

Norton Radstock College

Inspection Report 14 - 18 May 2007

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Background information

Inspection judgements

Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk

Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC); and the previous inspection report (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits; and data on learners and their achievements over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: health, social care and early years; animal care and veterinary nursing; information and communication technology (ICT); preparation for life and work.

Description of the provider

1. Norton Radstock College is a general further education college (GFE) semi-rural location 10 miles south of Bath in north-east Somerset. The college has a specialist animal care centre at Ellsbridge House and provision at Broadlands school; both in Keynsham. It also has information technology (IT) learning centres in the high streets of Keynsham and Radstock and a

business training centre in Midsomer Norton. Unemployment for Bath and North-East Somerset (BANES) is low at 1.25%. The college recruits from areas of social disadvantage where there are high proportions of adults with poor literacy and numeracy. The college's minority ethnic population is just above the low proportion of minority ethnic inhabitants locally. The local area has a predominance of small to medium sized enterprises.

2. The local secondary schools all have sixth forms. The college offers, in collaboration with local schools, opportunities for learners to study a vocational curriculum. Some 240 pupils aged 14-16 follow taster vocational courses at the college. The college's general certificate in education (GCE) A and AS programme has diminished at the B6 centre located alongside Broadlands School and is planned to finish in 2008. In 2005, GCSE pass rates at grades A*-C in schools for BANES were 64%, well above the national average.
3. The college provides courses in 12 of the 15 sector subject areas. The college has a small but significant work-based provision, mostly apprentices, in 10 sector subject areas. The most significant number of apprentices study qualifications in motor vehicle maintenance and veterinary nursing. The college has a Centre for Vocational Excellence (CoVE) in health and social care and offers a range of National Vocational Qualifications (NVQs).
4. In 2005/06, the college recruited 1,152 learners aged 16-18 and 4,657 adult learners. The college offers a range of qualifications from pre-entry to foundation degrees. Most provision is at levels 1 and 2.
5. The college mission is to be '...recognised for excellent learning and support, inspiring and nurturing success'.

Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Satisfactory: grade 3
Achievement and standards	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Satisfactory: grade 3
<i>Equality of opportunity</i>	<i>Satisfactory: Contributory grade 3</i>

Sector subject areas

Health, social care and early years	Satisfactory: grade 3
Animal care and veterinary nursing	Satisfactory: grade 3
Information and communication technology	Good: grade 2
Preparation for life and work	Satisfactory: grade 3

Overall judgement

Effectiveness of provision

Satisfactory: grade 3

6. This is a satisfactory college. Achievement and standards are satisfactory overall. Success rates for learners aged 16-18 years old are well above the national average at level 2 but below at level 3. Success rates for adults are mostly around the national average except for level 1 where they are poor. Overall framework success rates for work-based learners have improved significantly to satisfactory. Standards of work are good and learners develop a good range of occupational skills. Attendance is good.
7. Teaching and learning are satisfactory. The proportion of outstanding lessons is low. Effective planning and a clear focus on learning typify good lessons. In weaker lessons, teaching fails to keep learners interested, individual learners' needs are not sufficiently met and teaching materials lack variety. In work-based learning, the planning of training activities is insufficiently well coordinated.
8. Educational and social inclusion is good. The college provides a good range of vocational provision, particularly at levels 1 and 2, which meet local and employer needs in a flexible and responsive way. The college caters well for learners with learning difficulties, disabilities or particular educational needs. The college has effective partnerships with local schools and serves its community well.
9. Learners receive good advice, support and impartial guidance. Arrangements are effective and well managed. The diagnosis of specific additional learning needs and the provision to support these learners are good. Tutorial arrangements are effective although target setting is consistently effective. Support for part-time learners is less well structured.
10. Leadership and management are satisfactory. Strategic planning is good. Overall success rates for learners have generally improved over recent years with some low success rates in a few areas. Achievements and standards are now satisfactory. The college's promotion of equality of opportunity is satisfactory overall. Self-assessment, although broadly accurate, does not effectively identify key issues at course level or specific and measurable actions that will support improvements. Financial management is good and the college provides satisfactory value for money.

