

# Tyne Metropolitan College

## Inspection report

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**Unique reference number:** 134916

**Name of lead inspector:** Sue Harrison HMI

**Last day of inspection:** 11 February 2011

**Type of provider:** General Further Education College

**Address:** Coast Road  
Battle Hill Drive  
Wallsend  
Tyne and Wear  
NE28 9NL

**Telephone number:** 0191 2295000

## Information about the provider

1. Tyne Metropolitan College is a medium sized general further education college. It was established in March 2005 as the result of an amalgamation between Tynemouth Sixth Form College and North Tyneside College. It operates from two main sites: the Coast road campus in Wallsend and the Queen Alexandra sixth form centre in North Shields. The college operates in a competitive environment. Of the 12 secondary schools in the borough, nine have sixth forms and one is independent. There are also a number of other colleges within travelling distance.
2. North Tyneside is a district of considerable contrasts in terms of socio-economic indicators. The pattern of employment has changed in recent years with the decline of older industries, diversification into light industry and the service sectors, and an increase in part time temporary work. Unemployment rates are above the national average. The proportion of school leavers in North Tyneside who gained five or more GCSE A\* to C grades, including English and mathematics, in 2010 was slightly above the national average.
3. The college offers provision in all 15 sector subject areas. The majority of its learners are on government funded programmes. Its provision includes courses at foundation level through to higher education. In 2009/10 there were 1,357 learners aged 16 to 18 on full-time courses and the college enrolled 4,971 adult learners, most of whom were part-time. The college also offers provision for work-based learners. In 2009/10 publicly funded employer responsive work accounted for 7.4% of its total enrolments. In addition, the college provides bespoke courses for employers. The proportion of learners from minority ethnic backgrounds is 6.9%, which is slightly above that of residents in the college's catchment area.
4. Since the last inspection, when one curriculum area and capacity to improve were judged inadequate, the college has experienced a period of instability in its management structures and in its financial position. In February 2009 the two inadequate areas were re-inspected: the curriculum area was judged satisfactory and capacity to improve remained inadequate. A new principal took up post in October 2009 and this was followed by further management and staff restructuring.
5. Inspectors took evidence from across a range of the college's work. They looked in detail at the learner responsive work in four curriculum areas and at the college provision for employers.
6. The college provides training on behalf of the following training providers:
  - Siemens Energy
  - Rolls Royce Training (NE)
  - Seta
  - Tyne North Training
  - TDR Training

- NECC
  - JTL Training
  - North East Pharmacy Education and Training Office
  - North Tyneside Council
7. The following organisations provide training on behalf of the college:
- Highways Training Associates
  - Health and Safety Training Ltd
  - Development Training Ltd
  - Release Potential Ltd
  - Northumbria Youth Action
  - Lomax Training Services
  - Barnardos
  - Building Futures East
  - The Skills Network
  - Northumbria Training Group
  - Resources (NE) Ltd
  - Infinity Resources

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<p><b>Provision for young learners:</b> 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>143 part-time learners</p> <p>1,357 full-time learners 188 part-time learners</p> <p>416 full-time learners 272 part-time learners</p>
<p><b>Provision for adult learners:</b> Further education (19+)</p>	<p>375 full-time learners 4,596 part-time learners</p>
<p><b>Employer provision:</b> Train to Gain Apprenticeships</p>	<p>1,240 learners 201 apprentices</p>

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3

<b>Subject Areas</b>	<b>Grade</b>
Public services and childcare	3
Science and mathematics	3
Sport, leisure and recreation	2
Foundation studies and adult literacy, numeracy and ESOL	2

## Overall effectiveness

8. The new leadership team, with the support of governors, has worked effectively to improve the college. Their determination to succeed is having a positive effect throughout the college and is reflected in the improved morale of staff and the positive views of learners. Managers are beginning to bring about improvements in the quality of provision and the outcomes for learners. However, there is still too much inconsistency across different aspects of the college's work. Significant changes have taken place this year to ensure learners are on the right course and that their progress is monitored frequently. This has led to improvements in attendance and retention on courses. Outcomes for students, the quality of provision and leadership and management remain satisfactory. The proportion of lessons that are good or better is increasing. Employers are very positive about the standard of work achieved by trainees. Students feel safe and enjoy their time in college, including the range of activities they participate in outside lessons. Additional learning support is good, particularly for learners on foundation courses who achieve very well. However,

functional skills are less well delivered. Arrangements for safeguarding young people and vulnerable adults are good.

