

North Lindsey College

General further education college

Inspection dates		12–16 May 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- The proportion of students aged 16 to 18 completing their course successfully is outstanding.
- Very strong partnerships help students to develop good employability skills.
- Teachers have strong industry experience and provide much good or better teaching, with most students progressing to relevant further and higher education or employment.
- Exemplary pastoral support for students, particularly those who are vulnerable, helps students to complete their course successfully.
- Students value the welcoming, friendly and safe atmosphere of the college and develop good attitudes to learning.
- Outstanding leadership and management have established robust and rigorous performance management and self-assessment that drives improvement in areas of underperformance.
- The broad range of provision meets local and regional needs very well.

This is not yet an outstanding provider because:

- The success rates of a minority of courses are low, particularly GCSE and AS subjects.
- Teachers do not always meet the individual needs of all students in lessons by stretching the most able students and using the results of initial assessments in their teaching.
- A minority of curriculum areas do not use the college's virtual learning environment sufficiently or promote diversity issues in lessons.
- The observation process for evaluating teaching and learning does not focus sufficiently on the learning taking place and not all teachers receive an improvement plan after their observation.
- The quality of foundation English provision requires improvement, particularly the standard of students' written work.

Full report

What does the provider need to do to improve further?

- Establish high success rates for all courses by ensuring teachers focus more on students' individual needs in lessons by: planning activities that stretch and challenge the more able learners; making better use of the results of initial testing to inform teaching; enlivening learning and providing additional support to students through greater use of the college's virtual learning environment in all curriculum areas; and promoting diversity issues more consistently.
- Strengthen the college's lesson observation process and improve the overall quality of teaching and learning by ensuring observations focus primarily on the learning taking place and agree timely and specific improvement targets for all staff who have been observed.
- Improve the quality of foundation English provision by placing a greater focus on developing students' writing skills.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners were good at the previous inspection and they remain so. Students make good progress and the majority achieve better than might be predicted, based on their level of attainment when joining the college. This is a result of the college's good teaching, learning and assessment.
- The proportion of students successfully completing their course has increased, with a particularly large rise in 2012/13. These success rates are high for full-time students aged 16 to 18 and comparable to national figures for adults. The success rates for students taking a small minority of other courses are low, particularly for the relatively small number of students taking AS subjects and GCSE English.
- Results for apprenticeships are mixed. The proportion of apprentices passing within the agreed timeframe has increased steadily and is now high, but the overall success rate has remained fairly static and is too low, although current performance shows improvement.
- Staff have a strong focus on monitoring the performance of different groups of students and take effective action where any gaps in achievement are found. They monitor the achievement of students who receive free school meals, using this as a measure of deprivation, and this cohort obtains better results than other students, as do those with learning difficulties and/or disabilities. No minority ethnic group had significant underperformance. Overall, males achieve slightly better than females and this gap is narrowing.
- The college's strong links with local schools, highlighted at the last inspection, have been maintained and contribute to the very good performance of 14 to 16 year-olds. The large majority gain their qualification and progress to appropriate college courses or employment when leaving school.
- Staff have established very rigorous procedures for measuring the attendance of students and attendance rates are consistently high across the full range of curriculum areas. Despite the long distances many students travel to college, they are punctual and enjoy their time there. Students develop effective study habits and have a good attitude towards completing their assignments.
- Students develop good employability skills through the effective work placements organised as part of the study programme. They gain sound vocational skills and acquire characteristics sought after by employers, such as good problem-solving and team-working skills. Regional and national competitions provide challenge to students to develop their vocational skills further and many are successful.
- A high proportion of students applying to higher education are successful and progression rates to higher-level courses or employment are high. The personal and social skills of students are

good. Many students speak of how staff have helped them to improve their self-confidence and self-esteem.

