

Grimsby Institute Group

General further education college

Inspection dates

4–5 and 16–18 May 2017

Overall effectiveness			Outstanding
Effectiveness of leadership and management	Outstanding	16 to 19 study programmes	Outstanding
Quality of teaching, learning and assessment	Outstanding	Adult learning programmes	Outstanding
Personal development, behaviour and welfare	Outstanding	Apprenticeships	Good
Outcomes for learners	Outstanding	Provision for learners with high needs	Outstanding
		Full-time provision for 14 to 16-year-olds	Outstanding
Overall effectiveness at previous inspection			Good

Summary of key findings

This is an outstanding provider

- The chief executive officer and her leadership teams have worked relentlessly to secure swift improvements to the quality of teaching, learning and assessment which is now outstanding.
- Senior leaders and governors have created a culture of very ambitious expectations of both staff and learners that has led to significantly improved performance.
- The dynamic and innovative approach to staff development provides exceptional support for teachers to improve their practice. This has a very positive impact on the progress that learners make.
- The vast majority of learners make excellent progress from their starting points.
- Achievement of level 2 qualifications is consistently high, and learners on level 3 programmes now make very good progress relative to their prior attainment.
- Standards of learners' work are high. Learners demonstrate a very good awareness of the technical knowledge required for their course.
- Learners on study programmes enjoy learning, and develop excellent knowledge and skills relevant to their future goals. They are confident and take pride in their work and achievements.
- Outcomes for learners aged 14 to 16 at The Academy Grimsby are excellent.
- Teaching and learning at The Academy Grimsby are engaging, briskly paced and very relevant to vocational and work contexts.
- Leaders have high expectations for learners with high needs. They manage provision well so that learners with high needs on mainstream programmes make significant progress and achieve at least as well as their peers.
- Written feedback to learners is not of a consistently high standard. In too many instances, teachers do not provide learners with sufficiently helpful guidance on how to improve the accuracy and fluency of written work.
- The provision at Yorkshire Coast College campus, which is a small part of the Group's overall provision, is not yet of the same high standard as the rest of the Group.

Full report

Information about the provider

- The Grimsby Institute Group is one of England's largest providers of further and higher education. The Group comprises the Grimsby Institute for Further and Higher Education, The Academy Grimsby (TAG), Career 6, Workforce Skills, Yorkshire Coast College in Scarborough, Lincolnshire Regional College in Skegness and Modal Training, the United Kingdom's first multimodal training facility which is based in Immingham.
- The areas served by the college include wards that rank very high for economic, social or educational deprivation. The Grimsby Institute recruits a significant proportion of its learners from three wards that rank in the top four for indices of multiple deprivation for England. More than half the learners at enrolment have not achieved a GCSE at A* to C in English or mathematics. The average GCSE score for the vast majority of learners on entry is grade D. Unemployment in many of the areas served by the college is higher than the regional and national figures.

What does the provider need to do to improve further?

- Leaders and managers should ensure that they strengthen further their focus on raising standards at the Yorkshire Coast College campus so that all learners enjoy the same high-quality experience.
- Improve the quality of written feedback that learners receive so that it is consistently helpful in enabling learners to improve the quality of their written work.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Senior leaders and governors have a very clear and outstanding vision for the strategic development of the Group and its individual component organisations. They have made new appointments to strengthen the management and governance of the Group further. The chief executive officer and her leadership teams have worked relentlessly to secure swift improvements in the quality of teaching, learning and assessment, which is now outstanding, and have addressed the few areas for improvement identified at the previous inspection.
- Senior leaders and governors have created a culture of very high and ambitious expectations of both staff and learners that has led to significantly improved and very high performance. Senior leaders and managers implement all quality arrangements effectively and relentlessly, and focus continually on improving the quality of teaching, learning and assessment, and the progress of learners. They use readily accessible and accurate management information to monitor and improve performance. They have high expectations for all staff to work collaboratively and contribute significantly to the culture of continuous improvement. In several aspects of quality improvement, such as in the approach to continuous professional development, this has been transformational. Managers have addressed the underperformance of a small number of staff extremely rapidly and effectively across the Group.
- Actions by the chief executive officer to address the previously weaker provision at the Yorkshire Coast College campus, which comprises a small proportion of the Group's provision, have seen the quality of provision improve in the current year. The relatively recent appointment of a campus principal has created a clear focus on the areas needing most attention. While the quality of provision is still not of the high standard of the Grimsby Institute, in-year improvements in teaching, attendance and retention demonstrate the impact of this renewed focus.
- The dynamic and innovative approach to staff development provides exceptional support for teachers to improve their practice. Teachers speak confidently about the value of the staff development they receive. Quality arrangements to improve teaching, learning and assessment are supportive and thorough, and lead to timely interventions and sustained improvements. Staff are encouraged to experiment and to take risks in developing innovative approaches to their teaching practice, resulting in creative and confident teaching that has a very positive impact on the progress that learners make.
- The development of partnerships and collaborative relationships is outstanding. Senior leaders and governors work tirelessly to develop strong partnerships and relationships within their communities. This enables them to provide relevant and high-quality education and training opportunities for learners and employers. Senior leaders and governors are highly respected by the communities they serve.
- Senior leaders have a highly responsive and carefully considered approach to the development of the curriculum including the use of detailed and accurate labour market intelligence, as well as their local knowledge and links with partners, to inform their decisions and to identify skills gaps. As a result, the curriculum very effectively meets the needs of the different groups and regions that the Group serves.

