of 19+ learners on roll in 2006/07 by ethnicity	9
<b>Figure 1.6:</b> Percentage of 16-18 learners on roll in 2006/07 by resident local authority – ranked	10
<b>Figure 1.7:</b> Percentage of 19+ learners on roll in 2006/07 by resident local authority – ranked	10
<b>Figure 1.8:</b> Percentage of enrolments and FTEs for 16-18 learners in 2006/07 by notional level	11
<b>Figure 1.9:</b> Percentage of enrolments and FTEs for 19+ learners in 2006/07 by notional level	11
<b>Figure 1.10:</b> Percentage of enrolments and FTEs for 16-18 learners in 2006/07 by sector subject area	12
<b>Figure 1.11:</b> Percentage of enrolments and FTEs for 19+ learners in 2006/07 by sector subject area	12

<b>Section 2: College Performance</b>	13
<b>Figure 2.1:</b> Success, retention and achievement rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07	15
<b>Figure 2.2:</b> Success, retention and achievement rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07	15
<b>Figure 2.3:</b> Success rates for 16-18 year olds on all long courses (excluding key skills) by expected end year	16
<b>Figure 2.4:</b> Success rates for 19+ year olds on all long courses (excluding key skills) by expected end year	16
<b>Figure 2.5:</b> Success rates for 16-18 year olds on all courses (excluding key skills) with an expected end year of 2006/07 by notional level	17
<b>Figure 2.6:</b> Success rates for 19+ year olds on all courses (excluding key skills) with an expected end year of 2006/07 by notional level	17
<b>Figure 2.7:</b> Success rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07 by sector subject area	18
<b>Figure 2.8:</b> Success rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07 by sector subject area	18
<b>Figure 2.9:</b> Success rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – highest performing qualifications	19
<b>Figure 2.10:</b> Success rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – lowest performing qualifications	19
<b>Figure 2.11:</b> Success rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – highest performing qualifications	20
<b>Figure 2.12:</b> Success rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – lowest performing qualifications	20

**Annex - Inspection Report: Learner's achievements** 21

**Table 1:** Success rates on mainstream level 1 long qualifications, by qualification type, expected end year and age, 2004/05 to 2006/07, compared to the national rates for colleges of a similar type 21

**Table 2:** Success rates on mainstream level 2 long qualifications, by qualification type, expected end year and age, 2004/05 to 2006/07, compared to the national rates for colleges of a similar type 21

**Table 3:** Success rates on mainstream level 3 long qualifications, by qualification type, expected end year and age, 2004/05 to 2006/07, compared to the national rates for colleges of a similar type 22

## Introduction

### Aim

The summary CPR has been designed to provide a broad overview of colleges' contextual and performance data. In conjunction with the interactive CPR, the summary CPR is intended to be used by colleges as a tool to aid self-assessment and monitor standards. The summary and interactive CPRs are also made available to and are used by Ofsted inspectors to support college inspection and annual assessment.

A CPR online questionnaire is available to capture your feedback and thoughts in regards to the CPR. We would appreciate it if you could spare a few moments to complete this following your experiences with this year's CPR. The questionnaire can be accessed at <http://surveys.ofsted.gov.uk/cpr2008>. This can also be accessed via the feedback link in the interactive CPR.

### Content and data source

The summary CPR is split into two sections. The first, contextual information, provides general information about your college, detailing learner, enrolment and full-time equivalent numbers in various formats. The second, college performance, provides a short summary of your college's performance as measured by success, retention and achievement rates.

All data presented in the summary CPR have been provided to Ofsted by the national Learning and Skills Council (LSC) and is calculated using the same methodology used by the LSC to calculate the national data published in the April statistical first release (SFR) and July benchmarking files. Further guidance on the methodology and the data contained in this report can be found in the data definitions document that accompanies this report.

### Distribution

The summary CPR is available together with the interactive CPR on the provider gateway at <https://gateway.lsc.gov.uk/providergateway>. The reports can be accessed on the gateway by selecting the following controls: 'Document Exchange' > 'Document List' > 'CPR' > '06/07' > 'CPR Pack Summer 2008'. You should already have access to the gateway but if you require further support in this area please contact your provider gateway representative at your local LSC.

## Contact Points

If you have any comments or queries concerning your summary CPR, it is important that you contact the appropriate organisation.

If you have any queries over the background to or specific calculation of the data presented in your report, please refer to the available guidance in the first instance and, further to this, your local LSC if necessary. The LSC is responsible for maintaining the national data sources.

If you require support in accessing the provider gateway, please contact your LSC provider gateway representative.

However, if you have a query on the use of, or presentation of data in, the summary or interactive CPR, please refer to the accompanying guidance documents in the first instance. If you are still unable to find a resolution to your query, please contact the post 16 statistics team in Ofsted at [post16statistics@ofsted.gov.uk](mailto:post16statistics@ofsted.gov.uk).

## **Section 1: Contextual Information**

This section of the report provides general contextual information about your college. The data shown here can be used to provide some context in which to assess the performance indicators shown later in the report.

The specific data presented in this section include: the number and percentage of learners on roll in 2006/07 by age, gender, ethnicity and resident local authority; and the number and percentage of enrolments and full-time equivalents for learners on roll in 2006/07 by age, notional level and sector subject area.

Please note that the data shown in this section of the report are taken from ILR F05 (2007; 2006/07) returns that had been received and validated by the national LSC as at 31st March 2008. Further guidance as to how these data have been calculated is available within the data definitions document that accompanies this report.

Figure 1.1: Number of learners on roll in 2006/07 by age group

	16-18	19+	Total
Number on roll	995	4,131	5,126
Number of enrolments	3,776	5,662	9,438
Number of FTE	705	904	1,609

