



Berkshire College of Agriculture



ADULT LEARNING
INSPECTORATE

Better
education
and care

Inspection report

Audience
Post-sixteen

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Contents

Basic information about the college	3
Background of the organisation	4
Scope of the inspection	4
<hr/>	
Summary of grades awarded	6
Curriculum areas	7
<hr/>	
Overall judgement	8
Main findings	10
Curriculum area inspections	14

Basic information about the college

Name of college: Berkshire College of Agriculture

Type of college: Specialist, land-based further education college

Principal: Peter Thorn

Address of college: Hall Place, Burchetts Green, Maidenhead, Berkshire
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Chair of governors: John Wilder

Unique reference number: 130606

Name of lead inspector: Russell Jordan, HMI

Dates of inspection: 27 November - 1 December 2006

Background of the organisation

1. Berkshire College of Agriculture near Maidenhead is a specialist land-based further education (FE) college serving the rural and urban areas of Berkshire, Oxfordshire, Buckinghamshire and West London. While maintaining a strong core of land-based work in horticulture, countryside, floristry, animal care and equine studies, the college has extensive activity in sports studies, early years and care, public services and construction. The college's mission is 'to enable all who come to Berkshire College of Agriculture to learn and develop skills and achieve new goals through a high quality, proactive and caring training and education service'.
2. In 2005/06, the college enrolled over 5,000 students on FE courses, including approximately 4,300 students on part-time courses. About 60% of students are aged 16-18, of whom about half study at level 2 and one third at level 3. Some 40 work-based learners are following apprenticeship programmes; mostly working in horticulture in either sports turf or landscaping contexts. The college provides vocational courses for just over 200 students aged 14-16. There are franchise arrangements for supported learning in horticulture and in information technology (IT), level 1 awards in construction and coaching awards in sports. Land-based courses represent about half the provision for full-time learners aged 16-18 and two thirds of the provision for adult learners. The college recruits approximately 140 higher education (HE) students and works in partnership with local authorities and community groups to provide a comprehensive general education programme and community activities.
3. A major investment programme has taken place with a new learning centre and new animal management centre now completed. Residential accommodation is provided for some students. The college is a centre of vocational excellence (CoVE) in children's care, learning and development, and is an 'Action for Business' college in recognition of its work with employers. It is a member of a strategic partnership with Buckinghamshire Chilterns University College and an Associate College of Reading University, supporting progression from vocational programmes to higher education (HE). The area served by the college is generally affluent, although there are some pockets of deprivation. Most learners are white British, reflecting the college's catchment area.

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: care and early years; horticulture, countryside and floristry; animal care; and sport.

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

Care and early years	Good: grade 2
Horticulture, countryside and floristry	Good: grade 2
Animal care	Good: grade 2
Sport	Inadequate: grade 4

Overall judgement

Effectiveness of provision

Satisfactory: grade 3

5. Learners' achievements and standards are satisfactory. There is a rising trend in success rates at levels 2 and 3, but at level 1 success rates remain below average. Framework achievement for apprenticeships has remained inadequate since the last inspection. Success rates in key skills have improved and are above national average. Attendance is high and most learners enjoy their studies. The development of workplace skills is satisfactory overall.
6. Most teaching and learning are satisfactory. They are good in some subjects, but unsatisfactory in sport. In the best lessons, there is a good mix of activities to stimulate learners and maintain their attention. In weaker lessons, there is insufficient attention to the differing needs of learners and to the checking of learning.
7. Educational and social inclusion is good. The college provides good access to provision for learners at all levels and good progression routes. There is good additional support for learners who need help with literacy and numeracy.
8. The provision for advice, guidance and support is good. The learning environment is friendly and helpful. However, the setting and reviewing of academic progress targets are often ineffective.
9. Leadership and management are satisfactory. There is strong recognition by governors and senior managers of the need to improve the quality of provision. There has been some progress since the last inspection but many of the processes for improvement have been implemented in the last twelve months and there is insufficient rigour in performance monitoring.