- The Group maintains a very strong financial position and has sustained an 'outstanding' financial status for the last six years. It has invested substantially to create significant improvements in its learning environments and in new and responsive opportunities for learning based in its communities. Resources for learning are particularly good. Teachers and assessors are well qualified and continuously update their industrial knowledge and experience. As a result, learners see them as knowledgeable and credible, and recognise their good understanding of the requirements of the industry or vocational area.
- Learners enjoy and benefit from the strong focus on raising aspirations and achieving at a high level. They appreciate their opportunities to become involved in the life of the Group and to influence its direction and priorities. This has led to learners being actively involved in the community, particularly in fundraising for disadvantaged groups.

The governance of the provider

- Governance is outstanding, and has been key to the success and rapid improvements made by the Group.
- Governors have a very wide range of skills, experience and links to the Group's communities, particularly the business community, which they use very effectively to help develop the Group's strategic direction and to monitor its progress and performance.
- Governors provide highly rigorous support and challenge across the Group and leadership teams. They receive detailed reports on the performance of the Group and all aspects of learners' experiences, including achievement, progress and attendance. They use this information very effectively to challenge and support senior leaders and managers. Governors are very clear about the strengths and weaknesses of the Group, and they monitor underperforming areas regularly and effectively, taking swift and decisive actions to address any concerns. Governors are actively involved in celebrating the successes of learners and staff.

Safeguarding

- The arrangements for safeguarding are effective.
- The Group has in place a comprehensive safeguarding policy and detailed procedure that successfully ensure that staff know what to do if they are concerned about a learner's safety and welfare. Managers' recruitment procedure follows best practice and is very effective in ensuring safe recruitment.
- Staff have a good understanding of the risks faced by vulnerable learners, and they work very effectively in partnership with local agencies to provide effective support. The designated manager and her deputies have good links with the Local Safeguarding Children Boards and sit as members on a number of sub-committees. Links with the local authority, youth groups and health service are good.
- Learners are safe because staff make sure that the Group's sites are a safe place for learners to be. The Group has a comprehensive 'Prevent' duty action plan including critical incident and bomb threat action plans.
- Risk assessments for subcontractors and work placements are effective.

Quality of teaching, learning and assessment

Outstanding

- The vast majority of learners make excellent progress, often from a very low starting point. Teachers have consistently high expectations of learners and plan sessions very effectively to ensure that all learners make at least a good rate of progress. Staff use learners' profiles very effectively to plan learning so that they address individual needs exceptionally well. Learners and their parents value the small class sizes at TAG.
- Standards of learners' work are high. Learners demonstrate a very good awareness of the technical knowledge required for their course. For example, learners in beauty therapy have a very good awareness of different skin structures and know how different treatments are likely to react with skin types. Learners in media have a good understanding of how large media organisations can influence other large businesses and promote political views.
- Staff make very good use of information from the assessment of learners' skills when they start their courses to plan appropriate and well-targeted teaching and learning strategies. They successfully identify learners who are falling behind in their learning or who need additional support, and they provide appropriate support. This enables learners to make at least a good rate of progress and to achieve well.
- Staff assess learners' work and monitor their progress frequently and very thoroughly. Learners understand how to improve because of very helpful verbal feedback from staff and, where relevant, from employers. However, in too many instances, staff do not identify errors in writing well enough and do not give sufficiently helpful feedback to improve the fluency of learners' written work.
- Many adult learners are in paid employment, and their employers support their learning well. For example, learners on access to higher education programmes who work in residential care homes benefit from the encouragement and support of their employers who value their learning.
- All learners, including the most vulnerable, receive highly effective support. For example, learners who are anxious or lack confidence receive very effective encouragement to engage in discussion in a large group. Learners who need extra help because of the challenges that they face respond very well to the support that they receive. 'Learner mentors' very effectively ensure that all learners, including the most vulnerable, maintain a rapid rate of progress.
- Learners demonstrate a very good understanding of equality and diversity, and they describe the Group as being inclusive. Teachers successfully raise learners' awareness of diversity in many lessons, and learners have a good understanding of, and respect for, different cultures and lifestyles. The college has a zero-tolerance approach to discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.
- Teachers are aware of, and plan for, individual learners' diverse needs in teaching or training sessions, and provide effective support to meet specific educational needs and/or disabilities. A high proportion of the most vulnerable learners, including those with high needs, integrate well into general courses and make good or better progress.
- Teachers place a high priority on developing learners' skills in English and mathematics during their vocational lessons. They make excellent use of additional and interesting