Figure 1.2: Percentage of 16-18 learners on roll in 2006/07 by gender

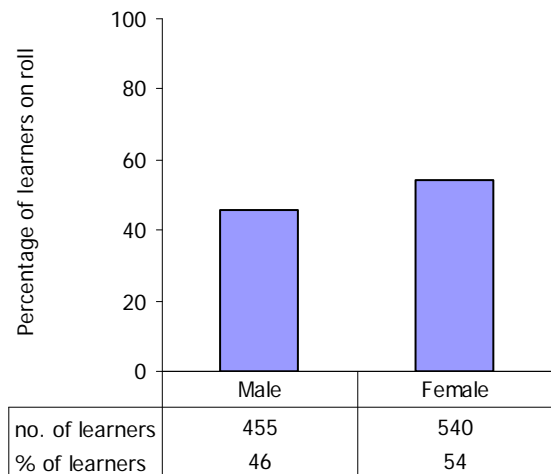


Figure 1.3: Percentage of 19+ learners on roll in 2006/07 by gender

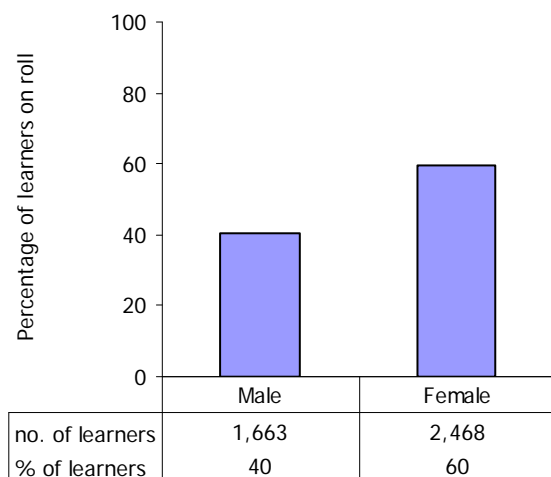


Figure 1.4: Percentage of 16-18 learners on roll in 2006/07 by ethnicity

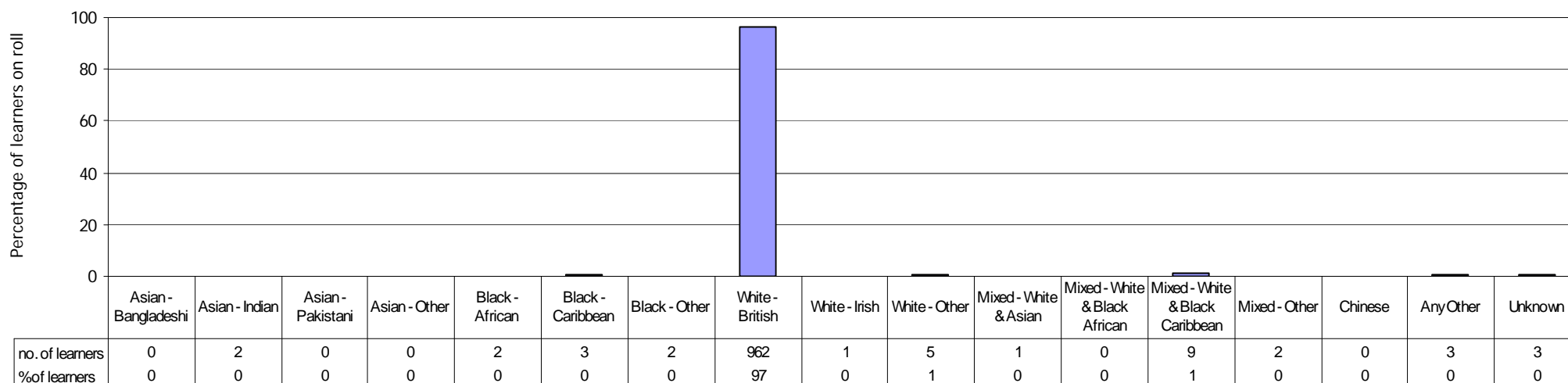
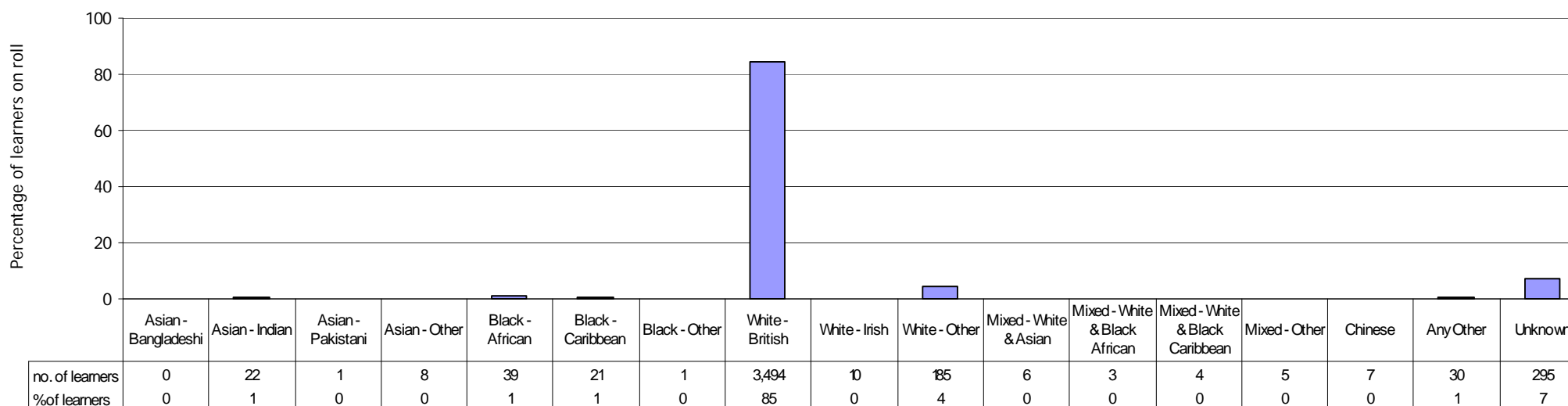


Figure 1.5: Percentage of 19+ learners on roll in 2006/07 by ethnicity



Note: Percentages may not add up to 100% due to rounding

Figure 1.6: Percentage of 16-18 learners on roll in 2006/07 by resident local authority – top 10 ranked

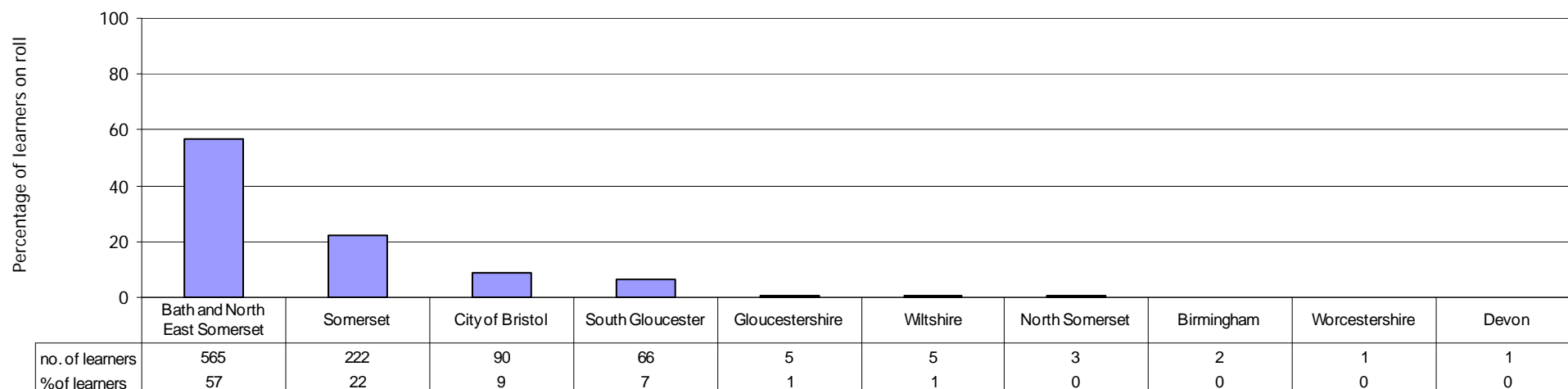
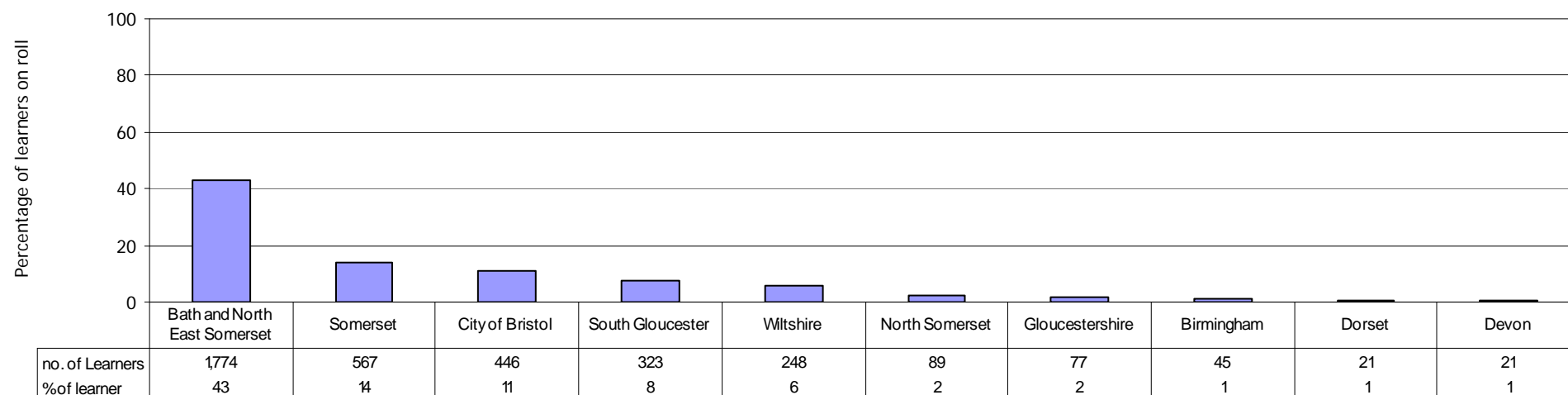


