

# Calderdale College

## Inspection report

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## Background information

### Inspection judgements

#### Grading

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

The descriptors for the four grades are:

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

Further information can be found on how inspection judgements are made at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

#### Scope of the inspection

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

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: construction, hairdressing and beauty therapy, art and design, and adult literacy and numeracy.

## Description of the provider

1. Calderdale College is a medium size general further education (GFE) college which is the sole provider of FE within the metropolitan borough of Calderdale, one of the largest in England by geographical size. The college serves a diverse local community including several small rural settlements. The college delivers programmes in most sector subject areas with courses available from pre-entry level to degree level. It operates from one main campus and also uses a number of other centres. These include the North Halifax Skills Centre, Todmorden Community College and three employer led academies.
2. The college enrolled 6,114 learners in 2006/07, of whom 1,426 were full-time and 58% were female. Of the full-time learners, 844 were aged 16-18. The majority of part-time learners are adults. Around 300 work-based learners (WBL) are supported on national vocational qualification (NVQ) and modern apprenticeship programmes. There are 218 learners on the Train to Gain programme. There are 13% of learners are from minority ethnic backgrounds, compared with 6% representation in the local community.
3. Within the Calderdale local education authority there are two grammar schools, 11 comprehensive schools for students aged 11-18, one special school for students aged 11-19 and two comprehensive schools for students aged 11-16. Within a 10 mile radius there are two sixth form colleges and a general further education college. The proportion of school leavers attaining five or more GCSE A\* to C grades is below the national average. The college mission is "working together to achieve success in learning". It is a partner in the Calderdale 14-19 strategy, which aims to increase participation and achievement across the borough. The college delivers courses at a 14-16 academy, which operates in conjunction with schools.

## Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Good: Grade 2
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Good: Grade 2
Leadership and management	Satisfactory: Grade 3
<i>Equality of opportunity</i>	<i>Satisfactory: Contributory Grade 3</i>

### Sector subject areas

Construction	Good: Grade 2
Hairdressing and beauty therapy	Good: Grade 2
Art and design	Good: Grade 2
Adult literacy and numeracy	Satisfactory: Grade 3

## Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The college judged its overall effectiveness to be good and inspectors found it to be satisfactory. The college has made a number of changes to its curriculum and systems in recent years. The quality of provision is now good but it is too early to see the full outcome of this in terms of learner achievement and standards, which are satisfactory. Success rates are improving, particularly for learners aged 16-18, but vary too much. For example, for adult students the pass rate is high at level 3 but low at level 1. For learners aged 16-18, pass rates in 2006/07 were satisfactory but retention was below national average.
5. Most of the provision within the curriculum areas inspected is now good, though there are still areas for further improvement such as the teaching and achievement on key skills provision. Better sharing of good practice in teaching is having a positive impact and teaching and learning are now good. Provision for learners aged 14-16 is good. Support for learners and the college's response to the needs of learners and the local community are good. Changes made to the curriculum have ensured that the provision better meets learners' needs and pre-course guidance is more effective at guiding learners onto the right course. The college's approach to social and educational inclusion is good.
6. Leadership and management are satisfactory. Strategic direction is clear and partnership working is very strong. Quality assurance and the promotion of equality and diversity are satisfactory. Managers are strongly committed to ensuring learner outcomes improve further. Learner retention in the current term demonstrates a 5% increase compared with the same month in 2006.

Capacity to improve

Good: Grade 2

7. The college demonstrates a good capacity to improve. There are upward trends in pass rates. The quality of provision has improved. Three of the four curriculum areas inspected have improved by at least one grade since the last inspection and are now good. The process of self-assessment is much more embedded. The college's self-assessment report is broadly accurate in evaluating its provision, although it overstates some strengths. The monitoring of performance against targets has improved and is generally good across the college. Some aspects of quality assurance lack sufficient sharpness to help managers prioritise areas for improvement effectively. This is being addressed by the college. Communication is good and there is strong commitment and ability at all levels of the organisation to drive forward improvement.

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

8. The college has made satisfactory steps to promote improvement since the last inspection. Success rates have improved overall although retention rates in some key areas are low. Apprentice framework success rates have risen significantly and are now satisfactory overall. Provision in hairdressing, previously unsatisfactory, is now good. GCE A level provision in English is no longer offered. The range of provision has been adapted to more appropriately meet the needs and interests of learners. Quality procedures are now more consistently applied across curriculum areas. There is wider availability of assistive technologies to support learning for students with learning difficulties and/or disabilities. The system for monitoring teaching and learning is thorough and has enabled managers to accurately identify areas for improvement and share best practice. The use of information and learning technology (ILT) in lessons remains variable. There is particularly imaginative use in art and design.