Capacity to improve

Satisfactory: grade 3

11. The college has satisfactory capacity to improve its provision. Overall success rates have mostly improved over the past few years. Strategic planning clearly focuses on local needs. Communications are generally good and there is a shared commitment amongst staff to improve performance. Quality assurance procedures are broadly satisfactory. Management information is robust and timely. The self-assessment report is broadly accurate but does not effectively identify key issues at course level or specific actions that will support improvements. The lesson observation scheme has improved but the outcomes are not used well enough to provide evidence for self-assessment. The pace at which weaknesses are addressed remains an issue.

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

12. The college has made good progress since the last inspection. Most of the issues identified at the time have been effectively addressed. Teaching and learning have generally improved as has provision in hairdressing and in literacy and numeracy. The college has also made improvements to key aspects in support and guidance for learners, such as initial assessment, learning support and tutorials.

Key strengths

- high success rates at level 2 for 16-18 year olds
- good strategic planning and sound financial management
- good range of vocational provision
- responsive and flexible approach to meeting employer and community needs
- good educational and social inclusion
- effective support for learners with specific additional learning needs
- effective strategies for engaging learners with low aspirations and poor prior attainment.

Areas for improvement

The college should address:

- low success rates at level 1 and level 3
- the low proportion of teaching and learning that is good or better
- target setting and planning for individual learning

- identification of, and effective prompt actions to rectify, key areas for improvement
- the use of critical analysis as part of the self-assessment process.

Main findings

Achievement and standards

Satisfactory: grade 3

13. Overall standards achieved by learners are satisfactory, in line with the college's own evaluation. Since the last inspection, many success rates show an overall upwards trend. However, college performance has been inconsistent with some significant underperformance in a few areas.
14. In 2005/06, success rates on level 2 long courses improved significantly to well above the national averages. At levels 2 and 3 on long courses for adults, there has been steady improvement to around national averages. Key skills achievements have improved and are satisfactory overall. Retention rates in many curriculum areas this year show significant improvement.
15. Achievements for 14-16 year olds on transition programmes, and 14-19 year olds studying the college's vocational curriculum, are good. Learners' confidence is much improved alongside improvements to attitude, thereby raising aspirations for many learners with previous low levels of attainment. Progression for the small number of young apprentices in engineering is good.
16. Standards of work are good, learners develop good occupational skills and enjoy their studies.
17. Success rates on long level 3 courses for 16-18 year olds fell substantially in 2005/06 to well below the national average. The college attributes this, in part, to particularly poor success rates on GCE A and AS level at the B6 centre. The curriculum at this centre has now been redesigned to be more vocationally focused. The decline in success rates on long level 1 courses for 16-18 year olds to around the national average was due to the removal of a significant number of college certificates in 2004/05. Success rate trends on level 1 long courses for adults have been declining over the last three years to a low rate of 56% in 2005/06. The college recognises that poor success rates on level 1 long courses in engineering and on some literacy and numeracy courses has contributed to these overall poor rates.
18. Monitoring of attendance has improved. Attendance is good overall.