The quality of teaching, learning and assessment

Good

- Students benefit from teaching, learning and assessment that are good and this leads to good outcomes for students. Many students enter the college with low prior attainment and low aspirations and staff work hard to raise their expectations for further training or employment. Great emphasis is placed on supporting and encouraging students to succeed and develop their employability skills. The college environment is relaxed and friendly yet retains a purposeful atmosphere in which to learn. Students behave well and a high level of mutual respect is evident among staff and students.
- Teachers are well qualified and apply their vocational experience imaginatively to make learning relevant to students' future career intentions. In the most effective lessons, they often provide examples of realistic business and industry practice. Students are set challenging tasks that extend their knowledge or skills. For example, level 1 bricklaying students were constructing spiral pillars and displaying higher-level skills than required for their qualification.
- The small minority of lessons judged to require improvement were often characterised by teachers not providing a sufficiently broad range of activities to meet the needs of all students. Consequently, tasks did not provide sufficient challenge to the more able or were too difficult for other students.
- The college has responded effectively to the introduction of the study programme, including the requirements for work experience. Senior managers have supported curriculum areas well to provide good work placements for students, despite the constraints arising from the number of placement opportunities in the area.
- Initial advice and guidance are very effective in helping most applicants to make the appropriate choice of course. Links with local schools are very strong and staff organise visits to the college for school pupils, giving them the opportunity to sample a wide range of different subjects. Student advocates take a key role in meeting prospective students and providing them with a students' view of college life.
- The initial assessment of students' starting points when joining the college is done well and these results are used to help students make the correct choice and level of course. However, not all teachers use these assessments effectively when planning lessons to meet the individual needs of students.
- Assessment is mostly well planned and managed. Verbal and written feedback is constructive and helps the large majority of students to improve their performance. Students receive regular feedback on the progress they are making. However, the assessment of written work in lessons for students on foundation English programmes is not sufficiently rigorous.
- Support for students is good and pastoral support is a particular strength of the college. It is very effective in helping those students receiving additional support to remain on programme, succeed and progress to further qualifications or into employment. Students speak very highly of the support provided by staff to overcome short-term difficulties.
- Resources for learning are good. Most classrooms are well equipped with interactive learning technology. However, while most classrooms provide a stimulating learning environment, a few are uninspiring and lacking in vocational character. The college's virtual learning environment is generally well developed but its use is inconsistent; some subjects make good use of it to enliven learning while in others it is under-utilised.
- Staff have responded well to the challenges of building capacity to teach the English and mathematics requirements of the study programme. They have worked hard to implement a teaching model combining the use of specialist English and mathematics staff and vocational

staff. Staff acknowledge that ensuring the teaching of English and mathematics in vocational subjects is carried out consistently in all curriculum areas remains a challenge.

- Overall, the promotion of equality and diversity during lessons is done well. For example, one student in beauty therapy spoke confidently about how to meet the particular needs of transgendered clients. A group of construction students were exploring how to communicate effectively on a busy construction site with colleagues with disabilities such as impaired hearing. However, a minority of teachers do not explore the full range of diversity issues sufficiently or take the opportunity to do so when the opportunity arises spontaneously during a lesson.

Health, social care and early years

16-19 study programmes

19+ learning programmes

Good

- Very good teaching, learning and assessment ensure the large majority of students remain on programme and achieve their main qualifications, and success rates are high.
- Students behave well and make good progress. The highly skilled teachers have a wide range of relevant backgrounds including nursery teaching, science and complementary therapy. They share their professional knowledge well, helping students to make strong links between the world of work and their lessons. They also show good understanding of topics such as the importance of routines for children and the diverse approaches to health promotion.
- In outstanding lessons teachers used skilful questioning and relevant additional activities to provide appropriate challenge to students. In this way students developed an in-depth understanding of complex, scientific concepts such as the structure of DNA. However, in otherwise good lessons, the more able students were not stretched fully through such challenge and extension to their learning.
- The programme of study includes well-planned work placements in a broad range of appropriate settings such as hospital departments, medical practices and schools. Staff provide students with good support through a robust programme of visits. Individualised advice helps students to develop their practical skills and prepares them thoroughly for employment.
- A planned programme of guest speakers and external visits further enhances the experience of students. Students visit residential care homes where they develop understanding of the needs of service users with mobility issues. Staff from dementia awareness charities provide training for students in this key area of health.
- The starting point of students is assessed well to ensure they are enrolled on the correct programme of study. Rigorous targets are set during induction and students are highly aware of their progress towards these. As a result they make very good individual progress and many exceed their target.
- Assessments are designed well. Written feedback is clear and helps students to upgrade their work, resulting in a significant rise in the number of students achieving high grades. Health and social care students are offered clear guidance on how to improve the quality of their written work.
- The importance of English and mathematics is reinforced in a minority of lessons by planned activities, such as calculating the number of days that students have spent on work experience. Spelling and grammar are corrected routinely in written work. Communication skills are developed and students express themselves confidently. However, the overall importance and relevance of English and mathematics are not emphasised consistently.
- Support for students is very strong. Students at risk of underperforming are identified quickly and interventions are put in place to make sure that they remain on their course. Teachers and other support staff work seamlessly to meet students' individual needs. The well-organised