Figure 1.7: Percentage of 19+ learners on roll in 2006/07 by resident local authority – top 10 ranked



Note: Percentages may not add up to 100% due to rounding

Figure 1.8: Percentage of enrolments and FTEs for 16-18 learners in 2006/07 by notional level

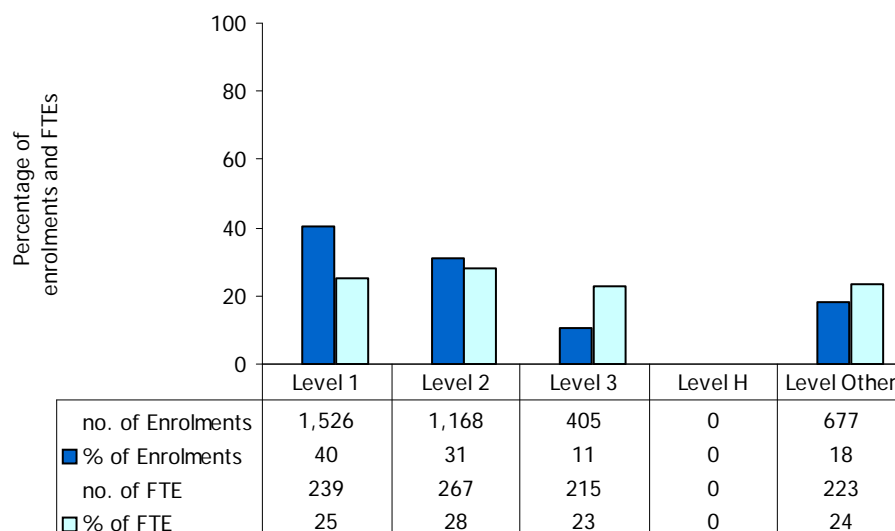


Figure 1.9: Percentage of enrolments and FTEs for 19+ learners in 2006/07 by notional level

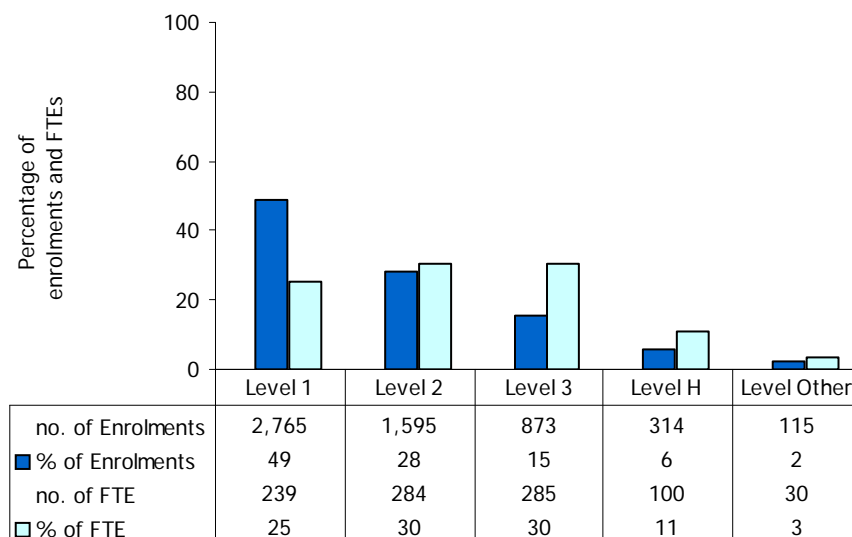
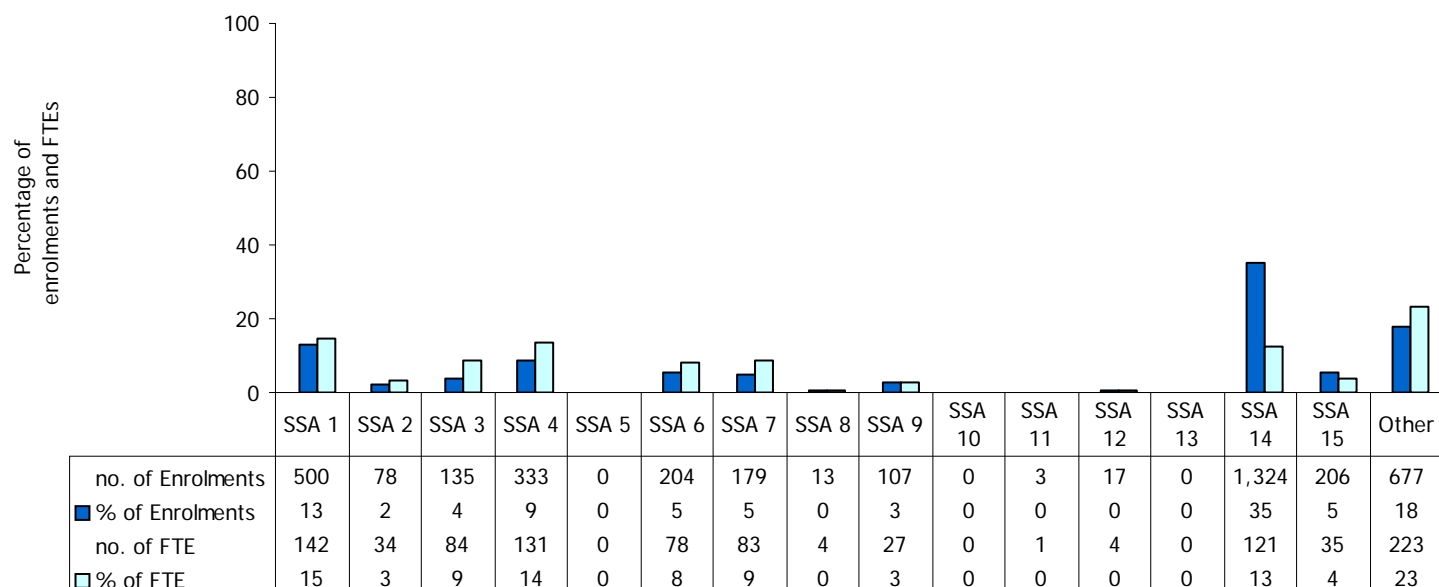
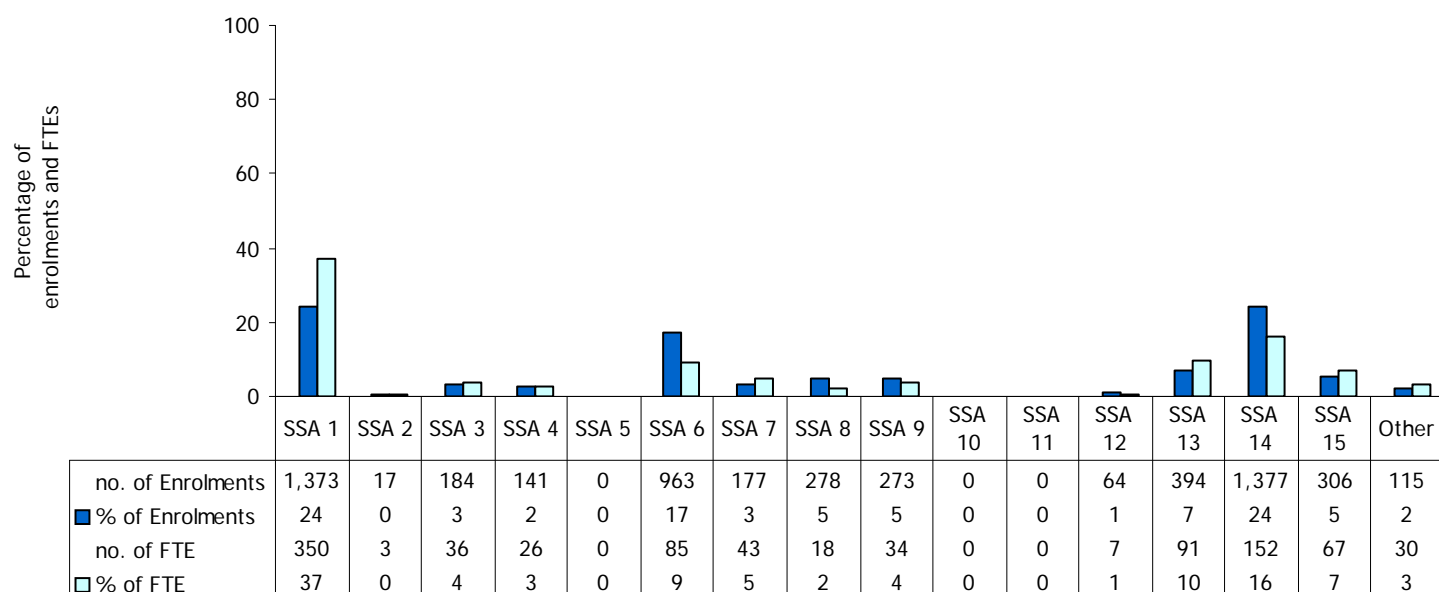


