

Newcastle College

Inspection report

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Background information

Inspection judgements

Grading

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

The descriptors for the four grades are:

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

Further information can be found on how inspection judgements are made at www.ofsted.gov.uk.

Scope of the inspection

The Newcastle College inspection covers the provision at Newcastle College and Skelmersdale and Ormskirk College (SOC). In August 2007, Newcastle College merged with SOC which had been judged as inadequate at its last inspection in May 2006. In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment reports and development plans; comments from the local Learning and Skills Council (LSC); the previous inspection reports (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits; and data on learners and their achievement over the period since the last inspections. 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
- provision in visual, performing arts and media at Skelmersdale and Ormskirk College.

Description of the provider

1. The Newcastle College Group is one of the largest general further education (GFE) colleges in the country. The college has grown exponentially since the last inspection and has a planned budget of around £116m for 2007/08. The Newcastle College Group consists of: Newcastle College; Skelmersdale and Ormskirk College (SOC) in West Lancashire; two companies that provide employability and vocational training: TWL Training Ltd, The Intraining Group Ltd; a large offender learning contract in six prisons and two probation services in Durham and Northumberland; a national contract to deliver national vocational qualifications (NVQs) in custodial care; and substantial higher education (HE) provision.
2. As a result of the merger with SOC in August 2007, the two main locations for the delivery of further education (FE) provision are Newcastle-upon-Tyne and Skelmersdale, West Lancashire. In 2007/08, the college enrolled around 23,000 FE learners; a third are full-time students and of these three quarters are aged 16 to 18. Approximately 3,500 of these learners are enrolled at SOC, of whom 1,200 are full-time students. Newcastle College provides academic and vocational education in all sector subject areas. The most significant areas of the college's work are in the sector subject areas: art, media and publishing; health, public service and care; construction; and preparation for life and work. Work-based learning includes almost 800 apprentices and 1,340 Train to Gain learners. In 2007/08, HE students studied a broad range of over 50 vocational foundation degrees and honours degrees validated by Leeds Metropolitan University. In collaboration with local schools provision is delivered to around 500 students aged 14 to 16, two thirds of whom are at SOC. The proportion of minority ethnic students studying at the college is well above the proportions in the local areas.
3. The college's students are from a broad geographical area in the North East and from in and around Skelmersdale. In both areas there are significant levels of competition from 11 to 18 schools, and other local FE colleges. The catchment areas of the colleges, in both Newcastle and Skelmersdale, have high levels of deprivation and large proportions of students at both sites are from high widening participation postcodes. The percentage of pupils gaining at least five general certificate in secondary education (GCSE) passes at grades A* to C, including mathematics and English, is well below the national average in Newcastle and Skelmersdale. Both areas are characterised by poor levels of literacy and numeracy at all ages and the unemployment rates in both areas are well above the national average.
4. The college has significantly developed its campuses, accommodation and learning resources since the last inspection. The main campus in the centre of Newcastle has several outstanding new buildings to deliver courses in highly professional environments. A large employer engagement centre in the city centre provides outstanding accommodation to serve the needs of employers. Developments have occurred at the seven other sites in and around the North East. SOC campuses have seen significant investment since the merger at the

main site Westbank, the Ormskirk centre for the delivery of visual arts and adult education and the newly opened construction and engineering academy. In 2007/08, Newcastle College employed over 3,000 staff with 841 permanent teaching staff with 105 teachers based at SOC.

5. Newcastle College has four Centres of Vocational Excellence (CoVEs) in culinary excellence, aerospace and allied engineering, services and professional studies and construction, and has established an Aviation Academy at Newcastle International Airport in partnership with Kingston University and the City of Bristol College. The college has strong working partnerships with employers and with the communities it serves. The college has received several major awards, including Beacon status in 2005, Company of the Year in the North East Business Awards in 2006 and the Training Quality Standards in 2007.
6. The college's mission is to 'develop people through learning and achievement for the benefit of themselves, society and the economy' and is underpinned by six key business objectives: put the needs of the learner first; deliver excellence in teaching and learning; promote diversity; value and involve our staff; provide great buildings and resources; and secure our future through growth and financial stability.

Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Outstanding: Grade 1
Quality of provision	Outstanding: Grade 1
Leadership and management	Outstanding: Grade 1
<i>Equality of opportunity</i>	<i>Outstanding: Contributory Grade 1</i>

Overall judgement

Effectiveness of provision

Outstanding: Grade 1

7. The effectiveness of provision is outstanding. The merger with SOC has been handled exceptionally well and there have been rapid improvements in the quality of provision in West Lancashire. The college provides welcoming and inclusive environments for staff and students; a strong 'can do' culture permeates the organisation. High standards have continuously improved during a period of exponential growth in students from increasingly diverse backgrounds and abilities.
8. Achievement and standards are outstanding. Overall success rates for both learners aged 16 to 18 and for adults at all levels have improved and are high. Success rates on a minority of courses are around the national average. In-year retention rates, particularly at SOC, show further significant improvements. Many students enter the college with low levels of attainment; they make outstanding progress in their main programmes, key skills and personal development; as a result progression is excellent. Achievement of learners on work-based learning programmes is good.
9. Teaching and learning are outstanding. Teachers set high standards in the classroom; learners enjoy their studies and generally work hard. Teachers share good practice consistently and are innovative in developing new ideas. Resources for information and learning technology (ILT) are excellent and, along with well planned staff training, have had a significant positive impact on improving teaching and learning. A rigorous lesson observation system is used effectively to inform development needs. Training and assessment in the workplace is well planned, frequent and comprehensive. The monitoring of learners' progress is exceptional.
10. Provision to meet the needs and interests of learners is outstanding. The college has a wide range of productive partnerships and the CoVEs enhance students' experiences. Employer engagement, meeting local and regional skills needs and responding to government initiatives are major influences in designing a responsive and varied curriculum with excellent progression opportunities. The college's approach to educational and social inclusion is outstanding. Well considered and thoughtfully implemented learning opportunities are provided for learners with learning difficulties and/or disabilities. Key and basic skills, enrichment opportunities and the Every Child Matters themes are skilfully embedded into the curriculum.
11. Students benefit from outstanding tutorial and learning support. High quality individual learning plans (ILPs) are used exceptionally well to set students' targets and monitor their progress. Specialist resources for learner support are outstanding; students receiving additional support achieve very well.

12. Strategic leadership, management and governance are outstanding. The principal provides inspirational and highly effective leadership. Robust business planning and quality improvement systems quickly drive up standards.
13. Management information and comprehensive feedback from learners are used exceptionally well to inform actions for improvement. Equality of opportunity is at the centre of all aspects of college life and well supported through a very strong customer service focus. Strategic developments and management of provision for employers, work-based learning and offenders are outstanding. Staff throughout the organisation have absolute clarity in their roles and responsibilities with very clear systems of accountability. Innovative and successful arrangements have been developed to recruit and induct new staff. Comprehensive staff development, mentoring and coaching develops staff confidence, provides skills updates and maintains high standards.
14. The college is strong financially and has invested well in its many amazing buildings and industry standard resources to support learning and raise aspirations. It provides outstanding value for money and makes a significant contribution to the regeneration and growth of the communities it serves.

Capacity to improve

Outstanding: Grade 1

15. The college's capacity to improve is outstanding. Highly effective senior leadership and the outstanding commitment of governors have set a very clear strategy for the exponential growth of the college whilst maintaining strong financial health and high and improving standards. Arrangements for reviewing and developing the curriculum are highly responsive to local and regional skills needs and national priorities. Arrangements for quality assurance and performance management are very effective and lead to improvements. The college is a data-rich environment and uses management information very well to support rigorous self-assessment. Thorough risk assessment procedures cover all aspects of the college's business and support targeted monitoring by governors and managers. Action plans are very clear, identifying how high standards will be maintained and areas for improvement will be addressed. The college has very effective arrangements for recruiting, supporting and retaining committed staff. They are well supported by the exceptional arrangements for sharing good practice, staff development and extensive mentoring and coaching arrangements. Staff morale, team work and confidence is very high throughout the organisation. Very strong financial management has secured continual investment in outstanding learning resources and accommodation.

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

16. Newcastle College has made outstanding progress since the last inspection in 2004. The significant strengths identified then have been maintained and built upon. Energetic, enthusiastic and committed staff develop and deliver innovative projects which remove barriers to learning for students with diverse needs. Success rates have improved and are high. The small number of under performing courses are rigorously monitored. Arrangements for improving the

quality of teaching and learning are very effective. Support and guidance for learners, that was graded outstanding at the last inspection, have continued to improve. Arrangements for quality assurance and performance management have been developed further and are outstanding. The management and quality of provision for work-based learners have improved significantly and are now outstanding. The areas for improvement have been effectively addressed. General certificate of education (GCE) AS and A level students make exceptional progress and most achieve grades well above those predicted from their attainment at enrolment. The use of individual learning plans to set learners targets for achievement and to monitor their progress, has improved significantly and is now exceptionally good.