activities, which are relevant to learners' vocational targets. For example, learners in health and social care learn to calculate their heart rates, and learners in beauty therapy accurately spell key words such as 'epidermis' and 'follicle'.

Personal development, behaviour and welfare

Outstanding

- The personal development of the vast majority of learners is excellent. Learners become very confident and self-assured individuals as a result of their learning. They enjoy and value their learning and are highly motivated. They acquire an extremely positive attitude to learning, take pride in their work and talk enthusiastically about the benefits they have gained since enrolling at the Group.
- Many learners develop excellent skills and knowledge, as well as a significant raising of their aspirations, through their studies and support and encouragement from leaders, managers and staff. Learners have very high standards of behaviour and show high levels of respect for each other and towards staff and visitors. The behaviour of a very small minority of learners at Yorkshire Coast College campus is occasionally not as good as elsewhere.
- Most learners benefit from well-planned work experience opportunities both within the Group, such as working in the bakery, college restaurant, hair salon and cattery, and externally on placements. As a result, learners are prepared for work extremely well.
- Information, advice and guidance are excellent. Staff make good use of their links with employers and external organisations to help learners understand their career options at various stages of their learning programme.
- Staff use their own highly credible industrial expertise and their excellent links with employers and external agencies to help learners develop their employability skills. As a result, learners are very well prepared to progress to employment, apprenticeships or higher education.
- Learners are well prepared for progression into employment. Learners at the Grimsby Institute, in particular, participate significantly and successfully in external competitions, and demonstrate externally their high-level skills and abilities. They receive feedback from employers regarding their skills and, as a result, they are able to develop in line with local and regional employers' needs.
- Learners feel safe and know how to keep themselves safe. They feel well supported by teachers who know their learners well. Teachers know which strategies to use to help learners overcome barriers to learning. Learners feel that staff are approachable and accessible when and if support is required. They recognise that the support that they receive helps them to achieve their learning goals and stay on their courses.
- The attendance of learners at vocational sessions is very good. The attendance of learners studying English and mathematics qualifications, and those studying at the Yorkshire Coast College campus, is improving but is not yet at the same high rate as the rest of the Group.

Outcomes for learners

Outstanding

- Learners make excellent progress relative to their very low starting points because of the holistic approach to guidance, support and encouragement for all learners, regardless of their barriers or low starting points. The 'wrap-around' support from all teachers and specialist support staff is outstanding and enables learners to succeed, sometimes for the first time in their lives.
- The proportion of 16 to 19-year-old learners who achieve their qualifications has been consistently high for the last three years. The achievements of adult learners have improved considerably from a low point at the last inspection and are now above current national levels. Overall achievement rates and achievement within planned timescales for apprentices have also improved year on year and are now good.
- Achievement rates on level 2 qualifications, which account for the majority of learners, have been consistently high for the last three years. The quality of learners' work produced across many curriculum areas is good or better and, in nearly all cases, meets the relevant industry standards.
- Leaders and managers have worked tirelessly to improve the progress of learners on level 3 qualifications relative to their prior attainment. From a very low starting point four years ago, the Group has made considerable improvements and, at the most recent review point, the large majority of learners are achieving at a higher level than their prior attainment predicts.
- Retention, attendance and pass rates have all improved significantly and these are now very high. There are no statistical differences in the performance of different groups of learners.
- Outcomes for 14 to 16-year-old learners are outstanding. For their first full cohort of learners completing their programmes, TAG achieved an excellent 'Progress 8' score which places it high in the national tables for all schools in England.
- The achievement of GCSEs and functional skills qualifications in English and mathematics has been too low in the past. However, in the current year, functional skills achievement rates in both subjects have improved significantly.
- Achievement rates of the much smaller proportion of learners at Yorkshire Coast College campus have not been as high as the Group's in the past. In-year data shows that many aspects, such as retention and attendance, have improved.
- The proportion of learners who progress positively either to sustained employment or higher levels of education is excellent.

