

# Redcar and Cleveland College

## General further education college

<b>Inspection dates</b>		3–6 June 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

### Summary of key findings for learners

#### This college requires improvement because:

- Learners' success rates are below the national rate and retention rates are too low.
- The rate of increase in learners' success rates, and particularly in retention rates, is too slow because managers' actions for improvement have not been successful enough.
- Too much inconsistency exists in the quality of teaching, learning and assessment and not enough is consistently good. Managers' quality assurance arrangements have not been successful in resolving the variation.
- Too many learning activities are insufficiently demanding to enable learners to make the progress and achieve the high grades they are capable of.
- Teachers do not routinely promote and integrate English and mathematics effectively in lessons or assessments and they do not make sure learners understand the importance of fairness, equality of opportunity and tolerance of difference across society sufficiently well.
- Self-assessment lacks rigour and accuracy.

#### This college has the following strengths:

- Very good accommodation and resources.
- A secure and well-maintained campus.
- High pass rates for learners who complete their courses.
- Learners' views are sought and used constructively to bring about improvements to college life.
- High levels of mutual respect and good collaboration between learners and staff.
- The commitment of managers and staff to the regeneration of the local area and strong leadership of initiatives to develop the curriculum.
- A wealth of enrichment activities that support the broadening of learners' horizons and development of their personal and social development.

## Full report

### What does the college need to do to improve further?

- Make sure that teachers have high expectations of their learners and provide a consistently high level of challenge, taking account of learners' starting points, so that they realise their potential.
- Maintain the strong focus on improving learners' retention rates and take swift action to support learners at risk of underperformance or withdrawal.
- Prioritise sharply focused actions to improve teaching, learning and assessment and ensure speedy implementation of these.
- Fully implement the revised management structure to ensure high levels of accountability and a greater focus on analysis of data and quality assurance.
- Ensure that managers and teachers are held accountable for meeting challenging targets based on the main performance indicators which reflect the college's mission of exceeding expectations and raising aspirations.
- Improve the rigour of self-assessment and the clarity, analysis and evaluation of data including the evaluation of trends in performance over time. Ensure that quality checks are implemented rigorously and actions followed up meticulously across all procedures.
- Provide training and support for managers, teachers and governors in understanding more fully value-added data and, for teachers, reinforcing their role in making certain that learners gain added value within their courses.
- Improve the appraisal process so that it is more focused on monitoring precise targets, including those linked to improvement actions arising out of lesson observations.
- Improve how teachers plan, promote and integrate English and mathematics within teaching, learning and assessment and ensure that learners' skills in these subjects are accredited at the highest level relative to their prior attainment.
- Require teachers to promote understanding and awareness of equality and diversity themes within learning activities so that learners are well prepared for their life in modern society and their future career aims.

### Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> <li>▪ Learners' success rates are below the national rate at all levels of study and on courses of a long and a short duration. The gap between the college's success rate and the national rate widened between 2010/11 and 2012/13 and, in particular, adult learners' success rates are well below the national rate. Learners' success rates at level 3 for both age groups are low and have not increased quickly enough over the last three years. Success rates for learners at level 1 have declined over this period.</li> <li>▪ Too many learners, particularly at level 3 and at level 1 for adults, have withdrawn from their courses before completion of their qualification aim. Managers' actions to reduce this withdrawal rate have been ineffective until the current year. In 2013/14, based on in-year data, more learners have remained on their courses particularly at level 3, where the increase is marked. However, the predicted final retention rate for learners remains below the national rate.</li> <li>▪ Learners who stay to the end of their courses mostly pass their qualifications. Learners' pass rates have increased over the period from 2010/11 to 2012/13 and most are above the national rate at all levels of study. However, far too many younger learners who study at level 3 underperform as they do not meet or exceed their predicted grade based on their prior attainment. This underperformance is marked on childcare, health studies, sport and</li> </ul>	

engineering courses. In the current year, based on managers' records of monitoring of progress, far fewer learners are likely to underperform.