17. The progress made at SOC since its last inspection in 2006, when it was judged inadequate, is outstanding. The merger of Newcastle College with SOC has been handled exceptionally well. Staff at SOC now have absolute clarity in their roles and responsibilities and have been provided with very effective support, coaching and mentoring to be able to carry them out to high professional standards. Staff morale at SOC is high; they have every confidence in the future. Governance is from Newcastle College and is outstanding. A SOC advisory committee provides local information for the Newcastle Corporation. Outstanding progress has been made in implementing arrangements for business planning, access to management information, performance management and quality review. These systems have been established at SOC extremely efficiently and in a very short time scale with significant support from senior and other managers at Newcastle College. The sharing of good practice is exceptional. Accurate and easily accessible data are now being used by SOC staff with confidence to drive up performance and standards. In-year retention at SOC has improved significantly. The curriculum at SOC has been revised substantially and is now developed effectively to respond to priorities and the needs of the local communities. Planning to meet recruitment targets is now very effective. The weak financial position has been addressed. Since the merger there has been significant capital investment in the accommodation and resources in West Lancashire. The visual and performing arts provision which was offered by the former SOC is no longer inadequate and is now good.

Key strengths

- inspirational leadership and vision of the principal
- exceptionally well managed merger with Skelmersdale and Ormskirk College
- empowering culture that raises aspirations of learners, staff and key partners
- high success rates
- outstanding personal development and progress of learners
- high quality and innovative teaching and learning
- very inclusive and learner focused college
- highly responsive curriculum, meeting the needs of the communities served by the college and excellent progression opportunities
- exceptional and innovative employer engagement and partnerships
- outstanding support, target setting and monitoring of students' progress
- skilful embedding of Every Child Matters themes and key skills
- many amazing buildings, resources and facilities to support learning

- outstanding governance
- highly effective self-assessment which quickly drives up quality and standards
- innovative recruitment, induction, training, mentoring and coaching of staff
- outstanding management and strategic development of learning in the workplace
- significant contribution of the college to the regeneration and growth of its communities.

Area for improvement

The college should address:

- success rates on a minority courses.

Main findings

Achievement and standards

Outstanding: Grade 1

Contributory grade:

Work-based learning

Good: Grade 2

18. In line with the college's own assessment, achievement and standards are outstanding. High and improving success rates have been achieved along with a significant increase in learners; a large proportion come from areas of high deprivation. Over the last four years the success rate on long courses has improved much faster than the national average and in 2007 it was high. Success rates in 2007 at levels 1, 2 and 3 for learners aged 16 to 18 and adults were all at or above average. In-year retention shows further improvement on the high rate in 2006/07 and at SOC it increased markedly. The overall success rates for GCE AS and A levels are close to the national average for similar colleges. This is a good achievement for students whose incoming GCSE attainment is well below average and who made excellent progress in 2007, achieving grades well above those predicted.
19. The achievement of apprenticeship frameworks has improved and is now good. Success and retention rates in Train to Gain provision, the overall NVQ success rate and success rates for students taking full level 2 and level 3 qualifications are all high. The achievement rate for pupils aged 14 to 16 who study at the college is high. Progression in college is excellent, including examples of progression from a level 1 course to an honours degree. A profoundly deaf student achieved a starred distinction on her level 2 course, is now on a level 3 course and has won an outstanding student prize. The overall progression rate into supported and non-supported employment by students with learning difficulties and/or disabilities is high.
20. Outstanding progress is made by students in their personal development. Key and basic skills success rates are high at Newcastle and significantly improved at SOC. Success rates are uniformly high across the provision for offenders, where learners improve their confidence and self-esteem considerably and enhance their chances of employability. Work-based learners develop very good vocational and employability skills and make significant progress in improving their literacy and numeracy skills. FE students' work is of a standard which is at least appropriate to the level of their course and in many cases better. Practical work is excellent and supported through realistic working environments, vocationally relevant assignment work and enterprise activities. Attainment in lessons observed by inspectors was very good and attendance is good. Many students make outstanding progress and reach high levels of attainment; for example, a young person with Asperger's Syndrome has overcome many difficulties, achieved excellent A level grades and is now at Cambridge University, living independently in a hall of residence. Vocational students regularly enter and win local and national competitions.

