

# Hereford College of Arts

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 students and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: art and design; diploma in foundation studies; and performing arts.

## Description of the provider

1. Hereford College of Arts (HCA) is a specialist college in the city of Hereford. Established in 1851, it is the only specialist college for art, media, design and performing arts in the Midlands. The college currently operates across four sites including the main site at Folly Lane. The college delivers programmes in many of the county's schools and has built up forums with local art and drama teachers.
2. Students are recruited both locally and regionally, and also nationally for the higher education (HE) courses. Herefordshire is a rural and sparsely populated county with a population of 178,000. Approximately 55,000 people live in the city of Hereford, which is a significant cultural and artistic centre for the Marches region. In 2007, the unemployment rate in Herefordshire was 1.3%, compared with 2.3% nationally. The proportion of students achieving five GCSE passes at A\* to C in 2006 was at the national average of 61%. In mid-2004, 3.5% of Herefordshire's total resident population was from a minority ethnic heritage (6,200 people). This proportion is very low by national (14.7%) and regional (15.5%) comparisons, but reflects a growth of 40.9% in the BME (black and minority ethnic) population from 2001. The overwhelming majority of further education (FE) students at the college are white and from Herefordshire and Worcestershire.
3. The college offers visual and performing arts courses at FE and HE level. These include first diplomas in art and design and performing arts, national diploma in performing arts and music practice, and the national diploma in art and design with a range of specialist pathways. There is a small amount of vocational level 1 provision. The college also offers courses to prepare students for HE, including foundation level 3 art and design and the national award in performing arts. There is also a course for a small number of students with learning difficulties and/or disabilities. In 2006/07, the college enrolled 474 full-time FE students, of whom 424 were aged 16 to 18 and 50 were adults. There were also 60 FE students studying part-time, 56 of whom were adults. Some 90% of students were enrolled at level 3; 9% at level 2; and less than 1% at entry level. There is a range of full cost short course provision which includes leisure arts courses, CPD and training short courses. Students are also able to study additional subjects at GCSE, GCE A and AS level at the neighbouring sixth form college. The college's mission is 'to be recognised as a leading specialist arts college providing outstanding education in the creative arts'.

## Summary of grades awarded

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

### Sector subject areas

Art and design	Good: Grade 2
Diploma in foundation studies	Good: Grade 2
Performing arts	Satisfactory: Grade 3

## Overall judgement

### Effectiveness of provision

Good: Grade 2

4. The college provides a good quality of education and training for its students. Achievement and standards are satisfactory overall and some aspects are good. The decline in retention which impacted on success rates in 2005/06 has been rectified and success rates at level 3, where most students study, improved in 2006/07. Pass rates and passes with high grades have been consistently above the high national averages. The small number of students studying at level 2 achieved success rates in 2006/07 significantly above average. Students make good progress and produce work of a high standard. They enjoy their learning, attend well and are punctual.
5. Teaching and learning are good with well planned and managed lessons. One-to-one teaching is particularly strong and independent learning is encouraged effectively. In a few lessons, particularly with larger groups, teachers do not always provide students with sufficiently challenging tasks. Assessment is good with helpful marking and feedback. Initial assessment is timely and accurate.
6. The approach to educational and social inclusion is good as is the college's response to meeting the needs of students. Progression to further and higher education is good with many students applying successfully to prestigious institutions. As the college recognises, employer engagement is currently underdeveloped.
7. Care, guidance and support are good with particularly strong pastoral and specialist support. In 2006/07, the take-up of additional learning support was too low. Actions have been taken by the college to rectify this weakness.
8. Leadership and management are good. The principal provides strong leadership and vision. Governors are committed and skilled. Good curriculum management and teamwork have secured improvements to teaching and learning, and success rates. Self-assessment is accurate and much improved. The use of information for analysis and target setting at college level is underdeveloped in areas such as lesson observation. There is good promotion of equal opportunities. Some accommodation is inadequate, including recreational facilities for students. Financial management is good and value for money is satisfactory.

