

Middlesbrough College

Inspection report

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Background information

Inspection judgements

Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: health and social care; science and mathematics; engineering and manufacturing technologies; construction and the built environment; information and communication technology (ICT); and sport, leisure and travel.

Description of the provider

1. Middlesbrough College is a general further education (GFE) and tertiary college and is the largest provider of post-16 education and training in the Tees Valley. Its mission statement is to provide excellent opportunities to encourage and support learners in achieving their full potential. It employs 40 managers, 213 lecturers, 270 business support staff, 222 agency staff and 316 claim basis staff.
2. The college has a Centre of Vocational Excellence (CoVE) in hospitality and two partnership CoVEs in transport and logistics, and adult health and care. College provision is currently spread across four campuses in and around Middlesbrough. From June 2008 the college will be relocating to a new single campus at Middlehaven located close to the centre of Middlesbrough.
3. In 2007, 52.4% of young people in Middlesbrough achieved 5 A* to C grades, improving from 40.8% in 2004. Performance, including English and mathematics, declined to 31.5% in 2007, well below the national average. Within the college 5% of young people leave Key Stage 4 with no GCSE passes against a national rate of 2.3%.
4. Middlesbrough itself has a high level of socio-economic deprivation with 25% of people of working age claiming a key benefit. The overall level of unemployment in Middlesbrough remains high, 4.7% compared with 3% in the North East. During 2006/07, 66% of 16-18 year olds at the college received an educational maintenance allowance.
5. Middlesbrough College offers a full range of academic, vocational and professional programmes in 14 of the 15 subject sector areas, as well as bespoke provision for commercial and industrial clients and a growing range of higher education (HE) provision franchised from the University of Teesside.
6. During 2007/08, the total number of learners on roll was 11,172 of whom 2,663 were full-time 16-18 year old learners. The gender profile showed 57.24% of learners were female and 9.14 % of the college's learners are from minority ethnic backgrounds, which is above the ethnic profile of the local population.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Good: Grade 2
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
<i>Equality of opportunity</i>	<i>Good: Contributory Grade 2</i>

Sector subject areas

Health and social care	Satisfactory: Grade 3
Science and mathematics	Inadequate: Grade 4
Engineering and manufacturing technologies	Good: Grade 2
Construction and the built environment	Good: Grade 2
Information and communication technology	Satisfactory: Grade 3
Sport, leisure and travel	Good: Grade 2

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

7. This is a satisfactory college. Success rates at course level are at or around the national average and value-added data show that most learners make the progress expected of them on the basis of prior attainment. Success rates are high at level 2 and low at level 3. Achievement of learners aged 14-16 and learners on Train to Gain programmes are good. Attendance is satisfactory as is the standard of learners' work and skills development.
8. Teaching and learning are satisfactory. The college recognises that there has not been sufficient improvement in teaching and learning since the last inspection. There are shortcomings in the college system of observing teaching and learning. Recent college initiatives in the management of teaching and learning, including the use of information and learning technology (ILT), are promising.
9. The college's approach to meeting the needs of its learners is good. A wide range of courses have been developed to meet the needs of learners from partner schools, local employers and the community. Learners benefit from strong and effective partnerships with a range of organisations. Progression routes are good with three sector subject areas (SSAs) offering foundation degrees. Enrichment is satisfactory. Links with employers to provide work placements are insufficient in some SSAs.
10. Support for learners is satisfactory. Those with caring responsibilities are supported well. Most support is well planned and managed but learning support for level 3 learners in science and maths is not adequately planned or delivered. Literacy and numeracy support for Train to Gain learners is insufficient. Initial advice and guidance are satisfactory. Educational inclusion is good and social inclusion is outstanding.
11. Leadership and management are satisfactory. Since the last inspection the college has made good progress in improving standards, adopting effective strategies to raise the college's overall success rates, particularly in 2006/07. However, there are too many variations in the rates of improvement and the actual levels of achievement across the college. Quality assurance arrangements have been effective in securing improvements but these are not consistent across the college. The quality of curriculum management varies from good to inadequate. The promotion of equality of opportunity is good.