Types of provision

16 to 19 study programmes

Outstanding

- Currently, there are around 3,280 full-time learners on 16 to 19 study programmes in 15 subject areas. The largest areas are health and social care, engineering and manufacturing technologies, and preparation for life and work. Just under half of all learners have an identified learning difficulty or disability. A similar proportion did not hold

a GCSE at A* to C in English or mathematics on entry to the Group. The vast majority of learners are on entry level, level 1 and level 2 programmes.

- Leaders and managers plan and apply the principles of the study programmes particularly well. The vast majority of learners make excellent progress from their starting points, achieve their qualifications and successfully progress to their next steps in education or employment. Learners' satisfaction with their courses is extremely high.
- Learners enjoy learning and develop very good knowledge and skills relevant to their future goals. They are confident and articulate, and take pride in their work and achievements. They are able to identify the progress they have made and speak knowledgeably and very confidently about what they have learned.
- Teachers are highly ambitious for their learners and know their learners well. Relationships are very productive and based on mutual respect. This enables good learning to take place in lessons. In addition, learners have staff at the Group whom they can trust and talk to if they experience problems at college or at home. As a result, they stay on track and achieve. Learners speak positively about the care and support provided by staff.
- The vast majority of teaching is planned and delivered well. Highly skilled teachers plan and adapt activities to meet the varied needs of learners. Teachers use a wide range of techniques, including very effective questioning, to check and reinforce learning and to challenge learners to find their own solutions to problems. They very successfully encourage learners to work collaboratively and support each other in lessons by managing group activities carefully.
- Teachers are excellent role models for learners. They improve their own performance through participating in a wide range of effective professional development. Many have strong links with industry and they bring their knowledge and experience into the classroom to enhance their teaching.
- Teachers regularly review learners' progress and attendance, and they discuss these with their learners at frequent progress and tutorial meetings. Learners understand their learning and personal targets and know what they have to do to make progress in their studies. Behaviour is very good and respectful within the classroom and around the different sites. Learners speak positively about safeguarding and feeling safe.
- Teachers prioritise the development of learners' English and mathematics in vocational lessons through carefully planned activities. Most learners develop good skills that they apply in their lessons and to their work. They understand the importance of developing these skills to enable them to progress to higher-level learning or employment.
- Learners develop very good social skills that enhance their ability to succeed at work or in further learning, and they make significant gains in their confidence. They benefit greatly from well-planned and delivered work-related activities and placements that are relevant to their level of course and their career aspirations.
- Teachers monitor rigorously the progress that learners make. Learners make at least the expected progress from their starting points and many exceed expectations. Attendance rates are good overall and monitored well by managers and teachers.
- The verbal feedback that teachers give learners when assessing their work is supportive and helps them to improve their skills and knowledge. The quality of written assessment

feedback is not consistently good. Teachers focus well on subject content when marking work but often overlook errors in the fluency of learners' writing and do not guide learners well enough on how they can improve.

Adult learning programmes

Outstanding

- There are around 5,760 adult learners across the Group's sites, which represents over half of the learner population.
- All staff at the Group are highly ambitious for the success of all adult learners. Staff very successfully identify the programmes that learners need to follow to meet their individual needs and aspirations. Learners make very good and sustained progress towards their agreed learning goals.
- Learners maintain a high level of interest in learning, and know that staff will give them excellent support to be successful. They enjoy learning and they use new information to improve their knowledge and vocational skills. They quickly discover that they can push themselves further and achieve at a higher level than they first thought. They develop a greater and wider interest in learning and development because they see the benefits of their hard work. The excellent resources at the Group and highly effective learning environments inspire learners.
- Staff work well with partner organisations to ensure that the provision is relevant to local employment opportunities and supports local and national priorities. For example, in Louth, 35 learners have completed the 'IT for farmers' course. They used their new skills well to seek new employment opportunities.
- Managers and staff successfully recruit on to adult learning programmes people who are disadvantaged and who are least likely to get involved in education and training. They work very successfully with local voluntary and community support groups to widen participation. They support learners' progression to further learning or employment relevant to their personal circumstances.
- The vast majority of learners make very good progress in developing their skills in English and mathematics. This enables them to complete their course and achieve their plans. A considerable majority of learners whose main learning aim is to improve their skills in English and mathematics achieve relevant qualifications at a higher level than their prior attainment. Many learners improve their ability to help their children with school homework and others, aiming to become self-employed, develop detailed business plans with precise costings.
- Learners' attendance is very good. Learners are punctual and receive very effective support to attend alternative sessions when personal circumstances mean that they are unable to attend as planned. For example, mothers with sick or disabled children who miss mathematics lessons at the beginning of the week can instead attend the college on Friday so as not to miss important coursework.
- Learners are extremely proud of the very good progress that they make, including significant improvements in their self-confidence. Learners develop excellent personal, social and employability skills that are relevant to their learning programme. For example, learners in hair and beauty develop excellent customer service skills and demonstrate high professional standards and vocational skills.

