

# Middlesbrough College

## CONTENTS

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[Basic information about the college](#)

[Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

[Quality of provision in curriculum and occupational areas](#)

[How well is the college led and managed?](#)

[To what extent is the college educationally and socially inclusive?](#)

[How well are students and trainees guided and supported?](#)

[Students' views of the college](#)

[Other information](#)

[Part B: The college as a whole](#)

[Summary of grades awarded to teaching and learning by inspectors](#)

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

[Part C: Curriculum and occupational areas](#)

[Sciences and mathematics](#)

[Construction](#)

[Engineering](#)

[Business, administration, management and professional](#)

[Information and communications technology](#)

[Catering, hospitality, travel and tourism](#)

[Sport, recreation and uniformed services](#)

[Hairdressing and beauty therapy](#)

[Health and social care](#)

[Visual and performing arts](#)

[Humanities](#)

[English and modern foreign languages](#)

[Provision for students with learning difficulties and/or disabilities](#)

[Literacy, numeracy and English for speakers of other languages](#)

[Part D: College data](#)

[Table 1: Enrolments by level of study and age](#)

[Table 2: Enrolments by curriculum area and age](#)

[Table 3: Retention and achievement](#)

[Table 4: Quality of teaching observed during the inspection by level](#)

**Basic information about the college**

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Name of college:	Middlesbrough College
Type of college:	General FE/Tertiary
Principal:	John Hogg
Address of college:	Marton Road Middlesbrough TS4 3RZ
Telephone number:	01642 333 333
Fax number:	01642 333 310
Chair of governors:	Hazel Pearson OBE
Unique reference number:	130570

Name of reporting inspector:

Glad Capewell HMI

Dates of inspection:

10-21 November 2003

## Part A: Summary

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### Information about the college

Middlesbrough College is a large general further education (FE)/tertiary college formed from the merger in August 2002 of the former Middlesbrough College with Teesside Tertiary College. It is now the largest provider of post-16 education and training in the Tees Valley. The college has four campuses within a radius of a few miles from the town centre. The Kirby campus accommodates hospitality and catering, travel and tourism, hairdressing and beauty therapy, and health and care. The Marton campus accommodates basic education, business, arts, sport and recreation. There is a dedicated sixth form centre at the Acklam campus providing mainly academic courses. Engineering and construction are accommodated at the Longlands campus. The college also makes provision for the community in 44 outreach centres. The college has CoVE (Centre of Vocational Excellence) status for catering and hospitality.

The college serves a local population in Middlesbrough of more than 145,000, but attracts many students from other parts of Tees Valley. Over 40% of wards in Tees Valley are ranked amongst the 10% most deprived in England and Wales. The proportion of school leavers with five or more General Certificate of Secondary Education (GCSE) grades A\* to C in Middlesbrough is significantly lower than the national average. In 2002/03, there were 17,923 post-16 students at the college, of whom approximately one quarter were full time. The college provided courses for approximately 400 young people aged 14 to 16 in the same year. In 2001/02, 5% of students were from minority ethnic groups and 54% of students were female. The college's mission is to 'provide a supportive environment where excellent learning opportunities enable our community to realise its potential'.

### How effective is the college?

The quality of provision is good in engineering, sport, recreation and uniformed services, catering, hospitality, travel and tourism, hairdressing and beauty therapy. The provision for students with learning difficulties and/or disabilities and in construction is unsatisfactory. The quality of the provision in all other areas is satisfactory. Inspectors judged the quality of work-based learning in engineering and in hairdressing and beauty therapy to be satisfactory, and in construction to be unsatisfactory. Contributory grades were awarded for English, where the quality of the provision is good, and for modern foreign languages, where the quality of provision is unsatisfactory.

### **Key strengths**

- good development of students' practical skills
- much good specialist accommodation
- well-planned staff development

- good curriculum progression routes and enhancement opportunities
- good support for students
- strong leadership and management of the merger
- good monitoring by well-informed governors
- good collaboration with external partners.

**What should be improved**

- the provision in construction, modern foreign languages and for students with learning difficulties and/or disabilities
- the support for part-time agency teachers
- the rigour of the lesson observation scheme
- aspects of accommodation, including access for those with limited mobility
- the implementation of the key skills strategy
- the use of data in curriculum areas and work-based learning.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

**Quality of provision in curriculum and occupational areas**

*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).*

Area	Overall judgements about provision, and comment
Sciences and mathematics	<b>Satisfactory.</b> Teaching, learning and students' achievements are satisfactory overall. Good use is made by students of learning resources. There is not enough integration of information and communication technology (ICT) within the curriculum.
Construction	<b>Unsatisfactory.</b> Retention, pass and attendance rates are low. There is dull and uninspiring teaching of theory. Management of construction training is poor. Students produce good practical work. There are good links with schools.
Engineering	<b>Good.</b> There are high pass and retention rates on most courses and students develop good practical skills. There is a broad range of courses and links with schools are good. Some resources and accommodation are poor. For work-based learners, there are poor reviews of progress and management information is poor.
Business, administration, management and professional	<b>Satisfactory.</b> There are many high pass rates on part-time courses. Retention rates are high. Pass rates on full-time General National Vocational Qualifications (GNVQ) courses declined over the last three years and are low. Most teaching is satisfactory, but much of it is dull with insufficient use of ICT.
Information and communications technology	<b>Satisfactory.</b> There are high retention and pass rates on full-time courses. The virtual learning environment is used effectively, but there is much uninspiring teaching. There is insufficient commercial experience for staff and students. Students are supported well. There is insufficient co-ordination of the provision across the college.

Sport, recreation and uniformed services	<b>Good.</b> There are high pass rates on most sport and recreation courses. Teaching and learning are good. There is a wide range of courses on offer, with good progression opportunities. Some practical sports facilities are poor.
Catering, hospitality, travel and tourism	<b>Good.</b> There are high pass rates in leisure and tourism. Well-developed students' skills reflect the high standard of teaching and learning. Retention rates on some courses are low, and achievements in key skills are poor. There are excellent specialist resources and strong and effective links with industry and the community.
Hairdressing and beauty therapy	<b>Good.</b> Most retention and pass rates are high. Teaching and learning are good and many students display good practical skills. There is effective support for students and a good range of flexible programmes. Work-based provision is satisfactory, but there are few framework achievements for modern apprentices.
Health and social care	<b>Good.</b> There are high pass rates, particularly at level 3. Retention rates are high. Students are well supported. There is much good teaching. There is not enough use of integrated learning technology (ILT) in lessons. Resources in the learning resource centre are inadequate.
Visual and performing arts	<b>Satisfactory.</b> There are high pass rates on General Certificate of Education Advanced subsidiary (GCE AS) and first diploma courses. There is much good teaching in performing arts and many good resources across the provision. Retention rates are low on some courses. Key skills are not effectively integrated into learning and there are some unsatisfactory aspects of curriculum management.
Humanities	<b>Satisfactory.</b> Pass and retention rates at GCE Advanced level (GCE A level) are high, but are low on GCSE and GCE AS courses. Pass rates on the access to higher education (HE) course are high, although retention rates have declined. Most lessons are well planned, but there is some poor use of question and answer sessions. Some courses are not effectively managed.
English and modern foreign languages	<b>Satisfactory.</b> Pass rates on many English courses are high and teaching is lively and imaginative. Pass rates on some modern foreign language courses are poor, but there are good retention rates on courses for adults. There is effective curriculum management in English, but co-ordination of the provision and resources in modern foreign languages are poor.
Provision for students with learning difficulties and/or disabilities	<b>Unsatisfactory.</b> Teaching is unduly influenced by external accreditation requirements. Learning activities are often inappropriate and do not meet the needs of individual students. There is not enough ILT to support learning. There is effective behaviour management and good progression on to vocational courses.
Literacy, numeracy and English for speakers of other languages	<b>Satisfactory.</b> Teaching and learning are satisfactory. There are good achievements on some literacy and numeracy courses and good progression rates on English for speakers of other languages (ESOL) courses. There is a narrow range of stimulus and learning materials in ESOL lessons. Individual learning plans are not well developed.

#### How well is the college led and managed?

Leadership and management are satisfactory. Governors and senior managers provide strong leadership and have set a clear strategic direction for the college. The merger of Middlesbrough and Teesside Tertiary colleges was managed successfully. Communications are effective and management at course level is mostly satisfactory or better. Students' achievements and teaching and learning are satisfactory overall. Appropriate arrangements for self-assessment and quality assurance are in place, but there is inconsistency in their application and some course reviews lack rigour. Inspectors agreed with most of the judgements in the college's self-assessment report and grades awarded at the inspection reflected the college's own assessment in most areas. Governors are well informed and carefully monitor the quality of provision. Financial management and control are satisfactory and the college provides satisfactory value for money.

### **To what extent is the college educationally and socially inclusive?**

The college's response to education and social inclusion is good. There is a wide range of courses, from foundation to level 4, with good progression of students through course levels. Policies related to equality and diversity have been updated to take account of recent legislation. Special Education Needs and Disability Act (SENDA) training events for staff have been well attended. The college has succeeded in attracting students who are not usually well represented in FE, including many students with learning difficulties and/or disabilities. The college is making a significant contribution to the regeneration plan for Middlesbrough. The college equality and diversity co-ordinator chairs a subcommittee that reports to the Academic Board. As yet, there is no formal action plan to secure the implementation or monitoring of the college's equality and diversity policies. There is poor access to some areas of the college for students with restricted mobility, with few automatic doors, and poor signage. Overall, basic skills provision is satisfactory.

### **How well are students and trainees guided and supported?**

Students receive good guidance and support. Pre-entry guidance for prospective students is good. Initial assessment is effective in most areas. There are instances of late assessments in a few curriculum areas with consequent delays in support for students. There are well-used student services centres on all sites, each providing a broad range of advice, guidance and counselling facilities. Tutorial support is good for full-time students. Students particularly value the individual tutorials, which help them to track their progress and make effective use of their individual learning plans. Tutorial support for part-time students is organised mainly on a drop-in basis and many benefit from this support. There is effective additional learning support for students with sensory impairments and dyslexia. Learning support is available within faculties for students who have literacy and numeracy support needs. At the time of the inspection, it was not possible to clarify what proportion of the students identified as needing this support takes it up. Students value the well-planned careers education and guidance and make good use of the resources available, including the good access to Connexions advisers.

### **Students' views of the college**

Students' views about the college were taken into account and a summary of their main comments is presented below.

***What students like about the college***

- quality of teaching
- pastoral and academic support
- productive relationships with teachers
- college ethos
- computer facilities
- range of enrichment opportunities in vocational areas.

***What they feel could be improved***

- college transport
- cost and range of food in the refectories
- arrangements for key skills and general studies
- some accommodation
- some aspects of timetabling
- library stock for a few vocational areas.

**Other information**

The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local Learning and Skills Council (LSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

**Part B: The college as a whole**

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**Summary of grades awarded to teaching and learning by inspectors**

<b>Aspect and learner type</b>	<b>Graded good or better (Grades 1 to 3) %</b>	<b>Graded satisfactory (Grade 4) %</b>	<b>Graded less than satisfactory (Grades 5 to 7) %</b>
Teaching 16-18	58	35	7
19+ and WBL*	62	30	8
Learning 16-18	55	37	8

19+ and WBL*	62	30	8
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*Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).*

*\*work-based learning*

## **Achievement and standards**

### **16 to 18 year olds**

1. Achievements of students aged 16 to 18 are mostly satisfactory or better. At level 3, pass and retention rates increased in 2002/03 to above the national average. At level 2, retention rates were high in 2001/02, although they fell in 2002/03 to just above the national average. Pass rates at level 2 are close to the national average, although at this level the pass rates on GNVQ courses increased sharply to above the national average in 2002/03. Pass and retention rates on GCSE courses have declined and are low. Retention rates at level 1 have steadily risen and were high in 2002/03. Pass rates at this level were also high in 2001/02, although there was a sharp decline in 2002/03. Retention rates on GNVQ courses at all levels are high. Enrolments declined at levels 1 and 2 over a three-year period up to 2001/02. At levels 2 and 3, enrolments have increased significantly this year.

2. Pass rates on advanced level courses improved in 2002/03. However, overall on these courses, students achieved grades slightly below that predicted for them on the basis of their GCSE grades. On a number of advanced level courses, students achieved well above the grade predicted for them, for example, in English language and literature, physical education, psychology, ICT, and geography. On other courses at this level, the performance of students was poor in relation to their predicted grades, for example, in modern foreign languages, business studies and physics. The average points score for each student and average points score for each entry at advanced level improved in 2003 to 194.8 and 70.9, respectively.