### Capacity to improve

Good: Grade 2

9. The college demonstrates a good capacity to improve its provision. The college has a clear and well supported strategic direction. Governors are committed and skilled and curriculum management is a strength of the college. The self-assessment report is largely accurate and realistic. Quality assurance and actions taken to improve aspects such as success rates and the observation of teaching and learning have been successful. Staff are well qualified and

resources are satisfactory. Financial management is good. The recently introduced management information service to monitor progress is good.

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

10. The college has made satisfactory progress in promoting improvements since the last inspection. The attendance and punctuality of students, pass rates in key skills and the central coordination of staff development, are now good. Strengths have been maintained in teaching, students' work, high pass rates, collaborative links, the rich artistic learning environment and support for students' welfare. The financial position of the college has improved from category 'C' at the last inspection to category 'A' which has been maintained for the last three years. However, weaknesses remain in areas of inadequate accommodation and the use of management information to monitor and set targets for some aspects of provision at college-wide level.

### Key strengths

- high standard of students' work
- good teaching promoting independent learning
- productive collaborative and partnership working
- very good pastoral support
- strong and effective leadership by the principal
- committed and skilled governance
- effective curriculum management.

### Areas for improvement

*The college should address:*

- some poor accommodation
- underdeveloped employer engagement
- low take-up of additional learning support
- some aspects of college-wide monitoring and target setting.

## Main findings

### Achievement and standards

Satisfactory: Grade 3

11. As the college self-assessment report (SAR) recognises, achievement and standards are satisfactory overall and some aspects are good. Most students are studying level 3 courses. Overall success rates for students aged 16 to 18 and adults at this level, having previously been above the high national averages in 2004/05, declined to broadly average in 2005/06 due to poor retention on some courses. Pass rates and pass rates with high grades in the same years were above the high national averages; in the case of high grade passes, significantly so. The college has taken decisive action on retention issues and college data show success rates for both age groups rose in 2006/07, due to improved retention and the maintaining of high pass rates. Courses where retention had been a particular weakness have improved and college data for two year and one year courses show that these improvements have been both maintained and further improved. Despite improvements in 2006/07, the success rates of the very small number of adult students on level 1 courses were below average. College data show the success rates of the small number of students studying at level 2 improved sharply to significantly above average.
12. Students study wider key skills and success rates are consistently high. Students in receipt of additional support have higher than average success rates; however, take-up of learning support was too low in 2006/07 and is an area upon which the college has taken action. Attendance and punctuality, areas for improvement at the last inspection, are now good and monitored rigorously. The college offers GCE A and AS levels as additional qualifications. Success rates have been consistently below average for the small number of students studying them despite changes in 2006/07 designed to improve performance. Students enjoy their courses and have good working relationships with staff. The standard of their work is good and they make good progress. Students work with confidence and skill and develop very good independent learning and reflective practices.

### Quality of provision

Good: Grade 2

13. Teaching and learning are good which concurs with the SAR. Well qualified teachers, most of whom are active practitioners in creative arts, promote a vibrant and productive learning environment. This is enhanced by strong links with local and regional artists, some of whom undertake a period of residence and exhibit at the college. Teachers provide good individual teaching which is effective in developing critical evaluation and reflective skills. Working relationships are fruitful and encourage independent learning. The introduction of specialist classroom assistants has provided effective support. Practical demonstrations support learning well and are valued by the students. The development of key skills is well integrated into learning and success rates are high.



