



St John Rigby College



ADULT LEARNING
INSPECTORATE

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Inspection report

Audience
Post-sixteen

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130523

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Basic information about the college

Name of college:	St John Rigby Sixth Form College
Type of college:	Roman Catholic Sixth Form College
Principal:	John Crowley
Address of college:	Gathurst Road Orrell Wigan WN5 0LJ
Telephone number:	01942 214797
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Chair of governors:	Anne-Marie Siney
Unique reference number:	130523
Name of lead inspector:	Heather Barnett HMI
Dates of inspection:	24-28 April 2006

Background of the organisation

1. Saint John Rigby Sixth Form College is a Roman Catholic sixth form college established in 1972. The college is under the trusteeship of the Archbishop of Liverpool and situated on a single campus four miles west of Wigan. Fifty per cent of the college's learners are drawn from seven Roman Catholic partner schools in Wigan, Skelmersdale and Ormskirk, with the remainder coming mainly from high schools in Wigan and West Lancashire. Census data show that Wigan has a higher number of people without qualifications than the England and Wales average and fewer people qualified to degree level. The percentage of learners continuing in full-time education after the age of 16 in the college's catchment area is approximately 64%.
2. At the time of inspection there were 1,084 learners enrolled at the college, the majority of whom were aged 16-18 and on full-time level 3 programmes. A range of programmes is offered from pre-entry to degree level and a variety of courses in 10 subject sector areas. Some 60% of learners are female and 47% are Catholic. The percentage of learners from minority ethnic backgrounds is similar to that in the local area, at around 1%.
3. The mission of the college is 'We are a Catholic college dedicated to the education and development of the whole person, so that all students can realise their potential. To achieve this as a community we will:
 - welcome all students who are happy to be educated within a Christian environment
 - value the uniqueness and dignity of each individual
 - provide the highest standards of teaching and learning
 - all show commitment to our work and the Christian values of the college
 - provide equality of opportunity, with mutual respect and positive encouragement
 - build and develop a partnership with parents, schools, parishes, other college, higher education and the local community'

Scope of the inspection

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

- leadership and management
- specialist provision in: science and mathematics; information and communication technology (ICT); arts, media and publishing and social sciences

Summary of grades awarded

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

Note: Where contributory grades have been awarded, they are shown in the relevant sections of the report. Contributory grades represent the judgement of the team that the quality of the aspect of provision indicated by the grade differs from the grade overall.

Curriculum areas

Science and mathematics	Satisfactory: grade 3
Information and communication technology	Good: grade 2
Arts, media and publishing	Good: grade 2
Social sciences	Good: grade 2

Overall judgement

Effectiveness of provision

Good: grade 2

5. Saint John Rigby Sixth Form College provides good quality education and support for its learners. The provision is underpinned by the outstanding promotion of the Catholic mission and ethos. The college's approach to educational and social inclusion is good. There is an inclusive culture and effective additional learning support. Many courses cater for a range of abilities, and the college is working hard to improve the range of courses below level 3. The college is fully involved in the local 14-19 agenda and has good links with local schools, including special schools.
6. Achievement and standards are good. There are improving trends in the majority of subjects and most learners make good progress in relation to their prior achievement. However, there are low success rates on a minority of courses. Teaching and learning are good and learners are well monitored and supported in their studies. Attendance and behaviour are very good.
7. Leadership and management of the college are good. Teachers and managers are focussed on raising standards and improving teaching and learning. Effective measures have been put in place to improve provision and their impact is tracked through the highly effective information system. Quality assurance is robust. Resources are well managed and the new and refurbished accommodation is used effectively to support teaching and learning.

Capacity to improve

Good: grade 2

8. The college's capacity to improve is good. It regularly reviews its performance and looks for ways to improve. New quality assurance procedures and information systems have helped secure improvements in attendance, retention and achievement. The college has a well-managed lesson observation system which has helped it to improve the quality of teaching and learning. Success rates have risen for the last three years.
9. The college's self-assessment report for 2004-05 was accurate and correctly identified its main strengths and areas for improvement, although clearly defined actions to address weaknesses were not identified in all curriculum areas.