3. The majority of students on work-based learning programmes are modern apprentices in the occupational areas of construction, engineering and hairdressing and beauty therapy. Retention rates on these programmes are satisfactory, but few students have achieved all elements of the full apprenticeship framework. Achievement of National Vocational Qualifications (NVQs) by work-based students is good and most students who complete their training programme gain the qualification.

### **Adult learners**

4. Achievements of adult students are satisfactory overall, but show significant variation across courses and levels. On long courses, pass and retention rates at all levels fell in 2002/03, although some remained at or above national averages. Despite this decline, retention rates at levels 2 and 4 remain high. Retention rates for GCSE courses are high. Overall, pass rates at level 2 fell, but remained close to the national average. Pass and retention rates at level 3 were slightly below national averages in 2002/03, although on GCE AS and A-level courses they increased and were high. At level 1, retention and pass rates were high in 2001/02, but fell to significantly below national averages in 2002/03. There are high pass rates for students on access to HE courses. Pass rates at level 4 have declined and are significantly lower than national averages.

5. Achievements of adults on courses delivered through outward collaboration are satisfactory overall. Many retention and pass rates are close to the national averages, although some courses have very low pass rates. Adult students develop and use their oral communication skills well in lessons to further their knowledge and understanding. The attendance rate for adult students during



the inspection was low.

6. Students of all ages have well-developed practical skills. There are many examples of good and sometimes outstanding individual achievements which are recognised through merit awards and prize-giving ceremonies. There are high levels of success in local and national sports competitions. The proportion of students gaining places in HE has risen steadily over a four-year period and was close to the national rate in 2002. Many students progress through the levels in vocational areas, particularly from level 2 to level 3. In 2002/03, some 370 students aged 14 to 16 studied at the college. Retention rates for this age group are high and there are some high pass rates, for example, in catering where all students on the junior chef programme gained a pass. Pass rates on key skills courses are low. The overall attendance rate during the inspection was 78%.

### **Quality of education and training**

7. Teaching, learning and attainment were graded in 272 lessons. Teaching was good or better in 59% of lessons, satisfactory in 33% and less than satisfactory in 8%. The best teaching was in sport, recreation and uniformed services, where over 80% of teaching was good or better. There was no unsatisfactory teaching in sciences and mathematics, engineering, sport, recreation and uniformed services, or humanities. Better teaching was more common in practical lessons, at level 2, or taught by full-time teachers. The area with the highest proportion of unsatisfactory teaching was in provision for students with learning difficulties and/or disabilities. All teaching for pupils aged 14 to 16 was good or better, although learning was often just satisfactory.

8. The most effective lessons have clearly identified learning objectives which are informed by students' different needs and abilities. In these lessons, students participate fully in an appropriate range of activities. Teachers' vocational expertise is used effectively to support learning. Students develop good practical skills in engineering, hairdressing and beauty therapy, catering and construction. Students make effective links between theory and practice in hairdressing and beauty therapy lessons, and emphasise client care. In most curriculum areas, students work well in groups. Students display their work in classrooms to provide stimulus for others.

9. Where teaching is less effective, planning is weak or insufficient attention is given to the individual needs of students. In lessons for students with learning difficulties and/or disabilities, there is insufficient use made of individual learning plans to ensure teaching meets the needs of all students. In a few areas, students lose interest when teachers speak for too long. Some teachers do not make enough checks on learning. The teaching of theory in construction lessons is poor. There is not enough use made of ILT in some areas, although the virtual learning environment is used well on vocational courses in ICT.

10. The accommodation is satisfactory; college buildings are clean and well maintained, although some are in need of refurbishment. The college plans to relocate three sites to new premises in the town centre, as part of the urban regeneration initiative. There are many good specialist facilities. For the CoVE, there are excellent resources with well-equipped kitchens, and a well-presented restaurant and bistro. The hairdressing and beauty therapy facilities are commercial standard. There are good resources for media and photography. There are inadequate facilities for construction, motor vehicle engineering, and indoor sports at the Marton campus. There is poor access to some parts of the college for people with restricted mobility. Each campus has an effectively managed learning resource centre. Libraries have a good range of books and journals for most subjects. The provision of computers for students and staff is good. The ratio of computer to students is 1:4.6 and for staff is 1:2.

11. Staff are well qualified and have good specialist knowledge and appropriate industrial experience. Some 86% of full-time and 67% of part-time, teaching staff hold, or are working towards, appropriate teaching qualifications. Many support staff have professional qualifications. Newly

appointed staff receive a thorough induction. There is an established, effective annual staff appraisal system. Staff regularly attend college or external training to develop their expertise and qualifications. Many teachers have attended training in the use of ILT in the classroom.

12. There are well-implemented and effective arrangements for assessing students' work. Assessment plans are shared with students and assignments are appropriately scheduled with clear assessment objectives and marking criteria. Feedback on assignments is well structured and informs students about how to improve. Marked work in science and mathematics, English and some humanities subjects shows helpful comments and correction of spelling and grammar. By contrast, in a few other areas, teachers' comments are cursory and do not give enough guidance on how students can improve. In humanities, there is inconsistency in the setting and frequency of assignments. On a few courses, awarding body marking criteria are not followed. Internal verification procedures are effectively applied, for example in sports and recreation, hairdressing and beauty therapy and on part-time courses in business. Action plans arising from external moderator reports are monitored carefully. Engineering students make good use of evidence from the workplace in their assessments. There are insufficient opportunities for assessment of work-based students in construction and hairdressing. Reviews of modern apprentices are not frequent enough and fail to ensure that adequate progress is made.

13. The college provides a wide range of courses to meet the needs of students, the community and industry. Most curriculum areas have good progression routes. There are strong links with schools, employers and external agencies to help meet the strategic needs of the region. Most work-based provision is in construction, engineering and hairdressing and beauty therapy. Many curriculum areas have vocational and occupational training programmes for pupils aged 14 to 16 from schools and young people who are outside mainstream education. Many pupils on these programmes progress on to college courses when they leave school.

14. The college has a discrete sixth form centre at the Acklam site and this provides a wide range of academic courses. Vocational courses for this age group are provided at other campuses. There is a good range of enrichment activities for students, including visits and work experience. Most curriculum areas provide additional qualifications that help students to gain further skills and improve their employability. The college sports academies attract young people who may otherwise not remain in education or training and help them to improve their sporting performance while gaining qualifications.

15. There are inadequate arrangements for the teaching of key skills. Curriculum areas have different methods of teaching key skills. In hairdressing and beauty therapy, key skills are well managed and integrated. Students enjoy the work and make good progress. However, in engineering, sport and recreation, ICT and performing arts, there is little effective integration of key skills. There is not enough assessment of key skills or attention to portfolio building. Achievements in key skills are poor.

16. Students are well supported. They obtain a wide range of advice, guidance and counselling services through the student services centres on each site. There are very good arrangements for childcare support. Some services have expanded this year. For example, the college counsellor is now full time and the number of childcare places available has increased to over 100. There are good links with external agencies that provide specialist help where needed. The college works with Middlesbrough Council's Social Services department to ensure smooth transition and effective support for looked after children. There are good opportunities for prospective students to find out about courses.

17. Tutorial support for full-time students is effective. The college introduced a new tutorial policy in September 2003 and good progress has been made in establishing the faculty-based tutorial and learning support systems. All full-time students have a personal tutor and regular tutorial support. Individual learning plans, introduced this year, are being used effectively on most courses. At least twice each term, in individual tutorials, students discuss the targets they have set for improving their work. Progress is recorded, together with comments on attendance, punctuality, attitude and behaviour. Students particularly value these individual tutorials. They attend these well, but attendance at group tutorials is less good. Tutorial support for part-time students is well

implemented, mainly through drop-in sessions before or after lessons. Many take up this support. Training for tutors and regular good practice forums are held, but not all tutors attend.

18. Careers provision and the use of individual learning plans have been successfully integrated into the tutorial programme. Students value the well-planned careers education and guidance and make good use of resources available, including the good access to Connexions advisers. As part of the 'Aim Higher' initiative, many curriculum areas provide additional subject sessions outside main class and tutorial time. This is in addition to mentoring and 'study buddy' systems, good use of practice revision and past exam papers, extra tuition in specific skills and trips out of college. Parents of students aged 16 to 18 are well informed about their son's or daughter's progress.

19. Initial assessment of students' learning needs and the communication of the outcomes of these assessments to students and tutors are effective in most areas. However, there are instances of late assessments in a few curriculum areas with delays in support for students. There is particularly effective additional learning support for students with sensory impairments and dyslexia. Learning support is available within faculties for students on mainstream courses who have literacy and numeracy support needs. Overall, this support is satisfactory. At the time of the inspection, it was not possible to clarify what proportion of the students needing this support takes it up.

## **Leadership and management**

20. Leadership and management are satisfactory. Governors and senior managers provide strong leadership and have set a clear strategic direction for the college. Much progress has been made since the merger in August 2002 to develop shared values across the college. Management has been restructured. Course teams have been merged and use a common system for quality assurance. Financial procedures have been established across the college and a curriculum audit has begun. The development plan has a strong focus on improving teaching and learning, students' achievements, learning resources and management information. The college has introduced a range of activities to raise standards, including a merit award scheme, a series of good practice forums, and the appointment of teaching and learning mentors.

21. The management structure is clear and roles and responsibilities are understood by staff. Communications are effective. Minutes of meetings of senior managers and of governors are available on the intranet. Faculty and course teams meet regularly. There is a regular newsletter. The principal holds open forums at each site and he and other senior managers are perceived by staff as approachable. Staff at all levels feel well informed and understand how their role contributes to fulfilling the strategic aims of the college. A statement of the college's mission, values and objectives is issued to all staff in a simple leaflet. This serves as an effective reminder of the college's objectives, to which staff refer, for example, when applying for training.

22. Management at course level is satisfactory overall. It is good in sport and recreation, engineering, psychology and access to HE, hospitality and tourism and English, but is unsatisfactory in provision for students with learning difficulties and/or disabilities, modern foreign languages, construction and some humanities and work-based learning provision. Features of effective curriculum management include good team work and sharing of good practice. Self-assessment is used to review and improve provision. The setting and monitoring of targets and use of management information is effective. Where course management is weaker, there is less effective communication between team members, insufficient sharing of good practice and poor use of management information to evaluate the quality of provision. In a few curriculum areas, part-time agency staff are not sufficiently well supported. In some areas, they are integrated into course teams. In others, they are unable to attend meetings and are not clear about college procedures nor well prepared for the groups that they teach, for example, in some humanities and modern foreign language lessons.

23. The college's self-assessment report is mainly accurate. Curriculum grades matched those given

by inspectors in most areas. All support areas have service standards which are monitored and reported on. The validation panel includes governors and a representative from another college. However, there are inconsistencies in aspects of quality assurance. The quality of course reviews varies significantly. While some reviews accurately identify strengths and weaknesses and contain effective action plans, on a minority of courses, they lack rigour and fail to identify areas for improvement.

24. A lesson observation scheme is conducted largely by teaching and learning mentors. Its developmental focus has helped teachers during the transition period of the newly merged college. The work of learning mentors and learning preference champions has had a beneficial effect on learning in some curriculum areas, such as sport and recreation, hairdressing and beauty therapy, health and care and hospitality and tourism. However, the initiative is relatively new and the impact in several areas has yet to be seen. The grades given for teaching and learning in internal observations were more generous than those awarded by inspectors.

25. Appraisal is used effectively to identify training and development needs. The staff development plan is linked to the college's strategic objectives. A number of staff development days take place, including an activity week, each year. An evaluation report for 2003 indicated that many staff took advantage of the opportunities available and there were over 1,000 attendances at 87 different sessions. The college was re-accredited with Investors in People in June 2003.

26. The college works well with partners in Teesside. It plays a central, leadership role in connection with regeneration and inclusion. Senior managers play a significant part in FE Plus which brings together the six FE colleges in the Tees Valley, in the Middlesbrough strategic partnership, the local learning partnership and the Single Regeneration Budget (SRB) partnership. The college was a key agent in developing the Connexions partnership in the area. The college is planning its relocation as part of a collaborative venture to regenerate the town centre and to raise aspirations and achievement. There is strong commitment to widening participation in partnership with others such as local schools and colleges, the university, the local education authority and the urban regeneration company.

27. Governors are well informed and strongly committed to the college. They play an appropriate part in setting the strategic direction and monitoring the performance of the college. There are open and clear lines of communication between governors and senior managers. Governors receive minutes of senior manager meetings, the college newsletter and the monthly financial report. Their wide range of skills is used effectively. Some 12 of the 17 members of the Board are also members of the Community, Industry and Standards Committee. Governors are represented on several college committees, including faculty advisory committees, the Equality and Diversity and Health and Safety Committees and the Self-Assessment Validation Panel.