Capacity to improve

Satisfactory: grade 3

10. The college demonstrates satisfactory capacity to improve its provision for learners. Quality assurance is satisfactory in monitoring and raising performance. Self-assessment is used adequately to review the college's performance and is structured around the five common inspection framework questions. The self-assessment report has adequate links to the college development plan. Many of the strengths and weaknesses stated are normal practice and, although it is reasonably accurate, there is insufficient use of robust data for it to be sufficiently self-critical. Progress has been made in improving overall success rates, but in some areas they are still below national averages. Strategies have been implemented to improve the quality of teaching and learning, but they are only satisfactory. The college has been very slow to improve work-based learning, which remains unsatisfactory.

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

11. The college has made satisfactory progress in addressing most of the areas for improvement raised in the last inspection. However, many of the initiatives to address them are less than 12 months old and their impact is not yet fully evident. Success rates in key skills have improved steadily since 2003 and are now above average. There are rising success rates at levels 2 and 3, but at level 1 they are still below average. Framework achievement for apprenticeships remains unsatisfactory. Practical teaching has improved in animal care but attention to safe working practices is unsatisfactory. Performance is monitored but there is still insufficient rigour in setting challenging targets across all aspects of the college.

Key strengths of the college

Strengths

- good provision in care and early years; horticulture, countryside and floristry; and animal care
- strong provision for learners aged 14-16
- good use of the college estate to promote learning
- good approach to educational and social inclusion
- effective use of links with industry and professional organisations and responsiveness to the needs of employers
- supportive and pleasant environment for learners.

Areas for improvement

The college should address

- the continuing inadequate achievement of apprenticeship frameworks
- the continued improvement needed in success rates, especially at level 1
- unsatisfactory provision in sport
- the significant proportion of teaching that fails to meet the needs of individual learners
- the effectiveness of individual progress reviews
- inconsistencies in the promotion of equality and diversity in the curriculum and the stronger compliance needed with race equality legislation
- insufficient rigour in the use of data and the setting of targets to improve performance and raise success rates across all aspects of provision.

Main findings

Achievements and standards

Satisfactory: grade 3

Contributory grades:

Learners aged 14-16

Good: grade 2

Work-based learning

Inadequate: grade 4

12. Achievement and standards are satisfactory. The college takes a more optimistic view of itself in this regard compared to the findings of this inspection. There is a trend of rising success rates at levels 2 and 3 for both adult learners and learners aged 16-18 since the last inspection in 2003. Success rates at level 3 for learners aged 16-18 were previously very low. In 2005/06, success rates are above the national average at level 2 and are around the average at level 3. Success rates have been below average at level 1 for both age groups for the past three years. Learners at level 1 tend to stay until the end of their course, but too few of these achieve the full qualification. Learners' achievements are good in care and early years, and in animal care, but unsatisfactory in sport. College data for short courses for 2005/06 indicate that success rates for learners aged 16-18 are above average and have improved on previous years. Short course success rates for adult learners are about average. Success rates for learners aged 14-16 are high with 75% achieving a full qualification. Progression rates into further education or training are high.
13. Key skills success rates have steadily improved and were above average in 2006. Attendance is high and most learners enjoy their studies. The standard of learners' work and their development of workplace skills are satisfactory overall. They are good in horticulture, countryside and floristry, and care and early years but unsatisfactory in sport. They learn in a safe environment, although there is insufficient attention to health and safety in animal care practical work.
14. At the last inspection achievement in work-based learning was poor. Framework achievement remained inadequate at the re-inspection in October 2005. Framework achievement has not improved and remains inadequate.