Quality of provision

Satisfactory: grade 3

19. Teaching and learning are satisfactory. Standards have steadily improved since the last inspection when the proportion of good or better teaching was low and too much was inadequate. Inspectors were able to validate significant improvements in the college's new lesson observation scheme and agreed with the college's self-assessment that it provided an overall satisfactory picture of the quality of teaching and learning. Unsatisfactory teaching is almost eradicated. However, the system focuses too much on teaching and not sufficiently on learning outcomes. The proportion of outstanding lessons is low. The new observation process is well understood by staff and most are positive about the benefits. Theory teaching has improved and the better lessons are challenging and well paced. In general, effective planning and a clear focus on learning typify good lessons. Handouts are mostly good and course files well organised. Generally the teaching of practical skills is effective. In weaker lessons teaching often fails to keep learners interested, individual learners' needs are not sufficiently met and teaching materials lack variety. In work-based learning the planning of training activities is insufficiently well coordinated.
20. Identified learners receive good support following thorough initial assessment of basic skills before interview. The college uses a variety of approaches to teach key skills, but some are not as successful as others. Most assessments are thorough and well organised. In engineering, however, there are insufficient workplace assessments. Teachers set work regularly but marking is sometimes not detailed enough to be helpful. Internal verification is thorough and meets external requirements. The completion of individual learning plans and standards of target setting are inconsistent and sometimes not well matched to learner needs. The use of information and learning technology (ILT) has improved and is now much more widely used by teachers. The college is developing a new virtual learning environment. Teachers are appropriately experienced and most have good levels of subject and vocational expertise. Learning resources and teaching accommodation are at least satisfactory. The college uses different approaches when reporting to parents or guardians. Some reports are too brief and targets insufficiently specific for each learner.
21. Educational and social inclusion is good. The college provides a broad range of vocational provision particularly at levels 1 and 2. In many curriculum areas, there are clear progression pathways from level 1 to level 4. The college is flexible and responds well to the needs of the local community and employers. It offers much needed training opportunities that are not widely available in the area. For example, the CoVE in health and social care provides extensive training and NVQ assessment opportunities in the

workplace. The college caters well for learners with learning difficulties, disabilities or particular educational needs. The range of apprenticeship programmes is good, although the number of advanced apprenticeships is low. The college has long standing partnerships with local schools, Connexions and other agencies serving the local community. In 2005/06, 240 14-16 school pupils followed vocational taster courses at the college. Except for engineering, this provision is mostly good with approximately half of learners progressing to the college. Learner progression to employment or higher level courses is satisfactory.

22. The college's curriculum is based on good labour market intelligence and is responsive to regional priorities and workforce training needs. There have been significant developments in basic skills, English for speakers of other languages (ESOL), information and communication technology (ICT), Train to Gain and prison provision. The college is outward looking and works collaboratively with many external groups and organisations. Opportunities for learners to undertake work experience are satisfactory, but there are limited opportunities at level 1. Enrichment is satisfactory.
23. Learners receive good advice, support and impartial guidance. Arrangements are effective and well managed. Learners aged 14-16 are supported well in their transition from school to college with many progressing successfully to college courses. The diagnosis of specific additional learning needs and the provision to support these learners are good, particularly for learner with autistic spectrum disorders. Well qualified learning support staff provide effective support for both specific learning difficulties and more general study skills.
24. Induction arrangements are thorough and reviewed annually to reflect learner feedback. Learners receive good careers guidance, especially those wishing to progress to higher education. The college has been successful in securing offers from local universities for learners with autistic spectrum and mental health disorders. Tutorial support for learners aged 16-18 is good and uses a range of methods tailored to learners' individual needs and learning styles. Support for part-time learners is less well structured. Work-based learners receiving additional support do not achieve as well as their peers.
25. Learners make good use of the financial, counselling, nursery and transport services offered. The college provides very good childcare for many college learners. Feedback from learners is acted upon promptly and learner representatives and student governors play an active part in college decision-making. There are regular learner forum meetings. The college communicates regularly with parents of 16-18 year olds.

