

Paston College

Inspection report

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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 at 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) or other funding body; and where appropriate the previous inspection report (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on students and their achievement 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: science and mathematics, visual and performing arts and media, and languages, literature and culture.

Description of the provider

1. Paston College is a small sixth form college located on two adjacent sites in the market town of North Walsham in North Norfolk. The college serves a large and dispersed rural area and many students face long daily journeys. The nearest further education (FE) colleges are some distance away at Norwich, Great Yarmouth and Kings Lynn. The area is characterised by having few large employers and a relatively low participation in higher or further education. The prior attainment of students who enter the college is below the national average. The area has a low proportion of people from minority ethnic heritage, under 1%, and this proportion is reflected in the

college's student population. The college's mission statement is that: *'Paston College is proud to be a specialist sixth form college. We seek to be the first choice for young people in North Norfolk for level 3 courses and education and training at 1, 2 and 3 in selected vocational areas.'*

2. For the academic year 2005/06, the college had approximately 750 full-time equivalent students. Of these about 140 were aged 19 or over, mostly on part-time courses. Of its full-time students, the vast majority are aged 16 to 18 and study GCE A and AS courses. Although a small college, Paston offers a significant work related and vocational provision. These courses include BTEC National and First Diplomas, NVQs at levels 1 and 2, Entry to Employment (E2E), and a small number of apprenticeship programmes. The college collaborates with a number of local schools to offer vocational provision for around 40 students aged 14 to 16.
3. The college offers courses in 11 of the Qualifications and Curriculum Authority's 15 sector subject areas, although numbers of students are low in some of them. A small number of GCSE level subjects is available, including mathematics and English. A relatively large number of students in these classes use them to retake examinations in order to improve their grades.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
<i>Equality of opportunity</i>	<i>Good: Contributory Grade 2</i>

Sector subject areas

Science and mathematics	Satisfactory: Grade 3
Visual and performing arts and media	Outstanding: Grade 1
Languages, literature and culture	Outstanding: Grade 1

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The effectiveness of provision is good, in agreement with the college's own evaluation. Achievement and standards are good. Many students have relatively low GCSE scores on entry, but despite this they do well in the college. Although standards are around the national average, the progress which students demonstrate to reach these standards is very good. Students aged over 19 achieve well, and the small number of those aged 14 to 16 exceptionally so. Achievement on work-related provision is satisfactory.
5. Teaching and learning are good. Lessons are well planned and provide a good variety of stimulating learning activities. The more able students in particular are provided with an excellent level of challenge and this encourages them to achieve high grades in their work. Assessment is rigorous and used well to support further learning. Students have clear and challenging targets and know how to achieve them.
6. The college demonstrates a good response to educational and social inclusion and meets the needs and interests of students well. It offers a good range of courses. This includes a wide range of GCE A and AS level subjects, a few vocational programmes, courses for 14 to 16 year olds and a small number of apprenticeships. It works well with all students, including young people with low aspirations and those with low prior educational achievement. A good range of popular enrichment programmes is offered.
7. Advice, guidance and support for students are good. They contribute effectively to the good progress which students make. Progress is monitored very well and the good support is matched by an appropriate level of challenge. The range of support available is extensive. The provision of additional learning support is effective and is put in place promptly when needed. Students value one-to-one tutorials but are less positive about group tutorials.
8. Leadership and management are good. Governors, the principal and managers have a clear sense of direction based on the college's mission. Curriculum management is good. On a small minority of courses students perform less well than expected. The college has a strong commitment to inclusion, equality and diversity. Governors are effective in their role.

Capacity to improve

Outstanding: Grade 1

9. The college demonstrates outstanding capacity to improve. Its mission and strategic direction in pursuit of raising aspirations are clear. Staff are committed and morale is good. The college's accurate self-assessment enables challenging targets for further improvement. Quality assurance

processes are effective. Rigorous course review, staff appraisals, lesson observations and good professional development opportunities contribute to a self-critical culture. The college has taken recent effective action to address underperformance in a minority of curriculum areas. Governance and financial processes are robust. The college aspires to a new building on another site and has made good progress in pursuit of this aim.