28. The merger coincided with the development of new management information systems in both colleges, which then had to be merged. Overall, the college faced up successfully to this challenge and has largely overcome difficulties. Although there are still challenges for curriculum managers, the data they receive is much improved. They have received appropriate training and are becoming increasingly confident in its use. There remain problems regarding the management information for work-based learning provision.

29. The college's commitment to equality and diversity is clear. The equality and diversity co-ordinator is working to embed equal opportunities in all aspects of college activity. Appropriate policies for equality and diversity are in place. The college is fulfilling its obligations under the Race Relations (Amendment) Act and the SENDA. At induction, students are introduced to equality and diversity policies. Training has taken place for staff in relation to SENDA. The college is helping to develop, in co-operation with the local LSC, a race equality policy for the Tees Valley. There has been slow progress in developing action plans and setting targets against which progress can be monitored. The college acknowledges that much remains to be done. In curriculum areas, while staff are responsive to students' needs, there is insufficient planned promotion of equality and diversity.

30. Financial management is satisfactory. Although there remain financial issues from the merger, there are now sound frameworks for financial management. The college did not meet its recruitment

targets in 2002/03 and its financial position is being carefully monitored by senior managers and governors. The deployment of resources is monitored to ensure their efficient use. During the inspection, the average class size observed was 10.5 which is close to the national average. Retention and pass rates are satisfactory overall and the majority of provision is satisfactory or better. The college provides satisfactory value for money.

## **Part C: Curriculum and occupational areas**

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### **Sciences and mathematics**

Overall provision in this area is **satisfactory (grade 3)**

#### **Strengths**

- consistently high pass rates on GCE AS human biology and GCE A-level mathematics
- improving and high retention rates on many courses
- wide and effective variety of teaching and learning methods in many lessons.

#### **Weaknesses**

- low pass rates on GCSE human physiology and mathematics and advanced level physics courses
- low value added scores on GCE A-level courses
- insufficient use of ICT in the curriculum.

#### **Scope of provision**

31. The college has provision for science and mathematics on three of its four sites. Approximately 300 students are studying GCE AS and GCE A level in mathematics, biology, human biology, physics and chemistry. About the same number are enrolled on GCSE courses in mathematics (day and evening), chemistry and human physiology and health. The only full-time vocational course is Business Technology and Education Council (BTEC) national certificate in science. GNVQ foundation and intermediate level courses are offered, but are not running this year due to lack of applications. A popular short course in forensic science is offered in the evening.

#### **Achievement and standards**

32. The GCE AS human biology course has had high pass and retention rates for the last three years. In 2003, 78% of students passed compared with the national average of 67%. The retention rate on many courses is high and improving. In 2002 and 2003, almost all students that started a course in GCE A-level mathematics went on to complete their course and over 90% passed.

33. Pass rates for GCSE mathematics and human physiology and health courses are low. In 2003, only 33% of students achieved a grade A\* to C in mathematics. For students aged 16 to 18, this figure was only 12%. The pass rate for the GCSE human physiology and health course has fallen to 41% following a three-year decline. Pass rates for GCE AS and A-level physics are low.

34. Students develop their evaluative skills in lessons. In one lesson, students devised a successful experiment to test their hypothesis about the properties of waves on water. Students' practical and theoretical skills are at an appropriate level. Some GCE A-level students' mathematical skills are in advance of what might be expected. By contrast, some chemistry students have a poor basic knowledge of chemical elements. The college has recognised that too many students do not achieve the GCE A-level grades predicted for them on the basis of their GCSE scores. In physics, for two years the grades achieved have been significantly below those expected. Several students on the forensic science course have developed an interest in science and progressed to a higher level course in science.

***A sample of retention and pass rates in sciences and mathematics, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
GCSE mathematics	2	No. of starts	345	298	222
		% retention	66	77	66
		% pass rate	38	38	33
GCSE human biology	2	No. of starts	115	121	82
		% retention	69	74	77
		% pass rate	73	53	41
GCE A-level chemistry	3	No. of starts	46	21	20
		% retention	65	86	100
		% pass rate	93	72	85
GCE A-level mathematics	3	No. of starts	28	30	31
		% retention	75	100	97
		% pass rate	95	93	90
GCE A-level physics	3	No. of starts	21	19	*
		% retention	52	100	*
		% pass rate	82	47	*
GCE AS human biology	3	No. of starts	23	51	51
		% retention	78	84	90
		% pass rate	78	81	78

Source: ISR (2001 and 2002), college (2003)

\* fewer than 15 students enrolled

***Quality of education and training***

35. Teaching and learning are satisfactory or better. In the best lessons, teachers use a variety of effective teaching methods. In one lesson, following an interesting lecture on the structure of the heart, students carried out a dissection to identify the component parts. Good use is made of handouts, showing unlabelled diagrams or gaps in text which the students complete. This serves to reinforce and check on learning. Some lessons are made more relevant by reference to everyday examples. In one mathematics lesson on permutations and probabilities, the National Lottery was effectively used to illustrate the theory.

36. In a minority of lessons, teaching does not take into account students' different needs and abilities. Some schemes of work are simply lists of topics. They do not address what skills the students need to gain, or how teachers can work effectively with students having a wide range of abilities. The use of ICT is not effectively integrated into the curriculum. Most laboratories have only

a single computer, restricting opportunities for data capture and simulations. There are some good chemistry resources on the recently introduced virtual learning environment.

37. Specialist resources are adequate. Mathematics classrooms at Acklam are bright, spacious and comfortable. A chemistry laboratory is currently being refitted, but some other laboratories are in need of refurbishment. At the Kirby campus, some lessons are carried out in temporary huts without whiteboards or other teaching resources. Many laboratories and classrooms have a stock of modern text books, revision booklets and question sheets. At the Acklam campus, there is a small private study room containing several computers, examination papers and other learning materials.

38. Support for students is effective. Each student is assessed using their GCSE results and given a target grade. Students receive regular feedback on their progress and marked work contains helpful comments on how to improve. Teachers report on progress to the students' personal tutors. Students meet regularly with their tutor and agree an individual action plan and short-term goals. Students receive helpful extra tuition at lunchtimes and after college. Teachers arrange regular additional learning support for students that need more help.

### ***Leadership and management***

39. Leadership and management are satisfactory. A new system of course review has been implemented this year. Weaknesses identified in course reviews have been addressed effectively in action plans. To address low achievement on the GCSE mathematics course, a pre-GCSE numeracy course has been introduced to develop students' skills and knowledge before they begin the GCSE course. The analysis in the self-assessment report of students' achievements in relation to their GCSE scores is not rigorous.

## **Construction**

Overall provision in this area is **unsatisfactory (grade 4)**

Contributory grade for work-based learning is **unsatisfactory (grade 4)**

### ***Strengths***

- well-developed students' practical skills
- good links with schools.

### ***Weaknesses***

- low retention and pass rates on many courses
- poor attendance and punctuality
- dull and uninspiring teaching of theory
- no assessment in the workplace for students on NVQ programmes
- narrow range of evening provision
- poor management of construction training.

### ***Scope of provision***

40. The college offers a broad range of craft courses at foundation, intermediate and advanced levels. There are progression routes in craft areas, but not to technical, supervisory or management levels. There are 811 students on construction courses. Of these, 62% are full time and 42% are aged over 19. The occupations offered are bricklaying, carpentry and joinery, painting and decorating, plastering, electrical installation, plumbing and heating and ventilation. The college

manages its own work-based learning programme and there are currently 26 students in training. The majority of these are advanced modern apprentices.

### **Achievement and standards**

41. Retention and pass rates show wide variation and many are low. In 2002/03, the retention rates for NVQ level 2 bricklaying and plumbing courses were well below national averages. The pass rate for City and Guilds 2360 part 1 in electrical installation in 2002/03 was low at 38% and for part 2 was very low at only 8%. Of 30 work-based students who started their programmes in 1999, only three have achieved their NVQ to date. No students have achieved the full framework requirements. Of the students still in training, nine have gone past their expected completion date. The college did not identify the poor pass rates in its self-assessment report.

42. Students enjoy their practical lessons and many produce work of a good standard. In one session, plasterers produced high quality rendering to simulate stone ashlar work. Work-based students were observed producing work to industry-recognised standards. There is poor attendance and punctuality which disrupts the learning of other students. Students from outlying areas who use college transport are often late. Some students arrive late after breaks. During the inspection, the average attendance was low at only 64%.

### **A sample of retention and pass rates in construction, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
NVQ in trowel occupations (construction)	1	No. of starts	31	36	34
		% retention	61	75	70
		% pass rate	63	85	*
NVQ in wood occupations (construction)	1	No. of starts	20	24	50
		% retention	55	54	70
		% pass rate	82	100	57
City and Guilds 2360-01 electrical installation part 1 competencies	1	No. of starts	37	33	50
		% retention	76	79	90
		% pass rate	57	69	38
NVQ in mechanical engineering services (plumbing)	2	No. of starts	27	42	25
		% retention	33	67	36
		% pass rate	67	79	67
City and Guilds 2360-02 electrical installation part 2 competencies	2	No. of starts	20	36	37
		% retention	90	97	100
		% pass rate	44	6	8

Source: ISR (2001 and 2002), college (2003)

\* data unreliable

### **Quality of education and training**

43. The teaching of practical work is effective. Teachers have good occupational skills and subject knowledge, which they use well to support the development of students' practical skills. Some students gain practical work experience in the maintenance of housing stock. They are motivated by this experience and see the application of the skills they are developing in lessons.



44. Much of the teaching of theory is ineffective. In theory lessons, students spend too much time copying notes from the board or from poor quality overhead transparencies. Some teachers do not use questions effectively or check students' understanding frequently enough. Many students lose interest and concentration. In the better theory lessons, good use is made of ICT and students enjoy these sessions.

45. Many classrooms and workshops have not been upgraded and are poorly decorated and resourced. There is only one classroom with an interactive whiteboard and the computing classrooms do not have projection facilities. The learning resource centre has a good number of computers and there is a small range of modern construction course books and journals.

46. There is no assessment in the workplace on NVQ courses and this slows the progress made by students towards their qualification. Students often spend a considerable amount of time trying to gather and collate alternative forms of assessment evidence. The majority of assessments take place in the workshops under simulated conditions. Verification arrangements are satisfactory. There are regular assessor meetings to standardise assessment practice.

47. There are good links with local schools. Effective introductory programmes in bricklaying, carpentry and joinery are provided for a number of young people aged 14 to 16, including those excluded from school. A number of these pupils have successfully progressed on to college programmes. There is a narrow range of evening provision. The only courses available are in DIY carpentry and a short course for electrical installation. In an effort to raise retention rates, the college has recently introduced a short programme on which students can try a number of occupations. Key skills are now taught by specialist staff within the area.

48. Progress reviews for work-based students are poor. Little use is made of targets for students to achieve. Students are often unaware of what further work they need to complete and achieve the qualification. Some 34 students on construction programmes have been identified as needing additional support. The support for a large proportion of these students is not in place some months after assessment. Some students have not yet had their literacy needs identified through initial assessment.

### ***Leadership and management***

49. Leadership and management are unsatisfactory. Communications between staff are good. There are regular staff and course team meetings. Established staff feel well informed. Six teaching staff were recently recruited from industry. None of these has a teaching qualification and some have not received adequate support to help them plan their teaching of theory. Use of management information for quality improvement is inadequate. The setting and monitoring of targets is ineffective. The inadequate planning of the full-time plumbing foundation course has resulted in a poor experience for some students. Routine maintenance of equipment is not effectively planned.

## **Engineering**

Overall provision in this area is **good (grade 2)**

Contributory grade for work-based learning is **satisfactory (grade 3)**

### ***Strengths***

- high pass rates
- high retention rates on the performing manufacturing operations course
- well-developed students' practical skills

- broad range of courses offering good progression
- good links with schools.

### **Weaknesses**

- some poor accommodation and resources
- underdeveloped key skills
- poor reviews of work-based students.

### **Scope of provision**

50. The college provides a broad range of courses from levels 1 to 3 offering good progression routes. These include craft and technician courses in motor vehicle engineering, mechanical engineering, electrical and electronic engineering, fabrication and welding, process plant operation and instrumentation and control. Higher technician courses are offered in electrical and electronic engineering, both in college and at a major local employer's premises. Currently, there are 210 students aged 16 to 18 and 259 adult students enrolled on engineering courses, of which 90% are full time. At present, there are 22 modern apprentices in motor vehicle and welding and fabrication trades. Most work-based trainees are advanced modern apprentices employed by local engineering companies and garages. The college jointly provides GCSE engineering for 40 students from local schools.

### **Achievement and standards**

51. Pass rates are high. Pass rates on City and Guilds process plant operation level 1 have been consistently above the national average for the last three years. The pass rate on the BTEC national diploma in engineering has steadily improved to reach 100% in 2003. Retention rates are mainly high. Retention rates in NVQ level 2 performing manufacturing operations are good, but on the national diploma in engineering course the retention rate is low.