Capacity to improve

Good: Grade 2

12. The college's capacity to improve is good. Since the last inspection overall success rates have improved and are broadly in line with the national average. In 2007, success rates on level 2 courses and for adult learners increased significantly. The curriculum has been revised to meet the needs

of learners and the local community. Self-assessment is broadly accurate. The college now has a clear strategic direction and strategies to further raise standards. The college's operating efficiency and financial position has improved considerably in recent years and is now good. The new college building project has been very well managed.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

13. The college has made good progress in addressing the areas for improvement since the last inspection. The college no longer offers courses in modern foreign languages and the provision in construction and for those with learning difficulties and/or disabilities has improved. Key skills delivery has improved and learners' progress is monitored more closely. Management information is now accurate, reliable and easily accessible to all staff. The revised lesson observation system has yet to impact consistently in raising the quality of teaching and learning. Accommodation at present is fit for purpose. The college has worked hard to implement plans to move into an impressive and well thought out new building on one town centre site in June 2008.

Key strengths

- high success rates at level 2
- outstanding social inclusion
- good provision for 14-16 year olds
- strong and effective partnerships
- very good financial management
- good Train to Gain provision.

Areas for improvement

The college should address:

- inadequate provision in science and mathematics
- level 3 success rates
- quality of teaching and learning
- weak curriculum management in a minority of areas
- implementation of quality assurance arrangements.

Main findings

Achievement and standards

Satisfactory: Grade 3

Contributory grades:

Train to Gain

Good: Grade 2

Learners aged 14–16

Good: Grade 2

14. Achievement and standards are satisfactory. The college has identified this in its self-assessment report which gives a good, impartial and critical evaluation of its own strengths and areas for improvement.
15. The success rate at level 1 for learners aged 16-18 on long courses improved from 11% below the national average in 2004, to 5% above the 2005/06 national average in 2007. The success rate for adults at this level has improved steadily year on year from 8% below the national average in 2004, to the 2005/06 national average in 2007. Success rates are high at level 2 for both age groups in 2006/07, having improved from at or around the national average in 2004. Success rates at level 3 have shown modest improvements since 2004 but remain low in 2006/07. There have been significant improvements in success rates at all levels and for most age groups in 2006/07.
16. Success rates for 14-16 year olds are good with some high performing courses. Overall success rates on apprenticeships are low. Timely success rates on these programmes are above a low national average. Train to Gain success rates are high with rates of 80% and 84% for the cohorts completed to date. Key skills success rates are significantly above a low national average and particularly high in some SSAs.
17. Success rates for 16-18 year old male and female learners are comparable. Adult females achieve better than males. There are some indications that some learners from minority ethnic groups under perform but numbers are too low for reliable comparisons. The college has identified some SSAs in which aggregate level success rates are below the national average.
18. Pass rates at levels 1 and 3 for most age groups are below the national average. Retention rates are better, particularly at level 2 in 2006/07 where they are significantly above the 2005/06 national average.
19. Attendance and punctuality are satisfactory. Learners generally enjoy their studies and most produce an appropriate standard of work and develop the range of skills required for their level of study.

Quality of provision

Satisfactory: Grade 3

Contributory grades

Train to Gain

Good: Grade 2

Learners aged 14–16

Good: Grade 2

20. Inspectors agreed with the college's own self-assessment that teaching and learning are satisfactory. The college's report accurately identifies that the best teaching is seen in engineering and construction. The report, however, did not accurately identify that teaching and learning are inadequate in science and mathematics. In this area lessons are not always planned to meet the needs of all learners. Teaching and learning are good in sport, travel and tourism and are satisfactory in the other four SSAs inspected. Although the college has invested in staff development and support for teachers from a small team of learning mentors, the quality of teaching and learning has not improved sufficiently since the last inspection. Inspectors agree with the college's self-assessment that too much teaching is merely satisfactory. Until recently too few observations of teaching and learning were carried out to successfully promote improvements. In September 2007, new arrangements for observation were introduced. The number of observers has increased significantly. However, the new process is overly bureaucratic and many of the observers lack experience. There is evidence of over-grading in recent observations and not all reports provide sufficiently clear guidance to teachers on how to improve.
21. The teaching and management of key skills have improved significantly since the last inspection and are good. Teachers are well qualified and experienced and there are well planned arrangements to ensure that they meet the requirements of the further education workforce reforms. Learning materials are satisfactory. Good use is made of the virtual learning environment by staff and learners in engineering and sport. The college has taken effective action to help to ensure that all staff are prepared to be able to make best use of the information and learning technology which will be widely available in the new accommodation.
22. The initial assessment of learners' levels of literacy and numeracy is timely and appropriate. Support is provided quickly for learners who need it. Learner's progress is monitored satisfactorily. However, the use of individual learning plans to set learners targets and to monitor their progress is underdeveloped in a number of areas. Parents and guardians receive regular and helpful information from the college.
23. The range of programmes to meet the needs of learners is good. Provision is broad with good progression routes and meets the needs of local learners. Three areas offer foundation degrees and some areas offer good additional qualifications to enhance employability. Links with employers to provide placements are insufficient in some areas.
24. Partnership working to widen participation is very good. The college is involved in an extensive range of projects with many partners, including the