14. Lessons are of a good quality although only a minority include outstanding features. They are well planned and managed; however, a few aspects, especially when teaching larger groups, are less effective. In these lessons, teachers do not always ensure that all students are fully engaged or structure their delivery to provide sufficient challenge to complete tasks promptly. Target setting for students is good in most areas.
15. Assessment, particularly through project-based work, is good. Marking and feedback are thorough and helpful. In a minority of cases, there is too little attention paid to correction of spelling and grammar. Initial assessment is prompt and accurate but it is not used enough in planning lessons. Attention to health and safety is satisfactory. The use of lesson observation to identify the quality of teaching and learning is much improved and more rigorous than at the last inspection. Evaluation of the outcomes helps to identify key areas for improvement; however, it is underdeveloped in providing a college-wide analysis of strengths and areas for improvement. Staff development to support improvements in teaching and learning is especially wide-ranging and good practice is shared increasingly effectively.
16. The college's response to meeting the needs of students is good, which agrees with the college's own judgement in the SAR. Students have a good range of curriculum choices, specialist pathways and levels of study. All courses have a good range of enrichment activities including artist workshops and talks, theatre visits, exhibitions and performances. Partnership working with schools and the local community is strong and there are good collaborative links with the adjacent colleges. The college has recognised that links with employers are currently underdeveloped and is seeking actively to remedy this. Progression to HE is good with many students applying successfully to a range of prestigious institutions.
17. Educational and social inclusion is good. Collaborative work to widen participation in the college's creative arts curriculum is successful. The college provides well for a broad mix of students, with a wide range of ability, including those with learning difficulties and/or disabilities. Residential bursaries help students from adjoining counties to study specialist provision. Different groups of students work well together and undertake joint projects that promote equality and celebrate diversity. Pupils from local schools benefit from opportunities to study arts courses and both the transition from school and progression to further study are well promoted and supported. A high emphasis is placed on working closely with individual students to promote achievement and support their personal development and well-being.
18. Care, guidance and support are good and this agrees with the judgement in the SAR. Good and detailed pre-course information, advice and guidance are provided to help to ensure that students choose the right course. A range of taster days, open evenings and spring and summer schools are effective in providing a smooth transition into college life. Information and guidance available for school pupils is comprehensive. Induction arrangements are satisfactory. There is much improved monitoring of attendance and punctuality, which has had a beneficial impact on ensuring students complete their courses.

Pastoral care is very strong and supported by a comprehensive range of specialist services. Specialist support for students with multiple and complex learning needs is very effective.

19. High quality tailored additional learning support is provided for those identified as needing this. Take-up has been low and insufficiently encouraged by the college. Action in the current year to ensure increased uptake of this support is now in place. There is full coverage by specialists of healthy lifestyle and safety topics through tutorials and cross-college initiatives. Progression and destination advice and guidance are very helpful and effective. The library holds comprehensive advice on careers in arts as well as in a wide range of other industries.
20. Tutorials take place regularly and are valued by students. The arrangements to identify students at risk of underperformance are satisfactory. The use of individual learning plans has been established, although features such as short-term target setting and the use of target grades are not yet well embedded.

Leadership and management

Good: Grade 2

*Equality of opportunity*

*Good: grade 2*

21. Leadership and management are good which concurs with the SAR. The principal has developed a clear strategic direction which is supported and understood by staff. He displays strong leadership and vision, is accessible to staff and students and is an enthusiastic ambassador for the college in the community. Communication strategies are very well developed. There is an open and transparent decision making process.
22. Curriculum management is a strength of the college and has been effective in securing significant improvements, including attendance and punctuality, the production of more accurate and evaluative self-assessment and improved success rates. Curriculum teams work very well together to secure improvements including the production of a genuinely shared SAR.
23. The governing body is committed and has a range of skills and experience that supports the college well. Governors are well informed and make an active contribution to the college's development. The college has improved its financial position significantly since the last inspection, when it was assessed as category 'C'. It has sustained a category 'A' position for the last three years. Partnership and collaborative working is strong. The college has made effective links with schools, local colleges and a wide range of cultural and arts organisations.
24. Self-assessment has become more rigorous and self-critical. All staff are involved in the process. Staff value appraisal and the direct links with observation and continuing professional development. The revised teaching and learning observation system is supporting the extension of good teaching and learning and provides the college with an accurate reflection of strengths and areas for improvement. There is a need to further formalise some aspects of quality assurance. For example, the use of lesson observation information for

analysis and action at college-wide level is underdeveloped. Target setting, in relation to learner numbers, is underdeveloped. At college-wide level, the setting of overall enrolment targets is based on an historical position. Target setting at student level is good in most areas.

