



# New College, Telford



ADULT LEARNING  
INSPECTORATE

Better  
education  
and care

## Inspection report

Audience  
Post-sixteen

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108408

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## Basic information about the college

Name of college: New College, Telford

Type of college: Sixth Form College

Principal: Graham Clark

Address of college: King Street, Wellington, Telford, TF1 1NY

Telephone number: 01952 641 892

Fax number: 01952 243 564

Chair of governors: Dr Roger Hargreaves

Unique reference number: 108408

Name of lead inspector: Shaun Dillon HMI

Dates of inspection: 25-29 September 2006

## Background of the organisation

1. The developing former new town of Telford includes original market towns, local industrial centres, post-war overspill estates and new urban housing developments. Most of the college's learners come from Telford and Wrekin, but some come from rural market towns and dispersed rural communities in Shropshire and East Staffordshire. Several centres of significant disadvantage exist within the borough of Telford & Wrekin. The local social and ethnic backgrounds are considerably more diverse than are commonly found in Shropshire. About 12% of the college's full-time learners aged 16-18 are from minority ethnic backgrounds compared with about 5% in the local population. About 54% of learners aged 16-18 are female as are 78% of adult learners. The college houses its full-time provision on a single site in Wellington. The college mission is "to provide equality of access to the best possible educational opportunities for those aged over 16 whether they are from Telford or further afield".
2. In 2004/05, the college enrolled over 1,300 learners aged 16-18, most of whom were full-time. They provided over 5,800 enrolments. Over 600 learners aged over 19 provided about 1,000 enrolments. In terms of full-time equivalent (FTE) learners, those aged 16-18 constituted about 92% of the total. Over 72% of FTE learners aged 16-18 were on level 3 provision and 15% on level 2, whereas only 40% of adult learners were on level 3 courses and 20% on level 2.
3. The college offers mainly level 3 provision i.e. GCE A and AS levels in over 40 subject areas and BTEC National Diplomas, National Awards and AVCEs. Individual learners' programmes may include level 2 options such as GNVOs, First Diplomas and GCSEs, together with full-time level 1 programmes and adult literacy and numeracy qualifications. The largest sector subject areas by FTE learners are science and mathematics; arts, media and publishing; language, literature and culture; and business, administration and law.

## 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](http://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; art, design and performing arts; English and modern foreign languages; and business.

## Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Satisfactory: grade 3
Achievements and standards	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Satisfactory: grade 3

*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
Art, design and performing arts	Good: grade 2
English and modern foreign languages	Satisfactory: grade 3
Business	Good: grade 2

## Overall judgement

Effectiveness of provision

Satisfactory: grade 3

5. Learners' achievements and standards are satisfactory. Whilst most success rates were below national averages in 2004/05, unvalidated college data for 2005/06 indicate that success rates for most learners aged 16-18 have improved and are close to national averages. Success rates for adult learners are low. The standard of most learners' work is satisfactory. The progress made by many learners compared with their prior attainment is insufficient.
6. Teaching and learning are satisfactory. In the best lessons, teachers manage a wide range of challenging activities at a good pace. In the worst lessons, teachers do not plan well and the low level of work and slow pace fail to involve learners. The use of information learning technology (ILT) to enhance learning is underdeveloped. Assessment practices are good. Short-term improvement targets in subject reviews are too general.
7. The approach to educational and social inclusion is good. The match between the range of provision and learners' needs is good. Learners' participation in basic skills is improving. However, their participation in key skills is low. The proportion of learners from black and minority ethnic backgrounds is above that of the catchment area. The college has very successful partnership arrangements with a wide range of external agencies.
8. The college provides good personal, pastoral and academic support to its learners. They learn in a safe environment. The college supports learners with specific learning difficulties and/or disabilities very effectively.
9. Leadership and management are satisfactory. Self-assessment reports are mostly detailed, evaluative and accurate. Many of the improvements to the quality assurance systems are recent and it is too early to judge their effectiveness. The rate of change to make improvements has been slow, but has improved in the last year. Parts of the accommodation are unsuitable and poorly equipped. The college provides satisfactory value for money.