probation and prison services, employers, charities and schools. Provision is flexibly designed and delivered to meet partners' needs. The new college building is contributing to the regeneration of Middlesbrough.

25. Provision for 14-16 year olds is good. The college works with 11 schools, and three other agencies providing education for young people and currently has over 700 learners on programmes in eight curriculum areas. Provision for those already excluded or in danger of exclusion successfully re-engages learners, develops their confidence and self-esteem and raises their career aspirations.
26. Enrichment is satisfactory. Some learners have the opportunity to undertake work in the community, take part in trips, participate in sports academies and take an enterprise qualification. However, the college does not centrally monitor the uptake of enrichment and cannot tell if all learners are receiving their entitlement.
27. Inspectors judged support for learners to be satisfactory in contrast to the self-assessment judgement of good. Most support is well planned and managed. Initial assessment effectively identifies support needs often before the learner's programme starts. Support is put in place quickly. However, learning support for level 3 learners in science and mathematics is not adequately planned or delivered. Literacy and numeracy support for Train to Gain learners is insufficient.
28. Those with caring responsibilities are supported well. Childcare provision is good. The college's two nurseries provide over 100 places and there is an after school club. Financial support is allocated for learners wishing to continue using their own approved childcare provision. Initial advice and guidance are satisfactory and provide young people and adults with good information about the opportunities available to them. The tutorial process helps young people learn about healthy living and the college provides appropriate services to meet their health needs.
29. Quality monitoring of individual learning plans and aspects of the tutorial process are insufficient. Educational inclusion is good and social inclusion is outstanding. The college works very hard to successfully engage and meet the needs of those who are not in work or training, ex-offenders, adults in the workplace not involved in learning, and those excluded or at danger of being excluded from school.

Leadership and management

Satisfactory: Grade 3

*Contributory grades:**Equality of opportunity**Good: Grade 2*

30. Leadership and management are satisfactory. The college judged this aspect to be good. The principal, senior managers and governors, following staff and student consultation, have set a clear strategic direction for the college. A very new management structure has just been implemented and there is now clarity of roles, responsibilities and accountability of senior and middle managers.
31. In the six curriculum areas inspected, curriculum management was judged to be good in three, satisfactory in two and inadequate in science and mathematics. Management of Train to Gain provision is good.
32. Since the last inspection the college has made good progress in improving standards which are now broadly satisfactory. Strategies, in particular changes to the curriculum offer, have been effective in raising the college's overall success rates, particularly in 2006/07. However, there are too many variations in the rates of improvement and levels of achievement across the college.
33. Communications across the college's four sites are good. Curriculum areas have clear targets linked to the college's strategic priorities. However, it is not clear how some of the actions will achieve these priorities and some targets are over ambitious.
34. Quality assurance arrangements have been effective in securing improvements but are not consistent across the college. The college listens to the opinions of learners and stakeholders, and responds positively. Until recently there has been insufficient focus in monitoring key priorities, for example, improving the quality of teaching. Inspectors identified that there is insufficient sharing of good practice across curriculum areas. The self-assessment process has been improved and the report is broadly satisfactory.
35. The promotion of equality of opportunity is good. The college has responded well to legislative requirements regarding race relations and disability. There are appropriate policies on bullying and harassment. Policies are updated regularly and implementation plans are supported by good staff development.
36. Resources to support learning are satisfactory. Teaching staff are appropriately qualified and many have recent and relevant industrial experience. Appropriate checks are in place to meet legal safeguarding requirements. Accommodation is currently fit for purpose and the college has maintained an attractive learning environment prior to the move to the new town centre site. The college has consulted well with many stakeholders in the development of its new site. Very good plans are in place

to support transition to the college's new £68m building, which is expected to be on time and to budget.

