

Wyke Sixth Form College

Inspection report

Provider reference 130581
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.

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); 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: mathematics, visual arts, psychology and sociology, and business, administration and law

Description of the provider

1. Wyke Sixth Form College is situated on the western outskirts of the city of Hull. The college is currently re-developing its site with phased completion dates between 2008 and 2010. The college's mission is 'to provide the best education for its students and to be a centre of excellence where they can achieve their full potential, choosing high-quality learning opportunities while supported in a caring environment'.
2. The college offers a range of academic and vocational programmes from pre-entry and entry level to level 3, with a significant proportion of learners aged 16-18 studying subjects at general certificate of education advanced (GCE A) level, general certificate advanced subsidiary (GCE AS) level and vocational level 3. In addition, there is a small part-time evening provision. The college offers Skills for Life courses to adults at two outreach centres on one day a week.
3. Kingston upon Hull has a population of around 256,000. It is the ninth most deprived of English districts with half of the population living in wards amongst the 105 most deprived in the country. In June 2007, male unemployment stood at 10.6% compared to 6.0% for Yorkshire and Humberside and 5.6% for Great Britain. For females, the figures were 8.6%, 4.9% and 4.8% respectively. There are 15 secondary schools in Hull with one having a school sixth form. In addition to Wyke, there is one other sixth form college and one general further education college. There is also a private school with sixth form provision. In 2006/07, less than 30% of pupils in Hull achieved five general certificate of secondary education (GCSE) grades A* to C, including English and mathematics, lower than the national average for England of 45.8%. In December 2006, the proportion of working age population with no qualifications was 24.9%, compared to 15.3% for Yorkshire and Humberside and 13.8% for Great Britain.
4. At the time of inspection, there were 961 full-time students aged 16-18 and 17 aged 19+; 94 part-time students, most aged 19 or over, enrolled at the college. Some 7.5% of students were of minority ethnic heritage, higher than that of the local community at 4%.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
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

Mathematics	Satisfactory: Grade 3
Visual arts	Good: Grade 2
Psychology and sociology	Good: Grade 2
Business, administration and law	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

5. Achievement and standards are good. Value added measures indicate that students who complete GCE AS and A2 courses make very good progress and place the college in the top 25% of scores for similar colleges. Outstanding pass rates on many GCE A levels remain a strength from the last inspection. In 2006/07, success rates for learners aged 16-18 have improved at levels 1 and 2 and are close to the national average for colleges of a similar type. As recognised by the college in its self-assessment report success rates for GCE AS and A level are low. The college has implemented a range of appropriate interventions to improve retention, with in-year retention indicating some success. The quality of learners' written and oral work is generally of a good standard.
6. Teaching and learning are good. Tutors place great emphasis on planning activities that stimulate learning and motivate learners. Many curriculum areas make effective use of information learning technology (ILT). The virtual learning environment (VLE) is well used in most curriculum areas to provide access to course materials and for communication with tutors. Assessment is well planned. Marked work is returned promptly with useful information on how learners can improve. The system of lesson observations is thorough and supports the accurate evaluation of teaching and learning in the self-assessment report.
7. Responsiveness to the needs and interests of learners and the local community is good. The college is responsive to the needs of learners with learning difficulties and/or disabilities and makes good provision for their personal welfare. Learners on entry level courses make good progress. The community based Skills for Life provision successfully engages under represented groups in education. The ethnic profile of the student body is more than double that of the local community. Engagement of employers is under developed.
8. Support and guidance for learners are good. Learners receive good initial advice and guidance. Most individuals' learning needs are accurately diagnosed and quickly met. Tutorials are used effectively to monitor attendance, punctuality and learners' progress. Learners receive good support for personal issues. Additional learning support for learners with specific learning difficulties and/or disabilities is very good.
9. Leadership and management are good. Governors and senior managers set a very clear direction for the college. At the time of the last inspection classroom accommodation needed improving. The first stage of an approximately £20 million redevelopment of the college was completed on time and within budget. The quality assurance system is based upon a self-assessment process which is systematic, accurate and well understood. The promotion of equality and diversity is good. Governance is good.