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

10. The college has made good progress in addressing areas for improvement since the last inspection. Retention rates have risen each year for the last three years. Underperforming courses are monitored rigorously, and issues identified through the on-line traffic light system are addressed promptly. Curriculum management has been restructured and is good in many curriculum areas. Accommodation is of a high quality.

Key strengths of the college

Strengths

- good progress by learners on many advanced level courses
- high levels of attendance
- much good and some outstanding teaching and learning
- good support for learners
- outstanding promotion of Catholic mission and ethos
- strong strategic leadership
- highly effective management actions to improve the quality of provision in many areas
- good accommodation and resources for teaching and learning

Areas for improvement

The college should address:

- low success rates on several GCE AS courses
- narrow range of courses below level 3
- insufficient monitoring and evaluation of subject specific support for learners
- weaknesses in quality improvement planning in a few curriculum areas

Main findings

Achievements and standards

Good: grade 2

11. The college's self-assessment report identifies achievement and standards as good. Inspectors agree with this view. Realistic and challenging targets are set for learners and their progress towards them is closely monitored.
12. At levels 1 and 2 success rates have been consistently above national rates for the last three years. Level 3 success rates for learners aged 16 to 18 have improved 7% over the last three years and are now broadly average. Success rates on the majority of courses are good but a minority of courses have low success rates. The college has identified these and has effective plans in place to address the issue. Recent module test results show a further improvement in pass rates.
13. Pass rates at level 3 have risen from 79% in 2003 to 89% in 2005. The pass rate for GCE A-level has risen 6% and for GCE AS courses it has increased by 12% from 2003 to 2005. Retention rates have been broadly average or better at all levels for the last three years and have improved this year. Those learners that take Key Skills qualifications achieve good results.
14. Performance data show that progress made by learners in relation to their prior achievement has improved over the last three years and is good. Most learners in 2005 achieved at least their expected grade. On GCE A-level courses progress in 2004-05 was good overall and outstanding in some areas, such as music. Progress was also good on GCE AS courses in most subjects. In the minority of subjects where learners do not achieve the grades predicted for them appropriate improvement strategies are in place.
15. The standard of learners' work is good and there are high levels of skill development in practical subjects. Learners are well motivated, enjoy their studies and speak positively of their experiences at college. They work with due regard for health and safety. The average attendance at lessons observed by the inspectors was higher than that seen at the last inspection. Figures for this year show there is a high and improving attendance rate. Punctuality to sessions is good.
16. Learners' responses to the opportunities for personal development and increased spiritual awareness are good. Many learners enter college with a narrow and often secular view of life. Weekly religious education lessons explore broader views of faith and morals. In 2005 almost three quarters of level 3 learners progressed to higher education.

Quality of provision

Good: grade 2

17. Inspectors agree with the college's own judgement that teaching and learning are good overall. Using a range of evidence, including lesson observations, inspectors concluded that teaching in most lessons is at least good, and in a few outstanding. A very small proportion of teaching is unsatisfactory. College lesson observation records are clear and feedback to teachers clearly identifies areas for improvement. Particular themes such as meeting the needs of different learners are identified for development by subject teams. Good practice is shared at management meetings.
18. Many lessons are well planned with a range of activities to generate interest and engage learners. Good relationships between teachers and learners create an atmosphere that is conducive to learning. Teachers are well qualified and demonstrate good subject knowledge. Appropriate accommodation, materials and equipment support teaching and learning well. Much staff development has focused on improving the use of information and learning technology (ILT) to support learning and its effective use is increasing.
19. Assessment practices are good. There are appropriate policies and procedures in place for assessment, standardisation, internal verification and moderation. These are adhered to effectively in most areas. All learners have individual targets and progress against these is monitored carefully. Feedback to learners is generally constructive and helpful, indicating how they might improve their work. However, in some areas learners would benefit from closer attention to spelling and grammar in marking. Parents are informed of progress through regular reports and parents' evenings.
20. Initial assessments of all learners' skills are routinely carried out. These tests include literacy, numeracy, IT, learning styles and spelling. Additional specialist assessments are also carried out, for example, for dyslexia. Specialist additional support is provided quickly for those identified as needing it. It is thorough and well focused. Learning mentors provide help to individuals or small groups in the learning support area.
21. Although much useful information is collected through initial assessment and communicated to subject teachers this is not always used well in planning teaching and learning in subject lessons. Some teachers do not routinely adapt their teaching to take account of the weak literacy skills of some learners.
22. The college offers a good range of courses at level 3 including vocational courses in some areas. A small number of courses are offered at entry level and at levels 1 and 2. Progression from these to higher level courses is good. There are plans to extend the range of options at level 2. The range of courses available ensures that the needs and aspirations of many learners with a range of different abilities are met. Appropriate arrangements are in place for work experience for learners on vocational courses. Childcare