37. Governors have a wide range of skills and expertise that support the college. The corporation receives regular reports from curriculum managers but these lack clarity and consistency in their approach and do not always give a clear picture of the key points to be considered. Governors closely monitor the college's financial position and are encouraged to ask challenging questions at board and committee meetings.
38. Financial management is good and significant progress has been made in improving the operating efficiency of the college. The college has recently met its funding targets and provides satisfactory value for money.

Sector subject areas

Health and social care

Satisfactory: Grade 3

Context

39. The college offers full-time courses in health, social care and early years from entry level to level 3. There are 392 learners on full-time courses, 94% of whom are 16-18 year olds. There are 563 learners enrolled on part-time courses which range from level 1 to level 4 and include NVOs, short courses and higher education courses. Approximately 950 learners follow distance learning courses.

Strengths

- high success rates on most level 3 courses in childcare
- good planning of courses and lessons
- good level of support for part-time learners
- well coordinated work placements for both full-time and part-time learners.

Areas for improvement

- low success rates on childcare courses at levels 1 and 2
- declining success rates on counselling courses at levels 2 and 3
- poor management of learning activities
- insufficiently rigorous action to ensure retention targets are met.

Achievement and standards

40. Achievement and standards are satisfactory. In 2006/07, success rates on level 3 courses in childcare rose to well above the national average. Success rates on the level 2 distance learning courses are consistently high. Conversely, the success rates on childcare courses at levels 1 and 2 were well below the national average. Results on the certificate in childcare are persistently low. Success rates on the certificate in counselling skills and theory at levels 1 and 2 declined sharply to well below the national average.
41. In 2006/07, retention rates declined on many long courses, particularly at levels 1 and 2 as acknowledged by the self-assessment report, although pass rates remained at or above the national average on most long courses. Learners on many courses achieve high grades. Those who complete often progress to more advanced courses or to employment.

Quality of provision

42. Overall, teaching and learning are satisfactory. Course and lesson planning are good but the delivery of lessons varies in quality. In the better lessons, varied learning activities supported by a range of appropriate resources take account of differing learning needs. Learners work hard and make good

progress. In the weaker lessons, ineffective questioning fails to check the progress of all learners. Learning tasks are not introduced clearly, there are no deadlines for completion and outcomes are not always effectively gathered and shared. Occasionally learners' progress is slowed by chatter and other disruptions.

43. The range of courses meets the needs of both school leavers and employers. Numbers on most courses are high. Productive links with employers are well maintained. Work is in progress to develop customised courses to meet individual employers' needs.
44. Learners on full-time courses benefit from well organised work placements. Many follow vocationally relevant complementary courses. In addition, their curriculum is enriched by involvement in voluntary and charity work and by a range of visits and trips, which helps them make a positive contribution to the college and the community.
45. Learners are well supported. Those on part-time courses, whether in college or the workplace, receive a good level of additional learning support.

Leadership and management

46. Curriculum leadership and management are satisfactory. Good communications at both departmental and team levels keep staff well informed. Teamwork is valued and developed. Teachers are well qualified and experienced. They have good access to training and professional development, including industrial updating. Managers follow the college-wide procedures to monitor the quality of courses. Termly course reviews inform the self-assessment report. Targets are set at course level. Recruitment targets are usually met or exceeded but those for retention and success are often missed. The strategy to ensure that retention targets are achieved lacks rigour and has been only partially successful. Inspectors did not agree with the self-assessment report, that there is no unsatisfactory teaching and learning.

Science and mathematics

Inadequate: Grade 4

Context

47. There are 533 learners, of whom 374 are 16-18 year olds. Courses include GCSE mathematics, human physiology and health, science, and GCE AS and A2 biology, chemistry, physics, psychology and mathematics. There is also a BTEC certificate in forensic science. GCSE mathematics, human physiology and health care, AS human biology and mathematics are also offered as part-time evening classes.