Quality of provision

Outstanding: Grade 1

21. Teaching and learning are outstanding. Inspectors used a wide range of evidence to confirm the college's own assessment that teaching is consistently good with a significant proportion of outstanding lessons. Teaching and learning at SOC and on the provision for offenders has improved rapidly and is now good. In the short time since the merger with SOC a climate of high expectation and confidence amongst the staff and learners has developed. Teachers across sites regularly share good practice, innovative teaching ideas and high quality resources. They set high standards in the classroom and in return learners enjoy their studies and most meet the college expectation of hard work, application and involvement. Training and assessment in the workplace is well planned, frequent and comprehensive.
22. Outstanding quality assurance arrangements, high levels of support for teachers and excellent staff development underpin the high and improving standards. The lesson observation system is outstanding and the outcomes are used effectively to bring about improvements through performance management and sharing good practice.
23. After considerable investment, including at SOC, the college's ILT infrastructure and resources are excellent. Minimum standards in ILT usage have been established; many staff have exceeded expectations and continue to develop resources with enthusiasm. They acknowledge that ILT has had a significant positive impact on their teaching grade and on the experience for their learners.
24. Assessment is fair, accurate and reliable. Feedback to learners is generally detailed and constructive, helping learners to improve their performance and contribute to highly effective learning. The monitoring of learners' progress is exceptional. The quality and use of individual learning plans (ILPs), an area for improvement at the last inspection, has been improved to such an extent that this is now a key strength of the college. Teachers and support staff make very good use of the detailed information provided on each learner. Students are set challenging academic and personal targets that skilfully integrate the Every Child Matters themes. Initial assessment is highly effective in identifying and providing timely support for learners who need it. The take-up of additional support is high and the support itself impacts positively on success rates.
25. Well considered and thoughtfully implemented learning opportunities are provided for learners with learning difficulties and/or disabilities. Their self-confidence improves significantly; they thoroughly enjoy studying at college and are exceptionally well supported. Vocational work, including a profitable business, supports the college's sustainability policy and recycling projects, including the breeding of blue nose worms. These learners develop skills that are valuable in helping to secure employment and promote interaction with mainstream learners, breaking down longstanding barriers. Learners on these programmes are particularly successful in obtaining work or progressing to mainstream education.

26. The college's response to meeting the needs and interests of learners is outstanding; it has a clear view of the education and employment training needs of the communities it serves in the North East and West Lancashire. The range of provision at SOC is less wide but meets local needs well. The college responds very effectively to government initiatives. Curriculum planning is highly effective; it provides a rich and varied range of courses that enables learners to work at different levels, and to progress within the college and to higher education or employment.
27. For many learners their course exceeds their expectations and their college experience is enriched by a wide range of opportunities to participate in sport, cultural activities, charitable events and vocational visits. The college annual diversity competition is enjoyed by many learners across all sites and the good practice category was won by learners at HMP Deerbolt. Key skills and the Every Child Matters themes are skilfully embedded into the curriculum.
28. Employer engagement is exceptional at Newcastle and developing rapidly from a strong base at SOC. Productive partnerships are highly effective; the college is very responsive and flexible to employers' needs. The CoVEs enhance students' experiences and contribute effectively to the skills of the workforce regionally and nationally. An innovative collaboration of the hospitality and aerospace CoVEs has worked well to meet the needs of an international company.
29. Strong and effective partnerships with schools, community groups, the local authority and other organisations, such as Royal National Institute for the Blind (RNIB) and Tyne and Wear Autism Association, improve learners' opportunities and maintain the college's strong commitment to social inclusion. The college provides leadership for six new diploma development groups in Tyne and Wear. Around 500 pupils aged 14 to 16 attend college, including those on English for speakers of other languages (ESOL) courses and specialist provision for those at risk of being excluded from education; the excellent transitional arrangements ensure that many progress successfully to full-time provision at the college.
30. Inspectors agree that learners benefit from outstanding support, advice and guidance. At both Newcastle and SOC, significant improvements have been made to systems since the last inspections. Learners now benefit from a centralised admissions system, the development of highly specialised support and an electronic database management system for ILPs.
31. Potential students receive accurate and detailed advice regarding courses on offer and possible career opportunities. Information is provided in a variety of media and is designed carefully to be clear to learners from a variety of cultural backgrounds and those with disabilities and/or learning difficulties. A wide range of specialist support services is available to learners and is used well. Links with specialist external agencies are particularly good.