tutorial system provides students with very good information and guidance about their next steps. This in turn leads to very good progression rates to higher education in subjects such as childhood studies, midwifery and emergency medicine.

- Good attention to equality and diversity is evident in many but not enough lessons. For example, students understand how stereotypes can develop and the importance of not judging an individual by appearance alone. Many students show a sensitive understanding of the needs of service users with dementia and the impact this has on their families. However, overall the promotion of diversity issues in lessons is insufficient.

Engineering

16-19 study programmes
19+ learning programmes
Apprenticeships

Good

- Success rates for classroom-based learning have improved and are now high, as a result of good teaching, learning and assessment. They are currently low for apprentices, but initiatives aimed at improving support and assessment practices are now having a positive impact and the current performance of apprentices has improved.
- Teachers are well qualified and use their broad range of industrial experience to bring the world of work into classrooms to motivate students and enhance their learning. They ensure students participate in active, vocationally-relevant lessons. Teachers use praise effectively to encourage students' motivation and progress. Good rapport exists between teachers and students.
- Teachers and assessors use their expertise well to link theory to practical work. For example, in an activity on tensile testing, the teacher drew on her industrial experience to develop the students' understanding of elasticity testing on materials for use on bridges.
- Students learn good practical skills that equip them to meet the demands of industry. Students in electrical installation simulate house wiring to a high industrial standard, thus enhancing their prospect of future employment. However, a small minority of project work involves insufficient practical activities to develop students' practical skills.
- Teachers use effective questioning techniques to encourage students to take part in discussions and further expand their knowledge. In a small minority of lessons, questioning techniques do not challenge or extend learning for the more able students.
- Resources to support learning are good. Students benefit from using high-technology specialist equipment in well-resourced workshops. Investment in virtual arc welding rigs enables students to experience fabrication and welding in a safe environment prior to working independently. This reinforces students' understanding of working with specialist equipment.
- Verbal and written feedback in lessons is good. Students receive good written feedback and understand how to improve their work. Additional support is readily available for those students requiring it.
- Initial advice and guidance received prior to enrolment is helpful and enables students to be placed on the correct level and pathway to gain the skills and qualifications to achieve their goals. Progression rates for students between levels of courses and to employment are good.
- Staff are caring and supportive to the needs of students and have high expectations for them. Tutors are approachable and give good guidance, for example, when students apply for work placements to gain experience of employment. Students speak highly of their teachers and the support they receive in the classroom and workshops, which motivates them to achieve their qualification.
- The development of technical English and mathematics within lessons is good. Teachers ensure students recognise key industrial terms. For example, when introducing the theory of

differentiation, the teacher applied this to a real-life problem, plotting and calculating the rate of temperature change.

- Safeguarding has a very high priority. Teachers and students discuss safeguarding issues at induction and this is reinforced during workshops. Teachers relate well to students' current situations and their expected future role as an employee.
- Equality and diversity are promoted well through induction and tutorials. However, there is insufficient embedding of diversity issues into lessons to develop further the awareness of students.