Strengths

- high pass rates in GCE A-level psychology
- good use of computer based resources in biology and psychology.

Areas for improvement

- low success rates on AS physics, chemistry and mathematics
- low value added for full-time learners on advanced courses
- teaching that does not meet the varied needs of learners
- inadequate curriculum management.

Achievement and standards

48. Learners' achievement is inadequate. Success rates are low on AS mathematics, physics and chemistry and too few learners' progress to A2. With the exception of psychology, learners do not consistently achieve the grades that would be expected based on their previous GCSE performance. Pass rates for A* to C grades on GCSE courses are satisfactory. Overall pass rates for 19+ learners are satisfactory. Retention rates across the area are around the national average. Learners' attendance is satisfactory. In more successful subjects, learners show the ability to work together and discuss and explain their ideas.

Quality of provision

49. Teaching and learning are inadequate. The better lessons are well planned, lively and stimulate learners' interest in the subject. In weaker lessons, teacher-led discussions and activities are not sufficiently challenging. Work lacks the depth needed for learners to succeed. Although all learners receive a short induction to the college, the longer subject specific induction to bridge the gap between GCSE and AS is not well enough planned. Schemes of work and lesson plans do not include teaching and learning strategies for learners of varying ability. In physics, assessment is not sufficiently regular and consistent to inform student progress. Across the area the use of computer-based resources is increasing and is good in biology and psychology.

51. Additional learning support is not sufficiently effective. Learners' needs are not identified early enough in the course. Individual learning plans are not in place for subject support and learners lack clear targets. The college has increased the amount of additional learning support available to learners but this is not well planned at subject level.
52. The college offers a good range of AS and A level courses. The vocational course in forensic science did add breadth to the range but it has not run for two years.
53. In tutorials, learners receive helpful advice about career opportunities and higher education applications. However, although targets for attendance and progress are discussed and set, the targets are not precise enough.

Leadership and management

54. Leadership and management are inadequate. Self-assessment and quality improvement is not sufficiently focused on outcomes for learners. Teaching and learning has not been observed regularly and teachers have not been set clear targets for improvement. The subject learning coach in science, however, has been successful in identifying and sharing examples of good practice.
55. Accommodation and learning resources are largely good. Staff are well qualified.

Engineering and manufacturing technologies

Good: Grade 2

Context

56. The college offers courses in electrical, automotive and manufacturing engineering, instrumentation, process control, and welding and fabrication from level 1 to level 3 to 736 learners, of whom 102 are aged 14-16, 363 are aged 16-18 and 271 aged 19 and over. Of these, 455 attend full-time courses and 179 attend part-time courses. The 102 pupils aged 14-16 from local schools attend the college for part-time engineering programmes each week.

Strengths

- high success rates on most programmes
- good acquisition of workplace skills on welding courses
- good use of the virtual learning environment to consolidate learning
- good use of enrichment to promote progression and enhance learning
- wide range of provision from level 1 to level 3.

Areas for improvement

- insufficient work placement opportunities for full-time learners
- lack of targets for individual learners to monitor progress
- narrow range of evening only provision.

Achievement and standards

57. Achievement and standards are good. Success rates are high. Most have increased steadily over three years and are above national average. The standard of learners' work in practical sessions is often high. Progression is good between programme levels and onto higher education.

Quality of provision

58. The quality of provision is good. Teaching and learning are satisfactory with some good features. Most teachers plan their lessons carefully. Theory lessons often do not sufficiently challenge and stretch all learners. Target setting in these sessions is ineffective. The virtual learning environment is well used and helps to consolidate and reinforce learning.
59. Assessment practices are good. Learners receive detailed feedback on their performance and are given good guidance on how to improve. Good, timely and detailed verbal feedback is often given on practical tasks.
60. Learning resources are satisfactory. Equipment in engineering workshops is dated but fit for purpose. There is insufficient access to digital technology. Some classrooms in workshops suffer obtrusive noise.