## Main findings

- Success rates on long courses are improving and are in line with the national average. There are inconsistencies across subject areas and by level of course. For learners aged 16 to 18, success rates are highest on foundation level courses but below average on advanced courses. For adult learners, success rates are also highest at foundation level, they are average at advanced level but below on intermediate courses.
- Success rates for short courses and for functional skills are below the national average and do not show a sufficient rate of improvement.
- Employers speak positively about the standard of trainees' work. Success rates on Train to Gain courses and apprenticeships are above the national average, although apprentices do not all achieve within the planned timescale.
- Attendance and punctuality are good. The standard of learners' work is satisfactory and good on some courses. Learners make satisfactory progress against their starting attainment. They develop a range of employability skills and make a positive contribution to the community. Learners feel safe in the college.
- Teaching and learning are satisfactory. At their best, teachers use a suitable variety of methods to stimulate interest, plan well for the needs of different learners and check learning frequently. There are few inadequate lessons but too many are satisfactory rather than good. The college monitors the quality of lessons frequently but areas for improvement in teaching and learning are not always sufficiently well recorded.
- Assessment of learners' work is frequent and generally leads to timely feedback that helps learners know how to improve further. Assessment practice for trainees in the workplace is good.
- Additional learning support is good. Learners with multiple and complex learning difficulties and/or disabilities receive good specialist support to enable them to access learning. For other learners in the college, additional support is well organised and there is a high level of take up. The uptake of literacy and numeracy support in the workplace is low.
- The college provides a satisfactory range of courses which provide clear progression routes for learners. There are a few gaps in the provision. Learners benefit from a wide range of sporting and other enrichment activities. Partnership working with schools, the local authority and community organisations has improved and is now good. It is too early to see the impact of this on recruitment at the Queen Alexandra sixth form centre.
- Care, guidance and support are satisfactory and improving. In the current year learners received good information and guidance to help ensure they are on the right course. A new system for setting learner targets and reviewing individual progress has been implemented effectively and a greater proportion of learners are currently retained. Some learning targets are not sufficiently precise.

- Leadership and management are satisfactory. Senior managers understand the college's strengths and areas for improvement and plans are in place to address under performance. These are having a positive effect but the rate of improvement across courses is not consistent. Management of curriculum areas is improving and self-assessment is becoming more rigorous at course level but staff do not always use a comprehensive range of evidence to judge the quality of provision.
- Inspectors agree with the college's self-assessment: that its response to equality and diversity is satisfactory. The celebration of diversity is good. Analysis and reporting of the performance of different groups has improved but action to address under performance is not yet having sufficient impact.
- The college's engagement with learners to support improvement is satisfactory. The views of learners are collected regularly and the college has improved the use of this information to inform its development plans. Employers' feedback is generally very positive but is not collected systematically.

### **What does Tyne Metropolitan College need to do to improve further?**

- Continue to improve long course success rates by narrowing the gaps between the success rates achieved on different courses and by different groups of learners.
- Monitor carefully the effectiveness of the implementation of the action plan to address under performance on short courses.
- Investigate why changes to the way functional skills are being delivered are not working well in some areas and take further action to improve the success rates on this provision.
- Continue to improve the quality of teaching and learning by ensuring that the recording of the outcomes from observations consistently and clearly indicate areas for development.
- Maintain the progress being made in improving the setting and monitoring of targets for learners by ensuring that all learners have precise and measurable targets.
- Further improve the effectiveness of self-assessment by ensuring that staff at all levels use a wide range of evidence to inform judgements on individual courses and subjects.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- approachable and supportive staff
- the opportunity to do practical work
- opportunities to review work and plan learning
- meeting a range of people and socialising in a friendly environment
- the independence that the college gives them

- lessons that help to develop confidence
- visits and trips arranged by the college.

**What learners would like to see improved:**

- better access to faster computers
- the cost of food in the refectory
- some classes which need to be better organised
- the teaching of functional skills.