Performing and visual arts

16-19 study programmes 19+ learning programmes

Good

- Outcomes for students are good and mirrored in the high quality of teaching, learning and assessment. Progression rates between college courses and onto university are high. Performances and exhibitions in the community are supported well and many students receive commendations from prestigious national and local competitions.
- Teaching is sensitive to students' individual needs. Appropriate activities allow students freedom of expression while also offering them appropriate support. Acting students feel secure in taking risks and improvised with confidence while preparing for the college's 'Y Factor' auditions. Although most lessons are well planned, a few are repetitive with a narrow range of teaching, learning and assessment strategies.
- Convivial relationships and strong mutual respect exist between staff and students. Staff have high expectations and they give their time generously both in and outside of college to help motivate students to achieve their goals.
- Enrichment activities enhance learning and include visits to London galleries and chic fashion houses, as well as performing at music gigs and festivals. Well-known employers set live briefs regularly. Employers and guest speakers raise student aspirations and extend learning beyond the classroom.
- The skilled staff are artists, performers and composers and their impressive industry experience helps to develop students' employability skills. Ambitious advertising students produce vibrant visuals for a prestigious fashion magazine; graphics students create innovative illustrations influenced by Superman and Sin City; and fashion students produce glamorous Great Gatsby style gowns. However, the use of additional high-quality displays to exemplify techniques and processes to raise student aspirations and promote high-grade achievement require improvement.
- Staff and students benefit from some spacious, specialist spaces. However, poor soundproofing in music studios creates a noisy environment when lessons occur simultaneously in nearby rooms. High-quality handouts with strong visuals help guide students through assignments, but others contain dense text and are less appealing. Students use social media, blogging and other virtual media successfully to research and develop ideas.
- Assessment is good. Staff share their time equally among students and the quality of verbal feedback to students is high. Written feedback is also detailed and students know exactly what they have to do to improve their work. Staff mark most work effectively and correct grammar and spelling errors.
- Inventive assignments weave mathematics and English into sessions effectively. Lively group critiques enable art students to express and articulate their ideas effectively. Dance students evaluate choreographers' work using complex technical and critical vocabulary. Animation students calculate complicated lip synchronisations competently. Regular lessons on mathematical elements and the principles of design such as the Golden Section underpin compositional drawing.

- In-class support is good. Initial assessment is organised swiftly. Specialist technicians and support staff provide personalised assistance in studios. Student progress is checked carefully and students' individual learning plans are completed comprehensively and, as a consequence, individuals know their targets and what they have to do to fulfil their ambitions. Tutors set and review targets on a regular basis. Health and safety have a high profile in studios and all students perceive that the college is a safe place in which to study.
- Prominent promotion of equality and diversity threads through curriculum planning and delivery. For example, dance students studied the suicide statistics for the under 16s; music students penned and performed powerful lyrics rejecting racism and revolution; and art and design students produced lively lizard prints influenced by Adinkra and Aboriginal Art.

Foundation English

16-19 study programmes

19+ learning programmes

Requires improvement

- Functional skills outcomes in English are steadily improving and success rates in 2012/13 were satisfactory. However, success rates for GCSE English at grades A* to C were low for the last three years. These low outcomes mirror the standard of teaching, learning and assessment, which requires improvement.
- In the better lessons, teachers use their knowledge of students' abilities well to plan appropriate and challenging learning activities. In these sessions, teachers use targeted questioning effectively to build on students' prior learning and to check their understanding. For example, in one lesson the teacher helped students to identify the use of language in text through discussion about magazines, newspapers and advertisements.
- Most students on English courses join the college with poor English skills and low confidence about their ability in the subject. They develop at least satisfactory, and in many cases good, skill levels in reading, comprehension and speaking. Students are articulate and can clearly express their views and opinions. However, the confidence of many when writing often remains low and the standard of their written work is unsatisfactory.
- Most staff have good subject knowledge, but they do not all use their skills and expertise to plan and deliver stimulating and motivating lessons or to integrate functional English into vocational lessons. In the less successful lessons, the pace of learning is often too slow and activities are not focused on developing good writing skills. The needs of individuals are often not well met and students do not always make the progress of which they are capable, especially in GCSE lessons where students have a wide range of needs and prior achievement levels.
- The college's recently revised strategy for coordinating English is well considered and places the development of students' English skills as a key priority for the college. It has suitable actions to resolve issues and an appropriate programme of staff development is in place. However, teachers need more support to develop their skills to ensure consistently effective lesson planning for the embedding of functional skills English into vocational lessons.
- Teachers' use of assessment is satisfactory. Students are informed about the progress they are making and how to improve further through encouraging dialogue with staff. However, marking of students' written work during lessons is not sufficiently rigorous or timely. As a result students are not always sufficiently challenged and supported to improve their spelling, grammar and punctuation and this slows their learning.
- Advice and guidance given to students on entry to the college make clear the requirement for them to improve their English skills and qualifications if they do not already hold an English GCSE at grade C or above. Staff carry out effective initial assessment of each student's skill level in English when they join the college and form groups of similar ability levels. However,

