

Cleveland College of Art and Design

Inspection report

Provider reference 130571

Published date July 2009

Audience	Post-sixteen
Published date	July 2009
Provider reference	130571

Contents

Background information.....	3
Summary of grades awarded	5
Overall judgement.....	6
Key strengths and areas for improvement.....	7
Main findings	8

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.

Description of the provider

1. Cleveland College of Art and Design is the only provider of specialist art and design provision in the North East of England and is one of only four such colleges nationally. The college offers both further education (FE) and higher education (HE). FE provision is delivered at two of the three college sites; Green Lane and Burlam Road in Middlesbrough. The majority of HE provision is based at the other site in Hartlepool.
2. Most students enrolled at the college come from the five local authorities in the Tees Valley; Middlesbrough, Hartlepool, Stockton-on-Tees, Darlington and Redcar and Cleveland. Middlesbrough is the ninth most deprived community out of 354 districts in England. Hartlepool is 23rd, Redcar and Cleveland 50th, Darlington 95th and Stockton-on-Tees 98th. Unemployment in the area is higher than the national average. In 2008, the proportion of pupils achieving five or more GCSE A* to C grades, including English and mathematics, was lower than the national average in four of the five local authorities in the Tees Valley.
3. The college provides specialist art and design courses from level 1 to undergraduate degree. The majority of FE programmes are at level 3. Skills for Life courses are provided for students enrolled on full-time courses. The college is taking the lead in introducing the Creative and Media Diploma being offered from September 2009.
4. In 2007/08, the college enrolled 838 full-time FE students of whom 746 were aged 16 to 18 and 92 aged over 19. More students are female than male. The proportion of FE students from minority ethnic groups at 2.7% is around that of the local area.
5. The college's mission is 'to provide specialist further and higher education programmes in art and design and related areas as a centre for creative excellence'.

Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Outstanding: Grade 1
Quality of provision	Outstanding: Grade 1
Leadership and management	Good: Grade 2
<i>Equality of opportunity</i>	<i>Good: contributory grade 2</i>

Overall judgement

Effectiveness of provision

Outstanding: Grade 1

6. Cleveland College of Art and Design is outstanding. Achievement and standards are outstanding. Success rates are very high on most courses. Pass rates are exceptional. Many students achieve beyond their expectations. Retention has improved but on a small minority of courses it is lower than the high college average. Key skills success rates are high. Students produce high quality work, they enjoy college and a very high proportion progress to HE. Teachers use their passion for their subjects and professional expertise to plan and deliver a rich and varied curriculum. Teaching and learning are outstanding.
7. Educational and social inclusion are outstanding. The college is highly inclusive and has successfully developed its curriculum to attract non-traditional learners and young people who are not in education, employment or training (NEET) back to education. An outstanding curriculum meets the needs of students very well. A high proportion of students come from socially disadvantaged areas. The pastoral and academic support they receive, to ensure that they succeed are excellent. Leadership and management are good. Governors and college staff have engendered a culture of high expectations that is successful in raising students' aspirations and self-confidence. Quality assurance arrangements are effective in promoting improvement. Equality of opportunity is good.

Capacity to improve

Outstanding: Grade 1

8. The capacity to improve is outstanding. Curriculum management is strong. Self-assessment is accurate and effectively drives improvement. The college has maintained very high success rates and improved levels of retention and attendance. The quality of teaching and learning; the range of the provision and guidance and support provided for students have all improved and are now outstanding. Sound financial management has ensured that the college is able to continually invest in improving the students' experience at the college.

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

9. Overall, the college has made good progress since the last inspection; it has been more rapid over the last two years. The strengths identified at the last inspection have been built upon or maintained. Most areas for improvement have been addressed effectively. Key skills provision is well managed and success rates are now high. Strategies to share good practice have been effective in improving the quality of teaching and learning and course management. Retention has improved and is well above the national average at all levels. Data are now used much more widely to inform self-assessment; however, management information is not used effectively to evaluate the impact of additional learning support on students' achievement. Although there

has been investment in the accommodation at the Green Lane site that has improved access for students with mobility problems, the Burlam Road site is not fit for purpose.