Capacity to improve

Good: Grade 2

10. The college shows good capacity to improve. Governors and senior managers have provided a strong focus on improving students' outcomes. Enrolments have increased by approximately 10% over the last three years. Although retention rates have remained below the national average, students perform very well in comparison to predictions based on entry criteria. The investment in the major building project has been well managed. The new building has improved the college environment dramatically. Managers act effectively to improve the quality of teaching and learning. Staff understand and are committed to the vision and mission of the college. There is a well established self-assessment system that is having an impact on the quality of teaching and learning.
11. The quality assurance system is based upon a self-assessment process which is systematic and well understood. The judgements within this report generally concur with the findings of the inspection team. All staff contribute to the self-assessment process and value it. Monitoring the report and its development plans is routinely updated through the college intranet. Target setting down to course level is well embedded and is now realistic. However, often the actions within the plans are not sufficiently detailed and their completion not easily evaluated. Curriculum management has improved since the last inspection and is now good.

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

12. The effectiveness of the steps taken by the college to promote improvement is good. Many of the areas for improvement from the previous inspection report have been addressed. The facilities are now very good with an excellent new building and others underway. Curriculum management has improved in most areas. Self-assessment is now rigorous. Schemes of work and lesson plans are better and students' additional learning needs are generally met. Although achievement of high grades at GCSE has improved to the national average, this remains an area for improvement. Retention rates at level 3 have remained at 88% over the last three years and success rates at this level although improving have not reached the national average.

Key strengths

- very good value added for A and AS level
- high pass rates on many A level and vocational courses
- good teaching and learning
- strong links with partner schools
- good range of enrichment activities
- particularly good support for learners
- good tutorial provision
- strong leadership and management

- good focus on staff development to improve quality of teaching and learning
- good promotion of equality and diversity.

Areas for improvement

The college should address:

- low retention at level 3
- weak aspects of the mathematics provision
- the rigour in action planning for improvement.

Main findings

Achievement and standards

Good: Grade 2

13. Inspectors agreed with the college's judgement that achievement and standards are good. The large majority of the college's learners are aged 16-18 and following long level 3 courses including GCE AS, A level and vocational qualifications.
14. Typically learners make very good progress. At the previous inspection the college's overall value added scores had been declining. Value added measures now indicate a very good picture overall and for GCE A and AS levels place the college in the top 25% of scores for similar colleges. Particularly good progress is made in GCE A and AS psychology, physical education, music and music technology. The self-assessment report recognises that a number of courses, including biology and business at GCE A level, and geography and geology at GCE AS level, have low value added and a range of appropriate actions have been implemented.
15. High pass rates on many GCE A levels remains a strength from the last inspection. Pass rates on most vocational qualifications in information and communication technology (ICT) and performing arts are also outstanding. Pass rates for 19+ were above the national average in 2006/07. As recognised in the self-assessment report, the overall proportion of high grade passes at advanced level is low.
16. Success rates for learners aged 16-18 have improved significantly at level 1 and at both levels 1 and 2, and are close to the national average for colleges of a similar type. Level 3 success rates have also improved but remain below the national average. GCE A level course success rates are slightly below the national average. GCE AS level courses are improving against the national average but remain below. At 19+, A level success rates increased to significantly above the national average in 2006/07, whilst at GCE AS level they have been well above from 2003/04 to 2006/07. Success rates are broadly similar for all learners regardless of their ethnicity or gender.
17. Retention rates for learners aged 16-18 on level 1 long courses have improved year-on-year to well above the national average. At level 2 they are consistent and at the national average. As recognised by the college in its self-assessment report, retention rates for GCE AS and A level are low and remain an area for improvement from the last inspection. The college has implemented a range of appropriate interventions and in-year retention indicates improvement.
18. The quality of learners' written and oral work is generally of a good standard. Learners enjoy their courses and their time at college. Learners are respectful of each other and of the college environment. Punctuality is mostly good and attendance high. Progression to further and higher education is good.

