



# Middlesbrough College

## Re-inspection report

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<b>Audience</b> Post-sixteen	<b>Published</b> TBC	<b>Provider reference</b> 130570
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## Introduction

Middlesbrough College was inspected in November 2003. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in construction and construction work-based learning (WBL), and in provision for students with learning difficulties and/or disabilities, which were found to be less than satisfactory.

Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

## Construction

The less than satisfactory curriculum area of construction and construction work-based learning was re-inspected on 19 and 20 October 2005. The outcomes of the re-inspection are as follows.

<b>Curriculum/WBL area/</b>	<b>Original grade</b>	<b>Re-inspection grade</b>
Construction and Construction Work-Based Learning	Unsatisfactory grade 4 (WBL unsatisfactory grade 4)	Satisfactory grade 3 (WBL satisfactory grade 3)

## Context

The college offers a range of construction craft and buildings services courses at foundation, intermediate and advanced levels and work-based learning programmes for apprentices including bricklaying, carpentry and joinery, plastering and dry lining, electrical installation, plumbing and heating and ventilation. At the time of the re-inspection over half of the 764 students were on full time courses and aged 16-18. Eleven students were enrolled on work-based learning programmes.

## Strengths

- high pass rates on foundation and intermediate craft qualifications
- well developed students' practical skills
- good links with schools.

### **Areas for improvement**

- low retention on plumbing courses
- poor achievement of apprenticeship frameworks
- insufficient links with local employers.

### **Achievement and standards**

Retention and pass rates have improved on most courses. Pass rates are high on the foundation and intermediate construction craft courses but at advanced level the rate is below the national average. Retention on the basic plumbing skills qualification was low in 2005. Retention for the current year has improved and students are making satisfactory progress. Retention rates for work-based learners have improved and are good. Achievement rates on apprenticeship frameworks are poor but learners are now making good progress towards completion. Students develop a good range of practical skills. Work-based learners produce work to industry-recognised standards. Actions taken to improve attendance and punctuality have been effective and levels are satisfactory.

### **Quality of provision**

Overall teaching and learning are satisfactory. The standard of practical teaching is good. Most theory lessons are well-planned and have clear learning objectives. In the better lessons teachers use a variety of teaching and learning methods, including effective use of ILT, to motivate and engage students.

Good assessment of learners in the work-place is now carried out regularly. Teachers keep detailed assessment records and use photographic evidence appropriately.

Part-time evening introductory skills courses are now offered, but there is no provision for students to take full qualifications in building crafts. There are insufficient links with the local construction industry and too little support for potential work-based learners to find employment.

Progress reviews for work-based learners are satisfactory. Reviews are now carried out regularly and students are set clear targets which help them to understand what they need to do to complete their qualifications.

### **Leadership and management**

Leadership and management are satisfactory. New teachers have been appointed and effective staff development and good support from mentors have improved the quality of teaching. Regular WBL team meetings are

focussed on students' progress. Course reviews are now supported by accurate data. Action plans identify actions to address weaknesses but targets for improvement are not always measurable. The self-assessment report does not place sufficient emphasis on improving achievement of full frameworks on work-based learning programmes.

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

The less than satisfactory provision for learners with learning difficulties and/or disabilities was re-inspected on 19 and 20 October 2005. The outcomes of the re-inspection are as follows.

<b>Curriculum/WBL area/CIF aspect</b>	<b>Original grade</b>	<b>Re-inspection grade</b>
Provision for students with learning difficulties and/or disabilities	Unsatisfactory grade 4	Satisfactory grade 3

### **Context**

The college offers Edexcel skills for working life and life skills programmes in a range of vocational pathways including, arts and media, catering, care, business, horticulture and motor vehicle. At the time of the re-inspection 85 students were studying on a full-time basis and 127 were part-time. Most students are aged 19+.

### **Strengths**

- good progression of students to vocational courses
- effective behaviour management
- successful transition planning
- effective management which has brought about rapid change.

### **Areas for improvement**

- student independence not always promoted
- inconsistent application of management and quality assurance processes.

### **Achievement and standards**

Many courses in the area have been introduced recently and it is too early to measure students' achievement of complete qualifications. Students produce good standards of work and a high proportion progress to vocational courses and other provision. Many progress to level 1 programmes within the college

having developed good personal, social and vocational skills. Students also develop good team work, project management and advocacy skills.

### **Quality of provision**

Teaching and learning have improved and are now satisfactory. Most lessons are well-planned and teachers use a good range of activities and events to motivate students. Teachers have high expectations of students and poor behaviour is challenged appropriately. In some lessons student's independence is not promoted sufficiently. For example in an art and design lesson the learning support assistant tidied up for the student instead of encouraging them to complete the task for themselves.

Transition planning is effective and helps to ensure that students settle quickly into college. The newly appointed assessment and guidance co-ordinator works closely with the connexions advisor to ensure that applicants to the college are well-supported to make appropriate decisions about their programmes.

### **Leadership and management**

Effective leadership and management have brought about rapid change. New managers promote a culture of openness, support and challenge. Communications within the teaching team and with external partners are good. Significant investment in improving the quality of teaching and learning has been provided through staff development, support from teaching and learning mentors and the ILT champion for the area. Observation of teaching is more rigorously carried out. However, many systems have changed recently and are inconsistently applied. For example the use of individual learning plans to measure students' progress and achievement, and aspects of quality assurance.