25. The promotion of equal opportunities is good. The college has developed effective strategies to widen participation and promote inclusion. The college meets the requirements of the Disability Discrimination Act 1995, and the Special Educational Needs and Disability Act 2002 (SENDA). The college has published a Race Relations Scheme, but does not publish annually a report on retention and achievement by racial group. The college has an appropriate child protection policy, but not all staff have received formal training relating to young people and vulnerable adults. The college complies with the Criminal Records Bureau Code of Practice.
26. Staff are well qualified and appropriately experienced. Many of them are practitioners and a high proportion of staff have a postgraduate qualification. Resources are satisfactory overall, and there are good resources in some areas. Some accommodation is inadequate and recreational facilities are insufficient. The college is undertaking a feasibility study for a complete new build and has also attempted to improve accommodation within the current confines. Financial management is good and value for money is satisfactory.

## Sector subject area

Art and design

Good: Grade 2

## Context

27. The college offers a range of full-time art and design courses at level 2 and level 3. There are 23 adult students with learning difficulties and/or disabilities on a Contact course working towards the ASDAN Bronze and Silver Awards. There are 39 students on the level 2 first diploma course in art and design and 120 on the first year national diploma (ND) in art and design. There are 105 students in the second year, 59 on the ND in art and design and 46 on the ND in media arts. Students are offered a programme of GCE A levels at the local sixth form college which provides the opportunity to gain additional qualifications. The art and design area has also run courses for students aged 14 to 16 in 2006/07 with 11 students on the two year certificate course and 10 students on the NCFE graphics course.

## Strengths

- high success rates on most courses in 2006/07
- good standard of practical work
- good teaching and learning
- effective development of independent learning
- good curriculum leadership and management.

## Areas for improvement

- low success rates on the national diploma in fine art and multimedia
- inadequate accommodation for visual studies.

## Achievement and standards

28. Overall achievement and standards are satisfactory and some aspects are good. In 2005/06, retention rates fell and affected success rates. This has been rectified and college data suggest that the improvement has been maintained. In 2006/07, the first diploma was a high performing course with success rates 7 percentage points above the national averages, and students achieving high grades 5 percentage points above the national average. There have been significant increases in success rates on the national diplomas in 2006/7. Students on the ND textiles course achieved high grades, 33 percentage points above the national average. The ND in fine art and multimedia have had declining success rates for the last three years. The college has discontinued the ND in fine art. In 2005/06, retention rates fell and affected success rates. This has been addressed and they are now good.
29. The standard of students' work and the progress they make is good. They produce work which explores a range of individual themes and interests and illustrates their confidence and creative use of mixed media and

experimentation. Projects produced by second year students are of a high standard and show a variety of approaches and specialist interest. These include a range of creative and colourful techniques and processes. However, drawing from observation is underdeveloped. Students are reflective and self-critical and set their own targets. Attendance and punctuality are good.

### Quality of provision

30. Teaching and learning are good. Teachers engage and stimulate students' learning successfully. One-to-one tuition provides a good balance of support and challenge. Practical demonstrations are effective and valued by the students. They are able to analyse and evaluate their own work and that of other artists and make intelligent and well considered contributions to group discussions. Specialist classroom assistants provide effective technical support and guidance. Attendance is good and well managed. Productive one-to-one curriculum tutorials identify the strengths of students' work and areas for improvement. In a small minority of lessons, teachers are less successful in setting targets. Differentiation of teaching and learning is underdeveloped in a few lessons in visual studies. Staff meet individual students' needs in lessons, but this is not always evident in lesson plans and schemes of work.
31. There is a wide range of vocationally relevant activities that enriches the curriculum. These include collaborative projects between staff, students and external organisations and practitioners; these also promote equality and diversity effectively. Students with learning difficulties and disabilities work on joint projects with national diploma students.
32. Guidance and support are good, particularly pastoral support. There is good information and guidance for new students, which include one week taster courses. Links with employers and the design industry are underdeveloped. This has been recognised by the staff and improvements are being made.

### Leadership and management

33. Leadership and management are good. Self-assessment is accurate and has led to improvement. The curriculum has been reviewed and redesigned and now meets the needs of students. Effective quality systems are in place and there are good communication strategies across the curriculum area, which are valued by the staff. There is a wide range of specialist resources in photography, printmaking, 3D, ceramics and new media, which supports the diagnostic process. However, visual studies studios lack visual stimulation. Cramped conditions impact on students' progress.