Quality of provision

Good: Grade 2

19. Teaching and learning are good. At the previous inspection, the development of schemes of work and lesson planning were identified as areas for improvement. The planning of learning is now good. Tutors place great emphasis on planning activities that stimulate learning and motivate learners. Learners are enthusiastic about their courses and enjoy their lessons. Innovative staff development activities have been instrumental in supporting staff to share best practice and have successfully changed a culture of traditional teaching methods to one of innovative and student led learning. However, in mathematics, some lessons are pedestrian and learners do not experience the dynamic, highly motivational and enjoyable learning activities observed during inspection in other curriculum areas. Many curriculum areas make effective use of ILT involving learners in interactive activities that enhance their understanding and participation in lessons.
20. Learning resources are good. The VLE is well used in most curriculum areas to provide access to course materials and for communication with tutors. Accommodation, an area for improvement identified at the last inspection, is still an area for improvement that is being rectified by a substantial new building project part way to completion. In the interim, the college has improved existing accommodation by clustering classrooms by areas of learning to give them a curriculum identity. Classrooms are well decorated with curriculum related posters and learners' work. In art and design, accommodation is cramped.
21. Assessment is well planned. Marked work is returned promptly with useful information on how learners can improve their work. Learners are encouraged to critically evaluate their own and their peers' work, particularly in art and design and sociology.
22. The system of lesson observations is thorough and supports the accurate evaluation of teaching and learning in the self-assessment report. Observers are well trained and observation records are evaluative with clear focus on the learner experience. Joint observations undertaken by inspectors and college observers showed close agreement about the lessons observed. Moderation processes to quality assure the process are informal and not recorded.
23. Individual learning plans are used well to measure performance and set interim targets linked to learners' minimum target grades. Tutorials appropriately focus on attendance and progress monitoring.
24. Learners who are not taking advanced English courses are enrolled on a key skills communication qualification. Many achieve success at the external exam, but the achievement of the full key skill qualification is low. Learners who have not previously achieved a level 2 qualification in ICT, literacy or numeracy take these qualifications. Success rates are good on these courses and above the national rate.

25. Parental involvement is satisfactory. They are invited regularly to information and progress review events. Communication with parents is good. Queries and complaints are answered promptly and appropriately.
26. Responsiveness to the needs and interests of learners and the local community is good. The college offers a broad range of A and AS level, GCSE provision, a smaller range of vocational provision and a small but highly valued community based Skills for Life provision. Learners on this course have established a local reading group which has significantly increased their confidence and achieved national recognition. Engagement of employers is under developed.
27. The college has good partnerships with local schools and partners to support curriculum planning. Curriculum enrichment is well managed. The range of enrichment activities is good. Enrichment is valued by learners. There are high levels of participation in sport and drama but low take up of work experience in some vocational areas.
28. Learners receive good initial advice and guidance. Most individuals' learning needs are accurately diagnosed and quickly met. Tutorials are used effectively to monitor attendance, punctuality and learners' progress. Learners receive particularly good support for personal issues. Learning mentors provide particularly good support to assist learners to overcome barriers to learning and continue in education. Additional learning support for learners with specific learning difficulties and/or disabilities is very good. Support and guidance for applications to university are good.

Leadership and management

Good: Grade 2

*Contributory grade:
Equality of opportunity*

Good: Grade 2

29. Leadership and management are good. Governors and senior managers set a very clear direction for the college. Staff are in full agreement with the main objectives of the institution. At the time of the last inspection classroom accommodation needed improving. The first stage of an approximately £20 million redevelopment of the college was completed on time and within budget. The move to the first new building has been well managed. There is good access to ILT equipment.
30. The quality assurance system is based upon a self-assessment process which is systematic, accurate and well understood. Self-assessment judgements generally concur with the findings of the inspection team. Staff contribution to the self-assessment process is good. The report is routinely monitored and updated. However, often the actions within the plans are not sufficiently detailed and their completion not easily evaluated. Regular meetings with line managers are effective in monitoring the progress of departments and of individual students. Appraisal meetings are well managed and identify staff development needs. Initiatives to improve teaching and learning are good. There is much sharing of good practice and

the self-assessment report indicates that the quality of teaching and learning has improved greatly since the last inspection. The judgements made by the inspection team concur with those made by college observers.

31. Curriculum management has improved since the last inspection and is now good; for example, at the last inspection visual arts and mathematics were deemed unsatisfactory whilst now visual arts is judged as good and mathematics as satisfactory.
32. The promotion of equality and diversity is good. Learners feel safe and secure. Equality and diversity policies and procedures are well implemented; there has been much training and it is promoted well to learners through the curriculum and tutorials. The college is compliant with the requirements of the Special Educational Needs Disability Discrimination Act (SENDA) 2002 and Race Relations (Amendment) Act 2000. Appropriate policies and procedures are in place to ensure the safeguarding of young people and vulnerable adults. Governors and staff have received appropriate training on their responsibilities for child protection. The college checks for criminal records, staff identity and qualifications, and maintain a record of these checks.
33. Governance is good. Governors have had a considerable influence over the new build programme. They have a good understanding of the issues facing students. Financial management and staff utilisation are good and although success rates are slightly below the national average, value for money is good.