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

10. The college's response to the weaknesses identified in the last inspection has been good and some of them are now strengths. All the strengths noted at the last inspection have been maintained or further improved. Senior and curriculum management have been restructured and strategic planning has improved. Recruitment, retention, performance, quality assurance and the management information system (MIS) have all improved. Challenging targets have mostly been met. Students' progress review is challenging. Prudent financial discipline has resulted in significant annual surpluses that the college plans to invest in new premises on another site. Relationships with partner schools for students aged 11 to 16 and other external stakeholders are excellent.

Key strengths

- very good progress made by students in relation to their starting points
- much good and outstanding teaching and learning
- rigorous assessment practice and progress monitoring
- good individual and academic support
- good leadership and management
- clear strategic direction
- good and effective quality improvement.

Areas for improvement

The college should address:

- inconsistencies in success rates and high grades between subjects
- underperformance in a minority of subjects
- inadequate accommodation in a few areas.

Main findings

Achievement and standards

Good: Grade 2

11. Achievement and standards are good and this agrees with the college's own evaluation. Although standards are approximately at the national average, students make better progress than expected on the basis of their results when they enter the college. Most students undertake GCE A and AS courses. A small number undertakes foundation level courses and in 2006/07 the success rate for this group improved markedly to about the national average. For the larger number of students aged 19 and over who take part-time foundation level courses, the success rate showed marked improvement to well above the national average.
12. At intermediate level, success rates improved in the last three years to around the national average for those aged 16 to 18, but below this figure for adults. For GCSE courses the small number of students aged over 19 succeeds much better. For GCSE mathematics and English, success rates are close to the national average. However, students achieve much better than would be expected on the basis of their previous grades. The retention rate on GCSE courses has improved to around the national average.
13. At advanced level, including GCE A and AS courses, success rates have remained around the national average for students aged 16 to 18 but have improved markedly to well above for the small number of adult students. For the significant number of students on national diploma courses, success rates have improved significantly over the last three years and are above the national average. A high proportion of national diploma students achieve distinctions and merits.
14. GCE A and AS courses students demonstrate very good and improving progress, much better than predicted on the basis of their achievement on entry. For AS courses the college is in the top 10% of colleges nationally. For A levels it is in the top 25% for sixth form colleges. However these overall figures mask significant differences between subjects. The proportion of students achieving the highest grades A and B in GCE A and AS courses has increased over the last three years. For A levels it is now around the national average, though it remains below the national figure for AS subjects. As with success rates, these overall figures mask much underlying inconsistency between subjects. Students do not perform well in a small number of subjects. The proportion of students progressing to university is high and increasing.
15. The college has approximately 40 students aged 14 to 16 from local schools. They follow a mix of work-based experience and college based key skills. They gain in confidence during their time at the college and they achieve very well. A high proportion progresses to further training or employment. For those apprentices undertaking work-based learning, overall framework completion rates are slightly above the national average and have shown a steady improvement over the past three years. Few of them leave the

programme with only an NVQ. The proportion of E2E students who are successful is significantly higher than the national average.

16. Key skills achievement is satisfactory although there are wide variations between levels and subjects. The larger groups of students, in particular those studying level 3 communications, achieve well. Male students perform less well than female students on AS courses. The college recognises this and has done much to address the problem.

Quality of provision

Good: Grade 2

17. The quality of provision is good and this agrees with the college's self-assessment. Teaching and learning are good. The college's strong focus on improving teaching and learning is supported well by lesson observation procedures which provide an accurate reflection of strengths and areas for improvement. Teachers are well qualified and experienced. They plan their lessons carefully and provide a good range of activities in lessons. Students enjoy lessons and speak highly of the support they receive. A good level of challenge is provided for more able students. Additional learning support tutors make an effective contribution to the progress made by those students who require more help with their work. The use of information learning technology (ILT) in lessons is developing as resources to support it improve. However, in a minority of lessons teachers miss opportunities to use it. The college's virtual learning environment provides a broad range of helpful materials and is used well by students.
18. Assessment procedures are comprehensive and rigorous. Marked work is assessed accurately and returned promptly. Teachers use assessment well to inform their lesson planning, to ensure that students are aware of the progress they are making and that they know what they need to do to improve. Students have clear and challenging targets which are based on a realistic assessment of their ability, and their progress towards achieving them is monitored carefully. Resources to support learning are satisfactory. The college has made a significant investment in new computers but the learning resource centre is small and provides insufficient working space for students. Student council and student governor roles are underdeveloped and many students are not sufficiently aware of their importance.
19. The extent to which programmes and activities meet the needs and interests of students is good. Paston College offers a good range of courses including apprenticeships, E2E, NVQ programmes for adults and a good choice of GCE A and AS level subjects. BTEC national diplomas and certificates are offered as well as a particularly effective programme for students aged 14 to 16. However, there is no discrete level 1 English course. The apprentice and E2E programmes provide an effective progression route for the students aged 14 to 16. Students enjoy a wide range of enrichment activities. These are well promoted throughout the college and valued by students. The college promotes a healthy lifestyle through concessionary rates at the local leisure centre. The college has taken effective action, including a research project and staff training, to reduce the difference between male and female