teachers do not make effective use of the outcomes of these initial and diagnostic assessments to identify the individual learning needs of each student and to set specific, detailed targets in order to plan their learning most effectively.

- High staff expectations encourage most students to work cooperatively and an atmosphere of mutual respect is evident. Adult students enjoy their sessions and feel supported to overcome barriers to gaining qualifications and accessing further and higher education or gaining employment. However, teachers do not take the opportunity to choose texts, such as news articles, which highlight inequalities or prejudices, to promote their understanding of equality and diversity.

Employability training

Good

Employability

- Good teaching and effective individual support provide students with good employability skills in preparation for entering employment. This correlates well with the high achievement of externally accredited qualifications and the high progression rate into employment.
- Students develop good vocational skills in lessons and produce high standards of work. Teachers are well qualified and keen to help students succeed. Students make good progress in understanding how to prepare for job interviews. Attendance at job fairs and work-taster events further develop students' understanding of the skills required by specific employers.
- In vocational lessons, teachers use their occupational skills well to develop students' skills that are relevant to entering the job market or progressing to higher-level courses. In manufacturing lessons, students develop good transferable skills including basic measuring and problem-solving for machinery faults. In care lessons, students gain certification for skills necessary to work in the industry, such as manual handling. In information technology lessons they develop and reinforce information and communication technology (ICT) skills to produce job application letters.
- In a small minority of lessons, the work is insufficiently challenging or too difficult for the less able students. In these lessons, the more able students have to wait for other students to catch up, slowing learning. Individual learning plans do not always contain appropriate targets to support students to make further progress.
- Management actions have been particularly effective in increasing work-experience placements and employment rates. Work experience is very effective in enabling students to practise their work skills. Employers receive comprehensive briefings on student needs and both employers and college staff monitor the progress of students well. College departments provide good work placements as a stepping stone to work experience at an employer's premises.
- Assessment is good. Teachers give constructive feedback to students that lead to improvement. They support students effectively in improving their spelling, punctuation, grammar and mathematics skills. For example, in an ICT lesson students learn how to set print areas using basic mathematics skills.
- Students enjoy their learning and feel safe. The promotion of equality and diversity is an integral part of employability training courses and students have a good understanding of many key issues. In one lesson, students discussed intelligently whether it was more suitable for women to wear a skirt or dress to a job interview and whether it was acceptable to wear trousers. Although all students have a good grasp of the importance of equality, not all are able to provide good examples of why an understanding of cultural diversity is important in the work place.
- Support for students is outstanding and is very effective in removing students' perceived barriers to further learning and work. Excellent partnership working with external agencies provides seamless support to students on issues such as mental health and debt problems.

Teachers are very responsive in helping students with personal problems, for example, accessing food vouchers and giving advice about drug and alcohol misuse and sexual health matters.

- Staff provide comprehensive advice and guidance, although a small proportion of students taking vocational options do not routinely receive employability advice as part of their programme. On joining the programme, students are assessed for their readiness for employment and skills in mathematics and English. Employability students are provided with intensive support to develop their employment skills and learn about further learning and job opportunities.