placements are carefully monitored by a dedicated work placement coordinator. Links with local high schools are good and there are examples of collaborative arrangements for delivering 14-16 courses with some schools. These benefit local young people by increasing the opportunities available to them.

23. A good range of enrichment opportunities is available including arts-based activities and sports. Other valuable activities are more closely linked with and relevant to specific curriculum areas. All learners are welcomed into the prayer life of the college, which is coordinated by the chaplain and the head of religious education in ways that meet the legal requirements for collective worship and open up aspects of liturgy to all learners. The opportunities for worship include morning prayer each day in the chapel and a short period of reflection at the start of each tutorial.
24. Learners receive good guidance and support. The structure and management of the tutorial system has been much improved by the introduction of a dedicated team of personal tutors. They are responsible for monitoring learners' progress and for delivering the tutorial programme which deals with aspects of personal and social development, encouraging a healthy lifestyle and raising awareness of issues surrounding personal finance. Recording of progress and links between subject teachers and tutors are well defined and competently managed. There is much good support for learners from their subject teachers, though the arrangements are not formalised. This support is not monitored or evaluated across the college so that the benefit to learners cannot be assessed.
25. There are clear guidelines on entry qualifications for levels of course and individual subjects. All learners are given information about the ethos of the college and the importance of understanding the Catholic nature of the ethos. Advice and guidance on progression and careers is effective in raising aspirations and helping students maximise their opportunities. A significant number of learners progress to higher education, including many who entered the college with few qualifications.

Leadership and management

Good: grade 2

26. Leadership and management are good. The principal and senior managers provide strong but open leadership, and in conjunction with the governors set a clear strategic direction. Since the inspection in 2001 there has been an improvement in success rates at all levels. A culture of high expectations and accountability now permeates the college. There is increased focus on improving teaching and learning. New quality assurance procedures have succeeded in raising standards. The college has introduced a highly effective learner tracking system. Rigorous monitoring of attendance, retention and achievement has had a positive impact on learners' outcomes.

27. The course review process is well managed and the focus on under-performing courses has supported significant in-year improvements in almost all cases. Leadership and management are good in many curriculum areas. The self-assessment report is thorough, although some curriculum quality improvement action plans lack clear targets. The college recognises that performance management targets are not sufficiently linked to overall college targets.
28. The college has effective policies on equality and diversity. Managers, teachers and governors are fully committed to promoting the Catholic ethos within an inclusive community. Respect and dignity of the individual are implicit in the way members of the college behave towards each other. Managers and governors monitor the performance of different groups of learners and set appropriate targets for improvement. The college complies with child protection, race relations and disability and discrimination legislation. All staff and governors have received detailed training on child protection. Governance is good.
29. The governors and senior managers are successfully sustaining a firm commitment to the values of the mission and ethos of the college. They are improving the image of the college as a provider of Catholic education. There has been investment in staffing for religious education and chaplaincy. The chapel is at the heart of the new building and provides a much-valued meeting point for staff and students.
30. The college's finances are well managed. Accommodation has significantly improved since the last inspection and is generally of a high quality. Resources are efficiently utilised. There has been significant investment in ILT. All teaching staff are provided with a laptop which facilitates monitoring of learners and supports the development of e-learning. There is good access to staff training in using e-learning effectively. Links with partner schools are good. The college gives good value for money.

Curriculum area inspections

Science and mathematics

Satisfactory: grade 3

Context

31. Science and mathematics courses include GCE AS and A levels in biology, chemistry, mathematics, further mathematics, physics and psychology. GCE AS applied science has been introduced this year. GCSE courses in mathematics, psychology and science are provided. There are 712 enrolments of learners aged 16 to 18 and 7 adult enrolments.