- success rates. The college's small work-based provision caters well for the needs of those employers which it serves.
20. The college's response to educational and social inclusion is good. It works well with all young people including those with low aspirations or low prior educational achievement. The college's policy to promote equality and diversity through the curriculum is insufficiently implemented in a small number of areas.
21. Guidance and support are good and contribute successfully to the good progress of students throughout the college. Initial information and guidance is extensive and gives potential students accurate advice on their choice of courses. Links with feeder schools are good and the college has many open evenings and promotional events throughout the year. Transitional support and induction arrangements are effective. The initial evaluation of students' additional learning support needs is comprehensive and accurately identifies those who are in need. This support is put in place promptly but a significant minority of students who need it do not attend. Communications between those who deliver additional learning support and tutors are underdeveloped.
22. Target setting and progress monitoring of students are very good. Detailed and realistic actions are given so that students are clear about what they should do to improve. The college provides an extensive range of additional academic support opportunities. These range from subject specific drop-in workshops to specialist revision sessions around examinations. In addition, students value the informal support which staff give freely. The college has good and extensive links with many local agencies to provide students with an effective network of specialist support if needed. The Connexions service is used well and has good links with the college. Attendance is rigorously monitored and absences are followed up promptly. Overall, attendance has improved significantly in recent years and is now good. The college has an effective rewards and commendation system through which achievement is celebrated and recognised. Students value one-to-one tutorial sessions. They are less positive, however, about the effectiveness of whole group tutorials.

Leadership and management

Good: Grade 2

Contributory grade:

Equality of opportunity

Good: grade 2

23. Leadership and management are good, and this agrees with the college's self-assessment. Governors, the principal and senior managers have established a clear sense of strategic direction which reflects the college's mission. The management style is open and self-critical and operational planning is clear. Staff feel valued and their morale is high. The college sets targets which are challenging and meets most of them. Since the last inspection there has been significant improvement in student recruitment,

- retention, and achievement. Most students demonstrate good progress and achieve better than would be expected on the basis of their GCSE scores. However, there are significant variations in this between courses across the college.
24. Curriculum management is good. Underperformance is promptly acted upon by senior managers. Quality assurance procedures are good and effective. The college's MIS has improved significantly since the last inspection and is now used well by managers to set appropriate targets and to monitor performance against them. Course review procedures are rigorous and result in effective action planning. Self-assessment involves all staff and is thorough and accurate. Students' opinions contribute strongly to the evaluation of teaching and learning. Annual staff appraisals establish and evaluate progress towards personal, team and college priorities. Opportunities for professional development are closely related to the college's priorities. The analysis of their impact, however, is underdeveloped. Governors are well informed and updated about the college and do not hesitate to challenge underperformance.
 25. The college takes its responsibilities for equality and diversity seriously. Its responses to the requirements of the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act (2002) are good. Procedures for safeguarding students meet current requirements. Although some staff have yet to be trained in child protection, the college has plans to do so soon. All governors have had enhanced Criminal Records Bureau checks and have been appropriately trained.
 26. The college's location in historic buildings on a split site places constraints on achieving an outstanding environment for teaching and learning. For example, there are too few computers for students to use in independent learning. Nevertheless, resources are deployed very effectively. The college plans to relocate to a new building on a single site. Financial management and value for money are good.
 27. Students benefit from the well established relationships which the college has with partner institutions and schools. The college is well regarded in the local community and its future development is an integral part of the area's plans for regeneration. It plays an important role in raising aspiration in the partner schools for students aged 11 to 16 and encourages an increasing proportion of its own students to progress to higher education.
 28. The college has improved the promotion of equal opportunities since the last inspection and it is now good. The college monitors the progress of different groups of students thoroughly and takes careful account of the views of students in its frequent surveys. Students with physical and/or learning difficulties receive effective support to ensure that they take full advantage of opportunities offered by the college. Schemes of work address equality and diversity issues but implementation in lessons is variable. Health and safety arrangements are satisfactory.

