

# Huntingdonshire Regional College

Inspection report

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Provider reference 130612  
Published date April 2008

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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); 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: health and social care; engineering and motor vehicle; hairdressing and beauty therapy; and visual and performing arts.

## Description of the provider

1. Huntingdonshire Regional College is a small general further education college with a main site in Huntingdon and a smaller campus at St Neots. Its catchment area includes Huntingdon, the surrounding small towns and the Great Ouse valley towns of St Neots and St Ives. It works with seven secondary schools and 217 pupils attended the college in 2006/07. The college works with nine social enterprises in providing courses for students with learning difficulties and/or disabilities. It has higher education courses, franchised by Anglia Ruskin University, in five subject areas. The college is part of a Train to Gain (T2G) consortium of four colleges.
2. The district of Huntingdonshire, within Cambridgeshire, is relatively prosperous but with several deprived wards in Huntingdon and St Neots. Cambridgeshire has recently experienced an increase in the number of migrant workers, mainly from Eastern Europe. Huntingdonshire is a predominantly rural area with a low level of unemployment. The proportion of pupils gaining more than five A\* to C grades at GCSE is broadly average. The proportion of young people at 16 years not in education, employment or training is very low. The percentage of students of minority ethnic heritage at the college is considerably higher than in the local population. There are more female than male students.
3. The college offers provision in 14 of 15 sector subject areas, albeit with small numbers in several. In 2007/08, the college has 5,515 enrolments. The largest numbers are on Skills for Life and health and social care courses. The college has two franchise arrangements: one with the College of Animal Welfare and the other with Stageworks Performing Arts Company. It has two Centres of Vocational Excellence (CoVEs), one in leadership and management and a second in manufacturing programmes.
4. The college's mission is 'Our business is your learning and skills, building prosperity for people and employers in the East of England'.

## 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	Satisfactory: Grade 3
Leadership and management	Good: Grade 2
<i>Equality of opportunity</i>	<i>Satisfactory: contributory grade 3</i>

### Sector subject areas

Health and social care	Good: Grade 2
Engineering and motor vehicle	Good : Grade 2
Hairdressing and beauty therapy	Satisfactory: Grade 3
Visual and performing arts	Good: Grade 2

## Overall judgement

### Effectiveness of provision

Satisfactory: Grade 3

5. The college judged its overall effectiveness as satisfactory and inspectors agree. Achievement and standards are satisfactory overall and good for work-based learners and school pupils. Success rates for students aged 16 to 18, with increased numbers, have improved considerably to be broadly average. Progression rates for these students are good. Success rates for adults are average, overall, but below average at level 2. Standards of work overall are satisfactory and good in a number of skill areas. Success rates in key skills declined in 2006/07, and are too low at level 1. Success rates on short courses were low in 2006/07.
6. The quality of provision is satisfactory and good for work-based learners. Teaching is satisfactory and an increasing number of lessons include consistently good features. Theory teaching is less effective. Assessment is well organised and supports improving success rates. The curriculum is good and has been inclusively and effectively developed to meet local and regional needs. The use of work experience, however, is insufficient. Social and educational inclusion is good. Provision for under-represented and vulnerable students is a key feature of the college's work. Guidance and support are satisfactory, with strong pastoral support. The use of individual learning plans is underdeveloped. In particular, short term target setting is ineffective.
7. Leadership and management are good, with clear strategic direction. Very effective collaboration takes place with a wide range of stakeholders. Many improvements have been made to accommodation and specialist resources. Curriculum management overall is satisfactory but varies in quality. Some is good, whereas other areas are only recently starting to improve. Governance is good, as is financial management. Value for money is satisfactory. The use of the student voice to shape college life is insufficient. Promotion of equality of opportunity is satisfactory.

