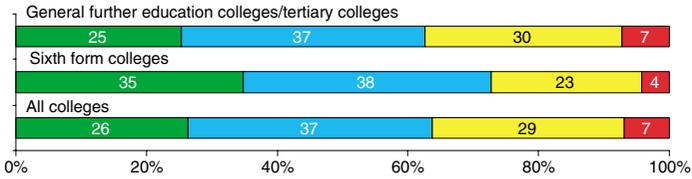
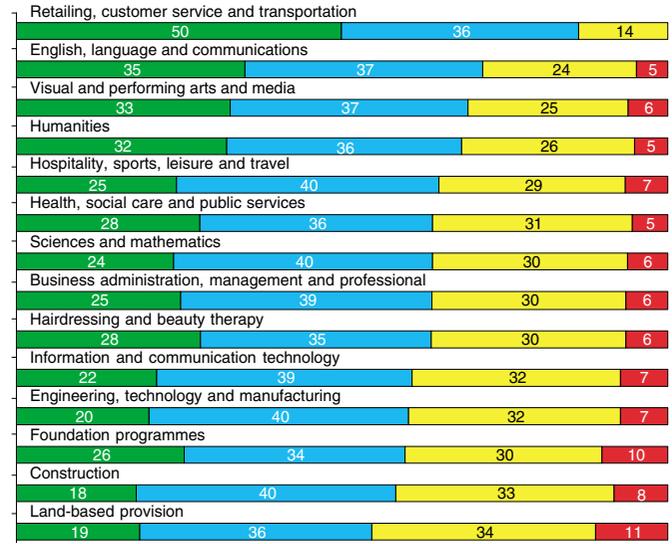


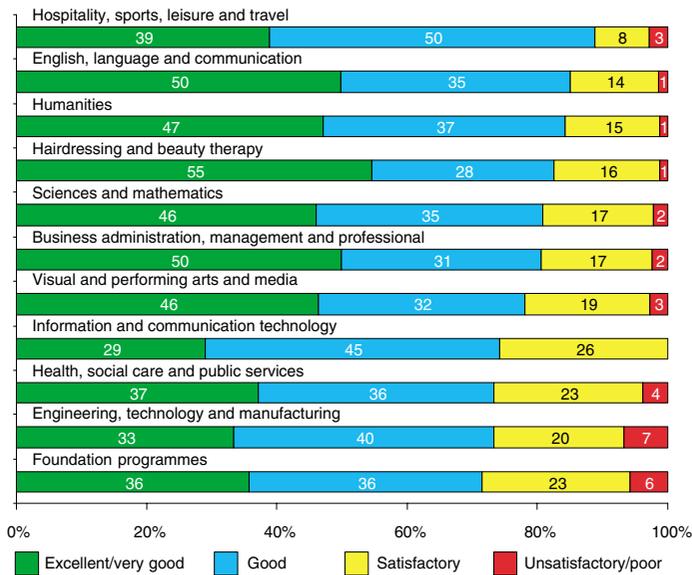
Quality of teaching in lessons (percentage of lessons)



Quality of teaching in lessons by area (percentage of lessons)

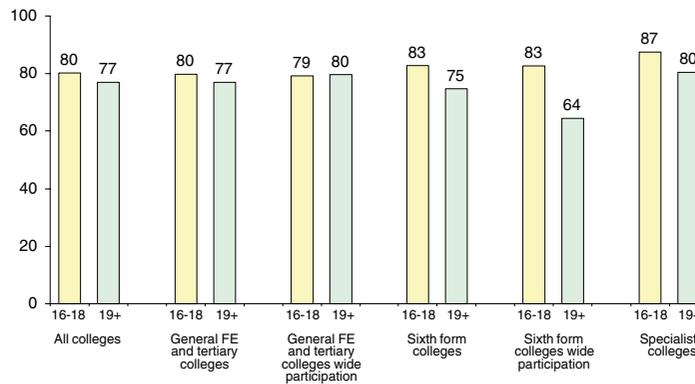


Quality of teaching in lessons in colleges outstanding in each area (percentage of lessons)