- Learners place great value on the high-quality impartial careers guidance that they receive, and which ensures that they follow the right learning programmes to help them to achieve their plans for the future. Learners have a very good understanding of the options available to them at the end of their programme. They receive comprehensive information about local and national skills needs and opportunities, and the work of local community groups and projects.
- Learners are safe and feel safe, including at work and in community settings. Teachers prioritise safe working practices by all learners in all activities. Learners are thoughtful, caring and respectful, often providing sensible and valuable advice to younger learners whom they meet on the campuses. They take responsibility for keeping each other safe and healthy, and they contribute to wider society and life in Britain, such as volunteering at local charity events, fundraising and raising awareness of local and national politics.

Apprenticeships

Good

- The Group has 2,253 apprentices across all levels and in nine vocational areas. Just under half of all apprentices are on intermediate-level programmes with the largest numbers in engineering and construction.
- Over the last three years, overall achievement and completion within the planned timescales have improved steadily. Both are now good.
- The provision is managed extremely well by a team of staff who are very knowledgeable, especially about the significant changes that are about to be introduced to the funding of apprenticeship provision. Managers provide excellent support to partner employers regarding the revised funding systems.
- Managers are very adept at responding to local, regional and local enterprise partnership priorities. They are quick to identify new opportunities for learners to gain apprenticeships and to support employers in recruiting and selecting apprentices.
- Apprentices recognise and appreciate the skills and knowledge that teachers, instructors and assessors have because of their current industrial and technical knowledge and skills.
- Apprentices benefit from frequent visits from assessors to carry out reviews and assessment in the workplace. The majority of apprentices attend off-the-job training. The rest receive training at their workplace. Apprentices develop good and relevant workplace skills and understanding. This supports them in their workplace and enables them to make good progress.
- A significant number of apprentices make good progress in their career. They achieve promotion or added responsibility, such as in managing client accounts or being wholly responsible for a reception area.

Provision for learners with high needs

Outstanding

- The college has 43 learners with high needs across all centres. The majority of learners are fully integrated into mainstream programmes, with a smaller group in a specialist 'foundation learning' programme based at the Grimsby Institute.
- Leaders have high expectations and manage provision well so that learners with high

needs in mainstream programmes make substantial progress from their starting points and achieve at least as well as their peers.

- Managers and teachers use information from education, health and care plans to use funding for learners with high needs effectively. They employ specialists, for example, to produce Braille resources for blind learners and British sign language interpreters to integrate deaf learners fully. Well-trained and skilful staff are very effective in supporting learners with a wide range of conditions and those who need mobility aids. Staff are skilled at reducing and gradually withdrawing support as learners become more independent.
- Staff support learners to develop the English skills that they need through individual support and assistive technology, and this enables learners to make strong progress through levels and stages of learning. Learners are enthusiastic about their learning. They have high aspirations in terms of next steps, building on the confidence that they gain through realising their potential in a supportive environment.
- Learners on the specialist foundation learning programme benefit from working in a college bakery and shop, selling the products that they make. This provides a realistic environment for developing learners' social and culinary skills. As a result, learners develop good social and employability skills, such as customer service skills, timekeeping and working independently, that prepare them well for life and work. Other work experience includes maintaining the college grounds and working in the college shop and refectory. In 2016, two learners with high needs took part in a supported internship. However, in the current year, none of the group of learners on the specialist course are ready to progress to employment.
- Learners on the specialist programme benefit from an accredited course that develops their employability skills and has a strong focus on career progression and communicating electronically. Learners make steady progress in developing independent computer skills using simple editing software that they enjoy and that builds their confidence.
- Learners are safe and feel safe. Managers' effective links with five local authorities enables smooth transition from schools to the Grimsby Institute, and progression onwards. Learners are encouraged to take responsibility for keeping themselves safe and healthy, and for learning life skills. The college has recently acquired a house as a resource for training learners in such skills in a realistic environment, and learners are beginning to learn new skills such as growing their own vegetables for use in the kitchen.
- Learners in mainstream provision make sustained and often substantial progress relative to their starting points. For example, learners in sport with extensive medical needs and learning disabilities have progressed from level 1 to level 3.