Capacity to improve

Satisfactory: grade 3

10. The college demonstrates satisfactory capacity to improve. Recent changes to the management structure, quality assurance and observation of teaching provide a sound foundation for improvement. Managers do not set improvement targets for success rates at course or area level. However, it is too early to judge the impact of the more recent actions.

11. The college and course team self-assessment reports are detailed and evaluative. The judgements are mostly accurate but they do not benefit from validation. College governors do not assess their own performance as part of the self-assessment process.

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

12. The college has made satisfactory progress in addressing the areas for improvement. After initially slow progress to address areas for improvement, the college has made more rapid progress recently. Learners' attendance has improved to above the national average. The rigour of self-assessment and action planning has improved. The quality assurance procedures are more comprehensive. The learning and teaching strategy is beginning to impact on learning. Retention rates have improved considerably and pass rates are also improving. However, accommodation in several areas of the college is still unsuitable.

Key strengths of the college

*Strengths*

- good framework to improve teaching and learning
- very successful approach to educational and social inclusion
- broad curriculum provision to meet learners' needs
- highly effective personal, pastoral and academic support
- accurate self-assessment
- highly effective partnership arrangements.

Areas for improvement

*The college should address:*

- success rates of adult learners
- learners' progress relative to attainment on entry
- challenge to learners
- use of information learning technology to support and enhance learning
- the pace of change to drive improvement
- improvement targets at course level
- unsuitable accommodation.



## Main findings

### Achievements and standards

Satisfactory: grade 3

13. Learners' achievements and standards are satisfactory and this agrees with the college's self-assessment. Success rates improved in 2003/04, but declined in 2004/05, when most were below national averages. However, unvalidated college data for 2005/06 indicate that success rates for learners aged 16-18 have improved and are now close to national averages, except on level 1 provision. Success rates are high for learners aged 14-16. College data for 2005/06 indicate that success rates for adults are well below national averages at levels 1 and 2. Success rates on short courses are well above national averages. According to college data, most retention rates have improved in 2005/06 and are much higher than at the last inspection, except for adult learners on level 2 provision. Most pass rates for learners aged 16-18 are at or above national averages, except for level 1 provision. Success and retention rates of most learners from black and minority ethnic backgrounds are above the college averages. Success and retention rates of male learners aged 16-18 have improved considerably in 2005/06.
14. The progress made by many learners compared with their prior attainments is insufficient. They work towards minimum target grades, but do not receive enough motivation or challenge to achieve grades higher than those expected. The proportion of higher grades achieved by learners in most GCE A level subjects and vocational courses is good and improving. However, the proportion of higher grades obtained in most GCE AS subjects is low and declining.
15. The standard of most learners' work is satisfactory. The numbers of learners achieving basic skills qualifications over the last three years have increased considerably. However, the numbers achieving key skills qualifications over the last three years have declined.
16. Most learners enjoy their subjects and courses and being at college. They behave well and respect each other and staff. They learn in a safe and harmonious environment. Attendance rates are above average. Most learners arrive at their lessons on time. About two thirds of learners progress to higher education each year, but this reduced in 2004/05. Progression rates between GCE AS and A level subjects are high in theatre studies and religious studies, but are low in human biology and information and communication technology.

### Quality of provision

Satisfactory: grade 3

17. The quality of provision is satisfactory and this agrees with the college's self-assessment. Inspectors agree with the college that teaching and learning are satisfactory. Managers have recently established a good framework for teaching and learning and lesson planning. Many lessons are good, with enthusiastic and

motivational teaching. This is most consistently evident in business, modern foreign languages and visual and performing arts, where teams share good practice particularly well. A key feature of good lessons is the planning of a range of activities flexible enough to challenge learners across the ability range. In the best lessons, teachers manage these activities at a good pace. They engage learners fully and challenge them appropriately.