32. Specialist resources for learner support are outstanding. Dedicated support centres known as learner zones have been developed in each vocational area of the college in consultation with students. Each learner zone has its own identity and is highly successful in meeting students' needs. Excellent and highly specialised support arrangements have been established to support learners with specific needs and learning difficulties and/or disabilities. These include an autism support base room and an excellent assistive technologies unit. The strategy for continuous improvement is highly effective and each year the college welcomes more learners with severe difficulties into its community.
33. Tutorial support is excellent. Learners benefit from high quality one-to-one tutorial support. The monitoring of students' progress is excellent. At Newcastle, target setting and monitoring is highly sophisticated and achieved through powerful database management software developed by the college. Staff and students are trained well and use the data effectively to manage many aspects of the learning experience. An outstanding feature is the use of the software to set and monitor meaningful targets for learners' personal development. This brings to life the Every Child Matters themes in an original and innovative way. At SOC a more traditional paper-based system is very effective; excellent record keeping, good planning and attention to detail by progression coaches closely monitors learners' progress. Despite the well established and excellent support systems at SOC, staff are eager to use and contribute to the development of the Newcastle model. Training is already well advanced and each centre has benefited from the specialist expertise of the other.

Leadership and management

Outstanding: Grade 1

*Contributory grade:
Equality of opportunity*

Outstanding: Grade 1

34. Leadership and management are outstanding and this agrees with the college's own self-assessment. The principal provides inspirational and highly effective leadership and is supported exceptionally well by her team of very experienced and passionate managers. The principal, governors and senior staff have established a clear strategic direction for the college. Together they promote an inclusive and empowering learner focused culture, which is effective in raising the aspirations of staff, learners and the wider community.
35. Governors' contribution to the college is outstanding. They bring a wide range of skills, experience and commitment to the college and have very robust systems and reports schedules for monitoring and challenging its performance. The merger with SOC has been handled exceptionally well. There have been rapid improvements in the quality of the provision offered at the West Lancashire sites; the image and profile of SOC in the area has improved dramatically.
36. The college makes a significant contribution to the regeneration and growth of the many communities it serves. Since the last inspection the college has grown exponentially in the range, type and complexity of provision it offers and has

continued to ensure it meets its mission and strategic objectives that are focused on providing the highest quality provision for learners. Partnerships are productive and the college is the preferred provider for many major companies and small employers. Provision is responsive to local, regional and national priorities. Strategic developments and management of provision for employers are outstanding, as is the management of provision for work-based learning, which has improved significantly since the last inspection. The strategic leadership of provision for offenders is outstanding. The quality of this provision has improved significantly since the college was awarded the contract in 2005.

37. Arrangements for quality assurance, self-assessment and performance management are very effective in driving up standards. Business planning processes, regular reviews of progress against actions to improve quality, and arrangements for performance management have been reviewed and developed further. The systems have been streamlined, use a wide range of accurate data to analyse and evaluate performance, and are very robust and rigorously implemented throughout the organisation. Very good training is provided for quality managers in the analysis and evaluation of data to inform actions for improvement. Arrangements for observing teaching and learning are effective in helping teachers to improve the quality of teaching. Very good use of feedback from students is used to review and inform improvements in the services provided for them. These all encompassing arrangements for self-assessment, which are very well embedded across the college, including support services, provide an accurate evaluation of the college's strengths and areas for improvement.
38. Financial planning is linked very effectively to arrangements for curriculum planning. Very strong procedures for budget management and for securing efficient and effective use of resources have ensured that the college is able to continually invest and improve facilities for learning. Exceptionally well planned accommodation developments have resulted in many amazing buildings and learning resources that reflect the highest industry standards. These make a significant contribution to raising the aspirations of students, staff and the community. A highly efficient help desk is very responsive in responding to maintenance and IT requests. The college provides outstanding value for money.
39. Arrangements for the management of the college are highly effective; they are regularly reviewed and improved in response to changing priorities. Staff have absolute clarity in their roles and responsibilities with very good systems to ensure accountability for performance at all levels in the organisation. Staff are extremely well supported by their line managers to secure high professional standards. Exceptional arrangements for sharing good practice and very effective teamworking have been valuable in helping staff at SOC to quickly implement the business systems and quality assurance processes of Newcastle College.
40. Staff are well qualified and experienced. Innovative and successful arrangements have been developed to recruit and induct new staff; ongoing support with highly effective mentoring and coaching programmes helps them

quickly develop in confidence and ability to do their jobs to high standards. Comprehensive staff development, linked to the achievement of the college's key objectives, ensures staff continue to develop their skills. Managers' work is supported with regular meetings, a toolkit and bespoke training programmes. Customer service, diversity and cultural awareness training has provided support service staff with the skills to be able to respond to the needs of learners. Very effective two-way internal communications ensure that staff feel listened to, their ideas are valued and acted upon, and that they are very clear about the college priorities.