## Diploma in foundation studies

Good: Grade 2

## Context

34. The college offers the diploma in foundation studies which can be studied either full- or part-time. The course covers a range of creative disciplines. There are 90 students on the full-time course; 74 aged 16 to 18; and 16 adults. On the part-time course there are 22 first year and 17 second year adult students.

## Strengths

- high pass rates on full-time diploma in foundation studies
- good and innovative practical work
- good teaching which develops critical and creative skills
- particularly good enrichment
- effective curriculum and course leadership.

## Areas for improvement

- low retention on part-time diploma in foundation studies
- insufficient interim target setting on project briefs.

## Achievement and standards

35. Overall achievement and standards are satisfactory and some aspects are good. Pass rates are consistently high on the full-time diploma in foundation studies, with a significant proportion of high grades. Success rates on the part-time diploma in foundations studies in 2005/06 were affected by very low retention; however, this trend has been reversed and significant improvements secured. Practical work is of a high standard. Students develop their ideas and create innovative responses to project briefs. They use written research, objects, photographs and good analytical and exploratory drawing as starting points. Sketchbooks are annotated critically and thoughtfully. Students express ideas in a wide range of materials including print, paint, sculpture, photography and collage. Life drawing is objective, accurately proportioned and expressive. Sculptures from the human form are articulated sensitively and creatively. Second year students have good skills in painting and their work is bold and confident. Students on the first year part-time course are making good progress with observation drawing and painting.
36. Attendance and punctuality are good. Progression to a range of prestigious art and design higher education is very good in full-time art and design foundation and satisfactory in part-time art and design foundation.

## Quality of provision

37. Teaching and learning are good. One-to-one teaching is challenging and encourages students to develop their critical and creative skills. Teaching is well planned, particularly on the part-time programme where there is a good mix of individual and group teaching supported by effective demonstrations. Assessment is good. The documentation contains clear outcomes and grading criteria which are well understood by the students. Assessment feedback is clear and helps students to improve. Progress reviews are effective in assessing what students have achieved and identifying progression; however, project briefs lack interim targets to make expectations of progress clear. Students on the part-time course work with teachers to agree the progress and development of their work through individual action planning. A good range of art and design disciplines supports students to specialise. Students enjoy and make good use of trips and guest speakers to support the development of their work with opportunities to work on a variety of art projects with students with learning difficulties.
38. Guidance and support are good. Initial advice and guidance and support for progression are effective. Dyslexic students are well supported and tutorials are valued and effective.

## Leadership and management

39. Leadership and management are good. Significant progress has been made in securing and raising standards particularly in retention rates. The communications and working relationships between the manager, curriculum team and students are good, leading to a shared commitment to improving standards. Equality and diversity are well promoted. The self-assessment is accurate in its identification of strengths and areas for improvement; however, the grading of some key questions is generous. Resources are satisfactory for the provision and are deployed effectively.

## Performing arts

Satisfactory: Grade 3

### Context

40. The college offers performing arts and music courses at levels 1, 2 and 3. The majority of students on the national diploma in performing arts follow the performance pathway with smaller numbers taking the dance and technical routes. About one third of the 129 students are on the music practice course. A small number of students are enrolled on the national award/diploma in professional practice course in performing arts. Most of the students are aged 16 to 18 and study full-time.

### Strengths

- high success rates on national diploma performing arts in 2006/07
- good monitoring of students' progress
- good range of provision
- good team working leading to improvements.

### Areas for improvement

- low retention on national diploma music practice and first diploma performing arts in 2006/07
- insufficient structure and challenge in some teaching
- poor accommodation.

### Achievement and standards

41. Students' achievement is satisfactory. In 2006/07, success rates on the national diploma in performing arts improved to well above the national averages with many students achieving high grades. Retention on the national diploma music practice and the first diploma performing arts was poor in 2006/07. Current data show a significant overall improvement in retention. Students produce work of a good practical standard in choreography and music practice. Progression to higher education is good, especially in music. Punctuality and attendance are good.