- Learners' success rates on long courses are below the national rate in all subject areas except for science and mathematics, engineering, hairdressing and beauty therapy and foundation level courses that prepare learners for life and work. Rates are particularly low in information and communication technology and business and administration and are not improving quickly enough in these subjects or in construction.
- On functional skills courses at level 2 in both English and mathematics, young learners' success rates are high, but have declined to below the national rate at level 1. This is, in part, due to the increasing number of vulnerable learners who take entry level functional skills qualifications. Success rates for mathematics and English are broadly similar at level 2, but at level 1, rates are much higher in English than in mathematics. The success rates for the relatively few learners who take GCSE qualifications in English and mathematics are below the national rate.
- Learners' attendance has not improved sufficiently between 2010/11 and 2012/13. Learners are mostly punctual to lessons. Through tutorials focused on personal and social skills development and other activities, such as their roles as student ambassadors or course representatives, a relatively high proportion of learners develop useful skills in presentation, communication and team work. Learners gain work-related skills from work experience in some subjects but not in all. Learners' standards of work and skill development are mostly at least satisfactory.
- Male and female learners' success rates are broadly similar. The number of learners of minority ethnic heritage is too small for statistical analysis. In 2012/13, for the first time, learners in receipt of additional learning support achieved as well as their peers. Learners who study in subcontracted provision often achieve at a higher level than their peers.
- Apprentices' success rates increased between 2010/11 and 2012/13 to above the national rate, although only just over two-thirds completed their qualification within the time allowed. The rates differ markedly between subjects and are high in all except construction, where rates are low. In-year in 2013/14, predicted rates indicate increases in both overall success rates and the number of apprentices who are likely to complete their qualifications on time. However, this position cannot be confirmed until the end of the academic year.
- The rates of learners' progression between levels of study are low. Around a quarter of learners move from level 1 to level 2 courses, but a fewer number than this progress from level 2 to level 3. The progression rate of Year 11 pupils who attend on day release courses into college-based courses has increased and is high. Managers have begun analysing data related to learners' destinations on an annual basis, but this analysis is at a too high level of aggregation to be fully helpful in evaluating these outcomes.

### **The quality of teaching, learning and assessment**

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in learners' success rates, which are below the national rate. Too few lessons are of consistently good quality and planning for learning to match the wide range of learners' abilities and needs is not always sufficient. Teachers' expectations of what learners can achieve are not consistently high enough. Too many teachers are unambitious, with the result that many learners make no more than adequate progress in comparison to their starting points.
- The quality of teaching and learning varies too much in both classroom-based learning and on apprenticeships and not enough is consistently good to ensure that learners gain all the skills and knowledge they require. Schemes of work and assessment plans have not ensured that all subjects have been covered thoroughly and all assessments completed within the academic year. Learning about equality and diversity has not been given sufficient prominence in schemes of work and, as a result, too many learners' knowledge of equality is under developed.
- Learning activities are often undemanding. In less-effective lessons, dull teaching, uninspiring activities and materials and a slow pace limit the extent of learning. Teachers do not use

information and learning technology to enrich learning in lessons. Their questions are insufficiently probing and do not promote higher-level thinking. Not enough teachers demand high standards of work or skills. Teachers do not use information on learners’ starting points to match teaching and learning to individual needs well enough.