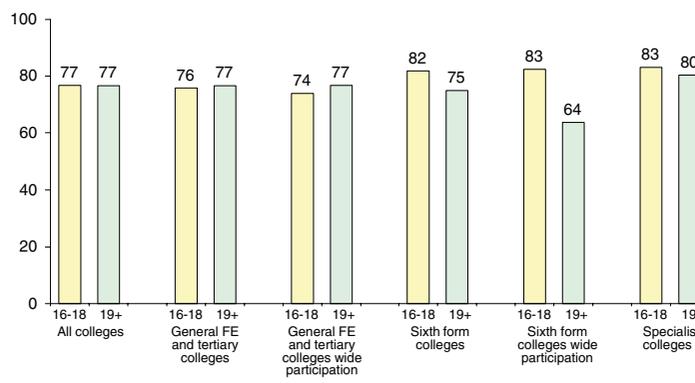


These figures have been rounded and may not add up to 100%

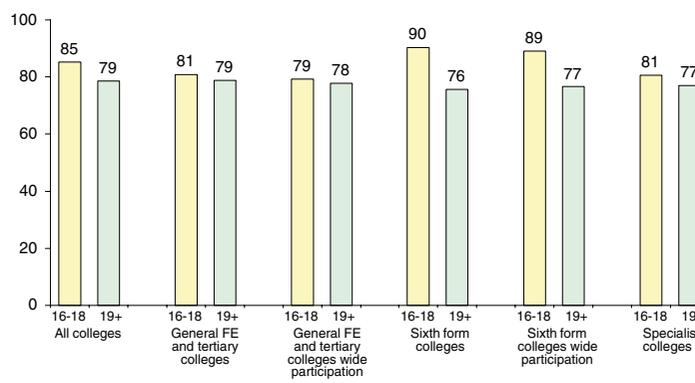
Retention rates for level 1 courses 2001/02



Retention rates for level 2 courses 2001/02



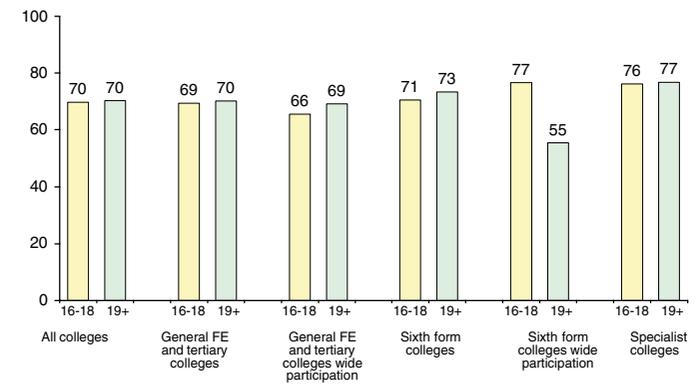
Retention rates for level 3 courses 2001/02



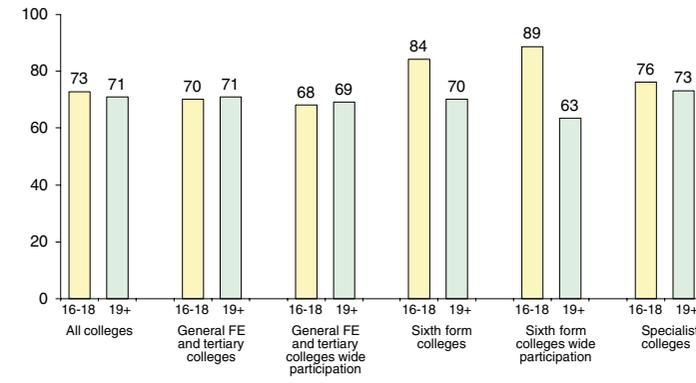
Retention rate

The retention rate is the number of students continuing or completed, divided by the number of students who started the qualification, excluding transfers out.

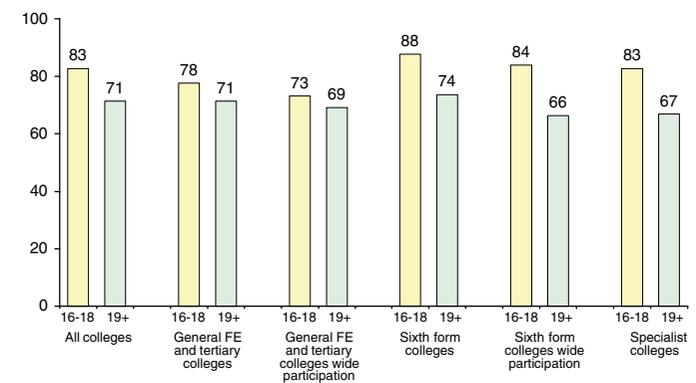
Achievement rates for level 1 courses 2001/02



Achievement rates for level 2 courses 2001/02



Achievement rates for level 1 courses 2001/02



Achievement rate all completers

The achievement rate for all completers is the number of qualifications students have fully achieved divided by the number of completed qualifications.