### Quality of provision

42. Teaching and learning are satisfactory. Students are engaged, co-operative and interact well with their teachers. Students on the technical theatre course are able to enhance their learning from crewing shows at events such as the Edinburgh Fringe Festival. There are additional work-related opportunities for many of the students. In the better lessons, teachers use a wide range of effective strategies to develop students' creative work. In some lessons, teachers do not provide students with challenging, clearly structured tasks that encourage them to excel. Students experience a limited range of teaching approaches that do not always maximise their learning experience. Assessment



and monitoring of students' progress are good. Students benefit from clear milestone interim assessment advice and guidance. Students value the detailed verbal and written feedback that clearly identifies what they need to do to improve.

43. The range of provision is good. The college offers a wide range of courses in performing arts and music. Students have good opportunities to progress from levels 1 to 3 and on to degree provision within the college. Students have opportunities to benefit from accessing the satisfactory range of enrichment opportunities such as trips and visits.
44. Guidance and support for students are satisfactory. Learning support needs are identified at enrolment and appropriate support provided on entry. The thorough tutorial system allows students and teachers to identify impediments to learning and implement action plans where appropriate. Students appreciate the efforts made on their behalf. The quality of initial advice and guidance is variable with some students not always knowing what to expect on arrival at the college.

#### Leadership and management

45. Leadership and management are satisfactory. Course teams work well together to identify and rectify issues and problems. Staff review data, students' views and the quality of provision regularly to plan for improvement. Teachers share good practice. Staff feel well supported by both their line and senior managers. Accommodation, highlighted in the last inspection report as an area for improvement, remains poor. Current timetabling requirements restrict curriculum development and the efficient use of accommodation. The self-assessment report identifies areas for improvement accurately; however, some strengths are overstated.

## 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	*	*	*		20	35	62	-27
	05/06	*	*	*		17	35	64	-29
	06/07	*	*	*		24	42		
GNVQs and precursors	04/05	*	*	*					
	05/06	*	*	*					
	06/07	*	*	*					
NVQs	04/05	*	*	*					
	05/06	*	*	*					
	06/07	*	*	*					
Other	04/05	*	*	*		20	35	62	-27
	05/06	*	*	*		17	35	64	-29
	06/07	*	*	*		24	42		

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	88	78	68	10	*	*	*	
	05/06	92	68	73	-5	*	*	*	
	06/07	49	80			*	*	*	
GCSEs	04/05	39	74	64	10	*	*	*	
	05/06	43	56	68	-12	*	*	*	
	06/07	*	*			*	*	*	
GNVQs and precursors	04/05	*	*	*		*	*	*	
	05/06	*	*	*		*	*	*	
	06/07	*	*	*		*	*	*	
NVQs	04/05	*	*	*		*	*	*	
	05/06	*	*	*		*	*	*	
	06/07	*	*	*		*	*	*	
Other	04/05	49	82	69	13	*	*	*	
	05/06	49	80	75	5	*	*	*	
	06/07	47	83			*	*	*	

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	361	76	69	7	71	76	57	19
	05/06	329	72	74	-2	61	57	58	-1
	06/07	276	74			61	64		
A/A2 Levels	04/05	51	76	92	-16	*	*	*	
	05/06	39	82	93	-11	*	*	*	
	06/07	16	75			*	*	*	
AS Levels	04/05	99	68	78	-10	*	*	*	
	05/06	57	63	79	-16	*	*	*	
	06/07	21	62			*	*	*	
GNVQs and precursors	04/05	*	*	*		*	*	*	
	05/06	*	*	*		*	*	*	
	06/07	*	*	*		*	*	*	
NVQs	04/05	*	*	*		*	*	*	
	05/06	*	*	*		*	*	*	
	06/07	*	*	*		*	*	*	
Other	04/05	211	80	68	12	61	74	59	15
	05/06	233	72	73	-1	56	59	61	-2
	06/07	239	74			59	63		

\* Less than 15 students

College data used for 2006/07 may be subject to slight adjustment

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