52. Students are industrious in their work and develop good practical skills. Students' written work is well presented, but some have only completed pass grade criteria where they could have achieved at higher levels.

53. Pass rates for modern apprentices are satisfactory. Of the five modern apprentices who started their programme in 1999/2000, two obtained their framework and two are still in learning. The pass rates for subsequent years are similar, with 5 out of 12 starters obtaining their framework qualification in 2000/01. Four are still in learning. Retention rates are satisfactory. Ten students are currently out of their funding period, and have achieved all aspects of their framework apart from key skills. Employers confirm that the standard of students' practical work is good.

### **A sample of retention and pass rates in engineering, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
City and Guilds 0601 process plant operation	1	No. of starts	68	83	47
		% retention	93	78	85
		% pass rate	84	95	100
City and Guilds 6956 progression award motor vehicle servicing and repair	1	No. of starts	34	25	54
		% retention	74	60	70
		% pass rate	48	67	61
NVQ performing manufacturing operations	2	No. of starts	348	135	240
		% retention	86	95	90
		% pass rate	99	99	93

BTEC national diploma in engineering	3	No. of starts	67	62	24
		% retention	54	53	38
		% pass rate	69	76	100
BTEC national certificate in instrumentation and control	3	No. of starts	*	21	46
		% retention	*	95	73
		% pass rate	*	80	90

Source: ISR (2001 and 2002), college (2003)

\* fewer than 15 students enrolled

### **Quality of education and training**

54. There is much good teaching and learning. Most schemes of work and lesson plans are well structured, with clear objectives. In one motor vehicle practical lesson, students were set clear objectives. They worked purposefully on a variety of tasks including the removal and cleaning of exhaust systems, and the removal of a clutch assembly and its subsequent alignment. The teacher regularly checked their learning and gave appropriate help and advice. In some theory lessons, although there is some use of questions, many of the quieter students play no part and their knowledge and understanding are left unchecked. The teaching of key skills is underdeveloped, but steps are being taken to provide more vocationally relevant assignments. Some work-based students are unable to fulfil the framework because key skills have not been achieved. On-the-job training is satisfactory and is supported well by employers.

55. There are sufficient qualified staff who have relevant occupational knowledge. However, in motor vehicle, there are currently insufficient qualified assessors. In the electrical section, there is a well-equipped laboratory. The computer-aided design facility has industrial-standard software. The process plant laboratory is spacious and a well-equipped project room has been created for the GCSE engineering course. Many classrooms have modern furniture, but require redecoration. Some are equipped with interactive whiteboards. The four motor vehicle workshops are drab and in need of redecoration. There are insufficient modern vehicles, but the static engines are modern. Work-based students are mainly employed at companies where they can obtain a wide range of experience and develop their skills to occupational standards.

56. Assessment of students' work is fair and accurate. Qualified assessors make good use of evidence from regular assessments of work-based students in the workplace. The short-term targets are not effective in helping these students to progress. Many sections of the review documentation are not completed. Reviews have failed to ensure the timely development of students' key skills.

57. There is a broad range of courses from levels 1 to 4. There is good progression from level 2 to higher level courses. Some students on the motor vehicle progression award have now transferred to an advanced modern apprenticeship. Some courses are taught in the workplace to meet local employers' needs. There are good links with schools and this year an additional school has joined the partnership. Students are undertaking realistic engineering projects, and are enthusiastic about their work. Health and safety issues are not promoted sufficiently with students.

58. All students are assessed to determine if they need additional support. There are specialist support staff available to give individual support for dyslexia literacy and numeracy. Tutorial support for full-time students is well organised and effective. Students' progress is regularly monitored.

### **Leadership and management**

59. Engineering is well managed. There is a clear management structure and communications are good. There are regular team meetings that are well documented. Staff feel well supported by senior managers and have been consulted about the forthcoming move to new premises. Students' views are collected and analysed. The self-assessment report is accurate. Management information for

college-based courses is satisfactory, but for work-based courses is poor. Information relating to framework achievement and the retention rate of work-based students is incomplete or not available. Equality of opportunity is not effectively promoted to work-based students, and there is little monitoring of equal opportunities in the workplace.

## **Business, administration, management and professional**

Overall provision in this area is **satisfactory (grade 3)**

### **Strengths**

- high pass rates on many part-time courses
- high retention rates on many courses
- good range of progression opportunities for students.

### **Weaknesses**

- low pass rates on GNVQ business courses
- some uninspiring teaching
- ineffective internal verification on some full-time courses.

### **Scope of provision**

60. The college offers a good range of full-time and part-time courses from foundation level to advanced and higher levels. There are courses in business, administration, management and professional studies. There are 121 full-time and 768 part-time students. Of the full-time students, 86 are aged 16 to 18. Day-release and part-time day and evening courses allow students a choice of study modes. There are 14 modern apprentices in business administration.

### **Achievement and standards**

61. Retention rates are high on many courses with some well above national averages. Pass rates on many part-time courses are also above national averages. However, pass rates on some full-time courses have declined. The pass rates on GNVQ foundation and intermediate business courses have fallen over the last three years and are now well below national averages. Achievements on some part-time administration, accounting and management courses are good. Pass rates in text processing, word processing and audio are particularly high. The standards of students' work, attendance and punctuality are satisfactory. There is good use of the college merit award scheme to motivate students.

### **A sample of retention and pass rates in business, administration, management and professional, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GNVQ foundation business	1	No. of starts	20	28	*
		% retention	75	75	*
		% pass rate	93	62	*
Word processing stage 1	1	No. of starts	50	61	51
		% retention	96	87	98

		% pass rate	60	75	78
GNVQ intermediate business	2	No. of starts	28	34	26
		% retention	79	71	92
		% pass rate	73	71	29
NVQ in administration	2	No. of starts	68	29	13
		% retention	66	66	92
		% pass rate	60	68	83
NVQ in accounting	3	No. of starts	44	35	39
		% retention	95	89	87
		% pass rate	52	55	50
Certificate in management studies	3	No. of starts	61	57	30
		% retention	93	93	90
		% pass rate	96	91	81

Source: ISR (2001 and 2002), college (2003)

\* fewer than 15 students enrolled

### **Quality of education and training**

62. Teaching, training and learning are satisfactory. Teaching for part-time adults often draws on the practical experience of teachers and students to enhance and develop learning effectively. Students develop good working relationships with teachers in most lessons and apply effort in their work. Lesson plans and schemes of work are satisfactory, but many are limited in their usefulness by lack of detail. Some teaching is dull and uninspiring. Lectures are used too often and practical examples to illustrate the theory are sometimes unimaginative. Some handouts are of poor quality and lack visual impact. There is not enough use of ICT to assist learning. Little use is made of the data projectors available in teaching rooms.

63. Staff are adequately qualified, though some full-time staff lack recent industrial experience and updating. Some agency staff have good relevant experience in their specialist areas and some are currently studying for the Post Graduate Certificate in Education (PGCE). The virtual learning environment is being gradually introduced into the curriculum. Accommodation, equipment and learning resources are satisfactory.

64. Assessment and monitoring of learning on most courses are satisfactory. Course co-ordinators review the progress of full-time students regularly and give individual support as required. Part-time students on externally examined courses are regularly monitored through the use of appropriate tests and previous examination papers. There is some ineffective internal verification on full-time courses. Standardisation of grading in some assessments lacks rigour, particularly where courses have recently been revised. The college has responded to issues raised by external moderators through staff development. Internal verification processes are effective in relation to NVQs, but there is insufficient sharing of this good practice.

65. There are good progression opportunities from foundation to higher levels of study. In particular, students in accounting frequently progress through NVQ levels and ultimately on to professional levels. Full-time students are also able to progress from foundation through to advanced level in business. Significant numbers of students progress from the certificate in management studies to the diploma in management studies. The college provides courses for school pupils aged 14 to 16 in business and administration. Employer links are well developed with local businesses and the local authority.

66. Most students have access to appropriate initial advice and guidance including that from course

co-ordinators prior to enrolment. There is satisfactory initial assessment which identifies additional support needs and a satisfactory referral process. Additional learning support is good in GNVQ foundation lessons and specialist support is given where required. Full-time students have a named course co-ordinator and personal tutor who jointly monitor attendance, punctuality and progress through regular reviews and weekly tutorial sessions. Appropriate support arrangements are available to part-time students.

### ***Leadership and management***

67. Leadership and management are satisfactory. There are two curriculum managers who effectively share the management of this area under the direction of a faculty head. Meetings are held regularly and attended by most staff, but the emphasis is on passing on information from senior management. There is insufficient liaison with the sixth form centre and there is not enough sharing of good practice across the faculty. Quality assurance systems and processes continue to develop and are mostly effective, although some course reviews lack rigour. Promotion of equality of opportunities is satisfactory.

### **Information and communications technology**

Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- high retention and pass rates on full-time courses
- high retention rates on the ECDL course
- effective and wide use of the virtual learning environment on vocational courses
- good student support and individual monitoring.

#### ***Weaknesses***

- low pass rates on some part-time courses
- much dull and uninspiring teaching
- insufficient commercial computing experience for staff and students
- some weak aspects of curriculum management.

#### ***Scope of provision***

68. There are good progression opportunities from pre-foundation to advanced level and then to HE within the college. Full-time provision includes GNVQ foundation and intermediate courses in IT and AVCE in ICT. GCE AS and A levels are offered in ICT and computing. Adult courses include computer literacy and information technology (CLAIT) and European computer driving licence (ECDL), some at community venues. A learning centre in the town offers computer-based qualifications for adults. In 2002/03, there were approximately 590 adult students and 290 students aged 16 to 18.

#### ***Achievement and standards***

69. Retention and pass rates on full-time vocational courses are high, but with poor attainment in some units. GCE AS and A-level pass rates are high. The pass rate improved to 95% on GCE A-level computing in 2003 compared to the national average of 75%. GCE A-level computing students achieved grades below those predicted for them on the basis of their GCSE scores on entry, while ICT students achieved grades above. There are good retention rates on ECDL programmes, with rates at 15% above the national average. Pass rates on some adult part-time courses are low,

especially on Integrated Business Technology (IBT) courses.

70. The standard of students' work observed and sampled during the inspection was satisfactory, but many were not developing enough skills relevant to the industry. In some instances, the attainment of students is impaired by the noise and disruption of others. Attendance rates were good at 84% during the inspection. Most students attend promptly to lessons. Progression to other courses or employment is satisfactory.

***A sample of retention and pass rates in information and communications technology, 2001 to 2003***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GNVQ foundation IT	1	No. of starts	26	34	24
		% retention	77	79	83
		% pass rate	75	78	95
CLAIT (1 year)	1	No. of starts	565	249	148
		% retention	86	82	80
		% pass rate	64	74	58
GNVQ intermediate IT	2	No. of starts	47	50	35
		% retention	83	88	94
		% pass rate	82	66	88
ECDL (1 year)	2	No. of starts	72	52	162
		% retention	86	94	82
		% pass rate	95	94	67
GCE A-level computing	3	No. of starts	*	18	25
		% retention	*	94	84
		% pass rate	*	88	95
GCE AS computing	3	No. of starts	38	56	35
		% retention	76	84	77
		% pass rate	66	64	67

Source: ISR (2001 and 2002), college (2003)

\* fewer than 15 students enrolled

***Quality of education and training***

71. Most teaching is satisfactory or better. The best lessons are well planned, making good use of time and resources. In one effective lesson, the students worked in small groups under strict time constraints. Each group researched an aspect of information gathering and produced a large poster. The teacher summarised the findings with a well-designed computer presentation. Effective learning was evident in a session on recursion. This complex concept was demonstrated by the use of a practical paper exercise based on the towers of Hanoi. Adult students make good progress in lessons.

72. The weaker lessons often feature poor class management. Too much teaching is dull or uninspiring. Sometimes students lack concentration. Students were distracted in one lesson by the music that they were playing through headphones. Some lessons are not planned adequately to meet the needs of individual students. In one unsatisfactory lesson, some students had not adequately understood a concept taught previously and were unable to complete their work.

73. Resources are good. There is a wide range of high-quality materials and Internet links on the virtual learning environment for vocational courses. Adult students make good use of online workbooks, which contain excellent graphics and exercises. Students can use materials on the virtual learning environment from home. Materials on the virtual learning environment for GCE A-level students are underdeveloped. The computer network is mainly reliable, though in a few lessons individual computers failed. There is good technician support.

74. Staff have correctly identified the requirement for improved transfer and storage of large data files, but no action has yet been taken. Staff are appropriately qualified, but have insufficient recent commercial experience. The computers and books in the learning resource centre are satisfactory, although some books are outdated.