Leadership and management

Satisfactory: grade 3

26. Leadership and management are satisfactory. Strategic planning is good and effectively set in the context of the needs of the local economy. Generally, success rates for learners have improved over recent years in line with those in similar colleges. Governors are supportive of the college, provide appropriate challenge to the management team and discharge their functions adequately. Curriculum management is satisfactory overall. The management of work-based learning provision is good. Communications throughout the college are generally good. The college works well with local partners to improve provision and, in particular, with employers. The Centre of Vocational Excellence (CoVE) in health and social care is especially flexible and responsive to the needs of employers.
27. The overall judgements in the self-assessment report are broadly accurate. Performance information is timely and robust. However, the process of self-assessment does not effectively identify key issues at course level or specific and measurable actions that will support improvements. The scheme for lesson observations is effective and has been improved in recent years. It has helped to facilitate improvements in teaching and learning since the last inspection. The outcomes from lesson observations are not used well to provide evidence for self-assessment. Curriculum areas are formally reviewed every two years and a scheme of 'special measures' is used effectively where a curriculum area is underperforming significantly. This process has been effective in improving provision in ICT.
28. The college complies with race relations, child protection and disability legislation. The buildings are fully accessible. Policies to support equality and diversity are good and the evaluation of their impact is satisfactory. In lessons, these policies have a satisfactory impact on teaching and learning. The college's promotion of equality and diversity is satisfactory overall. Staff are appropriately qualified and deployed. The large majority of teachers hold teaching qualifications or are working towards a relevant qualification. Training needs for staff are identified effectively through appraisal and lesson observations. Access to professional development opportunities to meet these needs is good.
29. The college has invested significantly and improved buildings and the learning environment over recent years. Most classrooms and practical areas are appropriately equipped and furnished. Learners have good access to computers, but there has been less investment in ILT to support improvements in teaching and learning. Arrangements for the safeguarding of learners are effective, and appropriate attention is paid to health and

safety in most lessons. Financial management is good. Overall, the college provides satisfactory value for money.

Sector subject areas

Health, social care and early years

Satisfactory: grade 3

Context

30. The college offers courses in health, social care and early years, from level 1 to level 4. The college works with 137 health and social care employers through the CoVE in adult care. Currently, 382 adult learners follow NVQ programmes in early years education and adult care. Some 132 learners aged 16-18 follow courses in health, social care and early years and there are 14 learners following apprenticeship programmes. Seventy-six learners aged 14-16 are on GCSE programmes.

Strengths

- good achievement on the NVQ level 3 caring for children
- good progression
- flexible and responsive provision to meet the needs of learners
- effective partnerships with employers
- good individual support for learners.

Areas for improvement

- poor and declining success rates on national diploma in early years
- poor framework achievement on advanced apprenticeships
- slow progress on NVQ programmes
- insufficiently rigorous self-assessment.

Achievement and standards

31. Overall, achievement and standards are satisfactory. Learners achieve well on the NVQ Level 3 in caring for children and young people. Although numbers are low on some award programmes at level 1, success rates are high. Success rates for NVQ level 2 and 3 have previously been below national averages. However, they improved in 2005/06 and are now at the national average. Too many learners studying NVQ level 3 in care leave early without completing their qualification and others on NVQ programmes take too long. Current learners are making better progress. Framework achievement on advanced apprenticeship programmes has significantly declined over a three year period and is poor. Success rates are poor on the national diploma in early years but success rates have improved on the first

diploma. Most learners make good progress and are able to link theory to workplace practice well. Progression is good on both full- and part-time programmes.

Quality of provision

32. Teaching is satisfactory overall. Many teachers use their professional experience to make lessons imaginative and vocationally relevant. However, teachers do not ensure all learners are sufficiently involved in learning. Teaching and assessment on NVQ programmes mainly take place in the workplace, enabling learners to build their programmes of study effectively around their professional duties.
33. Assessment is thorough and accurate. Good feedback is given to learners to enable them to improve their work. Effective learning support is provided for learners with specific learning difficulties and/or disabilities.
34. Provision is inclusive. It is highly responsive to the needs of learners and the local community. Learners choose from a wide range of courses with flexible arrangements for when they study. Partnership arrangements with local employers and schools are strong.
35. Individual support for learners is good. However, tutorial records show target setting is weak, with insufficient emphasis on developing learners' knowledge and understanding and not enough information about how their skills could to be improved.