Accounting, finance and business management

16-19 study programmes 19+ learning programmes

Good

- Outcomes for students are improving and the large majority of students successfully complete their courses. Success rates on business management courses, which represent the greatest proportion of this area of provision, are high. On accountancy and finance courses, success rates are lower, but the trend is one of improvement. Overall, students are making good progress and benefiting from the good standard of teaching, learning and assessment.
- High expectations from committed and professional staff motivate students, particularly in business management, to produce a very high standard of work. Employers value the good employability skills developed by students. On successful completion of their course the majority of students move to the next level of study, gain employment or take up an apprenticeship.
- In the well-planned lessons that have a strong and positive impact on learning, especially in the area of business management, students use independent thinking and research creatively to support their ideas. Students enjoy their learning and benefit from the lively pace of lessons and informative discussions. Teachers facilitate activities and are particularly effective in supporting students to understand complex concepts, for example, economies of scale.
- Teachers use their knowledge, understanding and ability to apply theoretical principles to accounting and business practices. They use directed questions skilfully to check the students' understanding and to stretch and challenge their thinking. A good understanding of the background knowledge and prior attainments of students helps teachers to devise different activities for those who are more able or require additional support.
- Lessons having a less positive impact on learning, particularly relating to accounting and finance courses, result in students who do not participate actively or contribute to discussions. A lack of targeted activities leads to the more able students having nothing to do and losing focus on learning.
- Assessment planning and internal verification practices are very strong, and feedback is especially helpful in identifying how students can improve their work. Very good monitoring of students' progress means both students and staff are fully aware of the development and advancement towards individual target grades and future success.
- Support, advice and guidance for students are good. Induction and initial assessment are thorough and contribute effectively to ensuring students are on the right programme and at the right level. Students benefit from accurate and clear information about course requirements. The well-planned study programme incorporates work experience that provides students with good opportunities to develop their skills in business-related working environments. Careers advice is effective and valued by the large majority of students.
- Teachers have a clear focus on providing very good academic and personal support to ensure their students succeed. The development of English, mathematics and ICT skills is embedded

fully in lessons and links effectively to support the vocational learning objectives. For instance, in a business management lesson students had to give examples of how they had used mathematics and English that day. Teachers correct spelling, punctuation and grammar consistently.

- Individual tutorials are particularly effective in reviewing students' work, targets and progress. Group tutorials are good in raising awareness of important issues such as managing money and budgeting.
- Resources to support learning are satisfactory. Teachers make good use of interactive whiteboards and computers to support learning. However, the variety of resources available is limited; for example, mobile phones and tablets are seldom used. A small number of classrooms, where the seats are placed in front of computers, are not appropriate for teaching topics which do not require the use of computers.
- Teachers promote equality and diversity well. In one lesson students explored adapting individual communication skills in different contexts to meet the needs of people with disabilities.

The effectiveness of leadership and management

Outstanding

- The Principal, governors and senior management team have established a clear vision for the college and a set of core values that reflect a commitment to high levels of achievement for all students. These are underpinned by a well-formulated set of strategic objectives and priorities. Challenging performance targets are set and monitored regularly and are effectively cascaded down to curriculum managers. Staff appreciate the visibility and open management style of the Principal and senior management team. They feel that they are consulted well and that their opinions are valued and taken into account.
- Following the last inspection, in which the college's overall effectiveness was judged to be outstanding, the college experienced a period of financial difficulty and a flattening of academic performance. Since then successful management strategies have secured significant overall improvements in curriculum areas of previous decline or underperformance, a large increase in the success rates for students in 2012/13, which are particularly high for those aged 16 to 18, and the financial health of the college, which is now sound. Senior managers are relentless in their focus on areas in need of further improvement and have firm plans in place to improve the success rates for adult, GCSE and AS students, by increasing the amount of outstanding teaching, learning and assessment. The levels of progress already made indicate a strong capacity for further improvement.
- Governors bring a wide range of valuable expertise and a high level of commitment to their work. They provide strong and challenging support to senior managers, bringing benefits to the college and to the communities that it serves. A series of training events help governors to ensure that they have an up-to-date understanding of their roles and responsibilities.
- The accountability of curriculum managers is enhanced greatly following changes to the management structure. They set targets and monitor and review the performance of courses and individual students on a very regular basis. There is very good access to a wide range of performance data, which is used effectively to pinpoint any areas of concern.
- The college has a rigorous approach to performance management. There are close and systematic links between performance review and the identification of professional development needs. An annual cycle of curriculum reviews draws on a broad range of data to assess areas of provision. Robust and successful action is taken to address areas of underperformance.
- The lesson observation process has a clear focus on areas requiring improvement. However, some observations do not place enough emphasis on identifying and evaluating how much learning has taken place during a lesson. Also, not all staff agree a timely action plan for improvement following their observation.