75. The assessment and monitoring of students' progress are satisfactory. There are good assessment procedures in the outreach centre, but standardisation is less effective on the ECDL course. External standards were not met on the GCE A-level ICT course and results were downgraded. There are detailed, helpful guidelines on answering examination questions for GCE A-level students. Key skills are assessed on vocational courses, but no arrangements exist to ensure that they are properly assessed.

76. The range of provision adequately meets the needs and interests of students. Good progression routes are available on vocational courses within the college and many students progress to HE. There is a limited range of technical courses for adults. There are not enough opportunities to prepare students for employment through the provision of structured work experience or links with employers. The college has not improved the low proportion of female students on full-time vocational courses.

77. Support for students is good. All full-time students have diagnostic and learning-style tests to determine appropriate levels of learning support. Learning support in class is effective. All full-time students have regular, well-planned tutorials at which targets are set and progress and attendance are carefully monitored. All students receive an effective induction which prepares them well for their study. Language support needs for students studying at the town centre are not being met.

### ***Leadership and management***

78. There are some weak aspects of leadership and management. There is a well-planned course review system used for college-based provision. This includes a schedule of meetings to monitor and review the provision. The college merit system is used to motivate students. The self-assessment reports do not correctly identify weaknesses. The lesson observation scheme lacks rigour. There is poor communication between sites. The quality of schemes of work and lesson plans is not consistently good. The standard of teaching varies significantly on some courses.

### **Catering, hospitality, travel and tourism**

Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- high pass rates on GNVQ foundation and intermediate leisure and tourism courses
- well-developed students' skills and knowledge
- much very good teaching and learning
- excellent resources
- wide range of provision and enrichment opportunities
- strong and effective links with industry and the community.



## **Weaknesses**

- low retention rates on some courses
- poor achievement in key skills.

## **Scope of provision**

79. The college offers courses from entry level to level 4. Courses include GNVQ foundation in leisure and tourism and level 1 chefs' certificate. Level 2 courses include NVQs in food preparation and cooking, food service and reception, travel services and intermediate GNVQ leisure and tourism. Qualifications at level 3 include NVQ in food preparation and cooking, chefs' diploma for pastry cooks, diploma in professional cookery and certificate in front office operations. There are AVCEs in travel and tourism and hospitality and catering, and the certificate in travel and resort representatives.

80. The college was awarded CoVE status in hospitality and catering in November 2002. Target enrolments for level 3 provision have been exceeded with 48 full-time and 139 part-time students on a range of occupational programmes.

## **Achievement and standards**

81. Most students' achievements are satisfactory and some are good. Pass rates are high on foundation and intermediate GNVQs in leisure and tourism. In 2003, the pass rate at foundation level was 100% and has been consistently above the national average for three years. In the CoVE, pass rates on the NVQ in food preparation and cooking at level 2 are high. The retention rates on the NVQ in travel services and other part-time qualifications were low in 2003. Few full-time students passed key skills qualifications in 2003.

82. Students have well-developed skills and knowledge. AVCE assignments show good research and analysis. Within the CoVE, students demonstrate very good practical skills. In food preparation, all students work in a hygienic and tidy way and are skilled in preparing and cooking a range of dishes. Food service students work confidently and communicate to guests in a professional way. A group of adults retraining for careers in the hospitality industry have developed very good food preparation skills over a short period of time and produce creative dishes. Students are confident when dealing with problems such as adjusting recipes for bulk production.

## **A sample of retention and pass rates in catering, hospitality, travel and tourism, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
NVQ in food preparation and cooking	1	No. of starts	32	17	22
		% retention	75	88	73
		% pass rate	83	67	81
GNVQ foundation in leisure and tourism	1	No. of starts	34	29	23
		% retention	62	72	78
		% pass rate	90	95	100
NVQ in food preparation and cooking	2	No. of starts	86	64	79
		% retention	86	92	78
		% pass rate	81	90	82
GNVQ intermediate leisure and tourism	2	No. of starts	54	59	46
		% retention	81	71	76
		% pass rate	84	83	86

AVCE in travel and tourism (double award)	3	No. of starts	*	35	68
		% retention	*	86	85
		% pass rate	*	87	86

Source: ISR (2001 and 2002), college (2003)

\* course did not run

### **Quality of education and training**

83. There is much very good teaching and learning. Teachers prepare detailed lesson plans and schemes of work. Teaching is stimulating and appropriate methods are used to cater for students' preferred ways of learning. In some lessons at levels 1 and 2, there were timely changes of activity to prevent students from becoming restless. Students' contributions in lessons are good. They readily share their views and work effectively in groups. A group of Year 10 school-link pupils showed unusual maturity in a food preparation lesson and produced very good dishes. Key skills teaching does not engage students and their progress is slow. No vocational relevance is given to the content and some students do not pay attention.

84. There is an excellent range of specialist resources. CoVE facilities include a modern restaurant and bistro. Kitchens have commercial equipment with computerised ovens and induction hobs. A demonstration theatre is well equipped with modern commercial equipment including induction hobs and audio and video equipment. The college travel agency is busy and travel students practise skills in booking holidays and dealing with customers. A business centre provides students with opportunities to make travel reservations using up-to-date computer software.

85. Teachers have good sector experience and are well qualified. Most continue to update their experience in industry and many are studying for additional qualifications. Travel and tourism teachers are involved in a good practice forum. A college project aimed at improving teaching and learning has been beneficial. There is good technician support for staff and students.

86. Teachers' feedback on students' assessed work is helpful. External verifier reports indicate that assessment procedures conform to awarding body standards. There is systematic sampling of student assessments to ensure that students' work meets national standards.

87. Students receive good support from tutors. Individual tutorials take place each month and most are effective. Targets are set and monitored to help students achieve challenging goals. However, in individual tutorials, the tutor does not always allow the student to be sufficiently involved in discussion.

88. The broad provision offers choice and flexibility. Courses are offered throughout the day and evening and some by distance learning. The tutorial curriculum is broad and develops students' social skills. Numerous educational visits are built into programmes. Students in the CoVE have studied European cuisine through study tours to Spain and France. Full-time students are able to take a range of additional qualifications including welcome host, food hygiene and health and safety. Many short courses are available.

89. Teachers work closely with industry organisations and employers to develop the range of courses and course content, particularly within the CoVE where additional courses such as hotel reception at level 3 and master chefs have been introduced. Links with five local schools are well established. The college and schools work together to provide GNVQ and GCSE courses.

### **Leadership and management**

90. Leadership and management are good. The focus on improving teaching and learning has broadened the range of teaching methods used by teachers. There is good communication in course teams and with managers. Courses are managed through well-documented meetings and frequent

informal communications. Within the CoVE, development of level 4 provision for 2004 will include foundation degrees in hospitality management and culinary skills. There is prudent resource management. Course leaders have access to management information. Some is used effectively, for example, to monitor students' attendance. However, quality assurance procedures are not always effective. Student performance information is not sufficiently analysed and action plans do not always address weaknesses appropriately.

## **Sport, recreation and uniformed services**

Overall provision in this area is **good (grade 2)**

### ***Strengths***

- high pass rates on most courses
- much good teaching and learning
- extensive range of provision for full-time students
- good support for students
- good leadership and management.

### ***Weaknesses***

- inadequate practical sport facilities at the Marton Campus
- poor key skills achievements.

### ***Scope of provision***

91. The college provides a wide range of courses from levels 1 to 4. There are currently 387 full-time students and 115 part-time students. Courses include NVQs, certificate for entry to uniformed services, AVCE in leisure and recreation, first and national diploma in sport and exercise sciences and public services, and GCE AS and A-level physical education. Students progress to HE courses managed in conjunction with Teesside University. There are additional qualifications such as the community sports leader award and part-time courses in exercise and fitness instruction. The college has 132 students on sports academies in football, basketball, rugby, cricket, golf, tennis and volleyball.

### ***Achievement and standards***

92. There are high pass rates on most courses. The pass rate on the preparation for entry to uniformed services at levels 2 and 3 was 100% in 2003. Pass and retention rates for NVQ level 2 in sport and recreation have been consistently high. The pass rates on the national diploma in sport science and GCE AS physical education courses are rising and high. Pass rates were low on the sport and leisure progression award in 2003. Retention rates are satisfactory. The retention rate on the second year of AVCE leisure and recreation is low.

93. The standard of students' work is appropriate to their learning goals. Students' assignments are well presented and show good use of IT. Most students contribute well in lessons. Students in the sport academies and teams are successful in competitions. In 2003, the girls' volleyball academy were U19 British champions. The basketball academy is the Durham first division league champion. A large number of sport science students progressed to university in 2003. Significant numbers of uniformed services students progress to the army.

### ***A sample of retention and pass rates in sport, recreation and uniformed services, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
City and Guilds progression award in sport and leisure	1	No. of starts	63	43	38
		% retention	68	72	71
		% pass rate	93	94	52
Preparation for entry to uniformed services	2	No. of starts	28	32	25
		% retention	86	75	76
		% pass rate	100	96	100
NVQ sport and recreation - allied occupations	2	No. of starts	45	29	20
		% retention	96	76	90
		% pass rate	95	100	94
National diploma science (sport studies)	3	No. of starts	60	58	62
		% retention	68	60	55
		% pass rate	71	77	91
Diploma in sports therapy	3	No. of starts	22	16	*
		% retention	64	75	*
		% pass rate	86	50	*
GCE AS physical education	3	No. of starts	15	17	31
		% retention	73	76	81
		% pass rate	55	85	100

Source: ISR (2001 and 2002), college (2003)

\* fewer than 15 students enrolled

### **Quality of education and training**

94. There is much good teaching and learning. In many lessons, teachers use a variety of teaching methods to maintain students' interest. Teachers make good use of questions to check on learning. The use of a video in a public service lesson to examine methods of sampling data provoked a good discussion of crime and honesty. There is good use of ILT in lessons. Excellent use is made of online tests on the virtual learning environment in sport and exercise science. In a few lessons, students spent too long on copying information from the screen or whiteboard.

95. Students make good progress in lessons. They contribute to discussions and are able to answer most questions asked of them. Adult students frequently ask questions to further their knowledge. Students work well in groups. In an AVCE leisure and recreation lesson, students evaluated the strengths and weaknesses of a residential they had organised. They ably judged the effectiveness of their planning and organisational skills.

96. Staff are well qualified and knowledgeable. Almost all have or are working towards a teaching qualification. Several staff teaching on the uniformed services courses have a military background. Well-qualified sport coaches teach the academy students. There is a good range of equipment for fitness testing, a well-equipped sport therapy room and a fitness suite. Rooms and corridors have good wall displays. Good use is made of the two computer rooms. There are poor onsite sport facilities at the Marton campus particularly for larger classes or racket sports. The two small gymnasiums are in a poor state of repair.

97. Assessment is well planned. There is good assessment in NVQs in sport and recreation at local sport and leisure facilities. Students' work is promptly marked and returned. Some feedback on students' work is detailed, but on others there is not enough information to help students improve.

There is effective and well-planned internal verification. Action has been taken to address issues raised by external moderators.

98. There is a wide range of full-time courses. Employer links are good. Guest speakers from the army, police and local leisure facilities regularly visit college. NVQ sport and leisure students undertake work experience, from which some gain employment. Some courses have residential visits. There are poor achievements in key skills in sport and recreation. Some students have waited some time to be timetabled for key skills. A specialist has been appointed to introduce more vocational relevance to key skills.

99. Support for students is good. Each course has two hours of tutorial time each week. Group tutorials follow a scheme of work covering topics such as decision making and teamwork. Students have regular individual tutorials during which their progress is recorded. Targets are set and reviewed. Tutors are helpful to students when they have problems. Attendance is monitored and absenteeism followed up.

### ***Leadership and management***

100. Leadership and management are good. Course leaders meet regularly with the curriculum manager to review course action plans. Operational and development plans are closely monitored. Managers are beginning to address the issues identified with key skills. Targets are set at course level and monitored against national averages. Inspectors agreed with most of the strengths and weaknesses in the self-assessment report. ILT training and help from teaching mentors have been effective in improving teachers' skills.

## **Hairdressing and beauty therapy**

Overall provision in this area is **good (grade 2)**

Contributory grade for work-based learning is **satisfactory (grade 3)**

### ***Strengths***

- high retention and pass rates on college-based courses
- good development of students' skills
- effective development of key skills
- good teaching and learning
- good support for students.

### ***Weaknesses***

- slow students' progress on NVQ level 1 and work-based learning courses
- poor retention rates and achievement of framework on work-based learning
- inappropriate timetabling of college-based training.