18. According to the most recent internal lesson observation profile, about two-thirds of lessons are good or better. Joint lesson observations between inspectors and college observers indicate that they grade lessons at an appropriate standard. However, observation reports show that internal observers make insufficient evaluation of learning.
19. Most lesson plans continue to focus more on the teacher's rather than on the learner's role. In the few inadequate lessons, teachers do not plan learning well. The low level of work and slow pace fail to engage learners. The college responds robustly to support teachers whose lessons are poor. In a significant minority of lessons, teachers do not adapt learning activities, including the use of questioning, to challenge higher ability learners. Although the use of the college intranet to support learning is increasing, the use of ILT to enhance learning is underdeveloped. The assessment of students' preferred learning styles does not have sufficient influence on the planning of learning.
20. Assessment practices are good. Teachers assess learners frequently and mark and return work promptly. Grading is accurate and consistent and moderation is very thorough. Feedback to students is usually detailed and constructive. More challenging target grades and frequent progress reviews help learners to focus on improving their performance. However, the short-term improvement targets in subject reviews are too general to provide learners with effective action plans.
21. The range of programmes and activities provided to meet the needs and interests of learners is good. Learners have good progression opportunities. However, the take up of key skills courses is insufficient. Overall, the college promotes its courses effectively. However, its marketing materials under represent adult and male learners and those from black and minority ethnic backgrounds.
22. Learners benefit from many enrichment activities which meet their needs and interests. All learners have the opportunity to undertake work placements, and very effective links exist between the science and business areas and local employers. Learners contribute well to the wider community and to college life by mentoring school pupils and running enrichment activities.
23. The approach to educational and social inclusion is good. Managers have effectively widened participation by extending the curriculum offer at levels 1 and 2 and the vocational offer at level 3. The proportion of learners from black and ethnic minority backgrounds is higher than in the catchment area.

24. The support and guidance provided for learners is good. The college identifies the support needs of learners with specific learning difficulties and/or disabilities before entry and makes very effective arrangements to support them. Success rates for those supported are high. Initial screening to assess literacy and numeracy skills is effective. Managers give a high priority, through basic skills and GCSE re-sits, to ensure that all learners develop their functional literacy and numeracy skills to level 2 by the time they leave. However, few learners who join the college with GCSE passes in mathematics and English follow structured key skills programmes to level 3. The college provides good support for learners to develop their economic wellbeing.
25. Learners receive excellent personal, pastoral and academic support. The college rightly prides itself on the quality of support given to each learner as an individual. Learners value this support greatly. The college has acted appropriately to provide a safe environment. The college makes satisfactory provision for learners to lead healthy lives.
26. The college works closely with local providers to ensure school leavers receive impartial advice on the full range of educational opportunities. Tutorial arrangements are effective. Teachers and managers monitor attendance and punctuality closely. Careers education and guidance are good, and the college supports learners particularly well in applying to higher education. Communication with parents and carers is frequent and effective.

#### Leadership and management

Satisfactory: grade 3

27. Leadership and management are satisfactory and this concurs with the college's self-assessment. Governors and senior managers set a clear strategic direction. The college ethos and values create a culture of individual support and care for learners. Success rates for learners aged 16-18, however, are only near to the national averages. Recent re-structuring has re-enforced the focus on learning. Over the past year, the momentum for change has increased throughout the college.
28. Quality assurance systems are satisfactory. Managers have strengthened policies and procedures recently to support the monitoring and evaluation of performance. Intervention and support initiatives targeted at identified curriculum areas and courses have facilitated improvements. However, it is too early to assess the sustainable impact of these developments. Self-assessment includes all service and teaching teams and is self-critical. However, the governing body does not formally assess its own performance. College self-assessment reports are detailed and evaluative. Whilst teams receive constructive feedback when developing their reports, formalised validation of self-assessment does not exist. Whereas the availability of management information has improved considerably, curriculum managers do not consistently set improvement targets at course or curriculum area level.