## Key strengths

- high success rates for adult learners on level 3 courses
- effective sharing of good practice in teaching and learning
- good support and guidance for learners
- high level of responsiveness to the needs of the local community.

## Areas for improvement

### *The college should address:*

- the low retention of learners aged 16-18
- low success rates for adult learners at level 1
- the inconsistent delivery of key skills provision
- uneven performance across the college.

## Main findings

Achievement and standards

Satisfactory: Grade 3

*Contributory grades:*

*Learners aged 14-16*

*Good: Grade 2*

9. Achievement and standards are satisfactory. Performance is better in some curriculum areas than others. Overall college success rates on long courses have improved in recent years, especially for learners aged 16-18. For these learners, overall success rates on courses at levels 1 and 2 are around the national averages. Pass rates on these courses increased significantly in 2006/07 but retention was below average. The success rate on level 3 courses for learners aged 16-18 has improved significantly but is still 8% below the national average. The pass rate is around the national average but retention is low. The college has taken steps to improve the retention of learners aged 16-18 and this is having a positive impact in the current academic year.
10. The success rate for adult learners on level 3 courses is high. It has been consistently good for the last three years and is well above the national average. The success rate for adult learners on level 2 courses is satisfactory. At level 1, the success rate is well below the national average. The college has identified the reasons for this, including the impact of community based provision where learners often gain only partial achievement, and action is being taken.
11. Success rates for work-based learners are satisfactory overall and good for those on advanced apprenticeships. Timely achievement of apprenticeship frameworks improved to above the national average in 2006/07. Key skills success rates are satisfactory on work-based courses but are low on other courses. Success rates on short courses are satisfactory overall but were lower in 2006/07 than in previous years. Actions are being taken to address this but it is too early to evaluate their impact.
12. There is good achievement and progress for learners aged 14-16. In 2006/07, a high proportion of these learners gained nationally recognised qualifications and 86% progressed to further education.
13. The college is aware that success rates for some minority ethnic groups are lower than the average for the college. For learners of Pakistani heritage, success rates for those aged 16-18 are in line with the national average; for adults success rates have improved but are still 6% below the national average.
14. Standards of work are at least satisfactory and in some vocational areas are good. Learners acquire work-related skills and develop a good understanding of health and safety issues. Attendance is satisfactory.



## Quality of provision

Good: Grade 2

15. Inspectors agreed with the college's judgement that the quality of provision is good. As identified in the self-assessment report, effective sharing of good practice has improved teaching and much of it is now good. At the last inspection, there was unsatisfactory teaching and learning in hairdressing and beauty therapy, now much of it is good and some is outstanding. On apprenticeship programmes teaching and learning are good, and on Entry to Employment programmes lively teaching strategies are successfully engaging learners. Where lessons are satisfactory rather than good, there is insufficient attention to individual need or a lack of challenge for some learners. There is good use of ILT in some lessons but not all staff are using it effectively.
16. The college has an effective system to identify and improve inadequate teaching. Central to this is the lesson observation system which identifies good practice and areas for improvement. New teachers are observed as part of their early development. However, the college judges too many of its lessons to be outstanding or good.
17. The identification and provision of additional learning support is good. The college has improved the timeliness of initial assessment and appropriate support is provided promptly. Parents and carers are appropriately involved. They are well informed about attendance patterns and learners' progress. The college has made significant progress in integrating the delivery and assessment of key skills within vocational courses but, as recognised in the self-assessment report, this is not yet equally effective across the college. Targets for the achievement of key skills are set at programme area level but completion dates for individual learners are not set.
18. Assessment and verification are satisfactory. Sampling plans to check assessment of learners' work are comprehensive, and assessors receive good feedback. Regular checks are made for compliance with procedures, and appropriate recommendations for improvement are made. Standardisation has been strengthened through the involvement of a partner college. External verifiers' reports are very closely monitored by managers, and the number of action points is reducing over time.
19. Provision meets the needs and interests of learners well. The college has reviewed its mission, consulting widely with key partners and stakeholders. It has established a clear focus on vocational education and training. The range of provision is good and appropriate progression opportunities are available from entry level to level 4 and above. There is good progression from programmes for learners aged 14-16 to full-time college courses or other training. Engagement with employers is good and results in effective support from employers for learners and their skills development. There is a satisfactory range of work-based learning and Train to Gain provision. Work experience opportunities for full-time learners are limited in a few curriculum areas.
20. Community based provision, such as that at the North Halifax Skills Centre, is successful in meeting the needs of disadvantaged and diverse communities and

meets the college's vocational mission well. The college has strong partnerships with a wide range of organisations including local strategic groups, other learning providers and social inclusion networks. The proportion of learners from minority ethnic groups is above the proportion in the local community. Increasing numbers of learners access a satisfactory and improving range of enrichment activities. In some curriculum areas, the range of enrichment opportunities is good and includes external competitions and award programmes.