61. The college offers a wide range of programmes across several engineering disciplines from level 1 to level 3. Managers and staff consult well with employers to identify needs and inform the curriculum offered. However, there are very few evening only courses. Progression from school link programmes onto mainstream provision is good. Engineering learners take advantage of a good programme of enrichment. Educational and industrial visits play a key role in promoting progression and enhancing learning.
62. Support for learners is satisfactory with good aspects. Key skills tutors and additional learning support assistants work very well together. Tutors make very good use of electronic and manual systems to monitor progress and share information. There are insufficient formal arrangements to ensure additional learning support is in place.
63. Full-time learners do not have sufficient opportunity to obtain realistic work experience through work placements. Learners are not sufficiently exposed to the more demanding tolerances and time limitations of working within an employer's premise.

Leadership and management

64. Leadership and management are good. Recruitment to courses has increased steadily. Internal communications are good. There is a clear meetings structure. All tutors receive copies of minutes. Cooperative working between all staff is good and good practice is frequently shared.
65. Many staff have recent industrial experience and others have had recent industrial updating. However, formal links with industry are insufficiently developed. The engineering advisory board meets infrequently and is poorly attended by employers.
66. The self-assessment process is comprehensive and the report is mostly accurate.

Construction and the built environment

Good: Grade 2

Context

67. The college offers a good range of craft and services courses at foundation, intermediate and advanced levels, and work-based learning programmes for apprentices. Programmes include bricklaying, carpentry and joinery, plastering, electrical installation and plumbing. There are 544 learners, 411 full-time of which 82% are 16-18 year olds and 133 part-time of whom 63% are adults. Fourteen apprentices are in training. The college provides off-the-job training for 75 building services apprentices on behalf of a national provider. Eighty-six 14-16 year olds from local schools are on part-time construction programmes.

Strengths

- improved and high success rates at level 2
- good teaching in practical sessions
- effective strategies to improve provision
- good links with local schools

Areas for improvement

- limited opportunities to acquire NVO qualifications
- limited opportunities for work experience.

Achievement and standards

68. Achievement and standards are good. Long course success rates are good and have improved significantly from 56% in 2005/06, to 71% in 2006/07. Success rates are particularly good on level 2 mechanical engineering services and the intermediate construction award. The success rate for foundation construction award at level 1 is satisfactory.
69. Success rates for the small number of learners at level 3 are low. Progression to level 3 is low. Short programme success rates declined between 2005/06 and 2006/07 and are inadequate.

Quality of provision

70. The quality of provision is satisfactory. Teaching is good in many practical sessions. Activities and assessment are well planned and teachers use their industry experience to help learners develop good practical skills. There is not enough good or better teaching of theory. Skills teaching is good and learners with an additional learning needs receive good basic skills teaching.
71. Programmes and activities are satisfactory in meeting the needs and interests of learners. There is a good range of building crafts and services available at levels 1 and 2 and programmes for those not in education,

employment or training. Programmes are predominantly full-time leading to technical certificates rather than the NVQs recognised for employment. The enrichment offer and take-up is satisfactory. The college has few links with employers and the apprenticeship programme has small numbers. Learners do not receive planned work placements to help them gain first hand experience in the industry.

72. Guidance and support are good. Vocational tutors provide pastoral support and deliver tutorials. Pastoral support is good and teaching staff actively encourage learners to achieve their goals. Tutorials are good and punctuality and attendance is improving. Learners' individual targets lack detail. The quality and accessibility of information, advice and guidance are satisfactory.

Leadership and management

73. Leadership and management are good. There are effective strategies to improve the provision and managers use data effectively to monitor performance. The effective use of a 'traffic light' system measures and sets targets for in-year performance at course level. Communication is good. Staff resourcing is good with many practical classes having a teacher and instructor. Accommodation and equipment are satisfactory.
74. Promotion of equality of opportunity is satisfactory. Quality assurance of teaching and learning is satisfactory. There is effective management of links with local schools.
75. The self-assessment report is broadly accurate with appropriate actions written into the quality improvement plan. It does not place sufficient emphasis on progression to higher level qualifications or NVQ qualifications.