29. Staff are well qualified in their subject areas and have access to a broad range of training, development and industry updating. Recently, managers have given a high priority to improving learning and teaching and the sharing of best practice. Learners have good access to learning resources and additional support facilities. However, they have insufficient access to information learning technology to enhance learning. Some learning and teaching take place in unsuitable or poorly equipped accommodation.
30. The college is making satisfactory progress towards meeting its responsibilities under the Children Act. A central list of the vetting and recruitment records of all staff is close to completion. However, governors have not received appropriate training about child protection issues. The college's response to the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2002 is satisfactory.
31. The governors have a broad range of skills and experience. They are committed and exercise strong monitoring procedures over the financial planning and management of the college. The achievement and standards sub-committee has considerably raised the profile of learners' achievement. Financial management and control are satisfactory and the college is in good financial health. The college provides satisfactory value for money.

## Curriculum area inspections

Science and mathematics

Satisfactory: grade 3

### Context

32. The college offers general certificate of education (GCE) AS and A level courses in biology, chemistry, human biology, physics, mathematics and further mathematics. The college also offers GCE AS level use of mathematics. Most learners are full-time and aged 16-18. About 380 enrolments are on GCE AS level and almost 160 enrolments on GCE A level subjects. The first diploma in science has 15 learners and the national diploma in applied science has 38. About 140 enrolments are on GCSE mathematics and 42 on GCSE science courses. About 130 learners who have not reached GCSE grade D standard study numeracy at levels 1 and 2.

### *Strengths*

- high success rates in GCSE, GNVQ intermediate and national diploma in science
- rigorous assessment and constructive feedback
- broad range of courses and extension activities
- good individual support for learners.

### *Areas for improvement*

- low success rates in GCE AS level sciences and GCSE mathematics
- low progression rate from GCE AS to GCE A level
- insufficient teaching to match the needs of more able learners
- insufficient information learning technology facilities to promote learning.

### Achievements and standards

33. Achievements and standards are satisfactory. Success rates on the national diploma in science, GCSE science and intermediate GNVQ science are high. Success rates in GCE A-level biology, chemistry, physics and mathematics increased in 2005/2006 to just above the national averages. Success rates in GCE AS level biology, human biology and chemistry in 2006 are low. Progression from GCE AS to GCE A level subjects is low. The pass rate in GCSE mathematics has decreased over the last three years to just below the national average in 2006. Learners' attainments in lessons are satisfactory and occasionally good. In science lessons, learners show confidence in practical skills, in analysing information and in applying knowledge. In mathematics lessons, they reason and argue alternative solutions clearly.

## Quality of provision

34. All teaching is satisfactory or better. In the best lessons, teachers plan well and meet the needs of all learners. In science, the links between theory and practical work are strong. In good lessons, teachers use ILT effectively to enhance learning. However, this resource is underdeveloped. In the worst lessons, more able learners lack challenge. Subject assessment is rigorous. Teachers set coursework frequently, mark it constructively and return it promptly. Internal verification procedures are effective.
35. The range of GCE AS and A level courses is good. The college offers the vocational national diploma in science at advanced and intermediate levels. The area enriches the curriculum through activities such as field trips, talks from universities, visits to The Royal Society and competitive events. Teachers have good links with local schools.
36. Individual support for learners is good. Learners receive extra science support during lunch hours to improve practical skills. They also benefit from help outside the classroom and in workshops. Learning support staff help learners with particular learning needs. Learners receive good academic guidance, individually and in group tutorials. Learners' reviews give clear short-term targets for improvement.