Quality of provision

Satisfactory: grade 3

15. Teaching and learning are satisfactory overall. The proportion of good or better lessons is low, and the proportion of unsatisfactory lessons is above average. Learners value the friendly, adult atmosphere and the support from teaching staff. In the best lessons, there is a good mix of activities to stimulate learners and maintain their attention. The linking of theory and practice is particularly well managed in horticulture, countryside and floristry, and in care and early years, but is unsatisfactory in sport. In animal care, the teaching of theory is good and practical teaching is satisfactory. Lessons for learners aged 14-16 are

- usually good. Some schemes of work and lesson plans lack detail, particularly about how individual learning needs will be met. In the weaker lessons, there is insufficient attention to meeting the full range of abilities and to the checking of learning.
16. Assessment practices, internal verification and feedback to learners are generally satisfactory, and good in horticulture, countryside and floristry, and care and early years. Parents are provided with good opportunities for feedback on learners' progress.
 17. The development of key skills is being integrated into students' main courses of study. Improved guidance and support for staff have contributed to better success rates in key skills, especially in information technology (IT). Good progress has been made in horticulture, countryside, floristry and animal care in embedding key skills, but practice is not yet consistent across all curriculum areas. IT is used well to support learning in horticulture, countryside and floristry, and care and early years.
 18. Resources to support learning are satisfactory overall, with some good facilities such as the new animal care centre. The commercially-run, on-site children's nursery is a valuable resource for early years learners. Resources are more limited for health and social care. The college's extensive estate and facilities are well used to promote learning in horticulture and countryside. The new learning resource centre provides good facilities for learning, although the stock of books and journals for early years and care is limited. There is particularly good use of work placements in care and early years and in animal care. Good use is made by curriculum areas of external visits and speakers to enrich learning. Teachers have appropriate vocational qualifications and experience, and just over two thirds of full-time staff have or are working towards teaching qualifications.
 19. Issues relating to equality and diversity are covered on courses where these themes form part of the syllabus. There is little coverage outside these parameters, for example in group seminars or as part of the tutorial programme.
 20. The college makes good provision to meet the needs and interests of learners and employers. Teachers in horticulture have strong links with industry and professional organisations and use these effectively to improve learning. Educational and social inclusion are good. The college is responsive to local circumstances and an effective contributor to many local strategic partnerships. Its increasingly diverse provision and community links have attracted learners from a broader spectrum of ethnic groups than previously. There is good additional support for learners who need help with literacy and numeracy, and this improves their achievement on their main programmes. There are good progression routes enabling learners to progress from foundation level to level 3 in most curriculum areas. The college is making a good contribution to local 14-19 developments, offering courses to over 200 learners aged 14-16 from

local schools. Other partnership work includes franchised courses in several subjects, provision for learners with severe learning and/or mental health disabilities, and a pre-apprenticeship programme.

21. On some courses, learners take useful additional qualifications, although this opportunity is not available to all. Learners have the opportunity to take part in enrichment activities such as regular social events, and a limited range of sports that are mostly accessed by sports learners. There is insufficient monitoring and evaluation of the take-up of these activities.
22. The provision for advice, guidance and support is good. The college very efficiently provides learners from all over the country with helpful information on courses and the college. Induction covers relevant information in an interesting and helpful way. A team of wardens provides very good support to residential students, who occupy appropriate accommodation and who have a much appreciated range of social activities. The tutorial system is satisfactory overall, with some relevant study skills and group sessions. Learners value the pastoral support provided, partly through individual tutorials, but these tutorials are often ineffective in setting and reviewing academic targets. Career and progression advice are satisfactory. Learners feel safe at the college, but there is some inappropriate mixing of pedestrians and traffic, exacerbated by several poorly lit pathways. There is appropriate encouragement to be healthy.
23. There are inconsistencies in how rigorously and effectively departments monitor and improve attendance. A new learning resource centre is not yet effectively organised to provide such things as quiet or group study areas or optimum access to computers.

Leadership and management

Satisfactory: grade 3

Contributory grades:

Work-based learning

Inadequate: grade 4

24. Leadership and management are satisfactory, which does not reflect the more optimistic self-assessment judgement made by the college. Quality assurance is satisfactory in monitoring and raising performance. There has been some progress since the last inspection, but many of the processes for improvement have been implemented in the last twelve months. There has been some recent improvement in the management of apprenticeships but this has not yet impacted on low framework achievement. Senior managers are aware of the weaknesses of the college and have a detailed risk register to drive forward overall improvement, but it does not contain robust qualitative and quantitative targets to inform improvement. There is insufficient rigour in performance monitoring.