Full-time provision for 14 to 16-year-olds

Outstanding

- There are currently 263 learners aged 14 to 16, of whom 157 are in Year 10 and 106 in Year 11. Learners study at TAG.
- Since the opening of TAG, leaders have pursued excellence and have made rapid progress in establishing high-quality provision with outstanding outcomes for 14 to 16-year-old learners. TAG offers a broad and inclusive curriculum that meets the statutory key stage 4 requirements. Learners follow a highly individualised programme that prepares them

exceptionally well for progression to further education or training. The effective allocation of pupil premium funding ensures that disadvantaged learners make outstanding progress.

- Learners' spiritual, moral, social and cultural development is exceptional. The head teacher uses assembly very well as a communication forum for passing on important information to the whole cohort, and for celebrating and rewarding progress and achievement. In a personal, social, health and economic session on the topic of extremism, well-planned and thought-provoking examples captured the attention of learners and challenged them to reflect on complex issues. Teachers' effective reinforcement of the benefits of a safe and stable society enables learners to make seamless links to the principles of British values.
- Lessons are engaging, briskly paced and highly relevant to vocational and work contexts. As a result, learners are inspired and motivated to produce work of a high standard and make exceptional progress. For example, learners in engineering enjoy their learning and are keen to progress to college or apprenticeships. In workshops, they display responsible and sensible behaviour. They wear correct personal protective equipment and adhere to safe procedures. Learners take pride in creating products to very high standards, which are displayed proudly in the reception area. Citizenship lessons are challenging and current, and are very well-planned and resourced to meet a range of needs in the class. As a result, learners make very good progress and achievement is very high.
- Learners benefit from excellent support and guidance including taster days and visits that enable them to make informed choices about their programme of study. Parents are very well involved and informed, and perceive TAG as a community.
- Behaviour is consistently exemplary in class and in all areas. Levels of attendance and punctuality are very high. Learners are polite, helpful and display impressive maturity. Teachers and learners value the emphasis on positive reward and high expectations, and see this as a strong contributory factor to exemplary behaviour. The headteacher and staff have 'expectations not rules'. Parents describe their children as becoming more mature, noting that they now 'have a group around them that want to achieve' and that each learner is 'seen as a person with aspirations'.
- Safeguarding is highly effective. TAG has its own dedicated and secure site for learners aged 14 to 16. Learners feel very safe and valued, and confident in approaching all staff including the headteacher if they have any issues. Learners describe their experience at TAG in glowing terms, and they grow in confidence. For example, learners have recently been elected as members of the regional Youth Parliament, citing the confidence gained from attending TAG as a factor in their success.
- Learners know how well they are doing, what their personal targets are and what they need to work on to improve. Marking and feedback are thorough and constructive, meaning that learners know what they have done well and how to improve. Teachers track learners' progress very well, and have an accurate view of how well their learners are progressing and achieving.

Provider details

Unique reference number	130585
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	10,000
Principal/CEO	Mrs Gill Alton
Telephone number	01472 311 222
Website	www.grimsby.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	207	744	1,700	4,654	1,367	305	13	50
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	348	537	294	536	331	207		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	263							
Number of learners for which the provider receives high-needs funding	43							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Construction Skills People Limited JTJ Workplace Solutions Pat Clarke Qualifications Limited The Skills Network The Training Brokers Limited							

Information about this inspection

The inspection team was assisted by the Grimsby Institute principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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 provider.

Inspection team

Tim Gardner, lead inspector	Her Majesty's Inspector
Suzanne Wainwright	Her Majesty's Inspector
Sheila Willis	Her Majesty's Inspector
Charles Searle	Her Majesty's Inspector
Dan Grant	Ofsted inspector
Catherine Jackson	Ofsted inspector
Priscilla McGuire	Ofsted inspector
David Sykes	Ofsted inspector

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