Sector subject areas

Science and mathematics

Satisfactory: Grade 3

Context

29. The college offers GCE AS and A level courses in biology, chemistry, physics, psychology and mathematics and AS electronics. At GCSE, subjects in human physiology and health, science, psychology and mathematics are available. Approximately 180 students study on A level courses, 350 on AS courses and 130 on GCSE. Almost all students are aged 16 to 18 years and are on full-time programmes. Students without a grade D in mathematics study application of number.

Strengths

- high success rates in GCE A-level chemistry, physics, mathematics and psychology
- much good teaching and learning
- rigorous assessment of students' work
- good support
- very effective leadership and management.

Areas for improvement

- low pass rates in GCE AS sciences and mathematics
- low pass rates in GCSE courses
- underdeveloped use of ILT.

Achievement and standards

30. Achievement and standards are satisfactory. Success rates in GCE A-level chemistry, physics, and mathematics and in GCE A and AS further mathematics and psychology are above the national average. Pass rates over the last three years in GCE AS sciences and mathematics and in GCSE human physiology and health and mathematics have been below the national average. The proportion of high grade pass rates is low in all GCE A and AS subjects. However, the college's recent action plan to improve achievement has been effective. Students make good progress and learn well in most lessons and interim assessments indicate that standards are rising.

Quality of provision

31. Much teaching and learning is good. Teachers are very well qualified, enthusiastic and have good subject knowledge. Schemes of work are good and fully recognise the needs of all students. The best lessons are well planned and teachers use a variety of approaches including individual and group work to stimulate students. In several lessons, teachers used ILT effectively to aid learning. In a GCE AS mathematics lesson, students gained

a real understanding of maxima and minima, aided by the effective use of ILT. This resource, however, is underdeveloped. There are no ILT facilities in the psychology base rooms. Teaching rooms including laboratories are appropriate with many student displays. These are particularly good in psychology. Subject assessment and monitoring of progress is rigorous. Work is regularly set, marked and returned promptly with positive comments for improvement. Students are able to access model answers from the college intranet, including examples which provide very good guidance on how to achieve a top grade.

32. The range of GCE AS and A level courses is satisfactory. Students have opportunities to develop key skills supported through their main subject areas. They take part in subject conferences, progression to HE events, university chemistry and physics outreach, health education, careers and financial support talks, field trips, and taster days with pupils from local high schools. Individual support for students is good. Students receive extra science, mathematics or psychology support during lunch hours and in other dedicated workshops. This includes help with individual subject problems as well as planned syllabus topics. Students' progress reviews give clear short-term targets for improvement.

Leadership and management

33. Leadership and management are good. Self-assessment, including the monitoring of teaching and learning, is accurate and gives realistic targets for improvement. Recent changes have been made in the management of science and early indications are that standards are improving quickly as a result. In addition, poor continuity in staffing has improved. It is, however, too early to judge the effect of these improvements on students' examination performance, although observations made during the inspection indicate much improved progress. Staff development is appropriate and effective. Resources are satisfactory, although psychology base rooms have no ILT facilities.

Visual and performing arts and media

Outstanding: Grade 1

Context

34. The college offers nine AS art options and eight GCE A level options, including fine art, film studies, music technology, photography, textiles, media studies and performance studies. There are three full-time vocational routes through BTEC national certificates in art and design, acting and media studies. A GCSE course is offered in photography. Student numbers have increased by a third in the last three years. A total of 271 students are studying one or more courses within the arts area. The numbers of enrolments in expressive arts and in visual arts are approximately the same.

Strengths

- very high success rates on level 3 performance and fine art courses
- outstanding students' achievement and progress
- confident and expressive nature of students' practical work
- good teaching
- excellent and popular programme of enrichment
- curriculum leadership and management.

Areas for improvement

- low retention rates on a minority of courses
- unsatisfactory accommodation and resources within some areas.

Achievement and standards

35. Students' achievement and standards are outstanding. The majority of students make excellent progress. The achievement of high grades has risen to well above that of similar colleges. Pass rates are outstanding; most courses achieving 100% pass rates over several years. Success rates on many courses are at or above those of similar colleges. Success rates on level 3 performance and fine art courses are very high. Retention rates are at or just above the national average. On a small number of courses, however, retention rates are low. The standard of students' work is high. They produce confident work that shows individual identity and expression. The quality of sketchbook work in fine art is high, although some in textiles and photography lacks attention to the standards of presentation.