## Leadership and management

37. Leadership and management are satisfactory. The self-assessment judgements are mostly accurate. However, many of the action plans lack focused targets for improvement. Strategies are in place to improve teaching and learning. At the last inspection, mathematics teaching was uninspiring; mathematics lessons now have examples of active learning. It is too early to judge the effect of the new management structure in biological sciences on learners' achievements. The resources for using ILT during lessons are insufficient. Teachers are well qualified.

Art, design and performing arts

Good: grade 2

### Context

38. The college offers mostly full-time courses in art and design and performing arts at levels 2 and 3. About 30 enrolments are on level 2 programmes and 430 on level 3. Most learners are aged 16-18. Art and design courses include GCE AS and A level in fine art, drawing and sculpture, graphic art and design, 3D design, fashion and textiles and product design, and BTEC national diploma in design crafts. The performing arts courses include GCSE dance, GCE AS and A-level theatre studies, BTEC first diploma performing arts, national diploma performing arts, advanced certificate and diploma in technical theatre and dance.

### *Strengths*

- consistently high pass rates on GCE A-level fine art and theatre studies and first diploma performing arts
- very good development of practical and personal skills
- much good and some inspirational teaching
- high rates of internal and external progression
- very good personal, academic and vocational support
- strong and enthusiastic curriculum leadership and management.

### *Areas for improvement*

- poor retention rates on GCE AS level fine art and theatre studies and national diploma performing arts
- insufficient challenge for the more able learners in a minority of classes
- unsuitable accommodation.

### Achievements and standards

39. Achievements and standards are good. Learners achieve consistently high pass rates on many courses. Retention rates, a weakness at the last inspection, are still low on a small number of courses. Overall, success rates are high or show improvements. Drama and dance learners work effectively to explore ideas through improvisation. Learners in dance lessons gain a mastery of physical skills and dance vocabulary. Art and design notebooks are detailed and comprehensive. Teachers expect high standards of learners and they achieve them.

### Quality of provision

40. Teaching and learning are good. Highly motivating teachers inspire and challenge all learners through engaging and well structured lessons. They use

effective strategies for fostering good discipline and productive working. Teachers encourage self and peer evaluation of work as ways of improving learners' critical abilities. In a minority of lessons, teachers do not manage time or target setting effectively. The lack of pace and an insufficient range of activities limit the attainment of more able learners. Assessment is good and teachers mark work and return it promptly. Detailed, constructive and supportive comments clearly indicate what learners should do.

41. The range of provision is good. Many learners progress internally and externally. The department offers a wide range of courses at level 3. The college offers learners aged 14-16 an introductory certificate which gives progression to the first diploma. Cross-discipline projects, work experience and enrichment activities all help embed and develop learners' skills and professional practice.
42. Support for learners is very good. They gain assistance from teachers, tutors and other college staff when required. Learners have access to facilities and resources outside normal lessons and during holidays. Technicians and facilitators are integral members of the staff team who provide a wide range of work-related and personal support. The interview, assessment and audition processes ensure that learners are aware of the rigorous demands of courses.

#### Leadership and management

43. Leadership and management are good. Enthusiastic curriculum area managers are improving all aspects of the provision. Communication is good and the team work ethic is strong. Managers encourage staff to take responsibility for improving aspects of the provision. Accommodation, a weakness identified at the last inspection, remains unsuitable. Insufficient and overcrowded rooms do not allow learners to work comfortably and effectively. The self-assessment report is rigorous and accurate.



## English and modern foreign languages

Satisfactory: grade 3

### Context

44. The college offers a range of GCE A level and AS level courses in English, French, German and Spanish. Courses are also available in Adult Literacy at levels 1 and 2 and in GCSE English and Spanish. Most learners are aged 16-18, but the college also offers a GCSE Spanish course for learners aged 14-16 and a GCSE Italian course for adults. About 500 learners are on English courses and 130 on modern foreign language courses.