Figure 1.10: Percentage of enrolments and FTEs for 16-18 learners in 2006/07 by sector subject area



Note: A full list of sector subject areas is available within the CPR data definitions document

Figure 1.11: Percentage of enrolments and FTEs for 19+ learners in 2006/07 by sector subject area



Note: A full list of sector subject areas is available within the CPR data definitions document

## Section 2: College Performance

This section of the report provides a summary of your college's performance as measured by success, retention and achievement rates. Consistent with the LSC, the definitions used for these three indicators are as follows:

### Success Rate

The number of qualifications learners have fully achieved, divided by the number of qualifications started, excluding transfers out. For programmes of study of two years or more, success is calculated across the whole programme, that is, from the start to the end of the qualification.

### Retention Rate

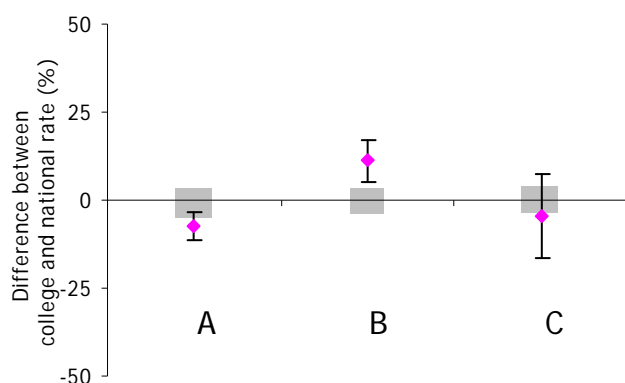
The number of learners, who have completed, divided by the number of learners who started the qualification, excluding transfers out. For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification.

### Achievement Rate

The number of qualifications learners have fully achieved, divided by the number of completed qualifications. This denominator includes those completers recorded with unknown outcomes in the ILR. Partial achievements are not included as achievements.

Within this section, the above performance measures are summarised by age, expected end year, notional level and sector subject area. In addition, lists of the highest and lowest performing qualifications for your college, relative to the national average for your college type, are also included.

All presentations within this section take the following consistent form:



In each output, the single dots represent the relative difference between the college and national rate, with dots above the line therefore indicating a positive difference and dots below the line pointing to a negative difference. The vertical lines around each dot represent the range of values within which we can be statistically confident, after variation and cohort size are taken into account that the actual difference between the college and the national lies. This range is called the confidence interval. The position of the interval in relation to the national line, therefore, provides a robust indication as to whether the performance of learners in the college is statistically different to that observed nationally.

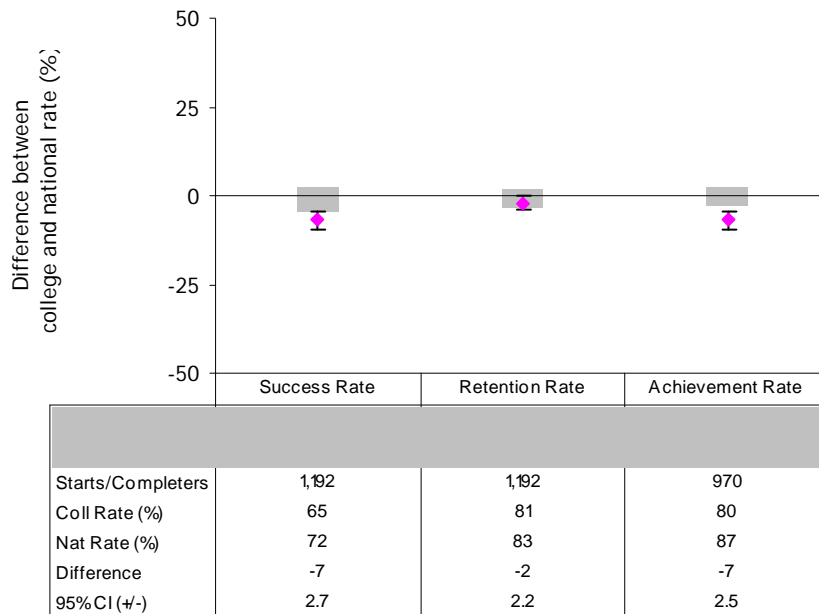
In the above example, therefore:

- For example A, the confidence interval shown is entirely negative and does not cross zero (the value which represents national performance). Therefore, we can be statistically confident that the performance of learners in the college in this area is lower than that observed nationally.
- For B, the confidence interval is entirely above the 'national performance' line. Therefore, we can be statistically confident that performance in the college in this area is higher than that seen nationally.
- For C, however, the confidence interval contains zero (is neither entirely positive nor negative) and, as such, we cannot be statistically confident that college performance in this area differs from that found nationally.

In addition, a grey box is shown within each line of the chart. This box represents the range of values which is covered by the middle 50 percent of colleges and can therefore be used to assess where college performance – whether statistically different to the national average or not – is also unusual.

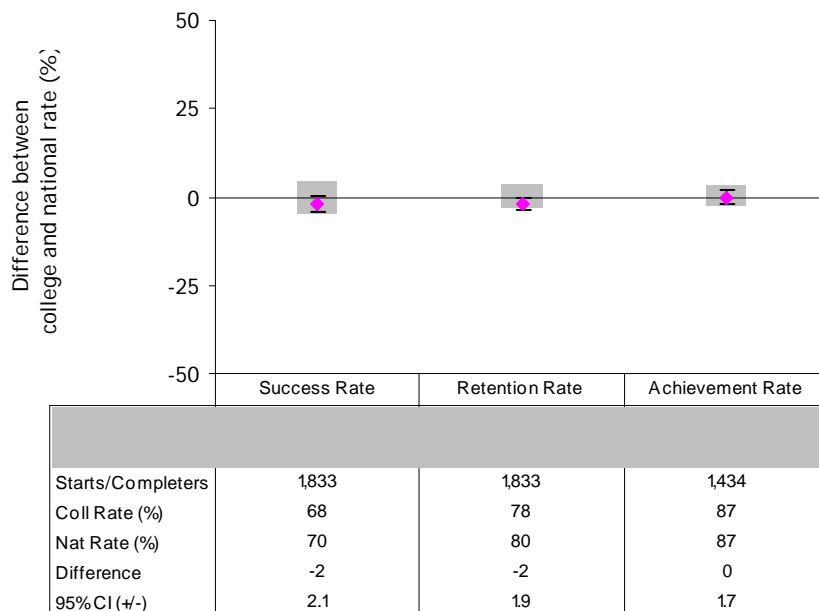
Please note that the data shown in this section of the report are taken from ILR F05 returns that had been received and validated by the national LSC as at 31st March 2008. Further guidance as to how these data have been calculated is available within the data definitions document that accompanies this report.