Key strengths

- very high success rates
- exceptional progress made by students
- excellent progression to HE
- outstanding teaching and learning
- teachers' enthusiasm and industry relevant skills
- richness and variety of the curriculum
- extensive involvement of the creative industry
- excellent guidance and support
- outstanding social inclusion
- very good learning resources and facilities.

Areas for improvement

The college should address:

- lower retention on a small minority of courses
- deficiencies in accommodation at the Burlam Road site.

Main findings

Achievement and standards

Outstanding: Grade 1

10. Inspectors agree with the college's self-assessment that achievement and standards are outstanding. Success rates are very high on the majority of courses. For students aged 16 to 18 success rates have been well above the national average for the last three years. For the small number of adult students, who follow mostly level 3 courses, success rates are also high. Pass rates have been very high since the last inspection. For the last three years all completing students on the introductory, first and national diploma courses, the majority of the college's provision, have achieved their qualifications. Retention has remained constant over the last three years at rates that are above the national average. Successful strategies to improve retention have been implemented over the last two years and in the current year, rates have improved at all levels to well above the national average. However, there is some variation between courses and on a small minority the rate is lower than the college's high average. Attendance has improved and is good.
11. Students make exceptional progress at the college. Around half of the college's students come from disadvantaged backgrounds with low levels of prior educational achievement. Their value-added is excellent. On vocational qualifications a significant proportion of students achieve high grades. Many also achieve additional General Certificate of Education (GCE) AS and A-level qualifications. Successful strategies have been implemented to improve students' literacy and numeracy. Key skills success rates are high. Progression to HE is very high.
12. The standard of work produced by the majority of students is very high. They develop relevant industrial skills in fashion, graphics and photography and high level practical skills in three-dimensional design. Students present their work professionally. Many are successful in local and national competitions which develop well their employability skills and raise their aspirations and self-esteem. Their personal development is excellent. Students speak very positively about their achievements and enjoy their time at college. They acquire safe working practices and make a very good contribution to the wider community.

Quality of provision

Outstanding: Grade 1

13. The quality of provision is outstanding which agrees with the college's self-assessment. Teaching and learning are outstanding. The vast majority of teachers are practising artists and they use this experience very effectively to bring lessons alive, inspire students and to prepare them well for a future career in the creative industries. Information and communication technology (ICT) is used very well to support learning. The college's lesson observation system is very robust and judgements made about teaching are accurate. The outcomes of observations are used well to highlight and share best practise and to inform staff development.

14. Teachers give high quality and frequent feedback that encourages students and helps them to improve the quality of their work. Students report that teachers willingly spend time outside lessons to help them. Students develop the skills to assess each other's work and to receive and make good use of constructive criticism.
15. The college provides a rich and varied curriculum that meets the needs of students exceptionally well. A wide range of courses from level 1 to level 3 offer very good progression opportunities to HE. Employers from the creative industries make an extensive contribution to the curriculum by working with staff and students on 'live briefs', providing opportunities for work experience and supporting course review to ensure the provision continues to meet the needs of the industry. The curriculum is augmented by a wide range of trips, visiting speakers and competitions. Key skills provision is well planned and valued by students. Specialist teachers, with both an art and design and mathematics or English qualification, make the key skills work relevant to students' main programmes. A number of very successful courses are attracting adults back into education and re-engaging disaffected young people.
16. Students' personal development is enhanced through fundraising events, working on commissions from the local community and contributing to college life through the 'buddy system' and student council. Students appreciate the wide range of talks and visits from health professionals who give them specialist advice on keeping healthy and safe. A joint initiative with neighbouring colleges is having some success in introducing competitive sports and opportunities to improve physical fitness.
17. Students receive outstanding pastoral and academic support. The college works very hard to ensure that they are fully aware of and meet students' support needs. All students have literacy and numeracy screening in the first week so that help can be provided quickly. Students report that they were well advised about courses before joining the college and their expectations have often been exceeded. The induction process is very effective and students from many different schools settle quickly into college.
18. Personal support for students is excellent. Student support advisers interview every student in the first term and are closely involved in monitoring attendance, working with tutors to provide additional pastoral support for those who need it and liaising with parents/carers when necessary. They also provide a link to any external specialist support that may be needed. Students receive very high quality individual support which they value immensely.
19. Academic guidance is outstanding. Students are set challenging targets that are monitored regularly. They know their targets well, understand the review process and say that the system motivates them to do better. Many opportunities are provided for parents/carers to contact or visit the college. Although teachers keep in touch with many by telephone or email, written reports are not sent out to parents/carers.