Leadership and management

36. Leadership and management are satisfactory. Strategies to improve the quality of teaching and learning on NVQ programmes are beginning to impact on achievement. The college has yet to rectify poor retention and low recruitment on some programmes. Self assessment is insufficiently rigorous and fails to identify key strengths and areas for improvement, particularly in teaching and learning. Staff do not use data sufficiently to analysis outcomes and plan actions effectively. Engagement with employers is good.

Animal care and veterinary nursing

Satisfactory: grade 3

Context

37. The college offers courses from level 1 to level 3. There are 27 learners working towards NVQs at levels 1 and 2, 36 learners on first and national diploma courses, 32 veterinary nurses and 11 animal nursing assistants. Most learners are aged 16-18. There is a range of part-time short courses. Veterinary nursing NVQs are offered as work-based learning apprenticeships or part-time courses.

Strengths

- high success rates on veterinary nursing courses
- high progression rates to further training and employment
- good development of learners' practical and employability skills
- good assessment practice and target setting on NVQ programmes
- good development of veterinary nursing programme.

Areas for improvement

- low success rates for national diploma in animal management
- insufficiently varied teaching styles in too many lessons
- weak target setting and planning of individual learning on diploma courses
- poorly organised key skills
- insufficiently evaluative self-assessment report.

Achievement and standards

38. Learners' achievements are satisfactory. Success rates for veterinary nursing at level 2 are consistently high. All learners who started an NVQ at level 3 since the college began to offer the programme, have successfully achieved the qualification. The success rate for the national diploma in animal management has been poor for the last three years. However, current learners are making satisfactory progress. Progression rates are consistently high across all programmes. Many learners who complete their course progress to higher qualifications or vocationally related employment. Learners develop good practical skills. They handle animals confidently and competently. Standards of care in the animal care unit are high. Learners develop good commercial skills.

Quality of provision

39. Overall teaching is satisfactory. Some teachers use activities which involve research and analysis to motivate and help learners gain skills and knowledge. However, too many teachers spend too much time talking to learners without varying their style of teaching. Teachers do not sufficiently check all learners' understanding and in some lessons, learners are inactive for long periods.
40. Teachers record practical assessments for NVQ programmes particularly well. Detailed feedback is given to learners about how they can improve or why they were not successful. Regular reviews of progress include detailed and clear targets. However, vocational teachers do not pay enough attention to correcting grammar and spelling.
41. The college offers a satisfactory range of provision and good opportunities for learners with learning difficulties and/or disabilities to gain useful vocational experience.
42. Target setting and planning of individual learning is weak on diploma courses. Teachers do not set sufficiently specific or measurable targets. Teachers and other staff have separate plans for additional learning support and key skills and do not sufficiently link these with action plans for learners' vocational qualifications.
43. Support for learners is satisfactory. Tutors and teachers pay good attention to learners' welfare and wellbeing.

Leadership and management

44. Overall leadership and management are satisfactory. The development of the veterinary nursing programme has been well managed. Recruitment has increased in a planned and appropriate way. Good links have been forged with veterinary practices. The organisation of key skills is poor. Learners complete separate extra assignments for key skills. Key skills tutors lack the specialist vocational knowledge to support learners appropriately. The self-assessment report is insufficiently evaluative. It makes no judgements about the quality of teaching and learning. It failed to identify the areas for improvement found by inspectors.

Information and communication technology

Good: grade 2

Context

45. ICT courses are offered from level 1 to a foundation degree. Most learners are on level 1 and 2 courses. There are 187 learners aged 16-18 who are mainly on full-time courses and 878 adults mainly on part-time courses. GCSE IT is provided for Year 10 and 11 pupils from a local school.