### Capacity to improve

Good: Grade 2

8. The college has good capacity to improve its provision. Its track record over the last three years in improving outcomes for younger students and work-based learners is impressive. Improvement is less marked for adults, although the trend is upwards. Staff are well supported by an increasingly strong and determined management team.
9. Self-assessment is realistic and broadly accurate. Action plans provide a sound basis for continuing improvement. The college has improved nearly all underperforming provision, although in several cases relatively recently. Quality assurance is mostly very effective. In a few instances, evaluation of data to inform actions for improvement is not sharply focused.

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

10. The effectiveness of steps taken to promote improvement is satisfactory. Leadership and management have improved, but overall support for students is not as strong as previously. Several key strengths have not been sustained. Reasonable and, in several areas, good progress has been made with tackling areas identified for improvement. Arrangements for key skills provision, however, have only very recently been strengthened following a sharp decline in outcomes in 2006/07. Teaching for younger students is still judged satisfactory.

### Key strengths

- significant improvement in success rates for students aged 16 to 18
- good work-based learning provision
- high progression rates
- successful provision for hard to reach and vulnerable students
- very good stakeholder engagement
- good pastoral support
- strong financial management
- very effective leadership.

### Areas for improvement

#### *The college should address:*

- below average success rates for adults at level 2 and for short courses
- low success rates in key skills qualifications at level 1
- the need to increase the proportion of good or better lessons
- underdeveloped use of individual learning plans
- insufficient use of work experience
- the effectiveness of some curriculum management
- the sharpness of evaluation of data
- insufficient use of the student voice.

## Main findings

Achievement and standards

Satisfactory: Grade 3

*Contributory grades:*

*Work-based learning*

*Good: grade 2*

*Train to Gain*

*Good: grade 2*

*Students aged 14 to 16*

*Good: grade 2*

11. Achievement and standards are satisfactory, in line with the college's judgement. Overall success rates for students aged 16 to 18 years improved markedly over the last three years and, in 2006/07, were broadly average. Success rates for adult students overall are broadly average with most improvement at level 1. Success rates for adults at level 2, however, are below average with negligible improvement over the last three years. Success rates for pupils aged 14 to 16 years are good. Success rates on short courses of less than five weeks duration are consistently high. However, in 2006/07, for short courses longer than five weeks, mainly in information and communication technology (ICT) and taken predominantly by adult students, success rates were low.
12. Overall success rates within sector subject areas vary. There are improving trends in visual and performing arts, construction and leisure and tourism to above average in 2006/07. Performance in ICT, education and training and some GCE A level provision, however, has been poor for several years.
13. Achievement and standards on work-based learning courses are good. Success rates on apprenticeships have improved significantly and are high. Timeliness of completion is improving but remains below average. Train to Gain provision has grown, with high overall and timely success rates. At the last inspection, achievement on Skills for Life and English for speakers of other languages (ESOL) courses was unsatisfactory. Achievement has improved and is now, at least, in line with similar colleges.
14. Success rates for key skills qualifications are low, particularly for those aged 16 to 18 at level 1. Achievement of wider key skills by vulnerable groups, including offenders within the Cambridgeshire probation service, is good. Underperformance by a few minority ethnic groups was identified in the last two years. Action for improvement has been slow.
15. Standards of work are satisfactory, with good and very good work in some curriculum areas. Many students make progress at least in line with expectations and achievement of high grades is good in some subject areas. Progression to further or higher education, or employment for those aged 16 to 18 is good.