21. The arrangements for support, advice and guidance are good. Improvements in admissions procedures and initial advice and guidance have led to more appropriate placement of learners on courses. The good systems for the identification of support needs ensure that specialist support is appropriate, sensitively delivered and valued by learners. A good tutorial framework includes career and progression guidance and links coherently to the Every Child Matters themes. In some areas, this framework is tailored to the specialist curriculum and adapted well to learners' needs and interests. In other parts of the college, the implementation of the tutorial framework requires further development and monitoring. Support for learners with learning difficulties and/or disabilities is good and supports achievement and progression well. Pastoral support in the college is good and contributes effectively to social inclusion. Progression, both within the college and externally, is satisfactory and improving. Learner views are collected systematically. They are responded to satisfactorily, but are not always used effectively to drive improvements in the service.

Leadership and management

Satisfactory: Grade 3

*Contributory grades:*

*Equality of opportunity*

*Satisfactory: Grade 3*

22. The college judged leadership and management to be good. Inspectors found them to be satisfactory, with some strong features and a good capacity to make improvement. Leaders and governors provide a clear strategic vision for the college. Since the last inspection the college has strengthened the highly inclusive and responsive nature of its work. The momentum of improvement since the last inspection has also been maintained. All headline pass rates are improving. However, underperformance in some key areas remains. Strategies to raise overall retention and attendance rates have not been as successful. The quality of provision has improved and is good, although this has yet to impact sufficiently on learner outcomes.
23. Quality assurance has improved in a number of areas and is satisfactory overall. Target setting, for example for retention and pass rates, is applied well at all levels. There is now good access to and use of data by which to analyse and monitor subject performance. Middle managers have greater levels of accountability and are well supported in their role. Thorough monitoring of teaching and learning, and an improved, more comprehensive staff development programme has enabled more widespread sharing of good practice across departments. The self-assessment process is detailed and comprehensive and involves staff at all levels of the organisation. The self-

assessment report, however, overstates the strengths of some of the college's provision. Some aspects of quality assurance remain insufficiently rigorous, for example, the lack of a sharp focus on priorities in action plans. A range of initiatives are in place to address identified issues but some are too new to judge their impact fully.

24. Governance is good. Governors bring a wealth of experience and are very supportive of the college's work. Reporting arrangements to the governing body have improved and effective links have been made with the curriculum. Financial management is sound. Resources are carefully deployed and good use is made of the older buildings while proposals for a new main college building progress. The college provides satisfactory value for money.
25. Partnership working is well established. The college works with a wide range of partners and uses these links to particularly good effect in targeting and supporting the hardest to reach learners. For example, there are good links with local schools, the probation service, youth service and further education providers. The promotion of equality and diversity across the college to ensure all learners achieve their potential is satisfactory. There have been successes in increasing participation in courses by non-traditional learners, such as women into construction. The college's work in encouraging young people currently not in education, employment or training to engage and succeed in education is strong. Some strategies to promote equality of opportunity, however, have yet to be effective. Success rates for learners of Pakistani heritage remain an area for improvement. The college complies with the requirements of the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2002. Policies are in place although aspects of formal strategic monitoring are insufficiently robust. Appropriate safeguarding procedures are in place and all staff and governors have received relevant training.

## Sector subject areas

Construction and the built environment

Good: Grade 2

## Context

26. The college offers full-time and part-time courses from levels 1 to 4. They include trowel trades, carpentry and joinery, painting and decorating, plumbing, electrical installation and technician courses. There are 206 learners aged 16-18 and 366 adult learners. Approximately 25% of learners study full-time, the majority being aged 16-18. Of the 193 work-based learners, 108 are apprentices. Vocational construction courses are provided for around 230 learners aged 14-16 from local schools.

## Strengths

- high success rates in plumbing and electrical installation
- much good teaching and learning
- good strategies to improve the quality of provision.