**Summary of the views of employers as confirmed by inspectors**

**What employers like:**

- excellent partnership working to help deliver apprentice frameworks
- the improved and now good communications with college staff
- the college's responsiveness to requests from employers
- good collaboration to help develop courses to meet specific employer needs
- the flexible approach to how training is delivered to meet the needs of the business
- the college's role in enabling employees to be more confident in their work.

**What employers would like to see improved:**

- more timely information when learners don't attend
- insufficient feedback from the college about the outcomes of employer surveys.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

9. Since the appointment of the new leadership team, the rate of improvement in many aspects of the college's work has accelerated. Most of the areas for improvement identified at the last inspection have been addressed. Success rates have improved, broadly matching the rate of improvement seen nationally. Learners' rate of attendance has increased, as have in-year retention rates. Areas for improvement identified in the provision of initial guidance and the monitoring of learners' progress have been addressed successfully. However, the rate of improvement across the college is not consistent. Quality improvement arrangements are satisfactory and improving but there has been insufficient time to judge the success of some of the actions taken. Self-assessment is broadly accurate. The substantial efficiency savings made to address the financial position have not had a detrimental effect on teaching and learning. Further plans are in place to remodel the curriculum and resources in line with the financial position. Despite the context of turbulence seen at the college in recent years, staff, managers, governors and partners demonstrate a strong commitment to the college community.

### Outcomes for learners

**Grade 3**

10. Overall success rates for long qualifications are in line with the national average. Success rates on short courses fell in 2009/10 and are below average. For learners aged 16 to 18 there has been a consistent trend of improvement. The success rate for these learners on foundation level courses is above the national average, on intermediate level courses it is around average; at advanced level the success rate is improving but remains below average. The adult learner success rate is above average at foundation level, it is around average on advanced courses and on intermediate level courses it was below the national average in 2009/10.
11. Retention and pass rates for the college as a whole were both around average in 2009/10. Retention in the current year shows improvement and attendance and punctuality are good. There is too much inconsistency in success rates across subject areas. The college has identified reasons for under achievement and put in place appropriate actions to improve. In previous years, learners were not always enrolled on the course most appropriate to their needs and they did not make sufficient progress, particularly on AS courses. Initial guidance has improved this year and students are now on appropriate courses. The majority of learners make satisfactory progress in lessons. Progression between course levels in the college is good, and a substantial proportion of learners continue into higher education.
12. Male students achieve higher success rates than female. The college has identified that this is linked to the inconsistency in success rates across subject areas, some of which have higher numbers of male or female students. Success rates for the small number of learners from minority ethnic backgrounds are mixed. Some achieve success rates that are higher than the college average,



but students from a Black African-Caribbean background under achieve. Appropriate and well targeted support work is in place to address this. Learners with learning difficulties and/or disabilities on discrete foundation programmes achieve very well. Those receiving additional learning support on other courses achieve in line with their peers. The first cohort of students, aged 14 to 16, to complete a full qualification finish their programme this year; they are making satisfactory progress towards that end.

13. Employers speak positively about the standard of trainees' work and their development of workplace skills. In Train to Gain courses success rates are above average and a high proportion achieve within the planned timescale. Success rates for apprentices are also above the national average; the proportion achieving within the planned timescale is improving but was still below average in 2009/10.
14. The standard of learners' written and practical work is satisfactory and good on some courses. Students benefit from a range of activities to develop employability skills, including taking part in national competitions, making presentations to employers and designing publicity for firms. Key skills and functional skills success rates are improving but were still below the national average in 2009/10.
15. Students' awareness of health and well-being is raised effectively during enrichment activities and group tutorials. Partnership arrangements ensure students have easy access to health related information and many participate in the wide range of fitness activities available to them. Students feel safe in the college. They make a positive contribution to the community through fund-raising and volunteering activities and are increasingly involved as student representatives and other roles across the college.

