



Grimsby Institute of Further & Higher Education

Re-inspection report

Audience Post-sixteen	Published TBC	Provider reference 130585
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Introduction

Grimsby Institute of Further & Higher Education 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 literacy and numeracy and WBL engineering 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.

The less than satisfactory areas of literacy and numeracy and WBL engineering were re-inspected on 18 and 19 October 2005. The outcomes of the re-inspection are as follows.

Literacy and Numeracy

Curriculum area	Original grade	Re-inspection grade
Foundation programme: Literacy and numeracy	4	3

Context

The college has made good progress in addressing the weaknesses identified in the previous inspection and the provision is now satisfactory. All full time learners (3548 in 2005/06) attend classes in numeracy and literacy either through Basic Skills qualifications at Entry and Level 1, or Key Skills (Communications and Application of Number) at level 2. Provision is made through discrete lessons, individual support at the 'drop in' centre and courses for adults in the community, for example, at the Learning Shop in the town centre. The college offers courses to vulnerable learners, including those recruited through the probation service locally.

Strengths

- good teaching and learning for adults at the Learning Shop
- well managed drop-in support at the main college site.

Areas for improvement

- more effective use of individual learning plans to monitor learners' progress
- to accelerate further improvements in teaching and learning.

Achievement and standards

Achievement and standards are satisfactory. Low pass rates on literacy and numeracy awards are now satisfactory and notably good at level 1 in basic skills. Learners apply themselves conscientiously and develop their basic skills. In 2004/05 the college transferred the majority of learners from key skills level 1 which were unpopular with learners. Retention is good and achievement is now satisfactory. Pass rates for key skills at level 2 are improving, and 'distance travelled' measures indicate significantly good progress. The highest pass rate is 46%. A minority of learners are on inappropriate courses. Some learners make particularly good progress, for example, from entry level in numeracy, to level 1 and further successful progression to higher education.

Quality of provision

Teaching and learning are satisfactory overall. In the better lessons, learners are well motivated and take responsibility for their learning. Teaching is lively and enthusiastic and learners are highly motivated. In the other lessons, learners make satisfactory progress, however teachers too often rely on whole class strategies where the activities do not always meet individual needs. Individual learning plans lack individual, clear targets and are too general. Initial assessment is good, but not all teachers take sufficient account of the range of confidence and ability of learners in planning their lessons.

Leadership and management

Leadership and management are satisfactory. Lack of expertise in the teaching of literacy has been rectified through staff development. The college's self-assessment is largely accurate in identifying weaknesses in teaching and learning. An effective process is in place to improve teaching. However, action to improve the quality of the provision further is not fully established. The college's strategy for basic skills is adequate.

Work-based learning engineering

WBL area	Original grade	Re-inspection grade
Engineering	4	2

Context

The college has made good progress in addressing the weaknesses identified in the previous inspection and the provision is now good. The curriculum area

includes apprenticeships in mechanical engineering (53 learners), motor vehicle (25 learners) and fabrication / welding (24 learners) with attendance modes of block or day release to suit employer needs. In addition a motor vehicle NVQ level 2 course with small numbers is to be discontinued. A multi-skilled apprenticeship framework which includes refrigeration, mechanical and electrical units has been developed in response to local industry demands.

Strengths

- good success rates for mechanical engineering / fabrication-welding frameworks
- comprehensive induction programme
- effective strategy to improve retention
- good management of work-based learning
- good arrangements for assessments in the workplace.

Areas for improvement

- improve the low success rate for motor vehicle framework completion
- increase employer awareness of apprenticeship programmes.

Achievement and standards

Overall framework completion rates for engineering apprentices have improved. Successful outcomes increased from 56% in 2002/03 to 58% at present, and a potential of 77% in 2004/05. Completion rates in mechanical engineering are particularly good. Of the 20 learners that started the programme in 2004/05 nineteen have completed and one remains in learning. Success rates in motor vehicle engineering are unsatisfactory. Since 2002, out of the 30 learners that started on the programme three have completed the framework. Strategies for improving success rates and retention in motor vehicle programmes are having a positive effect, with good progress now being made by learners. Comprehensive guidance is followed by improved induction and a probationary period to ensure that learners are well suited to their vocational programme.

Quality of provision

In the sample of lessons observed, learners were engaged effectively. Good planning in these lessons encouraged the development of learners' knowledge. Attendance was also good at 85%. Employers are satisfied with the training provided for their engineering apprentices. Resources are adequate to support learning. Although machine tools and motor vehicles are dated, they meet the needs of the learners' programmes. Staff are suitably

qualified and assessors have current industrial experience. A well equipped autotronics laboratory is being installed which has been financed through the CoVE partnership status.

Leadership and management

There have been considerable improvements in the management of the work-based learning provision. The self-assessment is accurate. Recently, additional full time appointments of an employment officer and work-based assessors have been made. They have ensured that learner progress reviews and assessments are completed regularly. Work places are of high quality and provide learners with a good setting for practical experience and career progression. Employers are involved effectively in learner's reviews, however they have limited knowledge of the apprenticeship framework. There is adequate reference to health and safety issues during learner progress reviews in the workplace. The work-based learning management group and curriculum teams meet regularly to ensure close monitoring of learner progress.