Information and communication technology

Satisfactory: Grade 3

Context

76. The college offers courses in information and communication technology (ICT) from entry level up to level 3. Full-time provision includes: introductory diploma for IT users, first diploma for IT practitioners, and the national certificate for IT practitioners which offers three vocational options: systems support, software development and business for IT. Part-time courses for adults include: European Computer Driving Licence (ECDL) parts 1 and 2, level 3 certificate in using IT, and computer literary and information technology (CLAIT). There are approximately 380 learners of whom 260 are full-time. Most of the 120 adult learners are part-time.

Strengths

- high success rates on vocational courses in 2006/07
- high success rates on key skills in 2006/07
- good development of learners' practical skills
- effective support.

Areas for improvement

- low success rates on part-time courses for adults
- low success rates on GCE AS and A-level ICT
- insufficient sharing of good practice
- under developed links with industry.

Achievement and standards

77. Achievement and standards are satisfactory. In 2006/07, success rates on vocational courses at levels 1 to 3 were above the national average and are good. Key skill results were also high. Success rate on GCE AS and A-level ICT courses have been low for three years. Success rates are low on some part-time courses for adult learners.
78. Internal progression rates of learners from levels 1 to 2 and from level 3 to higher education are good. Learners' practical IT skills are well developed and the standard of their written and practical work is satisfactory. Attendance is good at over 90%.

Quality of provision

79. Teaching and learning are satisfactory. Inspectors agreed with the college's view on the quality of lessons. Lessons are mostly well planned. In the better lessons, teachers ensure that learners are challenged appropriately, take responsibility for their own learning and are focused on their work. In less successful lessons, teachers do not plan effectively to meet the needs of all learners.

80. Assessment of learners' work and progress on their course is effective. Work is marked thoroughly and returned promptly with comments that help learners understand what they need to do to improve. Teachers are well qualified. Resources are satisfactory, both in classrooms and in private study facilities.
81. The range of courses is satisfactory. Part-time courses have been reduced recently but the drop-in facility for adult learners on ECDL courses provides a flexible facility which learners value. Links with employers are weak. Learners do not have opportunities to apply their skills in a work environment through work experience.
82. Guidance and support for learners are very good. Additional learning support is very effective. Pastoral support from tutors is also well developed and highly valued by learners.

Leadership and management

83. Leadership and management are satisfactory. The vocational curriculum area is well managed. Data are used well to inform decisions on course management and communications are good. There is insufficient sharing of good practice from the vocational programmes across the wider ICT provision.
84. The self-assessment report is broadly accurate and identifies most of the strengths and weaknesses. Targets for improvement are not always sufficiently challenging. The college is a safe environment and learners are encouraged to adopt safe practices in their use of ICT.

Sport, leisure, travel and tourism

Good: Grade 2

Context

85. The leisure, travel and tourism provision at the college is delivered in two separate faculty departments. These offer a range of programmes from levels 1 to level 4 including NVQs, first diplomas, national awards, certificates and diplomas. A higher national diploma (HND) and foundation degree are available in partnership with Teeside University. At the inspection, 462 learners were on programmes. Of these, 377 were full-time learners and 91 part-time learners. The sport programmes consisted of 304 learners, and travel and tourism 164 learners.

Strengths

- good success rates on many courses
- very effective teaching and learning
- wide range of programmes offered
- good additional learning support
- good curriculum management.

Areas for improvement

- insufficiently rigorous assessment practice on NVQ programmes in sport and recreation.

Achievement and standards

86. Learners achieve good success rates on many courses. NVQs in sport and recreation at both levels 1 and 2 had good success rates at 88% and 90% respectively. The certificate for airline cabin crew has improved each year over the last three years from 60% to 83% against a national average rate of 69%. In 2006/07, the national diploma in sport and exercise science had good success rates at 72%, although the national diploma in travel and tourism for 2006/07 was low at 43%. Current retention rates for this programme stand at 76%. The success rate for GCE AS physical education in 2006/07, was satisfactory at 65% but the rate for the GCE A2 was outstanding.
87. The standard of learners' work is good. Learners demonstrate a good understanding of the subject matter in lessons. Many learners who attend the college sports academies achieve national success in their chosen sports.

Quality of provision

88. Teaching and learning are good. Detailed planning in schemes of work and individual session plans support good teaching and management of lessons. Very effective use is made of the college virtual learning environment (VLE). Learners demonstrate good knowledge and understanding of the course

material. Marking of work is rigorous and grades recorded and made available on the VLE.