- Self-assessment is detailed, thorough and accurate, it focuses well on areas that need improvement. Very effective action ensures that students' views are taken into account in planning and evaluating the work of the college. For example, 'student summits', in the form of mini-conferences and workshops, bring together students, staff and governors and provide a powerful forum for students to express their views on a number of key topics.
- Successful curriculum planning has led to a broad range of provision and very good internal progression opportunities for students. Managers make good use of market intelligence and analysis to ensure that curriculum provision matches local need and addresses national priorities. A dedicated skills centre supports local secondary schools in the delivery of vocational qualifications for 14 to 16-year-olds. In partnership with local universities, the college has established a University Centre with over 1,000 students. The effective implementation of the study programme for 16 to 18-year-old students has enhanced their employability and life skills.
- Outstanding partnership work helps students to develop very good employability skills. The college has a very high reputation amongst its partners, including the local authority, Jobcentre Plus and employers. It is seen as highly responsive, both to individual employer needs and in terms of its contribution to a number of large-scale initiatives aimed at the economic regeneration of the local area.
- Learning resources are good. Adept financial management has enabled substantial investment in resources to support learning and to assist the development of new curriculum areas. As a result the college has begun the first phase of a major redevelopment of its campus.
- Equality and diversity occupy a central position in the college's strategic planning. Staff have a strong commitment to meeting the needs of a wide range of disadvantaged students. An equality and diversity committee monitors all aspects of performance with respect to equality and diversity and there are no significant gaps in the achievement of different categories of students. However, the promotion of diversity issues in lessons is too variable across the college.
- Arrangements for safeguarding are excellent. The college meets all of its statutory requirements and strongly prioritises safeguarding in all aspects of its work. Significant emphasis is given to promoting safeguarding awareness through regular professional development activities for all staff and governors. Individual risk assessments are carried out for the most vulnerable students with regular and careful monitoring of their progress.

Record of Main Findings (RMF)

Provider name

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	2	N/A	2	N/A	2	2	2	N/A
Outcomes for learners	2	1	N/A	1	N/A	2	2	2	N/A
The quality of teaching, learning and assessment	2	2	N/A	2	N/A	2	2	2	N/A
The effectiveness of leadership and management	1	1	N/A	1	N/A	1	1	1	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Engineering	2
Performing arts	2
Visual arts	2
Foundation English	3
Accounting and finance	2
Business management	2

Provider details

Type of provider	General further education college							
Age range of learners	14+							
Approximate number of all learners over the previous full contract year	Full-time: 2,241 Part-time: 2,483							
Principal/CEO	Mrs Anne Tyrrell							
Date of previous inspection	October 2010							
Website address	www.northlindsey.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	462	160	383	441	750	248	1	5
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	82	85	45	74	0	18		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	350							
Number of community learners	15							
Number of employability learners	443							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

Contextual information

North Lindsey College is a medium-sized general further education college, serving North Lincolnshire and the town of Scunthorpe. The college offers provision in all subject areas. It has a higher education centre that provides local progression opportunities for around 1,000 students. The college's vision is 'raising ambition and aspiration through learning'. The 2010 Index of Multiple Deprivations shows North Lincolnshire as the 126th most deprived region of 326 local authorities, with several local areas in the top 5% most deprived. The proportion of school leavers in Scunthorpe achieving five or more GCSE A* to C grades including English and mathematics is below the national average. Students join the college with lower than average prior attainment, with over one-half not having GSCE grade A* to C in English and mathematics. The youth unemployment rate in the area is above national and regional figures, as is the proportion of residents in the area who have qualifications.

Information about this inspection

Lead inspector

Tony Noonan HMI

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the assistant principal, quality improvement and student support as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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