## **The quality of provision**

## **Grade 3**

16. Teaching and learning are satisfactory. Teachers have good subject knowledge and in vocational areas are up to date with industry standards. In the better lessons, teachers are skilled at meeting the needs of different learners. They are enthusiastic, use a variety of teaching strategies to engage learners and practical work is well linked to theory. There is little inadequate teaching and the proportion of good or better lessons is improving but is still too low in a number of curriculum areas. Within lessons that are satisfactory, there is insufficient planning to provide an appropriate level of challenge for different learners. The promotion of equality and diversity in lessons is not consistent across the college, though there are good examples. Too many functional skills classes are not successful at motivating learners and progress in these lessons is limited. Information and communication technology is used well to support and enrich learning.
17. Initial assessment is used well to inform the development of learning plans. Learners and staff value the access this year to electronic individual learning plans, which has improved the monitoring of learning. Assessment of learners' work is frequent. Feedback is generally timely and provides useful advice to

learners on how to improve further. Internal verification is satisfactory. Systems to ensure that good practice in assessment and internal verification is shared across the college have improved recently. Assessment practice in employer responsive provision is good. Assessors are well trained and use a wide variety of methods to assess trainees' vocational skills and knowledge.

18. Additional learning support is good. Learners with multiple and complex learning difficulties and/or disabilities receive good specialist support to enable access to learning. Support needs are frequently reviewed and modified to help learners become more independent. Additional support for other learners is well planned. The role of support workers in class is clear and effectively used. The uptake of additional learning support is good. Mentors provide good support to those learners who require specific individual support. The use of data to identify the impact of additional support is improving. The uptake of literacy and numeracy support in employer responsive provision is low.
19. A strong focus of the college is to improve the quality of teaching and learning. Lesson observations are frequent and identify strengths and areas for improvement, although the recording of the areas for improvement is not always sufficiently clear. Staff value the process and the subsequent training opportunities, including the increased use of learning coaches, to help them improve.
20. The college responds satisfactorily to the needs of learners. In order to improve the quality of provision, the college has reviewed how well courses are meeting needs and taken appropriate action where necessary. It offers academic and vocational courses, and the curriculum is well planned to provide routes from entry level through to higher education. There is a good range of full-time courses. Part-time courses are less well developed in a few curriculum areas.
21. The college's response to employers is good. Both trainees and employers report that the college demonstrates a good flexibility to meet their needs in the timing and location of provision. The college has developed innovative approaches to curriculum delivery to meet employer needs and is working with well established national companies in areas such as engineering and retail. In order to develop further, the college plans to expand its work with employers across more curriculum areas and to increase its apprenticeship programme.
22. Students have access to a good range of enrichment opportunities, including sporting activity through the North East Sports Academy. This provides a wide range of activities, including zumba, kickboxing and street dance. Many learners also benefit from other cross-college or curriculum enrichment, including visits in the UK and abroad, volunteering opportunities, visiting speakers, workshops, enterprise activities and 'business ambassadors' from industry. The tutorial programme based around the theme of Every Citizen Matters also supports their personal and social development.
23. The college's contribution to partnerships in the area is good. Partners report positive and effective working relationships with the college, particularly in the last two years. A key development was the establishment of the Queen

Alexandra Sixth Form College in September 2010 in close collaboration with three partner 11 to 16 schools. This operates with joint governance arrangements and some joint staff appointments. The vision for the future of the centre is to improve quality and build its reputation but it is too early to see the impact of this on sixth-form enrolments. The college delivers a small programme for students aged 14 to 16. There are strong relationships with a range of organisations in the community, such as the local authority, the Prince's Trust, health services and the police.

24. Care, guidance and support for learners are satisfactory. Learners know where to go to seek information and advice, there is an appropriate range of services, which are coordinated more effectively this year. To reduce inappropriate recruitment, the college has provided better guidance to ensure learners are on the right course. Learners benefit from well organised group and individual tutorials. The content of group tutorials is well matched to the needs of different groups and attendance is good. A new curriculum model to allow better setting of learner targets and monitoring of progress is leading to improved attendance and retention. Learners and staff value the six-weekly reviews that take place. However, some targets are too imprecise to be useful. Learners are well prepared for the next steps at the end of their course, whether to employment or further education or training.