Figure 2.1: Success, retention and achievement rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07



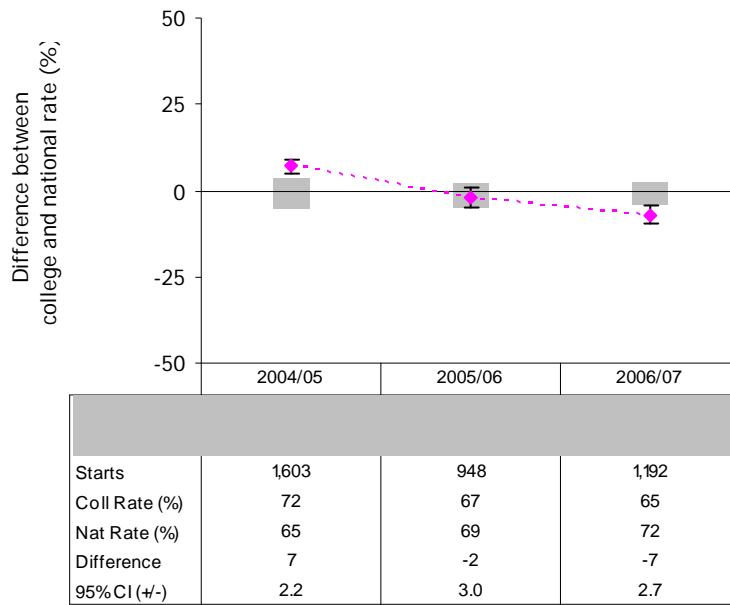
Note: The national rate is based on the average for all GFEC/TC colleges (259)

Figure 2.2: Success, retention and achievement rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07



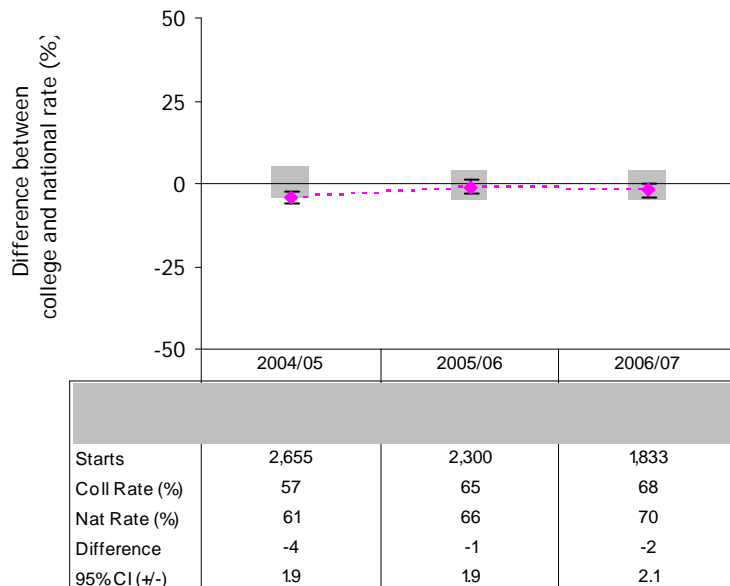
Note: The national rate is based on the average for all GFEC/TC colleges (259)

Figure 2.3: Success rates for 16-18 year olds on all long courses (excluding key skills) by expected end year



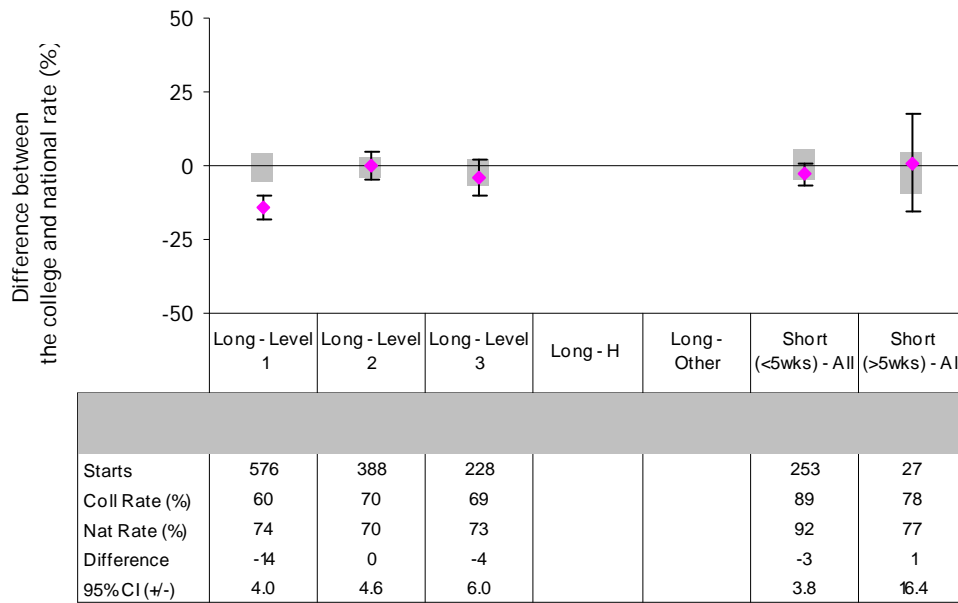
Note: The national rate is based on the average for all GFEC/TC colleges (259)

Figure 2.4: Success rates for 19+ year olds on all long courses (excluding key skills) by expected end year



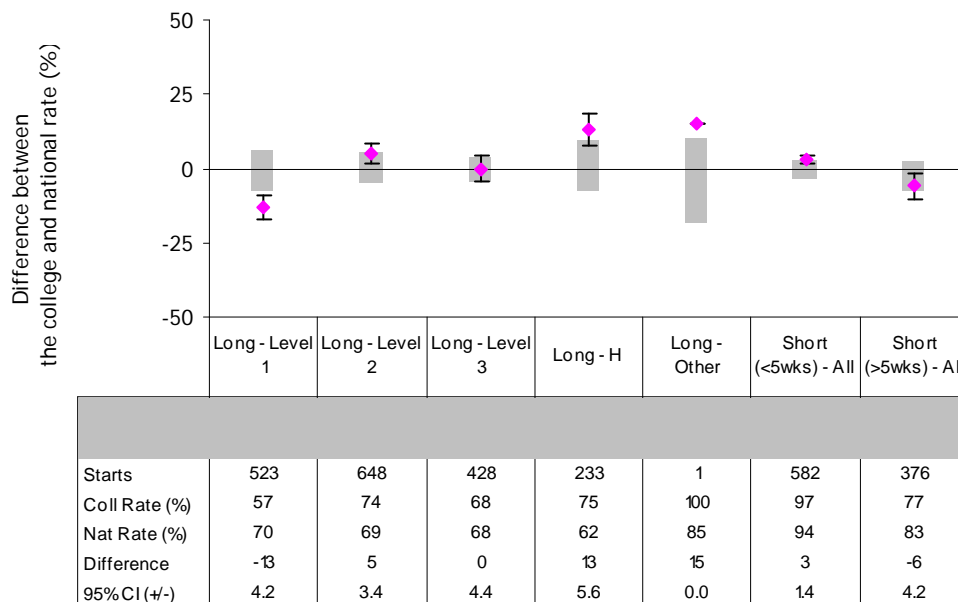
Note: The national rate is based on the average for all GFEC/TC colleges (259)

Figure 2.5: Success rates for 16-18 year olds on all courses (excluding key skills) with an expected end year of 2006/07 by notional level