Quality of provision

Satisfactory: Grade 3

*Contributory grades:*

*Work-based learning*

*Good: grade 2*

*Train to Gain*

*Good: grade 2*

16. The quality of provision is satisfactory, in line with the college's self-assessment. Teaching and learning are satisfactory and a majority of lessons include good features. Practical teaching is more effective than theory teaching. Teachers make good use of their vocational expertise to create a productive learning environment for practical skill development. They pay due attention to health and safety, promoting good practice. Lessons, especially in theory, for younger students are less effective than for adults. These lessons involve a narrow range of teaching strategies and, in a minority, a lack of challenge and pace. Teaching to meet the very specific needs of students who have learning difficulties and/or disabilities is very well personalised. Training for work-based learners is good.
17. Observation of lessons is used effectively to assess the quality of learning. The process is rigorous as well as supportive. Close attention to identifying specific development points and good quality staff development is bringing about improvement rapidly. Relationships between teachers and students are good. Significant investment in information and learning technology (ILT) has resulted in increased use. A virtual learning environment is developing well.
18. Assessment is well organised, with rigorous internal verification. This increasingly supports achievement, especially for work-based learners. The introduction of three review weeks has strengthened monitoring of progress and ensured completion of assessments. The weeks are used equally productively to develop a wider range of skills and to broaden students' horizons. Marking and feedback are generally helpful. The correction of grammar, spelling and punctuation, however, is not routinely undertaken. Initial assessment is prompt; however, the results are not used fully or effectively in planning lessons.
19. The college has a good range of provision which is increasingly responsive to students' needs. High quality materials are used to attract students. Very effective collaboration exists to develop provision with local schools. The quality of this provision is good, as is progression to further courses. The college works effectively with employers who praise the quality of training highly. Local intelligence is used to develop courses well, including meeting current legislative requirements. At the time of inspection 1,350 employees from 460 companies receive training through the college.
20. The promotion of educational and social inclusion is good. Through very effective partnerships with a range of stakeholders, the college raises aspirations and widens participation, especially with hard-to-reach groups. Students from eastern Europe receive good quality English language provision at both outreach locations and their place of employment. Very good provision

exists for students with specific learning difficulties, including a small number with autistic spectrum disorder, through a well established network of partners. There is good provision for young carers. The range of enrichment activities is satisfactory. The provision of work experience is underdeveloped and the college is acting to increase opportunities for full-time students.

21. Guidance and support are satisfactory. Helpful information, advice and guidance support students in making appropriate choices. Induction arrangements are adequate. Early assessment identifies those requiring additional support. Support is offered promptly. The take-up and effectiveness of support is ineffectively monitored. Employers are highly positive about the good support they and their trainees receive. Well established links with external agencies ensure students receive specialist help. Students value highly the support they receive from support staff.
22. The tutorial programme is well planned and promotes healthy and safe lifestyles. It is provided by student tutors who ensure very effective pastoral support for full-time students. The recent introduction of these tutors has led to earlier identification of students at risk but it is too early to judge their effectiveness in improving performance. Students' attendance is monitored closely but remains only satisfactory.
23. The approach to negotiating targets with full-time students is insufficiently timely. Centrally set targets are reviewed during progress review weeks, the first of which takes place around the October half-term. The monitoring of students' targets is inconsistent and recording systems are not well used. Targets are often not challenging or measurable. The college recognises that plans to include students' voices in improving the college further are at an early stage.

Leadership and management

Good: Grade 2

*Contributory grades:*

*Equality of opportunity*

*Satisfactory: grade 3*

24. Leadership and management are good. The principal, governors and senior managers provide very effective leadership and a clear strategic direction. Managers have considerably strengthened the college's position within the local and regional community with clearly positive trends in improving nearly all aspects of provision. In a few areas, the impact of actions for improvement has yet to come to fruition. Community, school and employer partnerships are extensive and productive.
25. The quality improvement strategy is mostly very effective. Self-assessment is broadly accurate although a few strengths are overstated and some areas for improvement are not fully recognised. Evaluation of some data is not sharply focused. The management of work-based learning is significantly improved and is good. Overall, curriculum management is satisfactory and good in several areas, but has yet to be fully effective in a few. Stretching targets for increased

participation and successful outcomes have been consistently met for younger students, but some have not been met for adults. Where courses under perform, the college has taken action and set challenging targets for the current year, with early signs of success.