STRENGTHS

- strong leadership from new heads of department
- good teaching and learning with strong support for learners
- high proportion of A*-C grades on GCSE mathematics, science and psychology courses
- good accommodation for science, mathematics and psychology
- good range of subject-related enrichment activities

AREAS FOR IMPROVEMENT

- low success rates on most GCE AS courses
- low progression rate from GCE AS to GCE A-level physics
- low value added scores on most GCE AS and A-level science courses

Achievements and standards

32. Learners' achievements are satisfactory. Success, pass and retention rates on GCE A-level courses are generally in line with national averages. GCE A-level chemistry and physics courses have 100% success rates. Success and pass rates on all GCE AS courses, with the exception of GCE AS physics have improved over the last three years. However, with the exception of chemistry and further mathematics, all GCE AS pass rates are below national averages. Value added scores are low with the exception of GCE AS chemistry, GCE AS and A-level mathematics and GCE A-level physics. The progression rate from GCE AS to A level is low in physics. Retention rates on most GCE AS courses have declined and are well below the national average, although retention rates have improved significantly this year. The proportions of A*-C grades on GCSE mathematics, science and psychology courses are significantly above the national average.

Quality of provision

33. Teaching and learning are good. Lessons are carefully planned and managed effectively. Theory and practical work are skilfully integrated. In most lessons learners respond well to directed questioning although a minority of learners are not sufficiently involved. ILT is used effectively in some lessons but opportunities for key skills development are not always identified. There is good attention to health and safety in practical lessons.
34. Assessment practices are good. Learners' progress is diligently monitored throughout lessons and their work is assessed thoroughly; detailed feedback is provided. Learners' target grades are monitored regularly and learners value this feedback. The range of provision is good and there are comprehensive subject-related enrichment opportunities for learners to develop wider skills.
35. Learner support is good. Guidance processes have been strengthened and there are good curriculum links with partner schools. Subject specific support is available on a flexible basis. Learners receiving additional support make good progress.

Leadership and management

36. Curriculum leadership by the heads of department is good. Rigorous systems of quality improvement are starting to impact on standards of teaching and learning and on retention rates. Quality assurance is effective and departmental self-assessment is accurate. There is good liaison between the departments and local partner schools. Staff are well qualified and several have experience as examiners or moderators. Accommodation in the new and refurbished buildings is modern and fit for purpose; laboratories are attractive and well equipped.

Information and communication technology

Good: grade 2

Context

37. The college provides GCE AS and A-level computing, GNVQ intermediate ICT and AVCE ICT courses. There are 177 learners aged 16-18 and 18 learners aged 19+, all of whom are full time. Some 73% of learners are male and 27% are female.

STRENGTHS

- high success rates on most programmes
- effective use of question and answer techniques to enhance learning
- good progression to other courses
- good vocational links to support learning
- effective implementation of strategies to improve performance

AREAS FOR IMPROVEMENT

- poor pass rates on GCE A-level computing
- inconsistent monitoring and tracking of learners on GNVQ and AVCE programmes

Achievements and standards

38. Success rates on most programmes are high. Success rates on GCE AS computing have risen in the last three years and are now above national averages. Retention rates on GCE A-level computing have been 100% for three years, although pass rates remain below the national average. Learners achieve better grades than those expected based on their prior attainment. Their portfolios are well organized, and the work is of a good standard and well presented. Strategies for improving attendance, for example 'phoning home the same day, have been successful; attendance is good and punctuality excellent.

Quality of provision

39. Most teaching is good or better. Lessons are well planned and learners demonstrate good acquisition of skills. There are good relationships between staff and learners. Learners participate well in class discussions and enjoy their learning. Teachers use effective questioning to assess understanding. Assessment and verification procedures are satisfactory. However, feedback on assignment work is inconsistent; some does not provide learners with enough guidance on how to improve their work.
40. Resources are used effectively. Staff have appropriate qualifications and receive regular professional updating. Many rooms are too hot with insufficient ventilation. Computers are too closely spaced leaving learners with little room

for writing notes or placing workbooks. IT rooms have appropriate equipment. There are a number of interactive whiteboards, but their use is not fully developed. A well planned programme of work experience supports GNVQ intermediate learners and there are good opportunities for all learners to experience IT in a commercial setting when preparing for assignments. There is good progression to higher level courses. The range of provision is good.