### ***Scope of provision***

101. NVQ courses are offered from levels 1 to 3. Courses are also available in gents' hairdressing, aromatherapy, reflexology, body massage, Indian head massage, artificial nails and nail art, anatomy and physiology and nutrition. Additional courses are offered to level 1 students in customer service and preparation for employment. Introductory programmes have been developed for students aged 14 to 16 from schools. Community provision includes courses in complementary therapies taught at five outreach centres. At the time of the inspection, there were 632 enrolments

on beauty and complementary therapies, 189 on hairdressing programmes, 53 work-based apprentices, of whom 51 were foundation modern apprentices, and 4 New Deal clients.

### **Achievement and standards**

102. There are high retention and pass rates for college-based courses. The development of students' professional, social and practical skills is good. Students display good standards of practical ability even at an early stage of their courses. Additional qualifications enhance the students' skills for working in the industry. Students' understanding and development of key skills is good. Students' progress is slow from NVQ level 1 and on work-based learning courses. For example, students stay on the NVQ level 1 hairdressing course for a full year even after achieving the qualification early.

103. Retention rates and achievement on work-based learning are poor. Pass rates have risen from 28% in 2001 to 50% in 2003. The retention rate increased to 66% in 2002, but then declined to 50% in 2003. Apprentices achieve key skills at appropriate levels and often above the level required for framework achievement. Enrolments of foundation modern apprentices have increased this year by 100%.

### **A sample of retention and pass rates in hairdressing and beauty therapy, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
NVQ hairdressing	1	No. of starts	68	62	69
		% retention	81	95	80
		% pass rate	95	100	96
NVQ hairdressing	2	No. of starts	99	120	128
		% retention	92	66	55
		% pass rate	92	94	84
NVQ beauty therapy	2	No. of starts	119	101	123
		% retention	57	91	82
		% pass rate	88	96	94
Indian head massage	2	No. of starts	33	45	62
		% retention	97	80	87
		% pass rate	84	94	96
NVQ beauty therapy	3	No. of starts	46	40	52
		% retention	78	88	77
		% pass rate	92	19	83
Aromatherapy diploma	3	No. of starts	53	35	57
		% retention	79	94	93
		% pass rate	95	82	96

Source: ISR (2001 and 2002), college (2003)

### **Quality of education and training**

104. Teaching and learning are good. A variety of teaching methods is planned to take account of students' needs and preferred ways of learning. Good links are developed between theory and practical sessions. Clear explanations are used during demonstrations. Teachers encourage

students to develop their own ideas and persevere when faced with difficulties. They provide challenge to students, but give help when appropriate. Teachers help to develop students' key skills by using challenging and stimulating assignments linked to the curriculum. Work-based sessions are effectively planned and use workplace scenarios. Off-the-job training is on days when clients are sparse, reducing assessment opportunities.

105. Students develop their practical skills well and have a good understanding of the theory. They soon develop the high standards expected in commercial work. They put appropriate emphasis on health and safety and client care and work to commercial timings. They use technical terms correctly and with confidence. Beauty therapists make good use of the theory relating to skeletal structure and facial muscles. Students select and use a suitable range of approaches when colouring hair or applying lotions in massage. Skills developed in IT include computer presentations. Students' work is professional and completed with much enjoyment. Students have improved their key skills that were weak at initial assessment.

106. Standards of accommodation and equipment are satisfactory. Most accommodation is in a specialist area. However, one theory room is distant from the rest. Staff are well qualified and have updated their skills through training and development. All staff undertake work experience in local salons to maintain their commercial expertise. Assessors and verifiers have undertaken the necessary training for new awards. Fourteen vocational teachers have a qualification in basic skills teaching.

107. Students receive good support. Their needs are accurately identified through initial assessment. Course tutors provide group profiles to help teachers to plan appropriate activities to meet the needs of individuals. Weekly tutorials are provided for all students. Tutorials are used to develop individual student action plans and targets. All students requiring additional learning support receive help in lessons from additional staff, including during practical lessons. Specialist staff provide help in lessons for hearing-impaired students. College staff visit schools to advise pupils on the apprenticeship options for hairdressing and have attracted students with a wide range of abilities.

108. The frequency and quality of reviews for work-based learning are inadequate. Many reviews, do not take place within the specified time. For some students, the gaps between reviews are as much as nine months. The reviews contain poorly documented details of progress. There are not enough comments about how better progress can be made. The action plans fail to identify appropriate targets for students to achieve or appropriate time scales.

### ***Leadership and management***

109. Leadership and management are satisfactory. There is good team work and staff share good practice. Course reviews correctly identify key strengths and weaknesses and appropriate action points and targets for improvement. There is inappropriate timetabling for some classes. Large numbers of students are timetabled in practical salons that are not equipped to accommodate them. Students are cramped and use electrical equipment near to front-wash basins. Only 4% of students are male. There is a predominance of female photographs in the hairdressing section of the college prospectus. There is no separate self-assessment report for work-based learning and use of management information on these programmes is inadequate. There is no analysis of student satisfaction from work-based students or monitoring of equal opportunities in the workplace.

### **Health and social care**

Overall provision in this area is **good (grade 2)**

### ***Strengths***

- o high pass rates on many courses
- o much good teaching
- o wide range of programmes
- o good progression to FE and employment
- o effective arrangements for monitoring students' progress.

**Weaknesses**

- o insufficient use of ILT in lessons
- o inadequate availability of some learning resources
- o poor strategy for the development of key skills.

**Scope of provision**

110. The college offers courses from levels 1 to 4. There are over 1,000 enrolments, of which half are full-time students. Some 120 adults study on access to HE courses in health sciences. Large numbers of students study for BTEC nationals in science (health studies) and early years, the Council for Awards in Children's Care and Education (CACHE) diploma, certificate and foundation childcare, and AVCE and GNVQ in health and social care. Evening courses include counselling, childminding, and working in special needs courses from introductory to advanced levels. Courses offered through outward collaboration include first aid and health and safety certificates. There are courses in hospital studies, sign language, first aid and food hygiene. The college provides a GCSE health and social care course for pupils aged 14 to 16 from a local school.

**Achievement and standards**

111. Pass rates on many courses are high. The level 3 BTEC nationals in early years and health studies and the level 1 GNVQ foundation in health and social care have maintained high pass rates for the past three years. The access to HE course had a high pass rate in 2003. There have been declining pass rates on other courses, although in most cases they have remained above the national average. The college is aware of this decline and has introduced strategies to help students to achieve their goals. Retention rates are satisfactory or better on most courses. The retention rate was high on NVQ level 2 care and the access to HE course in 2003.

112. Student progression is good. Some 92% of access to HE and 67% of national diploma in health studies students secured HE places in 2003. Over 50% of childcare and health and social care level 1 students progressed to level 2. There are several instances of students on NVQ care and early years care courses progressing through the levels and subsequently completing assessor awards. Short courses have been effective in encouraging mature students back into learning and many of these have gone on to NVQ training and access to HE courses.

113. The quality of students' work is appropriate to the course level, and meets awarding body requirements. Attendance and punctuality are good, reflecting students' high levels of motivation.

**A sample of retention and pass rates in health and social care, 2001 to 2003**

Qualification	Level	Completion year:	2001	2002	2003
GNVQ foundation health and social care	1	No. of starts	29	40	31
		% retention	83	83	77
		% pass rate	96	94	88
Foundation childcare - working with children	1	No. of starts	15	20	19
		% retention	87	90	95
		% pass rate	92	100	67
NVQ level 2 care	2	No. of starts	105	81	57



		% retention	66	42	88
		% pass rate	81	88	60
Certificate in childcare and education	2	No. of starts	27	40	49
		% retention	74	75	76
		% pass rate	55	90	84
National diploma in science (health studies)	3	No. of starts	32	37	36
		% retention	69	54	81
		% pass rate	95	95	86
Access to HE - health sciences	3	No. of starts	*	75	84
		% retention	*	87	92
		% pass rate	*	89	94

Source: ISR (2001 and 2002), college (2003)

\* data unreliable

### **Quality of education and training**

114. There is much good teaching. Lesson plans have clear learning objectives. Handouts and other learning aids are well prepared and effectively used by students. In the better lessons, teachers make helpful links to relevant assignments. There is a good range of activities to reflect students' preferred ways of learning. In one lesson, the teacher demonstrated chromosome replication by students making plasticine models of each step. Small group tasks are well organised, and students confidently share their findings with the rest of the class. Staff make good use of their vocational expertise to give the theory relevance.

115. In weaker lessons, there is too much teacher-led activity. Students have too little time to reflect on and apply the information they are given. Limitations on IT resources in most classrooms restrict opportunities to develop students' IT skills. In one class, a smart board was used for a video replay, but its full potential as a learning aid was not exploited. Some key skills lessons have not been adequately staffed and some students have had just one or two lessons since enrolment some months ago.

116. Assessment is well planned. Teachers make regular checks to ensure that students understand their work. Students' preferred ways of learning are assessed at induction, and this information is used effectively to inform assessment methods. There is a comprehensive internal verification system, which meets awarding body requirements.

117. Accommodation is clean and welcoming. Most teaching rooms have displays of students' work and informative posters. Resources appropriately reflect ethnic and gender diversity. Although there are good IT facilities available through the learning resource centre, there are none in most vocational classrooms. There are many outdated texts in the learning resource centre. Teachers have a good range of relevant vocational experience. The mentoring team observes teachers and provides appropriate support for lesson planning. Staff make good use of continuous professional development, and keep good records of their training.

118. Full-time students receive very good tutor support. This includes two hours each week of tutorial time, and a minimum of four individual reviews each year. Reviews focus on the quality and progress of students' assignments. Students agree targets for improving the quality of their work. Students are helped to organise portfolios of evidence effectively. Students who require work experience are appropriately placed.

## ***Leadership and management***

119. Courses are well led and managed and there is strong team working. Teams follow college procedures for course review and evaluation, making good use of management information. Self-assessment is thorough and all staff participate. The childcare team has good links with the local Surestart scheme. Teachers have useful links with Teesside University. Agency staff account for approximately 35% of taught hours. Some of these teachers do not attend course team meetings and rely on e-mails, memos and newsletters for communication. Some lessons take place in crowded classrooms. Timetables sometimes require teachers to start one class immediately after the end of another some distance away.

## **Visual and performing arts**

Overall provision in this area is **satisfactory (grade 3)**

### ***Strengths***

- high pass rates on GCE AS and A-level courses and first diploma courses
- much good teaching in performing arts and GCE A-level media
- good resources in media, photography, television, sound recording and video
- tutors' good use of their recent commercial and industrial experience.

### ***Weaknesses***

- low retention rates in music technology, popular music and practical craft skills
- dull and uninspiring teaching in some visual arts lessons
- key skills not fully integrated with the curriculum
- unsatisfactory aspects of curriculum management.

### ***Scope of provision***

120. There are 340 full-time students aged 16 to 18 and over 500 adults mainly on part-time programmes. The college provides national diploma courses in photography, fine art, media, music technology and performing arts, access courses in sound recording and art and design. There are first diploma courses in design and music technology. There is a programme for pupils aged 14 to 16 in music performance skills in partnership with a local school. There is no level 1 provision. GCE AS and A-level courses are available in fine art, film studies, media, textiles, music technology and theatre studies. Adult courses include textiles, music appreciation and performance. There is New Deal musicians provision for two students.

### ***Achievement and standards***

121. There are high pass rates on many GCE AS and A levels. The pass rate was 100% on GCE AS in dance, media and art studies in 2003. On first diploma courses, pass rates have been high most years. Retention rates are low in music technology, popular music and practical craft skills. Achievements in the graded examinations in music are poor. Overall, at GCE A-level, students achieve the grades predicted for them based on their results at GCSE. In media for the last two years, students have achieved grades significantly below that predicted.

122. Students' practical skills in the performing and visual arts are mainly good. Students in printmaking on GCE A level use a range of techniques to produce complex prints involving multiple layers and excellent registration. Students' work in media on a safe sex poster campaign was both visually striking and informative. Musical theatre students incorporated, in the space of half an hour,

new sequences into a dance routine, which they performed with confidence and style. However, some second-year national diploma students struggled with the concept of Brechtian acting style in a well-constructed and imaginative class.

***A sample of retention and pass rates in visual and performing arts, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
First diploma in performing arts	2	No. of starts	15	22	15
		% retention	93	77	79
		% pass rate	93	35	91
Practical craft skills	2	No. of starts	27	22	57
		% retention	93	86	74
		% pass rate	84	89	74
National diploma music technology	3	No. of starts	40	52	34
		% retention	60	52	53
		% pass rate	75	79	85
GCE AS media	3	No. of starts	64	52	47
		% retention	78	90	77
		% pass rate	84	87	100
GCE AS art studies/fine art	3	No. of starts	60	59	39
		% retention	78	68	87
		% pass rate	94	98	100

Source: ISR (2001 and 2002), college (2003)

***Quality of education and training***

123. Teaching and learning, particularly in practical lessons, are often good. In the best lessons, teachers give clear introductions and ask appropriate questions to promote understanding and discussion. Mature students in a listening skills lesson successfully analysed, with careful prompting from their tutor, complex ostinato rhythms in a jazz piece. Students' skills and knowledge are built up through well-structured assignments and challenging practical work. Teachers are sensitive to the different needs of students and provide appropriate help, both in lessons and outside. Many students are articulate, perceptive and confident in their practical activities.