## **Leadership and management**

## **Grade 3**

25. There has been a marked improvement in the effectiveness of leadership since the previous inspection. Simpler management structures and clearer lines of responsibility are in place. Communication between staff at all levels has improved. A new culture has been established. It is raising expectations and standards amongst staff and learners and improving the college's reputation.
26. Overall success rates improved in 2009/10 broadly in line with the trend seen nationally. There has been a reduction in inadequate provision; however, there is still too much inconsistency in the quality of provision and outcomes for learners across and within departments. Teaching is improving but remains satisfactory overall. Attendance has improved and improvements to initial guidance are having a significantly positive effect on the number of learners retained on courses in the current year.
27. Governance is satisfactory. The governing body is highly supportive of the college. Governors receive effective training to challenge senior managers forcefully about academic performance at headline levels. They are less confident and effective in their work to analyse some other areas, such as how senior managers assess the work of middle managers.
28. Arrangements for safeguarding young people and vulnerable adults are good. Policies and procedures meet legislative requirements. Staff are trained appropriately in safeguarding matters and arrangements for reporting safeguarding concerns are well understood. The promotion of e-safety for learners has improved. Procedures for monitoring health and safety, including the completion of risk assessments, are comprehensive and secure. The active

- promotion of safe working practices within lessons and tutorials is well established.
29. The college's approach to equality and diversity is satisfactory. Celebration of diversity through events raises learners' cultural awareness. The analysis and reporting on the performance of different groups is thorough. Gaps in achievement between different groups have been identified and targets set for their reduction but it is too early to see the effect of this in terms of outcomes. The college's single equality scheme is comprehensive. Learner views are analysed by gender, age, ethnicity and disability, and this analysis shows little variation in the views of the different groups. Promotion of equality and diversity through the curriculum is improving and is good in some areas. Where there is a significant gender imbalance on courses, the college does not yet have a strategy to increase recruitment from the under-represented group.
  30. Engagement with users to support improvement is satisfactory. Learners' involvement in decision making has improved significantly since the previous inspection. Issues and suggestions about general college facilities are acted upon swiftly. Learners' contribution to course reviews is increasingly effective but is not consistent across all programmes. The college receives very positive feedback from employers about the quality of provision and plans are in place to gather their views more systematically. There is good coordination of the work for employers across the college.
  31. Arrangements for self-assessment are satisfactory. They are much improved since the last inspection but it is too early to see their full impact on outcomes for learners. Middle managers and course leaders are using data more effectively to evaluate their provision and agree targets for further improvement. The whole college self-assessment report is broadly accurate in its evaluation of provision. The quality of self-assessment reviews at departmental level has improved but inconsistency at course and subject level remains.
  32. The college provides satisfactory value for money. Accommodation at both campuses is well maintained. Resources are generally well deployed, although there are small numbers in groups at the Queen Alexandra sixth form centre. Staff are appropriately qualified. There is a robust link between staff performance and outcomes for learners and the opportunities for professional development. The college's financial position remains relatively weak. Actions are in place to address this but it was not possible to assess their full impact at the time of the inspection.

## Subject areas

### Public services and childcare

### Grade 3

#### Context

33. Public service and childcare courses are delivered by the Department of Health, Care and Public Services. Courses are offered from level 1 through to higher education. There are currently 239 learners aged 16-18 and 327 adult learners. The majority of learners are female.

#### Key findings

- Outcomes for learners are satisfactory, although there are inconsistencies in success rates across different courses. Success rates on a few courses are below the national average as a result of poor initial guidance leading to some inappropriate recruitment. This has been addressed successfully in the current year, and attendance and retention are now good on all courses.
- Learners make good progress in acquiring vocational and social skills. The standard of learners' work is satisfactory or better. Portfolios are well organised and demonstrate clearly that learning and progress is taking place. Learners feel safe and are clear about who to contact if they have any concerns. They contribute well to college and community activities, for example, by fund-raising to support a nursery in Romania. Learners' understanding of healthy lifestyles is increased through, for example, topics on nutrition and participation in a wide range of sporting activities.
- Teaching is satisfactory. Better lessons demonstrate a variety of activities which effectively meet the needs of different learners. In most lessons students work hard and enjoy their learning. Functional skills lessons are not meeting the needs of learners and achievement is low. This has been identified by the college as an area for improvement.
- Learners have access to a wide range of appropriate and up-to-date resources. There is a well used and valued e-learning system in place, where learners and staff can communicate and share resources. The promotion of health and safety, and equality and diversity are embedded effectively in the provision. In one lesson, learners watched a video leading to an interesting discussion about the role of women in the armed forces.
- Assessment practices are good. Assessments are planned in detail and theory is linked well to practice. Assessment utilises a wide range of ways of collecting evidence and workbooks are used appropriately to assess knowledge. Feedback on learners' work takes place regularly and they receive useful comments on what they need to do to improve. Internal moderation and verification processes are effective at checking that the quality of learners' work meets required standards.
- Programmes satisfactorily meet the needs and interests of learners and improved recruitment and induction procedures now ensure they are on the right course. Several learners have progressed from level 1 to advanced

courses. The college works with a wide range of employers, partners and services in the development of the curriculum. A work placement officer liaises well with employers.