Office for Standards
in Education

Colleges at a glance 2002/03

Main findings from HMCI's Annual Report 2002/03

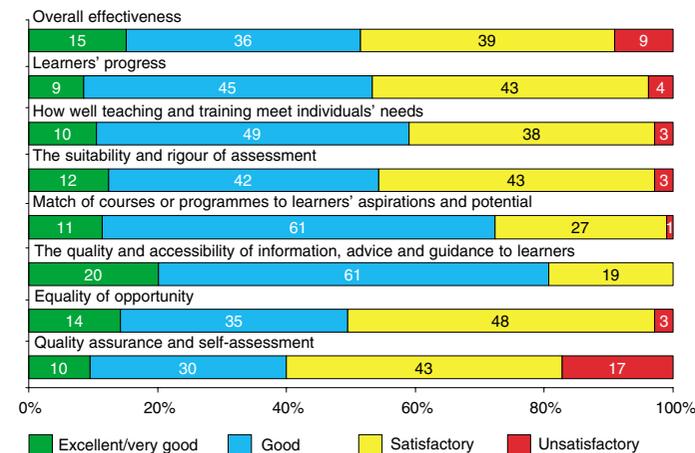
- Most further education (FE) provision is satisfactory or better, although almost one in ten of the colleges inspected is inadequate. Institutions are usually at least adequately managed and provide generally effective teaching.
- Some weaknesses in provision, particularly in general further education colleges, persist. There is no evidence of an overall improvement in quality, although the evidence of reinspection suggests that colleges have the capacity to address weaknesses once these are identified.
- Work-based learning remains a weak element of FE. Provision is unsatisfactory in two fifths of colleges. Many work-based learners make progress in the specialist elements of their programmes but fail to achieve key skills qualifications.
- The quality of education in sixth form colleges and school sixth forms is usually good or better. Smaller school sixth forms are generally less good but, nevertheless, the majority make good provision. Six sixth forms (almost 2% of the sixth forms inspected) were found to be inadequate.
- There has been little change in the pattern of provision post-16. The availability of foundation or intermediate courses for the less well-qualified students too often remains limited. The most able young people are usually very well provided for.
- The quality of Connexions practice is mostly good. Partnerships focus their intervention very effectively on the disaffected young people and are overcoming complex needs to re-engage them with education. Because partnerships lack adequate performance measures, the overall contribution of Connexions to the achievement of young people is uncertain.
- In the four areas where inspections of provision for 14–19 year olds have been carried out, the local education authorities (LEAs) and local Learning and Skills Councils (LSCs) have not yet been able to drive sufficient change, particularly in standards and participation. Strategic plans for 14–19 provision are not yet in place.
- Youth services, although often handicapped by a lack of resources, are giving increasingly strong support to disaffected young people.
- The most vulnerable learners are the least well catered for. The teaching of literacy and numeracy in FE is often unsatisfactory, as is the quality of provision in independent specialist colleges. Too many young people in young offender institutions and secure units fail to receive an education that meets their needs or prepares them for the transition from custody to the community.

See 'Secondary schools at a glance' for main findings and charts relating to sixth forms in schools.

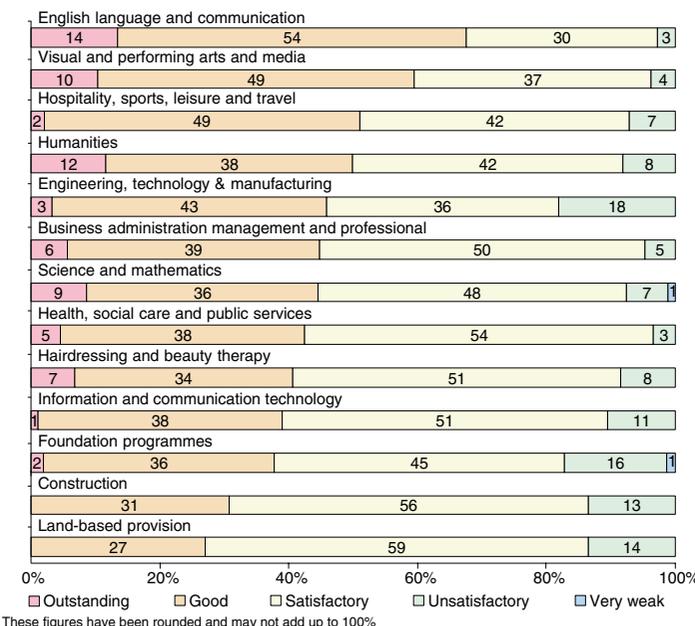
Type of College	Number*
General FE College	204
General FE College with a high number of students from disadvantaged areas	61
Specialist College	24
Sixth Form College	88
Sixth Form College with a high number of students from disadvantaged areas	12

as at 4/11/03*

Overview of colleges (percentage of colleges inspected)



Overall effectiveness of the curriculum areas (percentage of colleges inspected)



These figures have been rounded and may not add up to 100%