- In the most effective lessons, well-qualified and experienced teachers explain concepts and technical terminology clearly. They set purposeful and creative tasks that interest and motivate learners. Teachers use skilful questioning that cause learners of differing levels of ability to think carefully as well as apply their knowledge to industry-specific contexts. For example, information and communication technology learners analysed the potential psychological effects of computer games on children and were prompted by the teacher to consider thoroughly the implications for the marketing of the industry.
- Assessment practice varies in quality and not enough is good. In several subjects, teachers use assessment frequently and very effectively. However, more commonly, teachers do not provide sufficiently rigorous assessment or enough well-constructed developmental feedback on learners’ work with the result that not all learners know how to improve. Assessment practice on apprenticeships is at least satisfactory and the standard of learners’ portfolios is mostly high. Apprentices benefit from on-the-job training which is mostly good.
- Monitoring of learners’ progress is improving in part because of the recent instigation of non-teaching tutors whose specific role is to monitor learners’ progress closely. Because of close collaboration between these tutors, teachers and other support staff, more learners, particularly those who are vulnerable, benefit from prompt intervention and support when they are at risk of withdrawal or falling behind with their work. However, in too many progress reviews learners and apprentices are not set challenging targets or fully informed about how they can improve their work.
- Staff and learners mostly work well together in a mutually respectful way. However, teachers’ promotion of equality and diversity themes varies considerably across subjects and on apprenticeships. Too few teachers use their knowledge and skills well or make enough use of the resources available to ensure learners’ knowledge is developed well. Teachers provide good resources on the virtual learning environment, which often supports and encourages learning outside the classroom.
- Learners on study programmes are offered a wealth of enrichment opportunities to further develop their personal and social skills. However, their opportunities to undertake work experience and visit relevant industries are not extensive enough. As a result a minority of learners do not have the chance to develop their readiness for work sufficiently.
- Teaching of English is good but the quality is more varied in mathematics. However, vocational teachers do not develop learners’ mathematics and English skills sufficiently well in lessons. A small minority do not routinely identify and correct learners’ spelling and grammar effectively. The proportion of learners with the appropriate prior attainment who are offered the opportunity to study either GCSE English or mathematics in order to improve their employment prospects is low.
- Staff provide helpful advice and guidance to learners to ensure they are on the correct course and level. Learners with identified additional learning needs benefit from good in-class support, which ensures they achieve in line with their peers.

**Health, social care, early years and playwork**

**16-19 study programmes**  
**19+ Learning programmes**

Requires improvement

- The quality of teaching, learning and assessment requires improvement, which is reflected in learners’ success rates which are below national rates, particularly on level 3 courses and mainly due to higher than average withdrawal rates. Most learners who complete their courses achieve

a pass, but only a small minority meet or exceed the grade expected of them based on their prior attainment. In the current year, far fewer learners have withdrawn early and most are making at least satisfactory progress.

- Not enough teaching and learning are good. Teachers promote learners’ positive attitudes but learners’ attendance requires improvement. In the less-effective lessons, teachers set a slow pace which does not sustain learners’ interest and engagement, and teachers’ questioning is infrequent and not thorough enough to check the quality of learning. Teachers do not consistently ensure that learners understand lesson objectives or the purpose and relevance of all learning activities. In early years and playwork, teachers do not use sufficient references to the Early Years Foundation Stage and rely too heavily on information on outdated national initiatives.
- In the best lessons, teachers use their high levels of vocational knowledge and experience to ensure learners make good progress. For example, in counselling lessons teachers use their wide experience to help learners to fully understand the code of ethics, the boundaries of professional accountability and appreciate the importance of confidentiality. Teachers use a variety of interesting activities which engage and motivate learners well. They ensure that learners develop their confidence, for example, in being able to give each other constructive feedback.
- Staff do not make sufficient visits to health and social care learners on work placement to ensure they are settled and making progress and in order to rectify swiftly problems that occur. However, arrangements for work placements for learners on early years and playwork courses for example, in large private nurseries and local schools, are good. Teachers skilfully link these experiences effectively with learning in the classroom.
- Too few learners make consistently good progress in lessons because teachers’ expectations are not high enough. Too much teaching is focused on learners’ achievement of the minimum grades, rather than promoting maximum achievement. Staff monitor learners’ progress adequately, but do not challenge learners to improve their grades.
- The promotion of skills in English and mathematics by a minority of teachers is insufficient. Written work is not marked thoroughly enough to help learners improve their spelling, grammar and punctuation. Teachers make adequate use of information and learning technology to support and promote learning. Learners use the range of helpful resources available on the virtual learning environment (VLE) well, such as videos of learning activities, to support their learning.
- Staff have improved the provision of information, advice and guidance, including for career progression, and it is now good. Learners’ progression onto further study, including at university, is high and the majority have a clear understanding of what they intend to do once their course has ended. Teachers ensure all learners are supported well, as shown by the increased retention rates. Staff are particularly good at helping learners to overcome personal difficulties.
- The promotion of equality and diversity requires improvement because teachers do not explore important issues such as race, culture, social justice and current affairs in learning activities thoroughly enough.