- Care, guidance and support for learners are good. Six-weekly progress reviews have been introduced this year and are effective at monitoring and encouraging progress. Learners value being able to see, more easily, how they are achieving against targets. Tutors make good use of information on learners' attainment to help ensure they access appropriate work placements. Personal support is good. The college provides clear information, advice and guidance about career opportunities and higher education and has appropriate links with external agencies to help learners progress when they leave college.
- Leadership and management are satisfactory. Newly appointed managers provide clear direction and a strong focus on improving learner success rates. Communication between staff, managers and employers has improved considerably this year and there is greater cohesion across and within curriculum teams. Staff receive regular support and guidance through weekly team meetings. They have targets which are monitored regularly and are linked to learners' individual targets.
- Promotion of equality and diversity and safeguarding are good. Policies and procedures are up-to-date and staff receive regular training. The promotion of equality and diversity within the teaching is good. The department is aware of the need to develop further strategies to address the gender imbalance on courses.
- Systems to promote quality improvement are satisfactory. The self-assessment report is broadly accurate in its recognition of the strengths and areas for improvement. However, some judgements are not sufficiently detailed about specific courses or groups to ensure sustained improvement across all aspects of the provision.

### **What does Tyne Metropolitan College need to do to improve further?**

- Increase success rates on under performing courses by making sure the new system to monitor learner progress identifies issues sufficiently early to allow appropriate action to be put in place.
- Improve arrangements for the delivery of functional skills on all programmes to ensure learners' needs are met fully.
- Ensure the curriculum area self-assessment report is more specific in its identification of areas for improvement, in order that detailed and measurable targets can be set.

## Science and mathematics

## Grade 3

### Context

34. The college offers GCE AS and A level courses in mathematics, physics, chemistry, biology and psychology. There are currently 88 learners on these courses. A small number of learners are enrolled on GCSE mathematics and AS further mathematics courses. All learners are aged 16 to 19.

### Key findings

- Outcomes for learners are satisfactory. Success rates are above the national average and improving in psychology and mathematics on both AS and A2 courses. Success rates in A2 chemistry, physics and biology, and in GCSE mathematics, are around average. However, success rates in physics and chemistry at AS are below average. Poor AS success rates in these subjects have led to low rates of progression from AS to A2.
- Learners' progress compared with their prior attainment is satisfactory. Data for previous years show better rates of progress on courses in biology, mathematics and psychology than in other subjects. However, observations during the inspection confirmed an improving picture in these other subjects, in particular in physics.
- Attendance, retention and punctuality have improved and are now good, as a result of better support, tracking and monitoring procedures introduced by the new head of sixth form. Learners feel safe at the college and relationships between staff and learners are very positive. There is a harmonious culture of respect and tolerance at the sixth form centre. Learners participate well in student council activities and raise funds for the local community.
- Teaching and learning are satisfactory overall and some teaching is outstanding. In the best lessons, learners work collaboratively on a wide range of activities to help them understand topics and there is frequent assessment of their learning. There is no unsatisfactory teaching. In the less effective lessons teachers do not make sufficient checks on learning and lessons lack opportunities for learners to share and discuss their ideas with other members of the group.
- Assessment of learners' work is satisfactory, although assessment practices are inconsistent between courses. Learners receive satisfactory feedback on their assignments to enable them to know what level they are working at and how to improve. Learners' files are not checked sufficiently well, some of them are disorganised and difficult to revise from.
- Learning resources are good. Lessons take place in a dedicated suite of well furnished and pleasantly decorated classrooms and laboratories. All rooms have good computer facilities, which are well used by staff and learners to support learning. Learners also benefit from resources on the college's virtual learning environment, which they can access outside lessons. Opportunities for practical work in science lessons are limited by the limited technician support available.
- The range of courses and enrichment activities on offer is satisfactory. Care, guidance and support for learners have improved greatly in the last year.