41. Learners receive good academic guidance and support. Information relating to learners' initial assessment and guidance and their attendance and performance is used effectively in reviews. Learners are set individual targets based upon prior attainment, which are appropriately challenging. The use of individual learning plans is underdeveloped. There is inconsistent use of short-term targets and some ineffective monitoring of progress on GNVQ and AVCE modules. Insufficient attention is paid to design elements, for example data capture. Students access course notes through shared areas on the college intranet.

Leadership and management

42. Leadership and management are good. Strategies to improve attendance, retention and achievement have been effectively implemented. Staff are suitably qualified and the staff development programme helps them to develop further their teaching and learning skills. Inspectors largely agree with the judgements in the self-assessment report; however some strengths are overstated. There is a strong focus on learners' attendance and punctuality.

Arts, media and publishing

Good: grade 2

Context

43. There are 26 enrolments on GCSE photography and 470 enrolments on GCE AS and A-level courses in music, media, fine art, performance and dance. Most learners are aged 16-18. Provision includes art courses attended by learners with learning difficulties and disabilities from a local Special School.

STRENGTHS

- good retention on GCSE art, GCE AS art and AS music courses
- high pass rates on GCE AS art, AS music, GCE A-level art and GCE A-level music courses
- good standard of learners' work in most subjects
- good teaching and learning in music and art
- effective management action to improve the quality of provision

AREAS FOR IMPROVEMENT

- low retention rates on GCE AS dance and AS performance in 2005
- declining proportion of high grades on GCE AS media, AS performance, GCE A-level art and GCE A-level performance
- some undemanding use of questioning in performing arts and media lessons

Achievement and standards

44. Achievements and standards attained by learners are good. In-year retention has improved this year and is now above the national average in most subjects. The retention rate on GCE AS dance and performance was low in 2005. Success rates are excellent in GCE AS music and pass rates in GCE A-level media and GCE A-level performance have been 100% for the past 3 years. Most GCE AS and A-level candidates meet, and many exceed their minimum target grades in photography, graphics, music and media. The number of high grades for GCSE art is well above average. However, the proportion of high grades on some GCE AS and A-level courses shows a declining trend.
45. Learners' work is of a good standard. Image manipulation software is used creatively and imaginatively in photography and graphics. Learners enjoy their work, participate in exhibitions, music and drama performances and speak highly of projects in photography and media.

Quality of provision

46. Most teaching is good. The effective planning of most lessons and variety of teaching and learning stimulate and sustain the interest of learners. In less successful lessons in media and performance studies, questioning is rarely sufficiently probing to challenge the more able learners and discussions are poorly led.
47. Resources are used effectively but studios used for photography, graphics and art are crowded. Graphics and photography studios are well equipped with industry level hardware and software, however not all media rooms are equipped with electronic whiteboards or effective black-out. Accommodation for dance has insufficient floor space and apparatus. The range of provision is good.
48. There is rigorous initial screening, assessment and monitoring of learners' progress. Vocational advice is provided by specialist staff and personal tutorials are effective. Tutors value learners' individuality and offer useful strategies for overcoming difficulties, including extensive opportunities for additional subject support.

Leadership and management

49. Leadership and management are good. The self-assessment report is largely accurate although some strengths are overstated and some actions points are not clear enough. There is a good focus on raising standards and effective management action to improve provision. Retention is steadily improving. Observations of teaching and learning are regularly conducted by external specialists and observation grades are broadly accurate. Teachers gain useful experience through peer observations in other subject areas. However, there is no formal analysis of departmental observations and insufficient sharing of good practice. There is strong teamwork and communications are good.

Social Sciences

Good: grade 2

Context

50. Approximately 250 learners are enrolled on advanced level programmes in critical thinking, general studies, geography, government & politics, and sociology. Learners are full-time aged 16-18. One-third of these are on GCE-A level courses.