Quality of provision

36. Teaching and learning are all good or outstanding. Lessons are very well planned to provide pace, variety and challenge. Students' attitudes to learning are exemplary. Teachers promote students' independent learning and critical awareness skills very effectively through classroom discussion and by encouraging regular and constructive peer evaluation. Students produce creative and often ambitious pieces of work in photography and fine

art. A professional ethos is promoted well within film, acting and music. The assessment of students' work on all courses is rigorous. Teachers' detailed written feedback indicates precisely what is required of students to improve. The range of programmes and activities to meet the needs of students is outstanding. Careful curriculum planning has ensured that a wide range of vocational and academic subjects is available. The programme of arts enrichment is outstanding. In expressive arts, a well established theatre production company, recently introduced film production company and annual 'Pastonbury' music festival are popular with students together with visits by professionals from the film and acting world. Students receive outstanding support and guidance. The proportion of students successfully progressing directly to the arts-related higher education programmes is very good.

Leadership and management

37. Leadership and management are outstanding. Student and course performance are analysed and monitored in detail. Initiatives to strengthen assessment and widen the curriculum are highly successful. Good team working exists in both departments. Best practice is shared well within subjects, although some opportunities are missed to share between departments. Most accommodation and resources are used well. The quality of the environment in some areas of fine art and music technology is unsatisfactory and sometimes impedes the opportunities for learning. Equality of opportunity is promoted very well through the curriculum and within lessons.

Languages, literature and culture

Outstanding: Grade 1

Context

38. The college offers GCE A and AS level programmes in English language, English literature, English literature and language, German, French and Spanish and GCSE English. In 2007/08, there are 187 enrolments on level 3 courses and 93 on level 2. Enrolments for languages are very low, with 29 on AS level and 5 on A level. Most students are aged 16 to 18, although a few adult students join some lessons.

Strengths

- very high success rates
- excellent progress made by students
- very good teaching and learning
- thorough review and assessment
- rigorous monitoring of performance
- democratic and dynamic curriculum management
- good resources to promote independent learning.

Areas for improvement

- insufficient provision to help students progress from low levels of attainment.

Achievement and standards

39. Achievement and standards are outstanding. Success rates in GCE A-level English language, German and French have reached 100% in the previous two years and in AS English literature and AS German in 2007. Students make excellent progress. GCSE students gain significantly better results than is indicated by their previous attainment. Low retention rates in GCE A-level English literature and in English language have improved in 2007/08. The proportion of high grades achieved in all GCE English subjects is significantly above the national average. Students show strong analytical and evaluative skills and express themselves confidently in discussions.

Quality of provision

40. The quality of provision is outstanding. Teaching and learning are very good. Lessons are well paced and challenging. Teachers use very good questioning techniques to help students express personal and coherent views. Learning resources are good and encourage students to develop and extend their learning independently. Teachers make imaginative and relevant use of ICT and students' work is celebrated in lively displays. Assessment is very effective. All students have a clear view of what is required for each piece of work and self-assess against models of good answers. Most students, including those working at higher levels, have challenging points for development, although this is more structured for GCE courses than for GCSE. Students value highly the good support given by teachers in class.

Progress is monitored very well and regular progress reports are thorough, honest and challenging. Additional learning support needs are identified both at entry and on course and result in prompt offers of effective support.

41. Programmes meet the needs of students well and help them to fulfil their aspirations, although the college offers no discrete English provision at level 1. Levels 1 and 2 communication key skills are offered. Enrichment activities are varied and include a creative writing course, trips to theatres and language conferences.

Leadership and management

42. Leadership and management are outstanding. Frequent departmental meetings ensure that data are monitored regularly and lead to prompt and effective interventions if necessary. The self-assessment report mirrors the provision and the development plan shows that teachers and managers have rectified the identified areas for improvement and developed strengths further. The observation of teaching and learning is focused very clearly on students' experience and is accurate and effective in driving improvement. Part-time teachers share in developments fully. Good practice is shared. Experimentation and evaluation of methodology is encouraged in a departmental atmosphere of mutual trust. Equality of opportunity is promoted well in lessons through discussion of texts, culture and acceptable language. Well qualified and experienced staff transmit their enthusiasm for the subjects they teach to students. Resources for English are well managed but some resources in languages are outdated.