Sector subject areas

Mathematics

Satisfactory: Grade 3

Context

34. The college offers a wide range of mathematics provision including AS and A level in maths and further maths, GCSE maths and certificate in adult numeracy to full-time learners aged between 16-18. There are 160 full-time learners on level 3 and 123 on level 2 courses. There is also a very small adult provision for GCSE maths.

Strengths

- high value added at AS level
- some good teaching
- good support for learners.

Areas for improvement

- poor retention on AS maths.

Achievement and standards

35. Learners' achievement is satisfactory. Success rates at GCSE have risen slightly over the last three years and the percentage of learners achieving grades A* to C is now in line with the national average. Value added measures indicate that these learners make the progress expected of them. Success rates on level 3 provision have risen significantly in the last three years, and are now at national rates for A2, but remain below for AS where retention is poor. Students make good progress on AS courses, however, on A level courses progress is satisfactory. Progression from AS to A2 is good. Attendance is very good. The standard of much learner work is high.

Quality of provision

36. Teaching and learning are at least satisfactory and often good. Classroom management is good. In the better lessons, teachers use their experience well to develop mathematics skills and engender good exam techniques. Careful planning enables learners to make progress and take part in activities which develop their confidence. There is some effective questioning and promotion of learner study skills. Marking of learner work is thorough. Individual support in these lessons is effective. Learners show interest and enthusiasm for the topics, debating their answers with each other. In weaker lessons, the pace is slow with insufficient variety of teaching methods and learning activities. ILT is not used to best effect.
37. The range of mathematics provision is satisfactory. Learners study in well equipped accommodation. Up-to-date text books are available. Good subject

related enrichment includes competing in regional and national competitions and working with secondary school children as part of a project aimed at encouraging progression to further and higher education.

38. Support for learners is good. Learners value the extra support provided by staff both in and outside lessons. Learners with minimum entry criteria for AS level take an additional qualification in order to enhance the algebraic skills they need to be successful in their main qualification, and any level 3 student may take this as an option. Progress towards the achievement of minimum target grades is carefully monitored in tutorials.

Leadership and management

39. Leadership and management are satisfactory. Regular team meetings take place, during which results are discussed and communication between the team is good. Since the last inspection common schemes of work have been developed. Areas for improvement identified at the last inspection have now been rectified. Self-assessment is accurate though lacking detail and evaluative comment. Challenging targets are set for improvement but some actions are not precise. There is some analysis of data by subject at A level but no routine analysis at GCSE. The paired internal observation process in the area has resulted in sharing of good practice and some additional staff development.

Visual arts

Good: Grade 2

Context

40. The college offers full-time visual arts courses at levels 2 and 3. The courses include GCE AS and A2 with options in art and design, textiles, photography and product design, a national diploma in fine art and GCSE photography. All learners are aged 16-19. There are 235 learners on level 3 courses and 40 learners on level 2.

Strengths

- high pass rates on GCE A2 art and design and national diploma in fine art
- high standards of practical work
- good and innovative teaching and learning
- particularly effective support
- strong curriculum and course leadership.

Areas for improvement

- low retention rates in 2007 on GCE AS art and design and GCSE photography courses
- some cramped accommodation.

Achievement and standards

41. Achievement and standards are good. Pass rates are good on GCE A2 art and design and national diploma. Retention was low in 2007 on GCE AS art and design and GCSE photography, however, in-year retention since September 2007 is much improved. Practical and written work is of a high standard. Learners explore ideas and create innovative responses to assignment briefs. Sketchbooks are well developed and contain thoughtful and critical annotations. Written research is good; supporting the extension of practical work through contextual links to historical and contemporary artists and designers.
42. Learners make good use of computers and information technology to support their design work. Observational drawing is accurate and lively; learners make confident tonal and linear statements and understand scale, proportion and surface. Textiles learners have good skills in garment construction, print, quilting, felt making and embroidery. Photography learners make good progress. Art and design learners have good drawing and painting skills, their work is bold and expressive. Product design learners articulate ideas through well constructed models. Attendance and punctuality are good; learners are motivated and purposeful with good critical and reflective skills. Learners speak confidently about their work and progress. Progression to higher education is good.