26. Staff are well qualified, with good professional experience. Staff are very committed to success and morale is high. There is increasing sharing of good practice throughout the college. Students are satisfied with their experiences at the college and consider it a safe and enjoyable place to study.
27. Equality of opportunity is satisfactory. The response to improving the outcomes of several minority groups has been slow and promotion of equality through the curriculum is limited. The college meets the requirements of the Race Relations (Amendment) Act 2000 and the Special Education Needs and Disability Act 2002 (SENDA), as well as legislation on child protection. Systems to safeguard students are good. Safety concerns resulting from the openness of the main college site have been successfully mitigated. Accommodation and facilities are satisfactory overall and good in parts. Many improvements have been made. Specialist resources are good in several areas. Access to computers is good. A well developed estate strategy is in place to rebuild the college in a more suitable location.
28. Governance is good. Governors have a relevant range of expertise which they use effectively in support of the college's development. Governors monitor college performance closely. They are well informed and use performance data to challenge managers appropriately and to monitor actions for improvement. Financial management is strong. The transformation of the college's financial position over four years is impressive. Value for money is satisfactory as outcomes are broadly average.

## Sector subject areas

Health and social care

Good: Grade 2

## Context

29. The college offers full- and part-time provision from levels 1 to 3 in health and social care, early years, access to nursing and child education and care. Counselling courses are offered part-time, including at community venues, at introductory diploma and diploma level. Of 496 students, just under one quarter are aged 16 to 18 years and are studying full-time. The remainder are adults studying part-time. Most students are female. A very small proportion of students are from minority ethnic groups.

## Strengths

- high success rates on certificate in pre-school practice and diploma in counselling courses
- good teaching and learning
- good pastoral support
- successful strategies to improve achievement.

## Areas for improvement

- low retention on access to nursing and certificate in counselling courses
- insufficient assessment during work placement on the early years programme
- undeveloped use of individual learning plans.

## Achievement and standards

30. Achievement and standards are satisfactory. Success rates have improved considerably, especially for younger students. Success rates on the certificate in pre-school practice and the diploma in counselling are high. Retention is below average on the access to nursing and the certificate in counselling courses. Students' written work is good. Students make effective links between theory and practice.

## Quality of provision

31. The quality of provision is good. Inspectors agreed with self-assessment that teaching and learning are good. Lessons are well planned with clear learning aims that are shared with students. Students are engaged actively in learning. They show high levels of understanding and can link theory to work placement activities very ably. They develop confidence in working with different client groups, such as children and parents, and in wider key skills, such as working in teams. During lessons, equality of opportunity and health and safety issues are reinforced effectively.

32. Students receive constructive feedback on written work. Resources to support learning are satisfactory, with good access to a virtual learning environment. During their work placement, students on early years courses receive insufficient assessment of their competence in understanding children's development. They receive only one visit, which is used to check on health and safety matters.
33. The broad range of provision matches employers' and students' needs particularly well. It allows for effective progression, including an increased number of students progressing to higher education.
34. Support, particularly pastoral support, is good, especially so for students returning to study. They receive very effective support for development of their study skills. Support for students with personal issues includes good access to counselling and other services. Students with additional learning needs are monitored closely.
35. Individual learning plans are insufficiently developed to bring together all aspects of learning. Target setting is ineffective in improving achievement and recording of data to monitor students' progress is insufficient.

#### Leadership and management

36. Leadership and management are good. Strategies to improve performance, especially for students aged 16 to 18, have proved successful. Communication is good. Improvements made since the last inspection are good. The number of teachers has increased and staff are very committed to improvement. There has been good improvement in teaching through peer observation and sharing of good practice. The teaching and learning environment is much improved. Changes in initial assessment and induction ensure that students are now placed on appropriate courses to meet their needs effectively and early signs indicate improvements in retention.

## Engineering and motor vehicle

Good: Grade 2

## Context

37. Full- and part-time courses from entry level to level 4 include mechanical, electrical and electronic engineering, computer aided design and motor vehicle programmes. Five students are on entry courses, 18 on level 1 courses, 103 on level 2 and 64 on level 3. Eighty six school pupils attend part-time. Nineteen apprentices and 13 advanced apprentices are on work-based learning courses. A very small minority are from minority ethnic groups. Most students are male and two thirds are aged 16 to 18 years.

## Strengths

- high success rates on motor vehicle courses
- high standard of work
- good teaching and learning on motor vehicle courses
- good responsiveness to meet the needs of students and employers
- good pastoral support.