## Areas for improvement

- low success rates in the intermediate construction award
- insufficient differentiation to meet individual learner's needs.

## Achievement and standards

27. Students' achievement is good overall. Success rates in plumbing and electrical installation, accounting for almost half of the total provision, were well above the national averages in 2005/06 and improved further in 2006/07. Success rates in the intermediate construction award remained static between 2005/06 and 2006/07 and below the national average. In work-based learning, the timely completion rates of the apprenticeship and advanced apprenticeship frameworks improved substantially between 2005/06 and 2006/07 and are now in line with national averages. The standard of learners' written and practical work is satisfactory.

## Quality of provision

28. Much teaching and learning are good. The majority of lessons are well planned and ensure the productive use of learners' time. They incorporate clear learning outcomes that are made known to learners. Sufficient checks are made on learners' progress and understanding. In practical lessons, teachers emphasise health and safety strongly and learners carry out risk assessment before undertaking their tasks. Apart from PowerPoint presentations and one or two specialist computer programmes, the use of ILT is not widespread. In some lessons, teachers pay insufficient attention to the needs of individual learners. Assessment is in line with the awarding body's requirements. Internal verification of learners' assessed and graded work is satisfactory.

29. The range of provision is good. There are productive links with employers. The college designs specific construction courses to meet their needs, such as the on-site tiling and general maintenance courses for employees at Pennine Housing. The college's initiative in establishing the 14-16 Construction Academy is a good example of its effective links with schools.
30. Support and guidance are good. Learners are very well supported in lessons. Group tutorials cover topics that include the promotion of drug and alcohol awareness, and budgeting and personal finance. However, the setting of targets for achievement and action planning in the one-to-one tutorials are underdeveloped.

### Leadership and management

31. Leadership and management are good. Curriculum leaders and managers have been effective in improving the quality of the provision and raising standards. Course review reports are appropriately evaluative and the curriculum self-assessment report is sufficiently rigorous and largely accurate. Curriculum managers have been proactive in recruiting 50 female learners on the construction craft course and 18 of them have now progressed to further courses within the college. The management of work-based learning has improved since the last inspection. The effective coordination of on-site and off-site work has resulted in a substantial increase in key skills and framework achievements in 2006/07.

## Hairdressing and beauty therapy

Good: Grade 2

## Context

32. The college offers full-time and part-time national vocational qualifications (NVQ) in hairdressing and beauty therapy from entry level to level 3. Additional qualifications are available in holistic and beauty therapy short courses. There are 195 students on full-time courses and 249 on part-time courses. Most full-time learners are aged 16-18 and most part-time learners are adults. There are 109 school pupils aged 14-16 on level 1 programmes, including 21 on a young apprenticeship pilot programme. In work-based learning, there are 36 apprentices and 23 advanced apprentices.

## Strengths

- high success rates in 2006/07
- much good teaching, particularly in practical sessions
- well planned practical assessment
- a wide range of provision to meet learners' needs
- effective management action to improve provision.

## Areas for improvement

- insufficiently precise learning targets in work-based learning
- the poor preparation of learners for their external assessments in key skills.

## Achievement and standards

33. Success rates are high. They have improved over a three year period and are high on NVQ levels 1 to 3 in beauty therapy and levels 1 and 3 in hairdressing. Success rates on many short courses are high. Retention rates are satisfactory, or better, on all courses. Learners develop and demonstrate good practical skills. Full-time learners produce good standards of work on clients early in their programme. In some salons, work-based learners display a very high standard of hairdressing skills. Learners' written work is well presented.

## Quality of provision

34. Teaching and learning are good. There is outstanding practice in some practical lessons. These lessons are particularly well planned and use a variety of interesting and enjoyable activities that motivate learners to improve their knowledge and skills, and encourage independent learning. Information and learning technology is used well to enhance teaching and learning. Practical assessments are well planned. Learners are knowledgeable of the requirements of their course and effectively prepared for assessments. Teaching of key skills in lessons that prepare learners for external testing is weak. It is poorly planned and does not take sufficient account of each learner's individual needs. Attendance at these lessons is poor. Progress reviews on apprenticeship programmes do not set meaningful time bound targets to guide learning.

35. There is a particularly wide range of courses to suit the needs of learners and employers. Full-time learners have good opportunities to enhance their understanding of the hairdressing and beauty therapy industries through visits to trade shows, competitions, guest speakers and product training.
36. Learners receive good support and practical help. Learners' additional learning support needs are well catered for in lessons. Initial advice and guidance is good. Towards the end of their programme, all full-time learners participate in a progress interview to guide their next steps in learning or employment.