Quality of provision

43. Teaching and learning are good. Teaching is challenging and encourages learners to develop their critical, creative and practical skills. Teachers use open questions to encourage learners to form opinions about the quality of their work, progress and progression. Lessons are well structured, content is exciting and teachers make use of examples of artists' and designers' work and other visual material to provoke debate and stimulate the development of ideas. Assessment is accurate; feedback is clear and helps learners to improve. Learners are productive and responsive; they enjoy and make good use of trips to galleries, museums and exhibitions to support the development of their work. Work related and pastoral tutorials are good and teachers have good links with the college's specialist support service. Initial advice and guidance and support for progression are effective. Working relationships between teachers and learners are very productive. Some studios are cramped with insufficient storage space. The range of provision, and breadth and scale of work is limited by the accommodation.

Leadership and management

44. Leadership and management are good. The divisional manager has made good progress in addressing areas for improvement particularly in teaching and learning and retention. Communication between the divisional manager and course leaders is good leading to a shared commitment to raising standards. Equality and diversity are well promoted. The self-assessment report is broadly accurate. However, it does not identify retention as a specific area for improvement but there are clearly identified strategies to improve retention in the curriculum area's improvement plans. College performance data are not used sufficiently to provide a clear overview of the quality of the provision by level. The internal lesson observation profile matches the inspections findings.

Psychology and sociology

Good: Grade 2

Context

45. The college offers GCE AS and A2 courses in psychology and sociology and GCSE sociology. The majority of learners are full-time and aged 16-18. At the time of inspection, there were 429 learners in psychology and 206 in sociology. In addition, 22 school pupils are enrolled on a sociology GCSE programme.

Strengths

- very good achievement at A level
- very effective teaching and learning strategies
- good resources to promote learning
- good learning and pastoral support.

Areas for improvement

- low pass rate in AS sociology.

Achievement and standards

46. Achievement at A level is very good and pass rates have been 100% in psychology and sociology for the last three years. At GCE A level in both subjects and in AS level psychology, learners' achievement is better than expected from their GCSE profile. In AS level sociology, value added is low with pass rates consistently below the national average. At GCSE, pass rates have been variable but were satisfactory in 2006/07.
47. Retention is satisfactory on most courses but is below the national average in psychology at A level. At GCSE, retention was good in 2006/07. In-year retention figures indicate that measures to improve retention are being successful.
48. The standard of students' work is good demonstrating effective evaluative skills and fluency with technical terminology.

Quality of provision

49. Teaching and learning are good. Lessons are planned effectively and focus on active involvement of students. Tasks are well managed and students respond well. There is a clear focus on the development of evaluative skills. In sociology students effectively develop examination skills by being taught to mark each others' work. Assessed work is returned on a timely basis. Written feedback is helpful and gives guidance on how to improve.
50. Several teachers are examiners and this experience is used effectively to spread good practice. Resources such as interactive whiteboards,

differentiated reading materials and high quality study packages are used effectively. Students benefit from extensive interactive materials on the psychology website. Email is used as a useful addition to other communication between students and staff. Classroom accommodation is good. Library resources are satisfactory.

51. The range of provision is good and students are able to combine their social science studies with a vocational qualification.
52. Learners receive good guidance and support. Attendance is effectively monitored. Learners are set appropriately challenging targets for achievement and those performing below expectations are given timely assistance. Learners value the extra revision classes which are regularly available to all.

Leadership and management

53. Leadership and management are good. Effective progress has been made since the last inspection. New staff have been appointed and effective action has been taken to improve teaching and learning. Communication is good at all levels. However, minutes of meetings are not sufficiently action focused. The self-assessment report is satisfactory. Equality and diversity are promoted effectively through the social science curriculum. The lesson observation system is effective and successfully identifies areas for further improvement. New staff are well supported.

Business, administration and law

Good: Grade 2

Context

54. The college offers GCE AS and A levels in business studies, accounting, and law. There are 262 16-18 full-time learners enrolled on these courses. Vocational programmes are available at levels 2 and 3. Currently there are a total of 29 learners following vocational courses.

Strengths

- good and improving success rates on most courses
- very good achievement of high grades and value added scores in law
- good teaching and learning
- strong support for learners
- strong management focus to improve achievement.

Areas for improvement

- poor value added scores for A2 business
- insufficient work experience opportunities on vocational programmes.