Strengths

- high success rates on most full-time courses
- high pass rate on European computer driving licence (ECDL) level 1
- good development of learners' technical skills and competence
- effective integration of key skills into ICT vocational assignments
- good range of courses leading to good progression
- effective action to improve aspects of provision.

Areas for improvement

- low success rates on computer literacy and information technology (CLAIT)
- insufficient involvement of ICT employers in the provision.

Achievement and standards

46. Achievement and standards are good. Success rates are high on full-time courses. Most learners stay and achieve their qualification. On ECDL courses, which cater for the largest number of learners in ICT, pass rates rose between 2003/04 and 2005/06 to well above the national average. Current retention for these courses is also very high. Learners develop technical skills well, and demonstrate confidence when using applications software. Success rates on CLAIT courses are low and declined between 2003/04 and 2005/06 to below the national average. However, a high proportion of those who started on the CLAIT certificate in 2006/07 are still on programme.

Quality of provision

47. Teaching and learning are mostly good. However, teachers do not include enough information on marked work to help learners improve grammar or correct literacy errors. Satisfactory additional support is provided in lessons,

although support assistants' contributions are not sufficiently planned or structured.

48. Key skills provision is good. Specialist teachers teach key skills well, making good use of ICT assignments when recording learners' competence. Assignment briefs are cross-referenced well. Learners understand how key skills relate to their ICT work.
49. The range of courses and progression opportunities are good. Many learners progress from level 1 to level 2 and most learners on the foundation degree are recruited from ICT courses. Initial assessment includes useful computer-based literacy and numeracy assessments and a simple check of ICT skills.
50. ICT students do not have enough work placement opportunities. Courses do not routinely include visits to employers, visiting speakers or the use of relevant case studies.

Leadership and management

51. Leadership and management are good. The college judged provision to be an area for improvement in 2006. Strong and effective action was taken to improve the quality of teaching and learning, including better support for new teachers, staff development and support from advanced practitioners, the introduction of a "buddy" system, and better lesson planning. Self-assessment is good. All staff contribute through course reviews and self-evaluation. Learner surveys and data also inform the report, which is sufficiently evaluative and broadly accurate.

Preparation for life and work

Satisfactory: grade 3

Context

52. The college offers a range of programmes in ESOL, literacy and numeracy, and for learners with learning difficulties and/or disabilities from entry level to level 2. Key skills qualifications and Entry 2 Employment provision are also offered. There are 514 full-time and 37 part-time learners aged 16-18, and 75 full-time and 333 part-time adult learners.

Strengths

- high success rates at level 2 in national tests in literacy and numeracy
- high pass rates at level 1 in the key skill of application of number
- good support for learners on the autistic spectrum
- effective partnerships supporting employees and employability.

Areas for improvement

- low success rates at level 1 in national tests in literacy and numeracy
- low pass rates at level 2 in the key skill of application of number
- insufficient planning and target setting for individual learners
- insufficient integration of literacy and numeracy training into workplace provision.

Achievement and standards

53. Learners' achievements are satisfactory. Success rates in national tests at level 2 in literacy and numeracy are high, but low at level 1. Pass rates in level 1 application of number are high, but low at level 2. Learners with learning difficulties and/or disabilities demonstrate appropriate standards in their practical and written work and use ICT well. Overall, learners' skills development is satisfactory. For example, at entry level, numeracy learners accurately identify two and three dimensional shapes and their properties. English for speakers of other languages (ESOL) learners use simple vocabulary correctly. Learners improve their confidence and are enthusiastic.

Quality of provision

54. Teaching and learning are satisfactory. In better lessons, learners participate well in a good range of varied, appropriate activities. Satisfactory lessons sometimes fail to engage all learners sufficiently. Learners use ICT extensively in learning suites, but rarely in classrooms.

Facilities for learners with learning difficulties and/or disabilities to develop practical skills in construction trades and hairdressing are unsuitable.