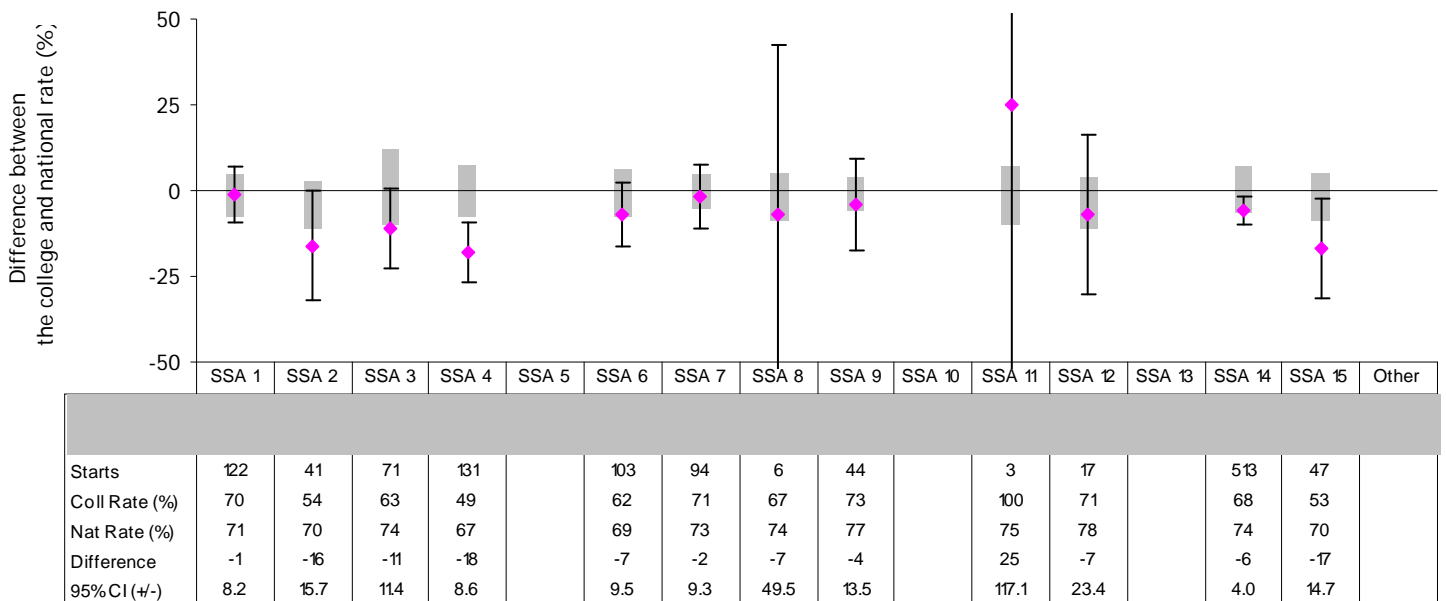
Note: The national rate is based on the average for all GFEC/TC colleges (259)

Figure 2.6: Success rates for 19+ year olds on all courses (excluding key skills) with an expected end year of 2006/07 by notional level



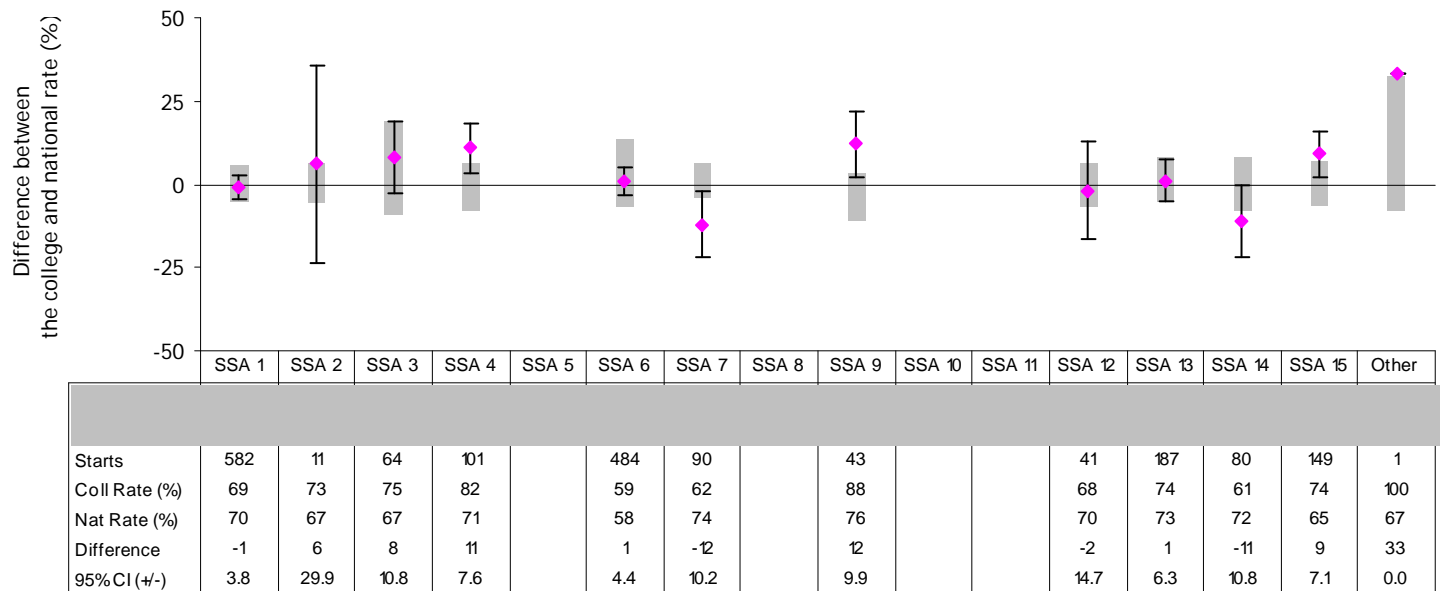
Note: The national rate is based on the average for all GFEC/TC colleges (259)

Figure 2.7: Success rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07 by sector subject area



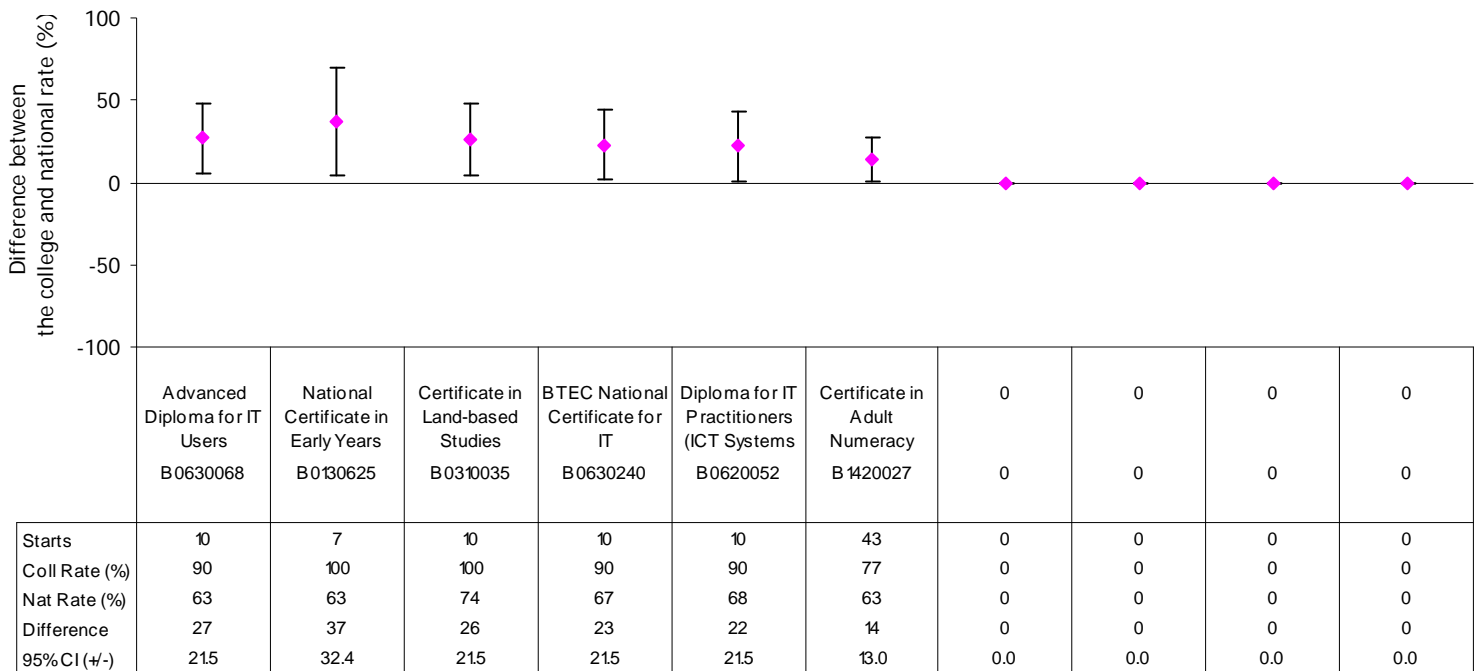
Notes: 1. The national rate is based on the average for all GFEC/TC colleges (259)  
 2. A full list of sector subject areas is available in the CPR data definitions document