25. The governors, principal and senior managers have a clear strategic plan. Progress is supported by sound financial management. Governors have a good understanding of the performance of the college and that of learners.
26. The quality of the lesson observation process has improved in 2006/07 and is usually reliable. However, there is still insufficient focus on learning and there is too much teaching that is only satisfactory. Staff turnover is high and has been consistently over 20% for the last three years. In 2005/06, 37% of staff who left had been employed for less than 12 months. The guidance and support for new teaching staff is of variable quality across the curriculum areas. The use of mentors commenced only in September 2006. Staff development is satisfactory with a focus on teaching and learning skills and teaching qualifications. Around 70% of teachers are fully or partially qualified, with the remainder working towards a teaching qualification.
27. The college has good links with the community to widen participation and is responsive to their needs, providing a range of programmes through franchise agreements. There are effective strategic links with schools, community and voluntary organisations. The links with schools have been good in moving forward the provision for learners aged 14-16. A good range of activities has taken place to attract learners from diverse communities within the locality. Promotion of equality and diversity is satisfactory. Learners feel safe and protected and appropriate conduct and respect is encouraged.
28. The college has produced a suitable race equality policy and action plan which is available to all staff and learners via the college intranet. The arrangements for reviewing progress are inadequate as are the processes for publishing the outcomes. There has been some progress in the implementation of the action plan; however, little use has been made of the data collected on learners' achievements analysed by ethnic group. The implementation of the Disability Discrimination Act is satisfactory. The college complies well with child protection requirements.
29. The college deploys a wide range of resources flexibly and provides satisfactory value for money. Investment has been made to provide a new learning resource centre, along with suitable specialist equipment for the range of curriculum.

Curriculum area inspections

Care and early years

Good: grade 2

Context

30. The college has expanded full-time provision in the area of health, social care and early years since the last inspection. There are 93 full-time learners on courses at levels 1 to 4 and 101 part-time learners on national vocational qualifications (NVQs) in early years at levels 2 and 3. Some 68 school students aged 14-16 are taking courses in this curriculum area, including 44 on young apprenticeships in health and social care.

STRENGTHS

- high success rates on NVQ level 2 early years care and education and the level 3 diploma in child care and education
- strong integration of theory and practice in teaching and learning
- effective development of workplace skills
- good range of programmes meeting individual, employer and community needs
- good curriculum management.

AREAS FOR IMPROVEMENT

- poor achievement of key skills qualifications.

Achievements and standards

31. Achievements and standards are good. Success rates are high at level 3 with the diploma in child care and education consistently above the national average. Success rates at NVQ level 2 in early years care and education are also high. However, the success rate at level 1 in early years care and education has declined from a previously high level and in 2006 is just below the national average. This is the result of a significant fall in retention. Pass rates on key skills are poor. Learners' attendance and behaviour are good. They work with self-discipline and work well in teams. Learners develop a good range of skills which enable them to make improvements in their occupational practice. Their written work and portfolios are of a good standard.

Quality of provision

32. Teaching and learning are good and integrate theory and practice well. Teachers and learners use information and communication technology (ICT) well to support learning. Support for learners is generally good. However, individual learning plans are inconsistently used to promote achievement and targets lack precision. Opportunities to achieve key skills are not identified in all

schemes of work and lesson plans. Assessment is thorough and well planned. Feedback to support learning is helpful to learners. Good progression opportunities are available for learners from level 1 to level 4. Successful initiatives to meet local needs include measures to widen participation, strong provision for learners aged 14-16, successful partnership agreements and an effective collaborative CoVE in early years education. Courses are well matched to learners' and employers' needs. The range of short courses for the professional updating of employees and for non-traditional learners is well matched to their needs. Resources to support learning are good for early years programmes and satisfactory in health and social care. Teaching accommodation is good.