Learners' achievement

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2005 to 2007, 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	04/05	287	54	64	-10	428	55	56	-1
	05/06	214	56	71	-15	351	57	56	1
	06/07	25	76	na	na	326	66	na	na
GNVQs and precursors	04/05	10	80	71	9	1	100	na	na
	05/06	15	53	79	-26	0	na	na	na
	06/07	0	na	na	na	0	na	na	na
NVQs	04/05	0	na	na	na	0	na	na	na
	05/06	21	57	na	na	0	na	na	na
	06/07	13	92	na	na	0	na	na	na
Other	04/05	277	53	63	-10	427	55	56	-1
	05/06	178	56	70	-14	351	57	56	1
	06/07	12	58	na	na	326	66	na	na

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2005 to 2007, 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	04/05	566	47	73	-26	249	49	56	-7
	05/06	327	76	78	-2	202	39	64	-25
	06/07	319	79	na	na	205	51	na	na
GCSEs	04/05	242	71	78	-7	12	75	66	9
	05/06	214	79	82	-3	25	56	66	-10
	06/07	252	81	na	na	10	70	na	na
GNVQs and precursors	04/05	34	53	74	-21	3	67	na	na
	05/06	26	92	77	15	1	100	na	na
	06/07	24	75	na	na	2	100	na	na
NVQs	04/05	11	82	61	21	3	67	57	10
	05/06	4	75	77	-2	13	54	67	-13
	06/07	7	57	na	na	12	50	na	na
Other	04/05	279	24	62	-38	231	47	52	-5
	05/06	83	60	70	-10	163	35	61	-26
	06/07	36	72	na	na	181	49	na	na

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2005 to 2007, 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	04/05	1464	80	82	-2	67	57	59	-2
	05/06	1517	81	83	-2	64	63	65	-2
	06/07	1687	82	na	na	37	73	na	na
A/A2 Levels	04/05	440	93	92	1	26	62	78	-16
	05/06	395	95	92	3	13	62	78	-16
	06/07	386	93	na	na	16	88	na	na
AS Levels	04/05	960	77	78	-1	31	48	54	-6
	05/06	959	76	79	-3	40	57	58	-1
	06/07	1099	79	na	na	12	67	na	na
GNVQs and precursors	04/05	38	53	74	-21	6	50	na	na
	05/06	27	59	74	-15	6	67	na	na
	06/07	0	na	na	na	0	na	na	na
NVQs	04/05	1	100	na	na	2	100	49	51
	05/06	1	0	na	na	1	100	62	38
	06/07	2	50	na	na	3	67	na	na
Other	04/05	25	36	72	-36	2	100	55	45
	05/06	135	75	75	0	4	100	62	38
	06/07	200	80	na	na	6	50	na	na

Table 4

Success rates on work-based learning programmes managed by the college 2005 to 2007.

Programme	End Year	Success Rate	No, of students *	College NVQ rate **	National NVQ rate **	College framework rate **	National framework rate **
Advanced Apprenticeships	04/05	overall	7	0%	48%	0%	34%
		timely	7	0%	31%	0%	22%
	05/06	overall	7	57%	53%	43%	44%
		timely	10	40%	34%	30%	28%
	06/07	overall	3	100%	64%	67%	56%
		timely	3	33%	41%	0%	35%
Apprenticeships	04/05	overall	27	70%	51%	41%	39%
		timely	24	25%	29%	8%	22%
	05/06	overall	32	63%	58%	50%	52%
		timely	31	23%	38%	19%	34%
	06/07	overall	25	68%	65%	60%	60%
		timely	23	39%	45%	39%	42%

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

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

Table 5

Outcomes on Entry to Employment (E2E) programmes managed by the college 2005 to 2007.

Summary

Year	Starts in year	Objectives achieved	Progression	Still on E2E	Transfer	Progression %	Success of completers
04/05	56	12	8	32	0	14%	50%
05/06	55	12	11	27	1	20%	44%
06/07	56	17	16	28	0	29%	61%

Summary

Year	Ends in Year	Objectives achieved	Progression			Progression %	Success of completers
04/05	50	34	30	na	na	60%	68%
05/06	60	40	36	na	na	60%	67%
06/07	55	36	35	na	na	64%	65%

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