#### Leadership and management

37. Leadership and management are good. Management actions to improve provision are very effective. Targeted training in teaching and learning, identifying and sharing of best practice, better monitoring of learner progress and redefinition of staff roles, responsibilities and accountability have all contributed to improved practices and outcomes for learners. Team working and communication are good. Most weaknesses identified at the last inspection are now strengths. However, the management of key skills remains poor.

## Art and design

Good: Grade 2

### Context

38. There are 334 learners, of whom 208 are aged 19+. The college offers a range of mostly full-time courses. These include the introductory, first and national diploma in art and design and an access to a higher education course for adults. Part-time courses include life drawing and ceramics.

### Strengths

- high success rates on most diploma courses
- high standard of fine art skills
- much good teaching
- the wide range of programmes
- very good learning support in many lessons.

### Areas for improvement

- insufficiently challenging teaching on a few courses
- inadequate storage arrangements impacting adversely on teaching and learning.

### Achievement and standards

39. Achievement and standards are good. There are high success rates on the BTEC first diploma in art and design, and the national diplomas in graphic design and art and design. Almost all courses show an improving trend and are either at or above national success rates. There are low success rates on the national diploma in interior design. Learners' work is of a good standard. There is a high standard of fine art skills, including life drawing and painting. The work of national diploma second year students is not always at an appropriate standard. Attendance is satisfactory. There is some poor punctuality.

### Quality of provision

40. There is much good teaching. In these lessons teachers' expectations are high. Projects are topical and interesting. In a graphic design class learners researched and discussed the Stephen Lawrence enquiry; effective use of specialist language and skilful teaching stimulated a high level of thoughtful discussion on the use of sombre colours and typographical styles to convey emotion. Teachers use ILT effectively in lessons for presentations and recapping. Teachers' expectations of second year national diploma students are too low. There is too much reliance upon practical activity and insufficient intellectual challenge. In a few lessons there is insufficient involvement by some learners in question and answer sessions.
41. There is a wide range of programmes from introductory to higher levels. This is responsive to local circumstances and provides good progression opportunities



within the college and to local universities. Adult learners on access courses benefit from working alongside higher education students.

42. Assessment is satisfactory. Learners' progress is systematically and effectively monitored through regular individual tutorials. Some written feedback fails to explain exactly what learners need to do to improve.
43. Learning support is very good. Hearing impaired students are supported well by signers. Learning support assistants are present in most lessons to assist learners with English as a second language (ESOL) and those at risk of underachieving. Learners speak highly of the well planned tutorial programme.

#### Leadership and management

44. Leadership and management are good. Managers have developed new systems for tutorials and integrating key skills. Staffing issues have been addressed and new course leaders are in place. There is good communication between staff. The equal opportunities policy is applied well when planning lessons. Some strengths in the self-assessment report are overstated. Some observation of teaching and learning grades are overgenerous. Accommodation is satisfactory. Workshops and studios are fit for purpose and well equipped. However inadequate storage arrangements take up valuable teaching and learning space.

## Adult literacy and numeracy

Satisfactory: Grade 3

### Context

45. The college provides accredited literacy and numeracy provision for adults through discrete courses in college and the community for 136 learners. There is also discrete provision for other learners on Entry to Employment (E2E) and Train to Gain programmes. Embedded support for non-accredited communication, literacy and numeracy is available for 49 learners with learning difficulties and/or disabilities.

### Strengths

- good achievement in literacy at entry level and level 1
- effective group teaching strategies
- good support for learners.

### Areas for improvement

- poor retention and attendance in numeracy at entry level and level 2
- insufficient planning for individual learner need
- slow completion of individual learning plans (ILPs).

### Achievement and standards

46. Achievement and standards are satisfactory. Achievement levels on accredited courses have improved. Success rates in literacy at entry level and level 1 are above the national average. Retention rates have declined in numeracy at entry level and level 2 and are now low, as is attendance on these courses. Individual learning plans record non-accredited achievement for those with learning difficulties and disabilities but there is no structure against which the development of communication skills, literacy and numeracy are reported for these learners. Learners' confidence develops and progression for adults on literacy and numeracy programmes is good, with many progressing to vocational courses at a higher level.