Leadership and management

33. Leadership and management are good and are effective in raising standards. Teams work together effectively with a strong sense of purpose and communication is effective. There are strong links to the community through 'Action for Business'. Quality assurance systems are rigorous. Self-assessment is broadly accurate but is not always sufficiently self-critical. Every Child Matters themes are well integrated into the curriculum with valuable additional activities such as financial planning arranged in group seminar sessions.

Horticulture, countryside and floristry

Good: grade 2

Context

34. There are 109 full-time and 270 part-time learners following courses in horticulture, countryside and floristry. About two thirds of learners are adults. There are just 20 learners on countryside courses, about 70 in floristry and the rest are in horticulture. Full-time courses include a foundation diploma in countryside and environment, national certificates in floristry and horticulture and national diplomas in countryside management and horticulture. Part-time courses range from level 1 to level 4. There are 43 work-based apprentices in amenity horticulture and floristry and 38 mature work-based learners, mostly taking NVQs in sports turf.

STRENGTHS

- very high success rates on the Royal Horticultural Society (RHS) general certificate
- high success rates for adults on full-time courses
- high standards of learners' practical and written work
- strong integration of theory and practice in teaching and learning
- effective use of college estate to promote learning
- thorough use of self-assessment to inform improvement
- good links with industry and professional organisations.

AREAS FOR IMPROVEMENT

- low success rates in key skills
- inadequate framework achievement in work-based learning
- ineffective observations of teaching and learning.

Achievements and standards

35. Learners' achievements are satisfactory overall. Achievement on the RHS general certificate is excellent. Success rates for adults on full-time courses are high. Success rates for learners aged 16-18 have improved, although they are still below national averages. The standard of learners' work is good and their acquisition of workplace skills is often above the standard expected at their level of study. There is good progression to employment or further training. Key skills success rates are still low. Teachers have received training in the delivery of key skills, but it is too early to measure its impact. Framework achievement in apprenticeships remains inadequate.

Quality of provision

36. The quality of provision is good. The college estate is used well to promote the learning of all groups of learners. Projects include a new organic vegetable garden and extensive landscaping around the learning centre.

37. Teaching and learning are good. Teaching demonstrates effective integration of theory and practice. Key skills are now generally well embedded in a vocational context and have a positive impact on learners' progress towards their vocational qualification. Information and learning technology is used appropriately in lessons. There is a good range of courses meeting the needs of learners well. Initial assessment is satisfactory and adequately informs individual learning strategies. The assessment of learners' work is satisfactory. Guidance and support for learners are good. Pastoral support for learners is strong, but the monitoring of students' progress towards targets set at previous reviews is inconsistently applied.

Leadership and management

38. Leadership and management are good. Self-assessment is well used to inform improvements. Managers use data well to monitor the progress of individual learners and courses. Teachers have good links with industry and professional organisations and use these effectively to improve learning. The promotion of equality of opportunity is satisfactory: lesson plans and schemes of work include references to meeting the diverse needs of learners, and appropriate activities are used effectively to help learners with specific learning difficulties. The management of work-based learning has improved, although it is too early to measure its impact on learner achievement. Lesson observations do not routinely identify key strengths or areas for improvement.

Animal care

Good: grade 2

Context

39. The college provides the first diploma in animal care and the national certificate and diploma in animal management for around 150 full-time learners. Most learners are full-time and aged 16-18. There are five learners on apprenticeship programmes. There are 17 learners aged 14-16 taking the certificate in skills for working life.

STRENGTHS

- high and improved success rates on first diploma
- very high key skills success rates
- good theory teaching
- effective links with external organisations and employers
- thorough use of learners' views to improve provision.

AREAS FOR IMPROVEMENT

- low retention on national certificate and diploma courses
- lack of additional qualifications to enhance employability
- inadequate attention to health and safety in the animal unit
- insufficient use of learner progress information to set effective targets.