STRENGTHS

- high pass rates on GCE A-level courses
- high quality teaching
- effective use of quality resources to stimulate learning
- good additional subject support for students
- effective implementation of quality assurance measures to raise performance

AREAS FOR IMPROVEMENT

- low value added scores on GCE AS courses
- insufficient development of students' oral competencies

Achievement and standards

51. Achievements and standards are satisfactory. There are high pass rates on most GCE A-level courses and in GCSE sociology. On the majority of GCE AS courses pass rates are broadly average. Retention of students in critical thinking is very good. Measures to improve declining retention in other areas have been effective, particularly in sociology at GCE A-level and in GCE AS geography and government and politics. Value added scores have declined over the past three years. They are broadly average at GCE A-level but on GCE AS courses a number of learners do not attain their expected grades based on prior qualifications. Student attendance is above the national level and rising.

Quality of provision

52. Teaching is of high quality. Well-structured lessons engage all learners in a variety of interactive tasks and teachers are sensitive to the learning needs of individuals. Effective use is made of quality resources to stimulate and reinforce learning in attractive classroom environments with an increasing use of ILT. Students enjoy their learning and acquire a broad range of study skills. However, some opportunities are missed to develop oral competencies and some classroom questioning lacks challenge. Written work is well marked and feedback to learners helps them to improve.

53. Course provision is good and responsive to local circumstances. GCSE courses in this subject area have been withdrawn and GCE AS and A-level general studies courses are now optional. Most GCE AS subjects have increased their enrolments. Excluding geography and general studies, overall numbers continuing to GCE A-level courses have remained stable. There is a good range of curriculum-related enrichment activities which contribute significantly to students' personal development and learning.
54. There is good additional subject support for students. Teachers know their students well and additional subject support is given to those who do not meet their target grades. Extra learning sessions are voluntarily provided and in sociology, where there are larger numbers, additional timetable time is provided for these. Extension work is available for the more able but this is less structured. Good levels of care, advice and guidance are implicit in teaching and in the feedback on marked work.

Leadership and management

55. Management and leadership of this expanding department are good. Quality assurance procedures have been successfully implemented although some inconsistencies in their application between different subjects remain. Recent performance data for the current year indicate significant improvements in attendance, retention and in the January examination results. Individual staff targets are set and monitored. There is a strong emphasis on sharing good practice, improving the quality of teaching and learning, and analysing performance data. The self-assessment report is thorough and reliable with action planning that is detailed and realistic.

Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age 2003 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	02/03	10	90	60	30	63	76	55	21
	03/04	30	90	67	23	68	37	57	-21
	04/05	49	90			55	65		
GNVQs and precursors	02/03	10	90	66	24	0			
	03/04	25	92	70	22	0			
	04/05	13	77			0			
NVQs	02/03	0	0			0			
	03/04	0	0			0			
	04/05	0	0			0			
Other	02/03	0				63	76	55	21
	03/04	5	80	66		68	37	58	-21
	04/05	36	94			55	65		

Table 2

Success rates on mainstream Level 2 qualifications, by qualification type, expected end year and age 2003 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	02/03	371	83	70	13	28	64	52	13
	03/04	408	86	74	12	1	0	55	
	04/05	591	81			40	58		
GCSEs	02/03	294	84	74	10	1	100	58	
	03/04	315	85	77	8	1	0	62	
	04/05	501	81			13	62		
GNVQs and precursors	02/03	70	79	68	10	1	100		
	03/04	76	89	73	17	0			
	04/05	59	83			0			
NVQs	02/03	0				0			
	03/04	0				0			
	04/05					0			
Other	02/03	7	86	58	28	26	62	49	13
	03/04	17	88	68	20	0			
	04/05	31	87			27	56		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age 2003 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	02/03	2545	71	79	-8	23	61	57	4
	03/04	2584	75	80	-5	11	82	56	26
	04/05	2508	78			20	90		
A/A2 Levels	02/03	804	84	89	-6	7	100	73	27
	03/04	788	89	91	-3	7	100	75	25
	04/05	736	87			8	100		
AS Levels	02/03	1556	65	75	-10	0			
	03/04	1470	69	76	-7	3	67	52	
	04/05	1472	73			8	75		
GNVQs and precursors	02/03	185	63	63	-1	0			
	03/04	326	71	68	2	1	0		
	04/05	300	84			4	100		
NVQs	02/03	0				0			
	03/04	0				0			
	04/05								
Other	02/03	0				16	44	55	-11
	03/04	0				0			
	04/05	0				0			