Prospective learners are able to meet with each subject tutor at open days and at enrolment to discuss the requirements and contents of each course. As a result of this, learners are now placed on appropriate courses and a comprehensive range of support strategies is in place to help them succeed.

- Tracking and monitoring of progress systems have been introduced successfully this year, ensuring that the progress of learners can be frequently and accurately assessed. This allows the college to identify, at an early stage, learners who are deemed to be at risk of under-achieving. Learners experiencing difficulties access effective additional learning support and help with personal and welfare issues.
- Leadership and management are good. Quality assurance measures and improvement strategies are already having a significantly positive effect. Attendance has improved dramatically and is now good. Learners are very positive about the changes in the provision. Promotion of equality and diversity is satisfactory across the curriculum and staff are well trained on safeguarding matters.
- There are small numbers in many groups. The college's strategy to address this focuses on the improved partnership arrangements with local schools to increase recruitment; it is too early to judge the success of this work.

#### **What does Tyne Metropolitan College need to do to improve further?**

- Improve success and progression rates by continuing to improve the standard of teaching and learning, in particular by sharing the most effective teaching methods exhibited by the higher performing subjects.
- Set minimum standards for assessment strategies for all AS and A2 courses and ensure these are met.
- Ensure learners' files are well organised and provide good support for revision.
- Increase the level of technician support in science subjects so that there are more opportunities for demonstrations and practical activities.



## Sport, recreation and leisure

## Grade 2

### Context

35. The college offers a range of full-time courses in sport, exercise and physical education. There are currently 160 learners on programme, of whom 85% are aged 16 to 18. Over three quarters of learners are male.

### Key findings

- Outcomes for learners are good. Success rates are above the national average on most courses. On the national diploma in sport and exercise, pass rates are very high. Success rates on the national diploma in sport (coaching and fitness) are below average.
- Students enjoy their courses and many achieve well. A very strong learning culture within the department inspires learners and promotes ambition, respect and team working. The development of learners' knowledge and skills is good. Many students gain high grades that support their aspirations to progress to further or higher education. All students acquire a good level of knowledge about fitness and healthy lifestyles.
- Most learners undertake a period of voluntary work, within the local community, whilst developing their sports coaching skills. Their work with schools and a range of other organisations helps them to develop good personal and employability skills, as well as making a contribution to the community.
- Teaching and learning are good. Teachers plan lessons well, use an appropriate range of learning activities to keep students engaged and enthused and strongly link theory and practical work. Learning objectives are shared with learners and referred to frequently during the lessons. Information and learning technology is used imaginatively in most lessons. Students are encouraged to evaluate their own learning. In a few lessons, there is insufficient challenge for the more able students.
- Assessment practices are good. Teachers use the outcome of initial assessment well when setting individual learning goals. Assessment tasks are clearly planned and written. Feedback is prompt, constructive and developmental, leaving students very clear about what they have to do to improve and achieve high grades.
- The range of courses is satisfactory. Full-time courses are offered from level 1 to advanced level, with routes in sports coaching, sport and exercise science and physical education. There are currently no opportunities for students to study part time in the department. Curriculum related enrichment activities are limited to work placements for some students, and a few guest speakers and external trips. Partnership work with schools is well established and effective but links with employers are not as well developed.
- Students receive good support from teachers and learning support assistants that enables them to achieve and develop both personally and academically. Learners have clear, time-bound targets and regular tutorials which monitor

their progress. Students show good ownership of this process and are very active participants in monitoring their own performance.

- The promotion of equality and diversity is satisfactory. Awareness of equality and diversity is raised in some lessons and through the tutorial scheme. However, there are missed opportunities to integrate further themes on equality and diversity within lesson topics.
- The promotion of safeguarding is good. Teachers promote safeguarding through lessons in sports coaching, to raise student awareness. All staff have undertaken training on safeguarding and ensure safe working practices are implemented.
- Leadership and management are good. The team ethos in sport is aspirational, focusing on promoting high standards and a supportive culture for staff and students. Managers make good use of data to inform planning, self-assessment and decision making, all of which involve staff appropriately. Learners' views are used well to inform evaluation. The curriculum self-assessment report is rich in judgements that accurately reflect the quality of the provision.