Achievements and standards

40. Learners' achievements and their standards of work are good. Success rates on the first diploma have remained high since the last inspection. Key skills success rates have improved and are now very high. Pass rates on the national certificate and national diploma have improved and are above average. However, retention has declined since 2004/05 on these two courses and is now low. Full-time learners took an additional NVQ level 1 in 2004/05 but only 11% achieved the full qualification. The college has not yet provided an alternative qualification to enhance employability skills.

Quality of provision

41. Teaching and learning in theory lessons are good. Teachers plan lessons well. Students' learning needs are well considered. Teachers use a good range of activities in lessons and checks on learning are frequent. Students enjoy their courses. They respond thoughtfully to questions and use technical language appropriately. Classroom behaviour is well managed. The assessment of learners' written work is accurate with appropriate comments on how to improve. The quality assurance of assessment is satisfactory. However, it is not always prompt enough to support new assessors effectively and does not ensure that action points are routinely monitored to completion.

42. Practical teaching is satisfactory. Students on animal duties normally have good handling and husbandry skills. Learners develop management skills effectively through the supervision of weekend duties. However, care records are not always readily available or routinely used for some animals. There is insufficient attention to health and safety in the animal unit; for example, students and staff do not wear appropriate protective clothing and safe operating practices to ensure bio-security, such as washing hands, are not routinely carried out.
43. There is a good range of courses. Links with industry are used well to provide a wide variety of good work placements and to ensure that lessons are relevant to working life.
44. Guidance and support are satisfactory. Tutors give useful help and advice through frequent meetings with students. However, teachers do not routinely use their accurate and up-to-date records in tutorials and assessments to set targets for future progress. Learners sometimes repeat practical work unnecessarily or fail to have targets or attendance monitored at future meetings.

Leadership and management

45. Leadership and management are satisfactory. Weaknesses in key skills and the quality of the learning environment have been remedied since the last inspection. However, self-assessment does not always identify areas for development and identifies as strengths areas of normal practice. Managers use learners' views particularly well to improve provision, for example, by introducing more challenge into the animal duties carried out by students.

Sport

Inadequate: grade 4

Context

46. The college offers a range of full-time sports courses at levels 1 to 3 and a range of part-time courses in coaching and sports leadership, mainly in football and rugby. The majority of full-time learners are on level 3 courses. All full-time learners are aged 16-18 and 75% of them are male. The college also runs a level 2 Young Apprenticeship in Sport programme for learners aged 14-16.

STRENGTHS

- high success rate on first diploma in sport in 2005/06.

AREAS FOR IMPROVEMENT

- unsatisfactory standard of learners' work on national diploma
- too much unsatisfactory teaching
- unsatisfactory integration of theory and practice
- ineffective monitoring of learners' progress.

Achievements and standards

47. Achievements and standards are inadequate overall. The success rate on the first diploma in sport in 2005/06 was good. Success rates on other full-time courses were satisfactory in 2005/06 and a significant improvement on the poor results the previous year. Key skills success rates are variable, ranging from good to poor. The standard of learners' work is satisfactory at level 2 but poor at level 3. For example, learners were unable to explain the key features of planning a coaching session. Attendance is good, but the punctuality of level 1 and level 3 learners is poor.

Quality of provision

48. Teaching and learning are unsatisfactory. Most lessons involve too much writing or copying from the board. There are insufficient checks on learning. Teachers do not provide clear explanations and learners do not always understand what is expected. Teachers do not take sufficient account of the individual learning needs within the group and there is little use of differentiation in lesson activities. Pace is slow in most lessons and learners make variable progress. Theory and practical teaching are not integrated effectively. Teachers plan with insufficient focus on how learners will gain knowledge and understanding. Teachers do not build on learners' existing practical skills to underpin theory, nor do they ensure that learners understand the theory before providing opportunities to apply it. Resources are not always used appropriately; for example, a skills demonstration was done without sports equipment.