### *Strengths*

- high pass rates on GCE AS and A-level modern foreign languages and on GCSE English language
- good and challenging teaching and learning in modern foreign languages
- wide range of courses to meet learners' needs
- well resourced and highly effective modern foreign languages support centre
- good management support for curriculum teachers.

### *Areas for improvement*

- low retention rates on GCE AS level English language and literature and English literature
- underachievement on GCE A-level English language and literature
- lack of challenge in many English lessons
- underdeveloped use of ILT in lessons
- unsuitable classroom accommodation.

### Achievements and standards

45. Achievements and standards are satisfactory. Pass and success rates are high on GCE A-level and AS level modern foreign languages. Learners on these courses progress very well compared with their attainment on entry. Pass rates on GCSE English language have improved to well above national averages. Success rates have improved on GCE A-level English language and literature and A-level literature and are now in line with national averages. However, success rates are low and declining on GCE A-level English language. Learners' high grade pass rates on GCE A-level English Language and literature are low. Retention rates on GCE AS level English language and literature and English literature are consistently low. Learners' work is generally at an appropriate or good standard. In modern foreign languages, learners develop good oral skills and in GCSE English, learners focus well on skills development.

## Quality of provision

46. Teaching and learning are satisfactory overall and good in modern foreign languages. Teachers challenge learners of all abilities. The best lessons include a strong focus on learning, energetic pace, imaginative and lively activities, demanding tasks and an innovative use of resources. In many English lessons, however, teachers do not challenge learners sufficiently and they set too slow a pace. The use of ILT in lesson planning and in lessons is underdeveloped. Assessment is good in modern foreign languages and in some English courses. Teachers generally mark work accurately and provide detailed feedback to learners to help them improve. Rigorous processes are in place for coursework moderation.
47. A wide range of English and modern foreign language courses is available. Enrichment activities include opportunities to learn another language.
48. Teachers in English and modern foreign languages give good individual support to learners. A well resourced and highly effective modern foreign language support centre provides learners with good opportunities for independent study.

## Leadership and management

49. Management support for curriculum teachers is good. Communication is effective. Regular team meetings focus clearly on the improvement of teaching, learning and achievement. Arrangements for the sharing of good practice are innovative. Teachers are well qualified, enthusiastic and highly committed. All teachers contribute to the curriculum area self-assessment report and to curriculum reviews. These are detailed and evaluative. However, targets set at course level are not always sufficiently robust. Accommodation is unsuitable. Almost all lessons take place in temporary, prefabricated rooms, which are poorly ventilated and inadequately soundproofed. Some rooms are cramped and are unsuitable for active learning. Teaching rooms are not adequately equipped with ILT resources.

## Business

### Context

Good: grade 2

50. The college offers full-time courses in GCE AS and A-level business studies, with 156 full-time learners enrolled in 2006/2007. The Advanced GCE in applied business has 70 full-time learners. The level 2 OCR certificate in business has about 30 learners. Most learners are aged 16-18, but a small number of learners aged 14-16 are on the introductory certificate in business retail and administration.

### *Strengths*

- high levels of attainment in lessons
- lively and interesting teaching which promotes learning
- productive links with local businesses enhancing the curriculum
- good leadership and team management of the curriculum.

### *Areas for improvement*

- low proportion of higher grade passes
- insufficient resources for learning.

### Achievements and standards

51. Learners' achievements are good. Success rates on the GCE A level and GNVQ intermediate courses are consistently high. Success rates on other courses are in line with national averages. However, the proportion of learners achieving higher grade passes is small. Levels of attainment in lessons are high. Learners are confident in using a range of skills and in applying theory in an appropriate business context. They work productively in groups and complete tasks in a timely and businesslike way. Learners develop good research skills and use information technology effectively to enhance their work. Most learners take pride in their work and enjoy learning. A minority of those on the applied business course lack the self-discipline to work independently and do not take up opportunities to improve their work.