**Engineering**

**16-19 study programmes**

**19+ Learning programmes**

Requires improvement

- Learners’ success rates on courses differ between well above to well below the national rate and far too few learners make more than adequate progress compared to their prior attainment. This position matches the variation in quality of teaching, learning and assessment where not enough is consistently of good quality. Learners’ pass rates are mostly high, but retention on

several courses is low. The rate of current learners' staying on has increased, but some rates remain below the national rate. The quality of teaching and learning on college-based provision is lower than that provided by the sub-contractor.

- On college-based provision, in the best lessons, teachers engage learners well with interesting activities, extend their knowledge and give them demanding work. For example, a lesson based on using miniature robotic arms reinforced the complex concepts of robotic assembly and the teacher used questions very effectively to check learners' progress. Learners make good use of the range of useful materials available on the virtual learning environment to support their learning.
- In less-effective lessons teachers use a limited range of activities which do not always engage and challenge all learners. In these lessons, learners of different abilities undertake similar learning activities with the result that the more able learners are insufficiently challenged to further develop their knowledge and skills and gain higher grades.
- A strong partnership with a subcontracted provider provides a very well-equipped, realistic learning environment where learners develop a wide range of engineering skills to a very high standard. Experienced and knowledgeable staff provide a high standard of training and develop learners' employability skills very effectively. Staff provide very good support for learners who speak positively about the guidance provided. Staff make good use of their strong links with overseas engineering companies to promote equality and diversity well.
- Not enough college-based learners gain good work experience. Staff arrange this for a minority through good links with a range of large companies. Staff arrange for a small number of learners to visit colleges in America and Germany, which provides opportunities for wider industrial experience and the broadening of their knowledge of different cultures. A recently established link with a careers academy programme has provided opportunities for learners aged 14 to 16 to undertake relevant work experience and this initiative is currently being extended to include full-time learners.
- Teachers plan assessments carefully and assessment practice is satisfactory. Verbal feedback is often good, but written feedback is often more superficial. Teachers place an insufficient emphasis on providing guidance and challenge to ensure learners' achievement of high grades, resulting in only a few learners reaching their full potential. One-to-one reviews with staff responsible for learners' progress do not place sufficient emphasis on the monitoring of learners' progress towards meeting and exceeding their minimum target grades.
- Teachers' attention to the consistent and rigorous promotion of health and safety in workshop sessions requires improvement. Workshop rules, although adequate, are insufficiently detailed and not always rigorously enforced by staff. The promotion of health and safety in subcontracted provision is good.
- Teachers develop learners' mathematics skills well through integrating its development very effectively in learning activities. Teachers do not always make good use of opportunities for the development of English skills and insufficient attention is paid to the correction of grammatical and spelling errors in learners' work.
- The promotion of equality and diversity is adequate through tutorials, but teachers do not routinely reinforce these themes during lessons. Schemes of work and assignment briefs do not include enough references to the promotion of learning about equality and diversity. However, staff ensure that different groups of learners work well together and teachers instil very positive attitudes to learning in learners.