124. In visual arts, teaching is often dull and methods are unimaginative. In a minority of lessons, the teaching is unsatisfactory. In such lessons, the activities are poorly structured and inadequate guidance is given to students. As a result, lessons do not proceed at an appropriate pace and students lose interest. In a minority of performing arts lessons, learning was adversely affected by poor student concentration.

125. Staff have a good range of practical industrial experience, particularly in film and television production. Students' learning is enhanced by their tutors' expertise. Resources for media, recording, photography, television and video are of industry standard. The art and design areas present a lively, stimulating environment. The poorly arranged computer rooms inhibit effective teaching. The theatre is spacious, but access to the stage is limited due to its use for storage. Teaching rooms in the media and photography areas have poorly presented displays.

126. National diploma students in art and design visit many exhibitions at home and abroad. Students recently took part in a sculpture workshop at the Yorkshire sculpture park. GCE A-level

students, by contrast, have limited opportunities for visits or opportunities for extending their drawing skills. There is an extensive range of public performances in performing arts which include gigs at a local country club, cabaret evenings, school tours and a Christmas show. Not enough attention is given to the development of students' key skills. Key skills are not integrated adequately into schemes of work and lesson planning. The college's policy on key skills teaching is not applied consistently.

127. Support for students is satisfactory. Students are well supported academically and personally by vocational and pastoral staff. Group tutorials are not well structured and do not have clear objectives. Assessment is well documented. Good examples of monitoring of practical progress were observed in GCE A-level art and musical theatre. Tutors make good use of initial assessment information to inform students' individual targets. Most assignments are well structured and challenging. Assessments are regular and provide feedback on progress. Feedback in performing arts sometimes does not provide enough guidance to students on how to improve.

### ***Leadership and management***

128. Some aspects of leadership and management are unsatisfactory. More robust management structures are being introduced and there is some closer working across disciplines. All staff attend meetings, but currently there is insufficient management across the two campuses. The self-assessment report is not rigorous and does not contain well-evidenced judgements. Some course reviews do not have appropriate targets. Some retention and pass rates are inaccurately stated. The poor organisation of part-time provision in art and design has affected the learning of some students.

## **Humanities**

Overall provision in this area is **satisfactory (grade 3)**

### ***Strengths***

- high pass and retention rates at GCE A level
- good lesson planning to address students' different needs
- good marking and assessment practices in psychology and access to HE
- broad range of daytime courses which meets demand
- effective course management in psychology and access to HE.

### ***Weaknesses***

- low retention rates on access to HE and most GCE AS and GCSE courses
- low pass rates on most GCE AS and GCSE courses
- ineffective use of questioning in some lessons
- inadequate arrangements to support part-time staff
- unsatisfactory management on several courses.

### ***Scope of provision***

129. There are 650 enrolments on courses in geography, history, law, philosophy, psychology, sociology and general studies. Most are full time aged 16 to 18 and on advanced level programmes. There are 43 students on GCSE courses in psychology and sociology. Psychology enrolments account for 37% of all humanities provision. There is an evening class for part-time adults in GCE AS psychology. Most students take compulsory GCE AS general studies in their first year and GCE AS citizenship in their second year. The access to HE course in humanities and social sciences has 40 full-time adults.

### **Achievement and standards**

130. Pass and retention rates at GCE A level are high. In geography, law and psychology, the proportions of students gaining high grades are also high. Most students in geography and psychology achieve above their expected grade. In 2003, 96% of students completed their GCE A-level courses. Over three years, pass rates have declined on many GCE AS courses and are low in history and law. Retention rates are low on many GCE AS courses, but in psychology have risen over three years to above the national average. Pass rates on GCSE courses are low. The pass rate on the access to HE course has risen steadily to a high level, but the retention rate fell significantly in 2003.

131. Students develop a good understanding of their subjects and use new knowledge sensibly. They develop higher order skills such as analysis and evaluation. This was clearly demonstrated in a philosophy lesson which examined aspects of state control and the proposal to issue identity cards. Oral competencies are developed in most lessons. Insufficient attention is given to the development of writing skills. There are examples of coursework in which IT skills and the use of number are competently applied. There is good progression to HE from the access course.

### **A sample of retention and pass rates in humanities, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GSCE law, psychology and sociology *	2	No. of starts	54	61	46
		% retention	65	75	61
		% pass rate	43	35	36
GCE AS law	3	No. of starts	41	69	48
		% retention	76	67	69
		% pass rate	71	54	45
GCE AS psychology and sociology	3	No. of starts	177	211	180
		% retention	77	78	80
		% pass rate	64	71	74
GCE A-level history	3	No. of starts	45	19	18
		% retention	71	100	94
		% pass rate	84	89	88
GCE A-level psychology and sociology *	3	No. of starts	117	145	84
		% retention	65	88	96
		% pass rate	75	80	96
Access to HE (humanities and social sciences)	3	No. of starts	30	33	40
		% retention	70	82	63
		% pass rate	76	85	88

Source: ISR (2001 and 2002), college (2003)

\* aggregated data

### **Quality of education and training**

132. All teaching is satisfactory or better. Most lessons are well planned for different learning needs. Many teachers use an appropriate variety of methods. In a stimulating lesson on how psychology

provides an understanding of gender, the teacher made effective use of discussion, group investigations, extended reading from handouts and video clips of case studies. Students work well in groups and have a good understanding of contemporary issues. Most students are well motivated. When class discussion is generated, students participate with relish. In a general studies lesson, students engaged in a vigorous discussion about gun crime.

133. In the lessons which are just satisfactory, a common weakness in teaching is the use of questioning, which fails to probe students' understanding deeply enough. Some teachers dominate discussion, preventing students from providing answers for themselves. Some teachers choose to read aloud from handouts instead of involving students. There were some instances of low teacher expectation, or teaching that did not cater for the more able.

134. Resources are used effectively. Full-time staff have appropriate subject qualifications and most have professional training. Much use is made of agency staff. This has affected the continuity of learning for some students. Teaching accommodation is good. Most rooms are well furnished with appropriate equipment. Some have interactive whiteboards and good use is made of these in geography. Paper resources, particularly in psychology, are of high quality. There are good displays of students' work in some rooms.

135. Policies for monitoring and assessing students' progress are developing, but not always rigorously applied. Some individual learning plans are superficial. Initial assessment is used to set minimum target grades, but these are not used extensively enough. There is little reference to them on marked assignments. Helpful cover sheets are used in psychology and access to HE for assignments. There are no processes to ensure that marking is in line with national standards.

136. There is a good range of full-time, daytime courses. General studies and citizenship courses provide breadth to learning. In access to HE, there are units covering careers guidance and key skills. There is insufficient enrichment of students' programmes, although there is fieldwork in geography and students visited New York in the summer. Access students benefit from the use of local resources. For example, students use evidence from the county archives office in their work on the poor law.

137. Students receive good guidance and support through the tutorial system and from study support staff. Some additional help is given on an informal basis outside lessons when needed. There is not enough structured additional learning support at course level. Gifted students and students at risk are identified on entry and given extra help.

### ***Leadership and management***

138. Leadership and management on several courses are unsatisfactory. In psychology and access to HE, courses are well managed and quality assurance practices are effective. There is good communication within other subjects, but links with other humanities provision are weak. Policies are not always effectively applied. Insufficient attention is given to the analysis of performance indicators. Course evaluations are superficial. Preparation for the introduction of GCE AS citizenship was inadequate. The impact of lesson observations is not always evident. The management of staffing issues, particularly support for some agency staff, is inadequate.

### **English and modern foreign languages**

Overall provision in this area is **satisfactory (grade 3)**

Contributory grade for English is **good (grade 2)**

Contributory grade for modern foreign languages is **unsatisfactory (grade 4)**

### **Strengths**

- high pass rates on GCE AS and A-level English language and English literature
- lively and imaginative teaching in English
- thorough assessment and monitoring of progress
- effective curriculum management in English.

### **Weaknesses**

- low pass rates on most modern foreign languages courses
- insufficient integration of ILT in teaching and learning
- inadequate resources in modern foreign languages
- poor management and co-ordination of modern foreign languages courses.

### **Scope of provision**

139. There is a broad range of courses from entry level to level 3. Daytime provision includes GCE AS and A-level English language and English literature. GCE AS English literature and GCSE English are offered in the day and evening. There are currently 344 enrolments on English courses. There are 623 enrolments on modern foreign language courses which include courses in seven languages, including Greek, Japanese and Russian. Most courses are at level 2 or below and accredited by Teesside Region Open College Network (TROCN). French, German, Italian and Spanish are offered at GCSE and French, Spanish and German at GCE AS.

### **Achievement and standards**

140. Pass rates on GCE AS and A-level English language and English literature are high. GCE AS English literature students achieve higher grades than those predicted on the basis of their GCSE grades. GCE AS English language students achieved below expectation in 2003. Pass rates on GCSE English are satisfactory, but on GCSE Spanish are low. Pass rates on most modern foreign languages courses are low. Retention rates are good on most English courses, but on GCE AS English literature and GCSE English rates fell below the national average in 2003. In modern foreign languages, retention rates are high on GCSE Spanish and level 1 and 2 TROCN courses.

141. Standards achieved by most students in English are high. In English literature, advanced level students follow the conventions of literary criticism and successfully analyse character and plot. Advanced level English language students identify and use a good range of linguistic and paralinguistic features. Many adult students in modern foreign languages communicate well with good accents and pronunciation. Some advanced level modern foreign language students are not able to speak and write at the required standard.

### **A sample of retention and pass rates in English and modern foreign languages, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
TROCN modern foreign languages	1	No. of starts	131	165	158
		% retention	73	65	92
		% pass rate	58	75	63
GCSE Spanish	2	No. of starts	59	38	30
		% retention	73	74	83
		% pass rate	9	25	48
GCE AS English	3	No. of starts	43	51	53

literature		% retention	81	82	72
		% pass rate	91	79	92
GCE A-level English literature	3	No. of starts	55	16	20
		% retention	75	94	95
		% pass rate	95	87	100
GCE AS English language	3	No. of starts	65	67	93
		% retention	89	87	91
		% pass rate	91	90	98
GCE A-level English language	3	No. of starts	53	25	37
		% retention	62	100	81
		% pass rate	82	100	97

Source: ISR (2001 and 2002), college (2003)

### **Quality of education and training**

142. Teaching and learning in English are good. Teaching is carefully structured to build up students' knowledge and understanding. Teachers have good subject knowledge and their teaching is lively and enthusiastic. Students participate in discussion and acquire higher level skills of analysis and critical evaluation. In a GCE A-level English language lesson, students worked enthusiastically on tracing the original meanings of words and phrases, using linguistic components as a means of analysis. Students express their views clearly orally and in writing. Use of the virtual learning environment is at an early stage of development.

143. In modern foreign languages, teachers make wide use of the language being taught, and increase its use as students gain confidence. In a Spanish lesson for beginners, students learned new vocabulary, practised this orally and in writing and then consolidated and extended their learning using a video. Where teaching is unsatisfactory, there are no clear learning objectives, explanations are poor, language is inaccurate, and tasks are repetitive or unchallenging. There is insufficient access to, and use of, ILT to support learning.

144. English teachers are well qualified and experienced. Resources for the teaching of English are good. There is a wide range of books, additional texts and handouts. Enrichment activities include visiting poets, master classes and theatre trips. English classrooms have interesting displays. Resources for modern foreign languages are inadequate. Classrooms are dull and uninviting with few displays to reflect the culture of the languages being learned.

145. Assessment and monitoring of students' progress are rigorous. There is close marking in English with constructive feedback to help students improve. Mistakes in grammar and spelling are corrected. There is a well-established and efficient process of internal verification in modern foreign languages to ensure that students are achieving the appropriate standards. Moderation in English is effective in ensuring that marking is consistent. Students receive good feedback on their progress. Full-time students receive twice-yearly reports which identify strengths and targets for improvement.

146. Guidance and support for full-time students is good. Adult students who study part time receive good specialist help on academic or personal matters. Students' additional learning needs are identified and addressed quickly. All full-time students have a personal tutor who liaises closely with subject tutors. Many tutors give freely of their time to meet students' individual needs.