55. Planning and target setting for individual learners are insufficient and are not used sufficiently well to help them to improve. Records often describe topics rather than skill development. Plans rarely include expected end dates.
56. The college has effective partnerships supporting employees and meeting learners and local needs well. Language, literacy and numeracy provision for shift workers and employees of small enterprises is particularly flexible. Innovative partnership work supports adults with learning difficulties and/or disabilities well to gain relevant work placements and employment. Programmes for 16-18 year olds with learning difficulties and /or disabilities have a strong vocational emphasis which helps learners gain useful skills.
57. Support for learners is good. Learners on the autistic spectrum receive good support in and out of the classroom. Arrangements include a dedicated quiet room for learners' use and specialist tutors and college counsellors. Tutors and support assistants on most programmes readily offer learners help in formal tutorials and informally.

Leadership and management

58. Leadership and management are satisfactory. Leadership of the curriculum area is strong. The curriculum for learners with learning difficulties and/or disabilities has improved. Self-assessment is satisfactory. Weaknesses from the last inspection have largely been remedied. Improvements in the integration of key skills in curriculum areas and in deployment of support assistants in lessons are starting to have an effect. The integration of literacy and numeracy into some workplace training provision does not sufficiently emphasise the improvement of literacy and numeracy skills.

Learner's achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age 2004 to 2006, 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	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 Long	03/04	451	73	60	13	1093	72	59	13
	04/05	963	78	64	14	1136	61	62	-1
	05/06	453	64			838	56		
GNVQs and precursors	03/04	0				0			
	04/05	0				0			
	05/06	0				0			
NVQs	03/04	61	66	61	5	6	50	62	-12
	04/05	36	78	67	11	57	70	67	3
	05/06	66	70			51	80		
Other	03/04	390	74	60	14	1087	72	59	13
	04/05	927	78	64	14	1079	61	61	0
	05/06	387	59			787	55		

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age 2004 to 2006, 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	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
2 Long	03/04	450	56	56	0	787	58	54	4
	04/05	265	61	61	0	705	55	60	-5
	05/06	198	75			624	64		
GCSEs	03/04	63	75	61	14	48	71	59	12
	04/05	55	73	64	9	44	84	62	22
	05/06	29	76			32	63		
GNVQs and precursors	03/04	65	62	63	-1	0			
	04/05	14	86	67	19	2	50	70	-20
	05/06	14	64			2	0		
NVQs	03/04	46	63	52	11	191	49	53	-4
	04/05	64	59	57	2	267	45	60	-15
	05/06	56	77			215	63		
Other	03/04	276	49	54	-5	548	59	53	6
	04/05	132	54	60	-6	392	58	59	-1
	05/06	99	75			375	65		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age 2004 to 2006, 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	03/04	456	77	64	13	550	56	53	3
	04/05	333	62	67	-5	648	56	57	-1
	05/06	308	62			489	66		
A/A2 Levels	03/04	92	89	84	5	1	100	66	34
	04/05	64	75	86	-11	7	86	69	17
	05/06	37	76			1	100		
AS Levels	03/04	123	66	63	3	19	58	50	8
	04/05	94	50	65	-15	8	63		
	05/06	93	49			0			
GNVQs and precursors	03/04	58	74	52	22	4	75	44	31
	04/05	69	72	60	12	4	75	53	22
	05/06	42	74			1	100		
NVQs	03/04	5	20	54	-34	202	49	47	2
	04/05	8	63	62	1	267	43	54	-11
	05/06	20	80			241	63		
Other	03/04	178	82	56	26	324	60	56	4
	04/05	98	56	60	-4	362	64	58	6
	05/06	116	59		-8	246	70		

Table 4

Success rates on **work-based learning programmes** managed by the college in 2004/05 and 2005/06

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2004/05	Apprenticeship	40	35	39	48	50
	Advanced	19	42	34	47	48
2005/06	Apprenticeship	49	55	53	61	58
	Advanced	28	46	44	64	54

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College and qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

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