49. Assessment of learners' work is satisfactory, although some assignment briefs contain errors. There is a satisfactory range of courses from level 1 to level 3, but no entry level provision. Learners from minority ethnic groups form 10% of the cohort, a proportion higher than that of the local population. Guidance and support are inadequate. Monitoring of learners' progress is ineffective. Individual tutorials are ineffective since tutors do not always review previous targets to support learner progress. Targets set are not specific, nor do they take into account learners' current level of achievement. Learners identified as requiring additional support attend one-to-one sessions and benefit from these, although some are still waiting for timetabled support.

Leadership and management

50. Leadership and management are unsatisfactory. The quality of provision has declined since the previous inspection. There has been a complete change of staff and all are newly appointed. Quality improvement of teaching and learning is ineffective, although many of the weaknesses identified during lesson observations by the college were evident during inspection. Self-assessment is largely accurate, but a few satisfactory aspects of provision are claimed to be strengths. Good quality outdoor pitches are deployed effectively to provide sporting opportunities for learners.

Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	03/04	73	58.9	61.8	-2.9	93	31.2	49.3	-18.1
	04/05	359	30.6	65	-34.4	71	46.5	61.9	-15.4
	05/06	183	59			107	54		
GNVQs and precursors	03/04	-	-						
	04/05	-	-						
	05/06								
NVQs	03/04	5	80	71	9	14	14.3	59.4	-45.1
	04/05	131	18.3	60.3	-42	25	32	70.9	-38.9
	05/06	19	32						
Other	03/04	68	57.4	60.9	-3.5	79	34.2	48.6	-14.4
	04/05	228	37.7	65.7	-28	46	54.3	61.4	-7.1
	05/06	164	62			96	58		

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	03/04	276	62.3	61.9	0.4	182	55.5	54.8	0.7
	04/05	199	72.9	67.7	5.2	205	62.4	61.2	1.2
	05/06	208	77			217	68		
GCSEs	03/04	-	-			-	-		
	04/05	-	-			-	-		
	05/06								
GNVQs and precursors	03/04	38	63.2	71.3	-8.1				
	04/05	40	75	72.8	2.2				
	05/06	39	79						
NVQs	03/04					48	54.2	43.2	11.0
	04/05					42	61.9	54.2	7.7
	05/06					25	48		
Other	03/04	229	62.9	63.3	-0.4	117	51.3	56.8	-5.5
	04/05	144	75	69	6	137	60.6	62.1	-1.5
	05/06	160	79			169	69		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
3 Long	03/04	128	46.9	65.0	-18.1	113	46.9	49.3	-2.4
	04/05	168	59.5	68.8	-9.3	109	62.4	56.1	6.3
	05/06	168	70			111	57		
A/A2 Levels	03/04	-	-			-	-		
	04/05	-	-			-	-		
	05/06								
AS Levels	03/04	-	-			-	-		
	04/05	-	-			-	-		
	05/06								
GNVQs and precursors	03/04					-	-		
	04/05	-	-			-	-		
	05/06								
NVQs	03/04					53	54.7	40.7	14
	04/05					45	62.2	45.6	16.6
	05/06					36	47		
Other	03/04	121	48.8	66.5	-17.7	59	40.7	51.6	-10.9
	04/05	167	59.9	67.7	-7.8	61	65.6	57.8	7.8
	05/06	167	70			73	63		

Note: Some entries by qualification type have been omitted from tables 1 to 3 as a result of very small cohort numbers.

Table 4

Success rates on work-based learning programmes managed by the college 2004 to 2006.

Programme	End Year	Success Rate	No, of learners *	College NVQ rate **	National NVQ rate **	College framework rate **	National framework rate **
Advanced Apprenticeships	03/04	overall	2	100	48	50	31
		timely	1	0	30	0	19
	04/05	overall	1	0	48	0	34
		timely	1	0	31	0	21
	05/06+	overall	2	50	53	0	44
		timely	2	0	33	0	26
Apprenticeships	03/04	overall	34	71	47	26	32
		timely	22	59	24	36	16
	04/05	overall	27	41	50	26	38
		timely	36	14	29	11	21
	05/06+	overall	36	36	58	25	53
		timely	35	11	38	14	32

- * Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- ** College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'
- + LSC un-validated data