### **Leadership and management**

147. Leadership and management in English are good. Communication between staff is good.



Management is collaborative and consultative. There is a clear focus on raising standards. There are good recruitment, retention and pass rates. Quality assurance of teaching and learning is effective. There is accurate self-assessment of strengths and weaknesses, and effective action planning.

148. Management of modern foreign languages is inadequate. Although self-assessment identifies weaknesses, there is insufficient response to address them. There is not enough quality assurance of teaching and learning by specialist language staff. Support for part-time agency staff is poor. There is no effective induction for new staff and insufficient opportunity for staff to meet and share good practice.

### **Provision for students with learning difficulties and/or disabilities**

Overall provision in this area is **unsatisfactory (grade 4)**

#### ***Strengths***

- good progression of students on to vocational courses
- effective behaviour management.

#### ***Weaknesses***

- inappropriate teaching and learning activities
- teaching unduly influenced by external accreditation requirements
- ineffective management of learning support assistants in lessons
- not enough ILT resources
- insufficient specialist knowledge of the complex needs of students.

#### ***Scope of provision***

149. The college has significantly changed its provision to improve progression routes and replace old qualifications. The IMPACT programme at Marton, Kirby and in community venues provides places for 400 adult students on a flexible basis, ranging from two hours a week to full time. Modules are validated through the Open College Network (OCN). The childcare and 'Move on Up' programmes have been introduced to meet the needs of students aged 16 to 18. There are 23 students following childcare courses, including some adults. These students are working towards the CACHE preparation for childcare qualification. There are 46 students on the 'Move on Up' programme. Students select from a range of vocational options in the first year and choose their mainstream option in the second year. Provision is made for 24 students aged 19 to 25 at entry level and level 1 using Oxford Cambridge and RSA Examinations (OCR) and OCN accreditation. There are essential skills classes for students who choose to improve literacy and numeracy.

#### ***Achievement and standards***

150. There is good progression, particularly for full-time students. For many students, achievements on externally validated programmes are their first experience of successful learning. Students on full-time programmes progress well within the programme as well as to mainstream college programmes. One student who had been excluded from school made an effective transition to the pre-entry provision, progressed to a vocational options programme and was subsequently accepted on the NVQ bricklaying programme. Retention rates have improved over the last three years. Achievements are measured against externally accredited programmes. The use of individual learning plans as a means of measuring students' achievements is underdeveloped.

#### ***Quality of education and training***

151. Too much teaching is unsatisfactory. In the better lessons, there is effective planning of whole group activities and good use of students' own experiences. For example, in a practical lesson on water, the teacher carefully planned a range of activities, groupings of students and timings to ensure maximum participation and effective learning. In a childcare lesson on childhood illness, the teacher used the students' own experience of siblings and babysitting to develop classroom discussion and improve their knowledge of common infectious diseases.

152. In weaker lessons, teachers place too much emphasis on whole group teaching or their teaching is unduly influenced by external awarding body requirements. Teaching and learning activities are inappropriate and do not allow students to explore and develop the skills they need. There is insufficient opportunity for students to develop their knowledge and skills through everyday practical activities such as using telephones, clocks and money.

153. Behaviour management is effective. There has been training on this for most staff. Teaching and support staff have a good set of behavioural rules for students aged 16 to 18. Staff also set appropriate behavioural boundaries and expectations for adult students.

154. There is not enough access to ILT to support and enhance learning. ILT is rarely used in lessons. Access for wheelchair users and those with restricted mobility to toilet facilities in the North Building at Marton and to the home economics room at Kirby is inadequate. Staff have or are working towards teaching qualifications, but some do not have sufficient specialist knowledge and understanding of the complex needs of their students.

155. Assessment and monitoring of students' progress is unsatisfactory. Where teachers mark students' written work, comments are encouraging, but do not help students to understand what they need to do to improve. There is too much emphasis on assessment related to the acquisition of competences required to meet external standards. Assessment of personal targets is currently underdeveloped. Assessments are not used effectively to identify and develop an individual's curriculum which can be used to enable effective individual support.

156. Parents and carers have made strong requests for accreditation for students. The college has responded to this by developing OCN programmes at entry level and level 1. These do not always meet the needs of individual students and have limited the development of individualised programmes.

157. Students' direct care needs are met well. Effective links with external agencies enhance the college's ability to provide good additional personal support, especially for hard-to-place students. A high staff-student ratio provides for a high level of personal attention for students. Learning support staff have good relationships with students, but too often intervene and are over supportive of them. This limits opportunities for students to learn from mistakes and/or to produce work that is their own.

### ***Leadership and management***

158. Leadership and management for students with learning difficulties and/or disabilities are unsatisfactory. There is some sharing of good practice across the department and development work has begun. As yet, a significant impact on the quality of teaching and learning is not evident. There is ineffective management of learning support assistants within lessons and of external support workers. In its self-assessment report, the college overstated its strengths and failed to recognise significant weaknesses. There is a nominated link governor to the department who has worked effectively with managers to establish work experience in a local specialist residential community. Staff appraisal is effective.

### **Literacy, numeracy and English for speakers of other languages**

Overall provision in this area is **satisfactory (grade 3)**

### ***Strengths***

- good achievements on literacy and numeracy courses
- good progression on ESOL courses
- comprehensive range of accredited courses to meet students' needs.

### ***Weaknesses***

- insufficient development of individual learning plans
- narrow range of stimulus materials in ESOL lessons
- limited community provision for literacy and numeracy.

### ***Scope of provision***

159. The college provides discrete courses for literacy and numeracy and ESOL for full-time and part-time students, and for both students aged 16 to 18 and adult students. Achievement tests in literacy and numeracy are available for both age groups. At the time of inspection, there were 485 students enrolled on these courses, of whom 60 were on numeracy and 85 on literacy courses. The 340 ESOL students, including a number of asylum seekers, are mostly adults.

### ***Achievement and standards***

160. In 2003, the pass rate for students aged 16 to 18 on literacy achievement tests was 63% and for numeracy it was 74%. For adult students, the pass rates were 66% and 78%, respectively. Achievement in literacy and numeracy on short internally assessed courses was high in 2003, with all students gaining a pass. Pass rates on full-time ESOL courses are better than on part-time courses and short courses. The pass rate for full-time students on spoken English at entry level 2 was 92% in 2003, although the retention rate was only 68%. A number of students returned to their own country before the end of the course. A higher proportion of the part-time students was retained, but the pass rate was low at 31%.

161. Students work hard in lessons and support each other in discussions. In an outreach literacy class, adults improved the standard of their spelling and writing skills through researching their family history. The high number of students who re-enrol for further courses in ESOL indicates that they enjoy their studies and are keen to learn English. For students who have other qualifications and who are highly literate in their own language, there is good progression from ESOL courses to HE and employment.

### ***Quality of education and training***

162. Teaching and learning are satisfactory overall. In ESOL, literacy and numeracy, there are examples of stimulating teaching but, in general, teaching is sound rather than inspirational. ESOL lessons include opportunities for speaking, listening, reading and writing, but the range of classroom activities is narrow. In the better ESOL lessons, teachers devise games and role play activities that stimulate students' interests. One group of students played 'Call my Bluff' to practise asking questions and to learn vocabulary about truth and fiction. The students' preferred ways of learning are recorded on lesson plans, yet many teachers do not use this information effectively. In a number of lessons, students worked through exercises, without access to newspapers, video or audio-visual resources to stimulate discussion about matters of topical interest.

163. Literacy and numeracy lessons are well resourced and there is good use of IT. For example, in one numeracy lesson, the teacher made skilful use of the interactive whiteboard to help students gain confidence in converting fractions to decimals. Teachers are appropriately qualified and have additional professional qualifications. The college has invested heavily in staff development to

extend the awareness of the national core curriculum for literacy and numeracy. There is good accommodation for literacy and numeracy. Teaching accommodation is satisfactory for ESOL.

164. Initial assessment of students on discrete literacy, numeracy and ESOL courses enables them to be placed in appropriate provision, but does not adequately inform individual learning plans. Insufficient time is allowed to enable students to plan targets to meet their individual needs. Students do not use their plans effectively to manage their learning. There are inadequate links between lesson plans and individual learning plans. The assessment of written work and performance in lessons is managed more successfully. Teachers correct pronunciation and grammar in a way that encourages students and promotes effective communication. ESOL students appreciate the constructive way that teachers mark their work.

165. ESOL courses offer a wide range of provision, ranging from beginner up to advanced level. Most lead to accreditation and offer good progression routes. Literacy and numeracy courses are available on all four sites. The college recognises in its self-assessment report that there is insufficient provision for literacy and numeracy in the community. A number of courses have been offered but recruitment has been low. New approaches are being tried, for example, linking literacy and numeracy to the delivery of basic IT skills. Links with employers are limited.

166. Specialist support is available for students with specific learning difficulties. Support for dyslexia is promoted widely in the college. Assessments are carried out to identify specific problems and to determine additional help needed. Extra lessons take place on an individual basis. Some of this work is linked to an individual student's course. A student on a motor vehicle course was working on vocabulary that is frequently used in assignments relating to car maintenance. Occasionally, support is not well matched to student need.

167. The quality of information for ESOL courses is good. Some information is available in other languages or through interpreting support. There is good personal support for students. The department has produced a handbook for those who are unfamiliar with daily life in the United Kingdom. Students benefit from social and cultural activities, such as trips to places of local interest. At the international music evening, students perform music that reflects their culture and there is a buffet of food from around the world.

### ***Leadership and management***

168. Leadership and management are satisfactory. Communication is good. Individual responsibilities are well understood and there is effective management of day-to-day issues. There are regular team meetings where staff discuss college and national developments. Some course reviews are superficial and do not indicate clearly how improvements are to be achieved. Managers show a strong commitment to the promotion of equal opportunities and are sensitive to cultural and religious issues. In order to achieve a more focused subject-specific provision, the responsibility for literacy and numeracy support has been devolved to curriculum areas. This is working more effectively in some areas than in others.

## **Part D: College data**

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**Table 1: Enrolments by level of study and age**

Level	16-18 %	19+ %
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<b>1</b>	32	38
<b>2</b>	35	30
<b>3</b>	29	18
<b>4/5</b>	1	3
<b>Other</b>	3	11
<b>Total</b>	<b>100</b>	<b>100</b>

Source: provided by the college in 2003

**Table 2: Enrolments by curriculum area and age**

<b>Curriculum area</b>	<b>16-18 No.</b>	<b>19+ No.</b>	<b>Total Enrolments (%)</b>
Science and mathematics	1,658	585	5
Land-based provision	36	20	0
Construction	294	241	6
Engineering, technology and manufacture	798	1,532	12
Business administration, management and professional	560	1,790	8
Information and communications technology	1,407	2,413	8
Retailing, customer service and transportation	18	383	1
Hospitality, sports, leisure and travel	1,835	1,917	14
Hairdressing and beauty therapy	449	649	6
Health, social care and public services	1,808	2,929	14
Visual and performing arts and media	1,060	672	9
Humanities	637	530	4
English, languages and communication	2,413	656	5
Foundation programmes	2,564	1,823	8
<b>Total</b>	<b>15,537</b>	<b>16,140</b>	<b>100</b>

Source: provided by the college in 2003

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2000	2001	2002	2000	2001	2002
<b>1</b>	Starters excluding transfers	2,190	1,984	1,982	2,901	2,349	3,170
	Retention rate	88	82	83	80	79	72
	National average	76	75	76	73	69	70
	Pass rate	68	80	75	752	79	81
	National average	65	69	71	66	68	71
<b>2</b>	Starters excluding transfers	2,837	2,750	2,515	4,085	3,897	3,040
	Retention rate	79	76	79	84	82	81
	National average	72	70	72	70	68	68
	Pass rate	69	78	72	81	83	81
	National average	67	69	71	64	68	72
<b>3</b>	Starters excluding transfers	2,256	2,930	2,776	2,154	1,913	2,026
	Retention rate	71	73	76	74	71	76
	National average	67	71	77	69	68	70
	Pass rate	66	79	76	66	73	72
	National average	75	77	79	66	69	72
<b>4/5</b>	Starters excluding transfers	*	18	*	364	253	257
	Retention rate	*	78	*	76	77	83
	National average	66	73	71	67	67	67
	Pass rate	*	29	*	43	35	47
	National average	65	54	53	57	55	56

*Note: summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).*

*Sources of information:*

*1. National averages: Benchmarking Data 1999 to 2001: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2002.*

*2. College rates for 1999 to 2002: College ISR.*

*\* fewer than 15 students enrolled*

**Table 4: Quality of teaching observed during the inspection by level**

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	59	36	5	111
Level 2 (intermediate)	74	22	4	65
Level 1 (foundation)	54	39	7	52
Other sessions	46	36	18	44
<b>Totals</b>	<b>59</b>	<b>33</b>	<b>8</b>	<b>272</b>

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