### **What does Tyne Metropolitan College need to do to improve further?**

- Continue to monitor the effectiveness of the implementation of strategies to improve success rates on the minority of provision that is under performing.
- Investigate the establishment of provision that is part time to meet the needs of a wider range of learners.
- Incorporate visits to sporting organisations into the curriculum to broaden learners' understanding of the breadth, variety and range of the industry to inform future career choices.
- Improve strategies to embed the promotion of equality and diversity into teaching and learning activities in order to raise students' awareness.

## Foundations for learning and life, adult basic skills and English for speakers of other languages

Grade 2

### Context

36. The college offers full-time foundation learning courses for learners with learning difficulties and/or disabilities. It offers adult literacy, numeracy and English for Speakers of Other Languages (ESOL) courses from entry to level 2. They take place at the main college and in a small number of community venues. The majority of the 182 students on foundation learning courses are aged 16 to 18. There are 177 part-time adult students on literacy and numeracy courses and 157 students on ESOL courses.

### Key findings

- Outcomes for learners are good. Success rates on foundation learning courses are significantly above the national average. Success rates on adult basic skills and ESOL courses are less consistent and a few are below average.
- Learners make good progress across all aspects of the provision. On foundation learning courses, many students make outstanding progress against challenging individual targets. They improve their confidence in communication and develop skills that help them when they move on to independent living or vocational courses linked to employment opportunities. Many students on literacy, numeracy and ESOL courses successfully progress to higher level courses.
- Attendance is satisfactory but inconsistent across programmes, with excellent attendance on foundation courses and lower attendance on ESOL courses. An appropriate strategy is in place to address this and is showing signs of helping to improve attendance on ESOL courses.
- Learners make a positive contribution to the community. Some use the skills they gain from their courses to secure voluntary work, for example, in schools and children's centres. Learners on foundation courses participate in a wide range of community projects and are involved well in enterprise activities within the college.
- Teaching and learning are good, with some outstanding lessons especially in provision for learners with learning difficulties and/or disabilities. Most teaching is interesting and dynamic and uses a range of methods that challenges and motivates learners. The use of information technology is very effective to support learning. Although targets for individual learners are set and monitored, they are not always used consistently in the planning of teaching and learning.
- The extensive foundation learning programme meets the needs of learners exceptionally well. ESOL learners benefit from provision that is organised in a way that enables them to progress at a pace appropriate to their need. The adult literacy and numeracy provision is more limited. The workshop style of delivery restricts the opportunities available to learners to develop listening and speaking skills, through group work.
- Support, care and guidance for learners are good. Students receive effective pastoral and additional learning support which enables them to make good

progress. Intensive individual learning support on foundation learning courses is supplemented by specialist support from external agencies, such as occupational health services. Effective information, advice and guidance are in place to help students consider progression opportunities.

- The provision is effectively managed. Staff receive good support from their managers and have clear objectives and targets which are carefully monitored. However, there is insufficient sharing of good practice between different teams in the college responsible for delivering literacy and numeracy.
- Equality and diversity are effectively promoted. For example, on an advanced ESOL course, students discussed gender stereotypes as part of an activity to develop their debating skills. Course planning includes consideration of equality and diversity issues and staff take part in appropriate training.
- Safeguarding is prioritised and effectively promoted. Arrangements in foundation learning for managing challenging behaviour and ensuring learner safety are comprehensive. Risk assessments relating to learners' specific conditions and needs are consistently carried out. The college works closely with external agencies and with parents and carers in the implementation of its safeguarding policies.

### **What does Tyne Metropolitan College need to do to improve further?**

- Develop better links between staff delivering literacy and numeracy across the college to increase the sharing of good practice and improve success rates on courses that are below the national average.
- Extend the range of learning opportunities on adult and numeracy courses to ensure students get sufficient opportunity to practice the full range of skills.
- Ensure plans for teaching and learning consistently take account of individual learner targets.
- Monitor the effectiveness of strategies to improve attendance on ESOL programmes.

## Information about the inspection

37. Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the college's director of quality improvement, as nominee, carried out the inspection. Inspectors took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection visits, and data on learners and their achievement over the period since the previous inspection.
38. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Tyne Metropolitan College**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Leamer responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>	1732	0	1357	375	0
Full-time learners	6368	143	188	4596	1441
Part-time learners					
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>Capacity to improve</b>	3				
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	3				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	2				
<b>Quality of provision</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	3				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	3				
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

\*where applicable to the type of provision

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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