## Areas for improvement

- low success rates in key skills
- unsatisfactory individual learning plans in engineering.

## Achievement and standards

38. Achievement and standards are good. Success rates on motor vehicle courses are high, as are success rates for pupils from schools. Retention rates on engineering courses are good, however, achievement is satisfactory. Retention of current students is good.
39. Students of all ages and at all levels produce work of a high standard. They demonstrate a good range of practical skills in workshops and laboratories. Portfolios are well organised and students use photographic evidence to good effect in presenting work and demonstrating progress. Key skills success rates for engineering and motor vehicle students are low.

## Quality of provision

40. Teaching and learning, particularly on motor vehicle courses, are good. Teachers use a good range of methods in well managed lessons. Students are motivated and enthusiastic and receive good verbal assessment. However, teachers do not systematically provide helpful comments on written work. Engineering teachers make good use of ILT in theory lessons. The slow pace of a minority of lessons, however, does not maintain the students' interest. In key skills lessons, teachers do not always use relevant engineering and motor vehicle topics as a basis for learning.

41. Individual learning plans lack detail and are used ineffectively to plan learning and set challenging targets. Individual learning plans for engineering students are not used to record initial assessment results and many contain no short term targets. Progress reviews do not provide a record of students' experience of equality of opportunity. Individual learning plans for motor vehicle students are satisfactory.
42. Responsiveness to meet the needs of students and employers is good. Clear direction by managers ensures a broad range of programmes for students, employers and schools. Motor vehicle students complete a useful manual handling certificate.
43. Students receive good pastoral support. They receive very effective additional learning support in the motor vehicle workshops. Staff involve parents in supporting students. The promotion of health and safety is good. Students adopt safe working practices effectively.

#### Leadership and management

44. Leadership is good and management is satisfactory. Managers set clear direction and work closely in developing the provision. They have good links with, and meet the needs of, external organisations. However, the two subject departments do not share good practice. Managers have recognised the low key skills success rates and plans are in hand to integrate key skills into courses. Engineering and motor vehicle resources are well managed. The self-assessment report is broadly accurate. However, low key skills success rates and unsatisfactory individual learning plans were not identified as areas for improvement.

## Hairdressing and beauty therapy

Satisfactory: Grade 3

45. National vocational qualifications (NVQ), apprenticeships and vocational awards are offered at levels 1 to 3 in hairdressing and beauty therapy. There are 203 hairdressing students, of whom 63 attend full-time, 79 part-time and 61 are school pupils who attend half a day a week. Beauty and holistic therapies have 124 students, of whom 79 are full-time, 36 part-time and nine are school pupils. There are 22 hairdressing apprentices. Two thirds of students are aged 16 to 18 and most are female. A very small minority are from minority ethnic groups.

### Strengths

- very high success rates on hairdressing apprenticeships in 2006/07
- high success rates on level 3 beauty and holistic therapies in 2006/07
- high standards of assignment work.

### Areas for improvement

- low success rates in key skills
- insufficient challenge and pace in a minority of lessons
- insufficient planning of hairdressing courses to meet the needs of students
- insufficient rigour in quality assurance.

### Achievement and standards

46. Achievement and standards are satisfactory. In 2006/07, framework success rates for hairdressing apprentices were very high and a large majority completed on time. In the same year, success rates were high on the level 3 course in beauty and holistic therapies, and for school pupils taking NVQ level 1 in hairdressing. Key skills success rates were low in 2006/07, especially in beauty therapy. Assignment work is of a high standard and makes good use of information technology. Hairdressing students at level 1 often demonstrate level 2 skills.

### Quality of provision

47. The quality of provision is satisfactory, as is the quality of lessons. Better lessons include a good variety of activities which stimulate and reinforce learning. However, too many lessons are no more than satisfactory. Insufficient challenge and pace of learning are features of weaker lessons and, in a minority, inappropriate behaviour disrupts learning. Assessment is generally satisfactory, except on the hairdressing level 1 course, where the process takes too long. Key skills are taught separately and are not enjoyed or valued by students.
48. The new suite of three hairdressing salons and a nail bar are of a high commercial standard, but two salons have inadequate ventilation. Beauty and holistic therapy salons are satisfactory. Staff are well qualified, experienced and undertake regular professional development.