89. The assessment process on NVQs in sport and recreation is insufficiently rigorous. The records of observations to provide evidence of both performance and knowledge are not adequate to allow effective verification.
90. The range of programmes offered is wide, includes a good mixture of academic and vocational programmes, and meets the needs of learners. A range of short and part-time courses is offered at the college and at outreach centres. These effectively support development of vocational skills and employability. The specialist sports academies provide access to specialist, high quality coaching in a range of sports.
91. Support and guidance of learners are good. Learners make good use of additional learning support. Team teaching and specialist one-to-one support are used to support many learners. Tutors also provide good support during the classes by management of tasks and group work to ensure that any learners can access support if needed.

Leadership and management

92. Curriculum management is good and teaching staff are well qualified. All key management systems are working well. Observations of teaching are well established and outcomes support improvements. Staff appraisals are now more objective and focus on achievement of targets. Course review and self-assessment is rigorous.

Learners' achievement

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 Long	03/04	1,479	48	59	-11	2,685	51	59	-8
	04/05	1,746	63	62	1	2,691	53	61	-8
	05/06	1,857	64	68	-4	1,740	56	67	-11
	06/07*	1,818	73	N/A		1,060	67	N/A	
NVQs	03/04	159	76	61	15	39	59	66	-7
	04/05	314	78	66	12	51	84	70	14
	05/06	305	78	70	8	86	73	71	2
	06/07*	286	81	N/A		24	71	N/A	
Other	03/04	1,184	44	59	-15	2,649	51	58	-7
	04/05	1,422	59	61	-2	2,641	53	61	-8
	05/06	1,532	61	67	-6	1,654	55	67	-12
	06/07*	1,532	70	N/A		1,046	65	N/A	

* college data (use where complete, validated and produced using proprietary software)

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
2 Long	03/04	1,481	56	56	0	2,236	57	54	3
	04/05	1,451	56	61	-5	3,011	59	60	-1
	05/06	1,165	65	65	0	2,936	79	66	13
	06/07*	1,238	73	N/A		2,903	77	N/A	
GCSEs	03/04	354	58	64	-6	222	56	58	-2
	04/05	379	62	65	-3	257	58	63	-5
	05/06	140	63	69	-6	121	68	67	1
	06/07*	141	73	N/A		138	69	N/A	
NVQs	03/04	310	72	50	22	356	70	54	16
	04/05	271	68	56	12	535	68	62	6
	05/06	293	71	64	7	662	79	69	10
	06/07*	273	74	N/A		660	76	N/A	
Other	03/04	794	44	53	-9	1,714	52	53	-1
	04/05	917	51	58	-7	2,183	58	57	1
	05/06	718	64	63	1	2,148	80	65	15
	06/07*	824	71	N/A		2,105	77	N/A	

* college data (use where complete, validated and produced using proprietary software)

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
3 Long	03/04	2,378	62	61	1	12,458	57	53	4
	04/05	2,025	63	66	-3	1,122	56	57	-1
	05/06	1,705	64	68	-4	1,223	49	62	-13
	06/07*	1,597	65	N/A		1,040	62	N/A	
A/A2 Levels	03/04	424	84	85	-1	53	68	71	-3
	04/05	332	85	85	0	30	90	74	16
	05/06	237	89	87	2	37	89	75	14
	06/07*	190	87	N/A		35	86	N/A	
AS Levels	03/04	989	60	60	0	143	59	50	9
	04/05	731	59	63	-4	59	56	53	3
	05/06	630	53	64	-11	113	51	57	-6
	06/07*	658	58	N/A		83	49	N/A	
NVQs	03/04	46	61	50	11	221	60	48	12
	04/05	76	62	53	9	192	55	54	1
	05/06	86	72	67	5	193	52	65	-13
	06/07*	71	75	N/A		258	59	N/A	
Other	03/04	577	48	51	-3	958	56	54	2
	04/05	652	53	56	-3	801	54	56	-2
	05/06	674	65	62	3	830	46	52	-6
	06/07*	679	65	N/A		667	60	N/A	

* college data (use where complete, validated and produced using proprietary software)