Figure 2.8: Success rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07 by sector subject area



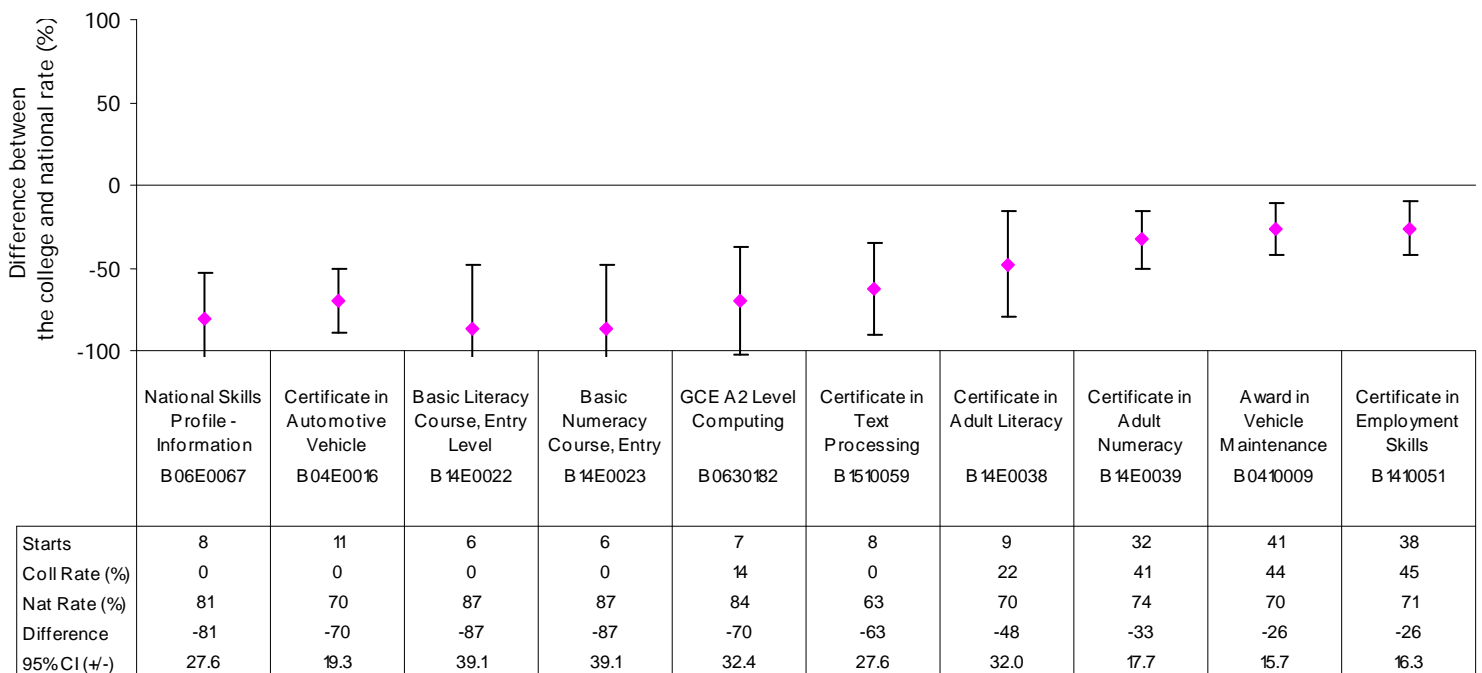
Notes: 1. The national rate is based on the average for all GFEC/TC colleges (259)  
 2. A full list of sector subject areas is available in the CPR data definitions document

Figure 2.9: Success rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – 10 highest performing qualifications



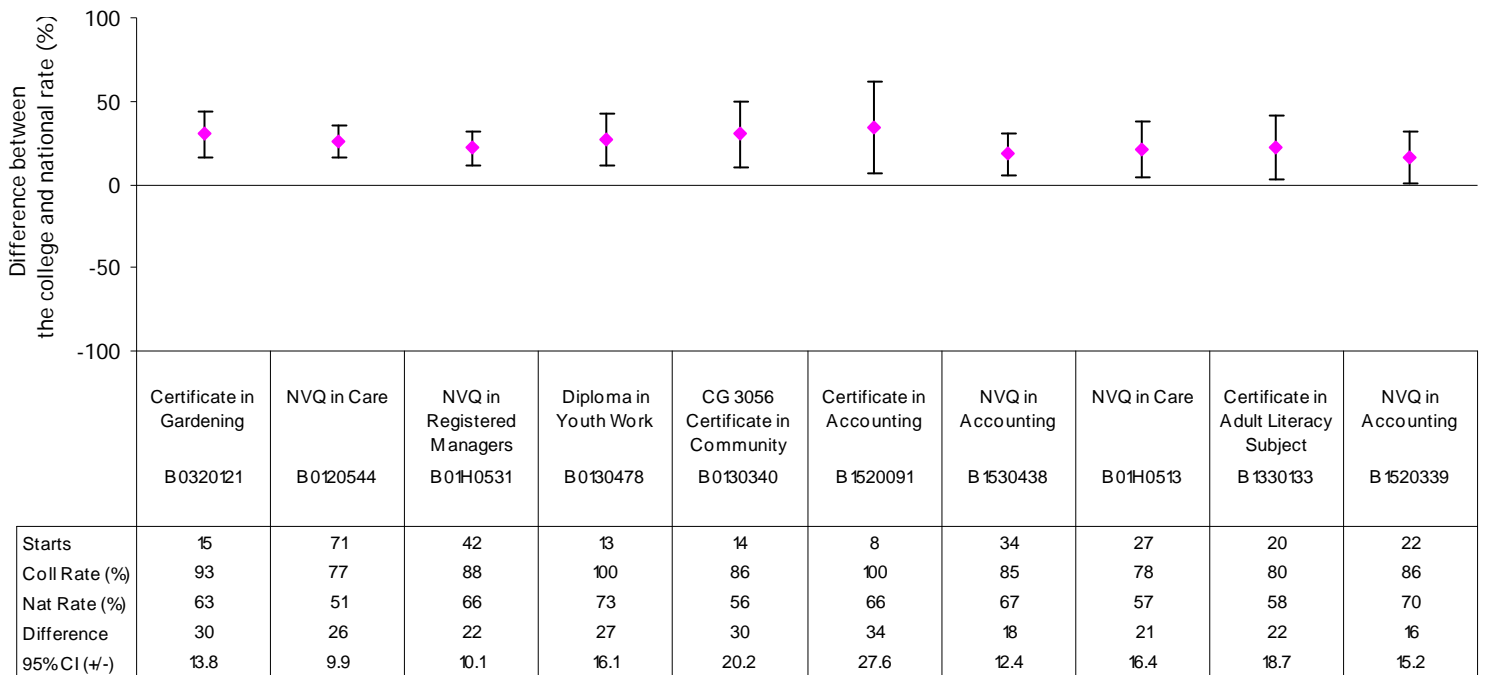
Notes: 1. The national rate is based on the average for all GFEC/TC colleges (259)  
 2. Qualifications only presented where the entire confidence interval falls completely above the national line  
 3. Qualifications ordered by lower limit of confidence interval