49. The curriculum is satisfactory and helps broaden students' salon skills through extra activities and competitions. Full-time students, however, do not undertake work experience to enhance their skills. Planning of hairdressing programmes does not best meet students' needs. Their prior academic and vocational experience and initial assessment are used ineffectively to inform course choices. Curriculum design, and some inappropriate advice and guidance means that most start at level 1, whereas many are capable of starting at a higher level.
50. Guidance and support are satisfactory. Termly progress review weeks support students in keeping up-to-date with their work, although the level of challenge for more able students is limited. Target setting in individual learning plans is underdeveloped. Additional learning support is tailored to individual needs well.

#### Leadership and management

51. Leadership and management are satisfactory. Good leadership, with roles and responsibilities clearly identified, is in place. A clear focus on productive team work and sharing of good practice is developing. Insufficient rigour in quality assurance, including self-assessment, has resulted in some key areas for improvement not being identified.

## Visual and performing arts

Good: Grade 2

## Context

52. The college offers full-time courses in performing arts, art and design and photography. Around 130 students are enrolled on courses at levels 2 and 3. Most students are aged 16 to 18. Full-time courses include a national diploma in photography and foundation art and design. The performing arts courses are franchised to the Stageworks Company. Part-time courses include GCSE photography, interior design, and craft and design, GCE AS level art and design and critical studies. The college runs a music school.

## Strengths

- high success rates on performing arts courses
- very high standards of work in performing arts and photography
- very good progression
- highly skilled and experienced practitioners
- good leadership and management.

## Areas for improvement

- low retention rates on foundation art and design and GCE AS art and design courses
- underdeveloped use of individual learning plans.

## Achievement and standards

53. Achievement and standards are good. Performing arts students are consistently highly successful in their examination work. Their professional attitudes enable them to produce work of maturity and professionalism. Creative photography work uses an experimental approach, and shows a clear grasp of skills and techniques. Foundation art students produce good life drawings. The music school is very successful.
54. Students make good progress in relation to their skills on entry. Many students achieve high grades, particularly in photography and performing arts. Too many students who start courses in foundation art and design and GCE AS level art do not complete their studies.

## Quality of provision

55. Teaching and learning are satisfactory. The best lessons are lively, interesting and well organised. Students benefit from the extensive industry experience of their teachers. In less effective lessons, students are insufficiently stretched and progress is slow. Teachers give detailed constructive and supportive feedback that clearly indicates what students need to do to improve.
56. The needs and interests of students are met well through the good curriculum. Progression to higher education and employment is very good. A substantial

number of performing arts students gain scholarships. The college's foundation degree in photography provides an additional progression route for students. Students widen their experience and understanding of a range of art forms by participating in regular and highly relevant trips, visits and workshops.

57. Support for students is satisfactory. Initial advice and guidance allows students to make appropriate choices. Initial assessment identifies areas of need and students are provided with the support they require in a timely manner. Students feel very well supported by their teachers. Induction activities, including short projects, help students settle into college well. Individual learning plans are mostly ineffective in formally setting and monitoring meaningful targets.

#### Leadership and management

58. Leadership and management are good. Staff are fully engaged in the quality improvement programme. Actions to improve provision are beginning to have a positive impact. Communication is very good with all staff contributing fully to the development of the department. A range of data is used very effectively by staff to monitor progress against targets. Most staff are highly experienced practising artists who have rich and varied industrial experience and contacts, which they use very well to help students to succeed. Resources and accommodation are adequate. One studio space used for dance is too small for large group work. The self-assessment report is broadly accurate.