**Construction****16-19 study programmes  
19+ Learning programmes  
Apprenticeships**

Requires improvement

- Teaching, learning and assessment require improvement, which is reflected in learners' success rates which are below the national rate. However, teaching is improving and most teachers are helping current learners develop good skills and learn well. Apprentices are benefiting from good on-the-job training which is promoting mostly good learning. They work closely with other trades, which extends their construction knowledge. However, apprentices' success rates are below the national rate and are not increasing quickly enough.
- In the most effective lessons, teachers use carefully prepared, good-quality learning resources very effectively. As a result, learners, particularly on technician-based courses, gain a good understanding of building elements, construction materials and specifications. In plumbing, teachers make good use of group work to help learners improve their problem-solving skills, for example, in exploring solutions to faults in cold water systems.
- Teachers do not always provide the more able learners with sufficient opportunities to enable them to achieve their full potential. The more able technician learners are encouraged to achieve merit grades, but they are not always challenged to work towards distinction grades. Learners arriving late for lessons often disrupt the learning of others.
- In practical lessons teachers adapt the pace of lessons to match individual learners' needs well and promote safe working practices strongly. They support learners to work well in teams, replicating the requirements of construction site operations. Teachers use their extensive site experience well to help learners understand and apply their learning. A minority of teachers over-direct learning activities and fail to use probing questions to help learners think and learn for themselves. Teachers do not always manage well the challenging behaviour of a minority of students aged 14 to 16.
- Staff identify promptly learners' English and mathematics support needs. Good additional learning support helps learners in receipt of additional support to achieve as well as their peers. Accurate assessment carried out frequently is enabling most current learners to meet qualification requirements. Assessment often combines practical and theory tasks well, which helps learners to meet the clear assessment criteria. However, learners do not always know how they will be assessed, which limits the extent to which they can prepare.
- Assessment for apprentices is mainly good. Assessors support apprentices to produce portfolios which contain a wide range of appropriate evidence, particularly in plumbing. Although apprentices' portfolios in wet and wood trades have comprehensive evidence of the products they make, evidence of on-site observation of their competence is limited.
- Teachers' written feedback following assessment for craft learners is often brief and over general and as a result, learners are not always clear on how they can improve. Marking is often superficial and lacking in qualitative comments from teachers. Assessors for technician learners provide written feedback which recognises learners' good work and makes helpful suggestions for improvement. A few reviews are constructive, but many targets set for apprentices are vague and fail to challenge them to make good progress.
- In technician lessons, teachers ensure that learners develop and improve their skills in English and mathematics through construction-based assessment tasks. In most construction craft lessons, learners improve their skills in mathematics through measurement tasks in practical work. However, the development of craft learners' skills in English is less well developed. Teachers correct spelling and grammatical errors in most areas except bricklaying.
- Support and guidance are improving as staff take action to increase retention and improve attendance. However, the impact of this work is not yet evident. Information and advice for learners to support their progress to further learning varies in helpfulness. Technician learners

are well supported to progress to higher education, but craft learners are not well supported into employment. Only a few level 2 craft learners have visited construction sites and only a minority have undertaken work experience.

- Equality and diversity are not well promoted. Teachers often miss opportunities to reinforce themes in their lessons and assignments do not include relevant tasks to improve learners' understanding of diversity. Occasionally, during progress reviews, informative discussions take place between assessors and apprentices, for example, on faith issues and how these need to be managed on site.