### Quality of provision

47. Teaching and learning are satisfactory. There are effective strategies for whole group teaching. However, few lesson plans specify individual learning or activities to address personal targets. Initial assessment is thorough for those with learning difficulties and disabilities, but it is not used sufficiently to structure learning in literacy skills or in numeracy. Targets are identified but are sometimes too vague to be measurable. For adult learners there is slow completion of ILPs.
48. Group teaching is lively and makes good use of a range of practical resources, for example, a trolley shop for the college, café provision and a recycling unit open to the public. The use of tills and merchandising provide good opportunities for students with learning difficulties to practise skills in realistic

settings. Adult classes provide a range of activities to maintain interest, for example, the effective use of discussion and use of a range of resources, including information technology.

49. The range of provision is satisfactory and the college is developing provision to support disengaged young people. Support for learners is good. The specialist support needs of those with learning difficulties and/or disabilities are clearly understood and addressed. There are good examples of support for sensory impairment and dyslexia and for those who lack confidence.

#### Leadership and management

50. Leadership and management are satisfactory. Course targets are set and actions implemented and monitored. Team meetings are held regularly and there is good communication between staff. Self-assessment is generally effective at recognising strengths and areas for improvement, though some strengths are overstated and the weaknesses in target setting and ILP completion have not been recognised.

## Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	04/05	858	68	65	3	1847	56	62	-6
	05/06	537	65	69	-4	1516	61	65	-4
	06/07*	486	72			927	58		
GNVQs and precursors	04/05	0				0			
	05/06	0				0			
	06/07*	0				0			
NVQs	04/05	17	53	68	-15	13	69	66	3
	05/06	69	78	72	6	24	67	74	-7
	06/07*	53	77			78	31		
Other	04/05	841	68	64	4	1834	55	62	-7
	05/06	468	63	69	-6	1492	61	65	-4
	06/07*	433	71			849	61		

\* college data

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	04/05	474	55	61	-6	994	51	60	-9
	05/06	507	63	66	-3	1181	60	66	-6
	06/07*	506	68			891	65		
GCSEs	04/05	135	64	64	0	98	57	63	-6
	05/06	110	73	68	5	129	71	67	4
	06/07*	118	74			56	88		
GNVQs and precursors	04/05	0				1	100	59	41
	05/06	0				2	100	75	25
	06/07*	28	82			14	86		
NVQs	04/05	72	40	57	-17	165	59	60	-1
	05/06	65	68	65	3	279	75	67	8
	06/07*	65	65			290	64		
Other	04/05	267	54	61	-7	729	48	59	-11
	05/06	332	58	66	-8	773	53	65	-12
	06/07*	295	64			531	63		

\* college data

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	04/05	436	52	68	-16	631	62	58	4
	05/06	292	59	70	-11	519	73	63	10
	06/07*	263	62			696	75		
A/A2 Levels	04/05	50	86	86	0	7	86	69	17
	05/06	30	93	87	6	21	90	72	18
	06/07*	11	100			6	100		
AS Levels	04/05	181	44	66	-22	60	62	52	10
	05/06	77	60	67	-7	26	62	55	7
	06/07*	21	14			14	43		
GNVQs and precursors	04/05	40	58	61	-3	6	33	54	-21
	05/06	5	80	66	14	3	100	57	43
	06/07*	0				0			
NVQs	04/05	17	47	63	-16	160	66	56	10
	05/06	13	92	71	21	149	83	63	20
	06/07*	17	82			187	82		
Other	04/05	148	49	60	-11	398	61	59	2
	05/06	167	50	65	-15	320	68	64	4
	06/07*	214	64			489	73		

\* college data

Table 4

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

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	32	35%	48%	22%	34%
		timely	40	20%	31%	13%	22%
	05-06	overall	28	68%	53%	50%	44%
		timely	22	45%	34%	28%	28%
	06-07	overall	41	71%	64%	66%	56%
		timely	55	51%	41%	46%	35%
Apprenticeships	04-05	overall	64	44%	51%	38%	39%
		timely	93	9%	29%	9%	22%
	05-06	overall	159	64%	58%	59%	52%
		timely	129	35%	38%	34%	34%
	06-07	overall	111	60%	65%	58%	60%
		timely	118	51%	45%	46%	42%

Note 'At the time of the inspection - LSC data for 2006-07 had yet to be fully validated'

- \* 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/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Table 5

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

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2004-05	115	30%	30%
2005-06	124	44%	44%
2006-07	63	43%	52%
2007-08	17	35%	47%

Note: 2007-08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

\* These are key objectives identified for each learner following an E2E programme

\*\* Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period