## Learners' achievement

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	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 Long	04/05	224	53	65	-12	910	45	62	-17
	05/06	293	67	69	-2	426	55	65	-10
	06/07	364	72			469	68		
GNVQs and precursors	04/05	0							
	05/06	0							
	06/07	0							
NVQs	04/05	22	77	68	9	10	50	66	-16
	05/06	61	77	72	5	23	70	74	-4
	06/07	23	74			3	0		
Other	04/05	202	50	64	-14	900	45	62	-17
	05/06	232	65	69	-4	403	54	65	-11
	06/07	341	72			466	68		

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	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
2 Long	04/05	307	47	61	-14	1012	61	60	1
	05/06	436	62	66	-4	1010	63	66	-3
	06/07	400	68			873	63		
GCSEs	04/05	97	51	64	-13	212	49	63	-14
	05/06	76	67	68	-1	162	72	67	5
	06/07	78	64			154	58		
GNVQs and precursors	04/05	0				0			
	05/06	8	100	69	31	0			
	06/07	7	71			3	67		
NVQs	04/05	41	49	57	-8	190	65	60	5
	05/06	58	48	65	-17	340	61	67	-6
	06/07	68	65			272	63		
Other	04/05	169	45	61	-16	610	64	59	5
	05/06	294	63	66	-3	508	62	65	-3
	06/07	247	70			444	64		

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	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
3 Long	04/05	161	45	68	-23	838	60	58	2
	05/06	140	63	70	-7	582	54	63	-9
	06/07	240	75			711	64		
A/A2 Levels	04/05	6	50	86	-36	23	70	69	1
	05/06	0				2	100	72	28
	06/07	1	100			1	100		
AS Levels	04/05	22	50	66	-16	70	59	52	7
	05/06	27	44	67	-23	40	48	55	-7
	06/07	36	67			46	41		
GNVQs and precursors	04/05	22	36	61	-25	0			
	05/06	0				0			
	06/07	0				0			
NVQs	04/05	9	67	63	4	228	52	56	-4
	05/06	3	0	71	-71	118	52	63	-11
	06/07	12	50			185	64		
Other	04/05	102	44	60	-16	517	63	59	4
	05/06	110	69	65	4	422	56	64	-8
	06/07	191	78			423	66		

Table 4

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

Programme	End Year	Success Rate	No. of students *	College NVQ rate **	National NVQ rate **	College framework rate **	National framework rate **
Advanced Apprenticeships	04/05	overall	8	50	48	38	34
		timely	7	29	31	14	22
	05/06	overall	29	66	53	62	44
		timely	31	55	34	52	27
	06/07	overall	14	64	64	64	58
		timely	12	42	43	42	37
Apprenticeships	04/05	overall	49	53	51	41	39
		timely	51	24	29	12	22
	05/06	overall	53	53	58	51	52
		timely	62	34	38	31	34
	06/07	overall	84	69	65	68	61
		timely	73	37	47	36	44
Adult training (long courses) ***	04/05	overall	20	45	56	0	0
		timely	23	39	39	0	0
	05/06	overall	7	57	61	0	0
		timely	4	50	42	0	0
	06/07	overall	1	100	65	0	0
		timely	1	100	48	0	0

- \* Students who leave later than originally planned are counted in the year they actually leave. This group of students are then added to the students 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'
- \*\*\* Adult training (long courses) includes 'Train to Gain' provision, but not 'Skills for Life'

Table 5

Success rates on work-based learning 'Train to Gain' programmes managed by the college 2006/07 to 2007/08.

Programme	End Year	Success rate	No. of students*	College NVQ rate**
Train to Gain ***	2006/07	overall	172	87
		timely	112	85
	2007/08 (6 months)	overall	184	92
		timely	****	****

Note: 2007-08 data is 'part year' only and is representative of the first 3 months or greater of the LSC contract year

- \* Students who leave later than originally planned are counted in the year they actually leave. This group of students are then added to the students who planned to complete in a given year and did so or left earlier than planned
- \*\* College/provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'
- \*\*\* Includes 'Train to Gain' long course NVQ provision, but not 'Skills for Life'
- \*\*\*\* Not yet available

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