## Foundation English

### 16-19 study programmes

### 19+ Learning programmes

Good

- Good teaching, learning and assessment are reflected in learners' success rates for functional skills qualifications, which are above national rates. Learners' progress is mostly good particularly at level 1 where learners are well prepared to make progress to the next level. The success rates for the relatively few learners who take GCSE English, mainly adults, are below the national rate and not increasing.
- Teachers mark learners' work thoroughly. They provide particularly helpful feedback enabling learners to improve the quality of their work and their spelling and grammar. Teachers support the relatively few learners on the English GCSE course to develop a wide range of skills, such as in critical analysis, which has significantly improved their report writing skills
- Staff ensure learners feel safe and enjoy their learning. Teachers reinforce health and safety as well as equality and diversity topics in lessons well. In particular, they use English texts to develop learners' understanding of disability and teach learners how to complete complex health and safety reports in writing.
- Staff provide very effective additional learning support which enables learners to participate fully in lessons. Support staff and teachers are skilful in using teaching approaches that develop learners' confidence in, for example, asking pertinent questions and thinking through appropriate answers. Thorough study plans that identify the specific support needs of learners are carefully developed and reviewed regularly.
- The quality of lessons varies, but the majority are good. In the better lessons teachers choose topics to develop English skills that are relevant for example, newspaper articles are used well for comparing texts. As a result learners are quickly able to identify key features of layout and writing technique for example, between tabloid and broadsheet newspapers.
- In less-effective lessons the progress of the more able learners is limited as teachers do not demand enough of them. Teachers often focus too much on the skills needs of the majority of the group and the more able learners are left waiting until other learners catch up, limiting their skill development.
- Arrangements for initial and diagnostic assessment are comprehensive. Learners complete a thorough assessment of their skills and the large majority are placed on the appropriate level of qualification. Learners with a GCSE grade of A\* to C are able to develop further their skills on a college-devised level 3 English qualification that is externally accredited, and most are making good progress.
- High-quality learning resources are used well to support learning in most lessons. A wide range of paper-based resources that are linked to everyday life and work are used to develop English skills including scanning for main points and letter writing. Teachers' use of short games to start lessons is often fun and reinforces skills, such as spelling. Rooms are well equipped and provide a pleasant learning environment. Teachers do not always use interactive whiteboards to full effect.



- Schemes of work include a wide range of interesting topics including employment-related scenarios such as harassment in the workplace. However, schemes do not differentiate sufficiently learning outcomes for different qualification levels. As a result in mixed level-classes some work is either unchallenging or too difficult.
- Learners' study plans are not always ambitious enough to ensure that those who are capable of moving quickly to work at a higher level do so. For example, relatively few of the learners with a grade D in GCSE English are challenged to resit to improve their grade. Teachers do not always provide sufficiently detailed or precise information on learners' progress to ensure they achieve as well as they should.

### The effectiveness of leadership and management

### Requires improvement

- Up to the current year, the Principal and senior managers' improvement actions have had limited success and the rate of improvement in learners' success rates has been too slow. However, in-year indicators of learners' performance show a marked increase in learners' retention rates compared to previously. Managers' overly optimistic evaluation of the college's performance in recent years and a lack of managers' accountability for key aspects of the college's work has hindered the rate of improvement.
- Since the last inspection, the Principal and senior managers have made many much-needed changes in a relatively short timescale. Managers have revised or introduced well-considered arrangements for a range of management functions including self-assessment, quality assurance of lessons through observation and strategic planning. A restructure of the senior team which clarifies and strengthens management accountability for teaching and learning and quality assurance is well advanced. Several senior managers have very recently taken up their posts.
- Governors are increasingly holding managers to account for the college's performance. However, the reports they have received are sometimes too positive or insufficiently evaluative to enable their scrutiny and challenge to be fully effective. Governors have a strong focus on developing a robust strategy for the future and are fully committed to the changes that the Principal and senior managers have made. They use their experience and good knowledge about the local and regional community very effectively to inform and guide the college's strategic direction.
- Self-assessment at all levels lacks rigour and has not provided a sound basis for improvement actions. Too much of the evaluation is descriptive and judgements are often overstated or unsupported by evidence. Data have not been used effectively to inform judgements or in improvement plans. However, senior managers' understanding and use of data are improving quickly as shown by the increases in retention rates and their much more informed view of learners' current progress. Other aspects of quality assurance require improvement for example, internal verification arrangements are incomplete in several subjects.
- The Principal has introduced new performance-management arrangements which have a far greater focus on measuring the effectiveness of staff performance objectively. As a result, underperformance by staff is being tackled robustly. The effectiveness of setting target-based personal objectives for staff to improve their performance varies. In the best cases, targets are quantifiable, specific and monitored carefully, but, in others, these features are much less evident.
- Managers have taken recent action to improve teaching and learning for example, through the introduction of advanced teaching and learning practitioners. However, the quality remains too inconsistent. Managers recognise the need to use lesson observations more effectively in informing improvement actions. New arrangements include developing an in-house observation team, strongly led by senior managers, to ensure more timely re-observations. Thus there is now a stronger link between the outcomes of observations, performance management and sharply focused professional development.