### Quality of provision

52. Teaching and learning are good. Lessons are lively and learning proceeds at a good pace. Theory is thoroughly covered and application tasks check understanding. Teachers build learning in incremental steps and set increasingly complex tasks. They use imaginative and relevant examples to illustrate theory and gain learners' attention. Teachers put learning into current business contexts. They ensure that all learners achieve some success through tasks

which require different skill levels. More able learners receive more challenging tasks, activities and homework and enjoy them. Marking of work is thorough and detailed and gives learners clear pointers for future improvements. In a few lessons, activities were sketchy or rushed and some learners were unclear about what to do.

53. The college provides good opportunities for learners to progress from level 2 courses to level 3. The college enhances the business curriculum by active project days devised and supported through local businesses. Learners work with representatives from local businesses who share their experiences and provide guidance for carrying out assignments.
54. Guidance and support for learners is good. Teachers monitor learners' progress frequently. Additional learning support is in place early in the year. The college makes special arrangements for effective additional support tailored to business learners.

#### Leadership and management

55. Leadership and management are good. The focus on raising standards is clear. The leadership style is consultative and supportive, and teamwork is strong. Teachers update their skills well through industry placements. A programme of staff development has brought about improvements in the quality of teaching and learning. Learners' retention and success rates have improved. The self-assessment report is thorough and accurate. Managers have identified further areas for improvement and have put appropriate actions in place. The management of resources is good. Collaboration among teachers ensures that all learners have equal access to computers. The resources for learning, however, are insufficient. Teachers have limited access to ILT to enhance the curriculum. Some classrooms are too small for the numbers of learners.

## 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	180	48	60	-12	121	36	55	-19
	03/04	144	53	67	-14	145	79	57	22
	04/05	87	59	64	-5	79	41	56	-15
GNVQs and precursors	02/03	19	90	66	24	0			
	03/04	10	90	70	20	0			
	04/05	12	92	74	18	0			
NVQs	02/03	0				0			
	03/04	0				0			
	04/05	0				0			
Other	02/03	161	43	60	-17	119	35	55	-20
	03/04	134	50	66	-16	145	79	58	21
	04/05	75	53	63	-10	79	41	56	-15

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	601	67	70	-3	157	69	52	17
	03/04	526	72	74	-2	129	68	55	13
	04/05	616	68	73	-5	85	64	55	9
GCSEs	02/03	394	71	74	-3	48	65	58	7
	03/04	356	75	77	-2	26	65	62	3
	04/05	406	71	78	-7	15	80	65	15
GNVQs and precursors	02/03	32	56	68	-12	0			
	03/04	45	78	73	5	0			
	04/05	45	84	74	10	0			
NVQs	02/03	0				0			
	03/04	0				0			
	04/05	0				0			
Other	02/03	175	60	57	3	108	71	49	22
	03/04	125	61	68	-7	103	69	52	17
	04/05	165	58	62	-4	69	61	51	10

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	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
3 Long	02/03	3017	74	79	-5	130	60	57	3
	03/04	2836	78	80	-2	94	63	57	6
	04/05	3062	77	82	-5	100	53	59	-6
A/A2 Levels	02/03	876	90	90	0	38	90	73	17
	03/04	921	92	91	1	39	87	75	12
	04/05	885	89	92	-3	26	69	76	-7
AS Levels	02/03	1792	70	75	-5	58	59	55	4
	03/04	1576	75	76	-1	40	55	52	3
	04/05	1776	72	77	-5	51	57	54	3
GNVQs and precursors	02/03	243	55	63	-8	15	33		
	03/04	102	59	68	-9	3	67		
	04/05	192	66	75	-9	2	100		
NVQs	02/03	0				0			
	03/04	0				0			
	04/05	0				0			
Other	02/03	106	49	63	-14	19	26	54	-28
	03/04	237	49	64	-15	12	8	52	-44
	04/05	209	70	72	-2	21	19	55	-36