41. Actions to promote equality and diversity are outstanding. A range of innovative projects developed and delivered by energetic and enthusiastic staff are very successful in removing barriers to learning. The college has policies and procedures, which are implemented well, to ensure that it complies with Special Education Needs and Disability Act 2002 (SENDA) and Race Relations (Amendment) Act 2000. Senior and other staff are actively involved in key partnerships and initiatives to ensure that learners develop the skills, tolerance and understanding needed to move into diverse communities. The procedures for safeguarding learners meet current government requirements. Robust health and safety procedures ensure that the college is a safe and welcoming environment for learners, staff and visitors.

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.

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	759	69	65	4	3,625	71	62	9
	05/06	672	77	69	8	3,199	67	65	2
	06/07*	904	91	N/A	-	1,114	69	N/A	-
GNVQs and precursors	04/05	39	28	68	-40	6	17	64	-47
	05/06	12	67	72	-5	1	100	-	-
	06/07*	-	-	N/A	-	-	-	N/A	-
NVQs	04/05	54	85	68	17	13	85	66	19
	05/06	44	84	72	12	28	71	74	-3
	06/07*	35	86	N/A	-	12	83	N/A	-
Other	04/05	666	70	64	6	3,606	71	62	9
	05/06	616	77	69	8	3,170	67	65	2
	06/07*	869	91	N/A	-	1,102	69	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.

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	2,108	61	61	0	11,072	56	60	-4
	05/06	2,060	72	66	6	6,466	73	66	7
	06/07*	2,534	81	N/A	-	3,383	80	N/A	-
GCSEs	04/05	295	55	64	-9	113	50	63	-13
	05/06	388	56	68	-12	118	66	67	-1
	06/07*	563	79	N/A	-	129	73	N/A	-
GNVQs and precursors	04/05	59	56	67	-11	28	50	75	-25
	05/06	1	100	69	31	112	69	68	1
	06/07*	5	100	N/A	-	54	99	N/A	-
NVQs	04/05	289	67	57	10	698	67	60	7
	05/06	389	72	65	7	1,466	76	67	9
	06/07*	329	77	N/A	-	1,101	84	N/A	-
Other	04/05	1,465	62	61	1	10,233	56	59	-3
	05/06	1,282	76	66	10	4,770	73	65	8
	06/07*	1,637	83	N/A	-	2,067	77	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	3,754	64	68	-4	4,745	61	58	3
	05/06	4,335	66	70	-4	2,751	70	63	7
	06/07*	5,177	73	N/A	-	2,998	68	N/A	-
A/A2 levels	04/05	495	74	86	-12	215	62	69	-7
	05/06	581	82	87	-5	123	71	72	-1
	06/07*	671	85	N/A	-	98	76	N/A	-
AS Levels	04/05	1,545	57	66	-9	114	49	52	-3
	05/06	1,944	56	67	-11	177	52	55	-3
	06/07*	2,410	65	N/A	-	107	50	N/A	-
GNVQs and precursors	04/05	41	80	61	19	31	55	54	1
	05/06	37	78	66	12	45	60	57	3
	06/07*	25	80	N/A	-	35	54	N/A	-
NVQs	04/05	73	90	63	27	546	63	56	7
	05/06	120	71	71	0	887	71	63	8
	06/07*	67	70	N/A	-	749	77	N/A	-
Other	04/05	16	65	60	5	3,839	62	59	3
	05/06	1,653	72	65	7	1,519	71	64	7
	06/07*	2,014	78	N/A	-	2,009	66	N/A	-

* college data

Table 4

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

Programme	End Year	Success Rate	No, of learners *	College NVQ rate **	National NVQ rate **	College framework rate **	National framework rate **
Advanced Apprenticeships	04/05	overall	14	14	48	14	34
		timely	8	0	31	0	22
	05/06	overall	31	32	53	23	44
		timely	35	20	34	11	27
	06/07	overall	82	60	64	56	58
		timely	98	44	43	40	37
Apprenticeships	04/05	overall	109	50	51	39	39
		timely	116	8	29	3	22
	05/06	overall	110	65	58	59	52
		timely	100	41	38	36	34
	06/07	overall	188	59	65	56	61
		timely	199	44	47	39	44

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

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