Achievement and standards

55. Achievement and standards are good. Success rates have been improving and are at or above the national average on most courses. Very good progress is being made in improving the standard of AS accounting which had a very good value added score in 2006/07. The achievement of high grades is very good in law and significantly exceeds the national average in A2 law. Value added is also very good in law AS and A2. Value added scores for A2 business are poor.
56. The standard of learners' work is good. More able learners can formulate logical, coherent and evaluative written arguments that incorporate relevant business and legal terminology. Vocational learners produce assignments that are well presented and utilise ILT effectively. Attendance rates are generally good but there is some poor punctuality at the start of lessons.

Quality of provision

57. The quality of provision is good. Lessons are well planned and incorporate a good range of activities that engage learners. Learners are enthusiastic, work productively and are supported to develop effective examination techniques. They demonstrate a confidence in their knowledge, show a clear understanding of the tasks they are given and are responsive in discussions. Regular and constructive feedback on written work is provided to learners on how to improve. In law learners make good use of feedback on written work to reflect on their work and identify key improvements. Classroom resources are of a good quality but the interactive whiteboards are mainly

used to deliver presentations. The virtual learning environment is underdeveloped.

58. The range of courses at level 3 is good and progression from AS to A2 is improving. Visits to industry broaden learners' understanding of business. However, there is little work experience for students on vocational programmes.
59. Learners receive good support that they value highly. Teachers readily provide additional individual, group and timetabled revision sessions, which have impacted positively on achievement. Learners who are underperforming are identified quickly and referred for close monitoring within the department. All learners receive individual reviews where challenging targets are set. The tutorial sessions assist in monitoring attendance and provide effective guidance.

Leadership and management

60. Leadership and management are good. Management has a clear focus on improving provision and raising standards and a number of strategies have been implemented effectively including careful analysis of all class performances. Staff development is undertaken and good practice is shared to develop teaching and learning. Industrial updating of staff is still to take place. Self-assessment is now more rigorous and is an accurate assessment of standards. However, actions within the department action plan lack measurable targets. Lesson observation grades reflect the college's findings.

Learners' achievement

Table 1

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

		16-18				19+			
Notional Level	Exp End Year	Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 Long	04/05	402	51	64	-13	134	57	56	1
	05/06	140	58	71	-13	62	42	56	-14
	06/07*	125	75	N/A	N/A	30	60	N/A	N/A
GNVQ and precursors	04/05	8	75	71	4	...	...	...	...
	05/06	6	67	79	-12	...	...	...	...
	06/07*	14	86	N/A		...	...	N/A	...
Other	04/05	394	51	63	-12	134	57	56	1
	05/06	134	57	71	-14	62	42	56	-14
	06/07*	125	75	N/A		30	60	N/A	

* college data

Table 2

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

		16-18				19+			
Notional Level	Exp End Year	Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
2 Long	04/05	448	77	73	4	81	62	56	6
	05/06	473	77	78	-1	93	51	64	-13
	06/07*	549	80	N/A		47	60	N/A	
GCSEs	04/05	352	80	78	2	32	75	65	10
	05/06	394	79	82	-3	39	56	66	-10
	06/07*	456	80	N/A		35	66	N/A	
GNVQs and precursors	04/05	35	74	74	0	1	0	...	...
	05/06	25	68	77	-9	1	100	...	...
	06/07*	14	86	N/A		...	...	N/A	...
Other	04/05	61	62	62	0	48	54	52	2
	05/06	54	61	70	-9	53	45	61	-16
	06/07*	79	78	N/A		12	42	N/A	

* college data

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with 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	2,476	76	82	-6	97	75	59	16
	05/06	2,207	79	83	-4	87	67	65	2
	06/07*	2,443	78	N/A		80	65	N/A	
A/A2 Levels	04/05	730	86	92	-6	46	76	76	0
	05/06	693	90	93	-3	33	67	78	-11
	06/07*	764	88	N/A		40	90	N/A	
AS Levels	04/05	1,613	71	78	-7	46	78	54	24
	05/06	1,383	73	79	-6	49	65	58	7
	06/07*	1,518	73	N/A		39	72	N/A	
GNVQs and precursors	04/05	49	78	74	4	1	100	...	...
	05/06	16	81	74	7	...	...	...	...
	06/07*	...	...	N/A		...	...	N/A	...
Other	04/05	84	68	72	-4	4	25	56	-31
	05/06	115	69	75	-6	5	80	62	18
	06/07*	161	82	N/A		1	100	N/A	

* college data