- The Principal, supported by governors, has shown drive and determination to work well with local partners to ensure the curriculum meets learners' needs in the context of the economic regeneration of the area and align it with future employment demands. Detailed and very effective work in improving recruitment has resulted in increased enrolments for the coming academic year. Provision for students aged 14 to 16 is innovative and popular and progression rates to mainstream courses for students at age 16 are high.
- The curriculum is inclusive and is improved by the rationalisation of level 3 courses and the wealth of enrichment opportunities offered. Managers have taken account of the requirements of 16 to 18 study programmes and are implementing strategies to increase the extent of work experience and ensure more learners accredit their English and mathematics skills at a higher level. Significant changes to the provision of support for learners through the introduction of learning support tutors are proving successful as shown by the increased retention rate, particularly at level 3.
- Learners have a strong voice and have influenced decision-making to improve their college experience. Learner representatives are active for example, in establishing an e-safety committee; they meet regularly and have good and productive working relationships with staff.
- Adequate attention to ensuring equality has ensured that no significant gaps in groups of learners' achievement exist, but the inconsistent promotion by staff of equality and diversity in learning requires improvement. Management responsibility for promotion has been strengthened and various initiatives, such as setting up a working group and increasing the sharing of good practice and resources, are in place, but not yet fully effective.
- The college meets its statutory requirements for safeguarding learners. However, a few incomplete records of recruitment checks required urgent amendment to ensure compliance because of insufficiently rigorous checking by managers. Managers ensure learners study in a safe and respectful environment. The safeguarding team leads on a comprehensive tutorial programme and has helpful links with many outside agencies, which benefit learners who need support.

## Record of Main Findings (RMF)

**College name: Redcar and Cleveland College**

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	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	3	N/A	N/A	3	N/A	3	3	N/A	N/A
Outcomes for learners	3	N/A	N/A	3	N/A	3	3	N/A	N/A
The quality of teaching, learning and assessment	3	N/A	N/A	3	N/A	3	3	N/A	N/A
The effectiveness of leadership and management	3	N/A	N/A	3	N/A	3	3	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>3</b>
<b>Early years and playwork</b>	<b>3</b>
<b>Engineering</b>	<b>3</b>
<b>Building and construction</b>	<b>3</b>
<b>Foundation English</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	General further education college							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	3,479							
<b>Principal/CEO</b>	Gary Groom							
<b>Date of previous inspection</b>	January 2013							
<b>Website address</b>	www.cleveland.ac.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	113	103	259	511	511	161	N/A	4
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	69	213	8	84	N/A	N/A		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	N/A							
<b>Part-time</b>	417							
<b>Number of community learners</b>	72							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ Flexi Training NE Ltd</li> <li>▪ NETA</li> <li>▪ TTE</li> </ul>							

## Contextual information

Redcar and Cleveland College is based on a single campus close to Redcar town centre. The college attracts learners from the coastal town, the Teesside area and from the surrounding rural areas including an increasing number travelling some distance from, for example, the North York Moors. Unemployment in the area is above average. The college offers classroom-based courses in all sector subject areas except land-based subjects. The number of learners on several courses is small. Apprenticeships are available in seven subjects, the largest being construction. In Redcar and Cleveland, the proportion of students aged 16 achieving five or more GCSEs at grade A\* to C is below average. The proportion of learners from minority ethnic groups is small and similar to the proportion within the town population.

## Information about this inspection

**Lead inspector**

Philippa Francis, Her Majesty's Inspector

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Vice Principal as nominee, carried out the inspection with short notice. Inspectors took account of the college'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 within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college. Inspectors looked at the quality of teaching, learning and assessment across 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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