Figure 2.10: Success rates for 16-18 year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – 10 lowest performing qualifications



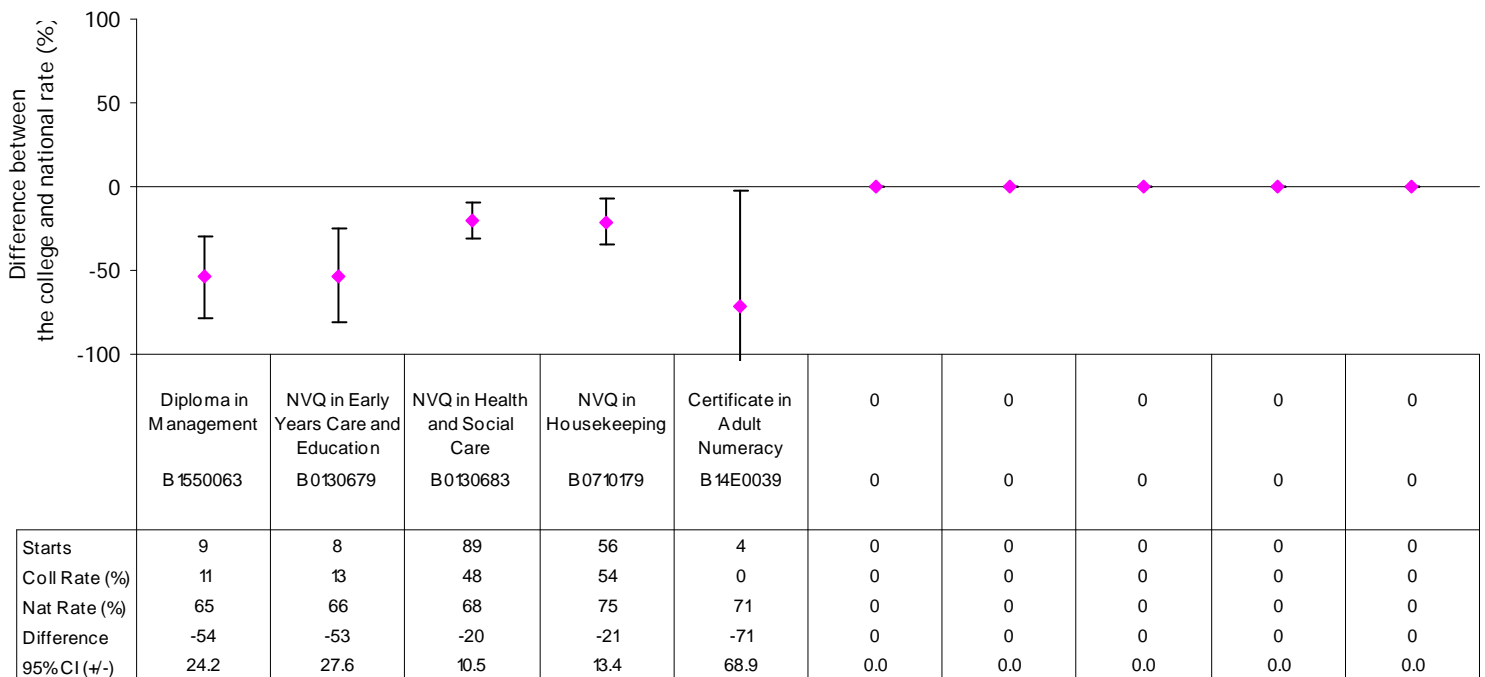
Notes: 1. The national rate is based on the average for all GFEC/TC colleges (259)  
 2. Qualifications only presented where the entire confidence interval falls completely below the national line  
 3. Qualifications ordered by upper limit of confidence interval

Figure 2.11: Success rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – 10 highest performing qualifications



Notes: 1. The national rate is based on the average for all GFEC/TC colleges (259)  
 2. Qualifications only presented where the entire confidence interval falls completely above the national line  
 3. Qualifications ordered by lower limit of confidence interval

Figure 2.12: Success rates for 19+ year olds on all long courses (excluding key skills) with an expected end year of 2006/07 – 10 lowest performing qualifications



Notes: 1. The national rate is based on the average for all GFEC/TC colleges (259)  
 2. Qualifications only presented where the entire confidence interval falls completely below the national line  
 3. Qualifications ordered by upper limit of confidence interval

## Annex

### Inspection Report: Learner's achievements

Table 1: Success rates on mainstream level 1 long qualifications, by qualification type, expected end year and age, 2004/05 to 2006/07, 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
All Long - Level 1	04/05	963	78	65	13	1129	61	62	-1
	05/06	410	65	69	-4	830	57	65	-8
	06/07	576	60	74	-14	523	57	70	-13
GNVQs/ AVCEs	04/05	...	...	...	...	...	...	...	...
	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
NVQs	04/05	36	78	68	10	57	70	67	3
	05/06	66	70	72	-2	51	80	74	6
	06/07	65	54	75	-21	59	54	75	-21
Other	04/05	927	78	64	14	1072	61	62	-1
	05/06	344	65	69	-4	779	55	65	-10
	06/07	511	61	74	-13	464	58	70	-12

Table 2: Success rates on mainstream Level 2 long qualifications, by qualification type, expected end year and age, 2004/05 to 2006/07, 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
All Long - Level 2	04/05	265	61	61	0	703	55	60	-5
	05/06	195	74	66	8	618	65	66	-1
	06/07	388	70	70	0	648	74	69	5
GCSEs	04/05	55	73	64	9	44	84	62	22
	05/06	29	76	68	8	32	63	67	-4
	06/07	26	62	71	-9	16	69	70	-1
GNVQs/ AVCEs	04/05	14	86	67	19	2	50	74	-24
	05/06	14	64	69	-5	2	0	68	-68
	06/07	19	79	73	6	3	33	71	-38
NVQs	04/05	64	59	58	1	265	45	61	-16
	05/06	56	77	65	12	209	65	68	-3
	06/07	84	56	68	-12	288	74	69	5
Other	04/05	132	54	61	-7	392	58	60	-2
	05/06	96	74	66	8	375	66	65	1
	06/07	259	75	70	5	341	75	69	6

Table 3: Success rates on mainstream level 3 long qualifications, by qualification type, expected end year and age, 2004/05 to 2006/07, 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
<b>All Long - Level 3</b>	<b>04/05</b>	343	62	68	-6	643	56	58	-2
	<b>05/06</b>	308	62	71	-9	483	67	64	3
	<b>06/07</b>	228	69	73	-4	428	68	68	0
<b>A/A2 Levels</b>	<b>04/05</b>	64	75	86	-11	7	86	69	17
	<b>05/06</b>	37	76	87	-11	1	100	72	28
	<b>06/07</b>	52	65	87	-22	...	...	...	...
<b>AS Levels</b>	<b>04/05</b>	94	50	66	-16	8	63	52	11
	<b>05/06</b>	113	51	67	-16	2	100	55	45
	<b>06/07</b>	22	77	69	8	4	0	59	-59
<b>GNVQs/ AVCEs</b>	<b>04/05</b>	80	71	61	10	4	75	54	21
	<b>05/06</b>	42	74	66	8	1	100	57	43
	<b>06/07</b>	9	67	59	8	1	0	59	-59
<b>NVQs</b>	<b>04/05</b>	7	71	63	8	262	44	56	-12
	<b>05/06</b>	20	80	71	9	235	64	63	1
	<b>06/07</b>	22	73	74	-1	213	61	69	-8
<b>Other</b>	<b>04/05</b>	98	56	60	-4	362	64	59	5
	<b>05/06</b>	96	59	65	-6	244	69	64	5
	<b>06/07</b>	123	69	70	-1	210	78	69	9