20. Careers guidance is excellent. Employers provide useful advice to individual students about making the most of their portfolios. Students are extremely well prepared for HE and employment.

Leadership and management

Good: Grade 2

Contributory grade:

Equality of opportunity

Good: grade 2

21. Leadership and management are good which concurs with the college's self-assessment. Raising the aspirations of all students through high quality teaching and learning is central to all aspects of the college's operations. The recently appointed principal has successfully restructured the senior management of the college and strengthened strategic planning processes. Curriculum management is strong.
22. Arrangements for quality assurance and self-assessment are comprehensive and have been effective in driving improvements. In the last year the focus on monitoring performance against targets for retention and attendance has been strengthened. Self-assessment is robust and inspectors agreed with the college's judgements. Very good use is made of students' views to inform the process. Managers receive accurate data that they use effectively to make judgements about the quality of the provision. However, there is scope to use management information more widely to evaluate the impact of learning support on students' achievement. Most course reviews are rigorous but there are some inconsistencies in the grades awarded to curriculum areas.
23. Governance is good. Governors are carefully selected to ensure that they represent the communities the college serves. They have set a clear education character and mission for the college that is focused on maintaining high quality specialist art and design provision with pathways from FE to HE. They have a good understanding of the college's strengths and areas for improvement to challenge senior managers appropriately. Governors have ensured that the college has appropriate policies in place to respond to the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Children Act 2004. However, they have not had sufficient training to ensure that all policies are implemented effectively.
24. The promotion of equality of opportunity is good. The college has produced a single equalities plan and has thorough action plans in place. However, some aspects of the plan are behind schedule. Data on students' performance are analysed by gender, ethnicity and learning difficulty and there are no underperforming groups. Diversity is promoted through the curriculum very effectively. Appropriate action has been taken to respond to legislation to safeguard children and vulnerable adults. New staff are carefully vetted and comprehensive policies and guidance are in place. While teachers have a good understanding of college policies and procedures they have not had sufficient formal training. Student support advisers work very effectively to proactively

identify and support vulnerable learners. Arrangements for health and safety are robust.

25. Staff are well qualified and receive very good development focused on improving the quality of teaching and learning. Their enthusiasm and up-to-date industrial skills are instrumental in motivating students to produce very high standards of work. Learning resources and facilities, such as those for fashion, photography and three-dimensional design, are very good. Accommodation is good overall. However, the Burlam Road accommodation is not fit for purpose. On this site access for students with mobility problems is impossible and refectory provision is inadequate. Financial management is sound. Resources are prioritised to ensure students' enjoyment and success. The college provides outstanding value for money.

Learners' achievement

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2006 to 2008, 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	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 1	05/06	216	79	78	1	155	71	64	7
	06/07	238	78	82	-4	75	96	76	20
	07/08	...	...	...	...	...	...	...	...
GNVQs/ AVCEs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08	...	...	...	...	...	...	...	...
NVQs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08	...	...	...	...	...	...	...	...
Other	05/06	216	79	78	1	155	71	64	7
	06/07	238	78	82	-4	75	96	76	20
	07/08	...	...	...	...	...	...	...	...

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2006 to 2008, 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	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 2	05/06	143	87	73	14	140	70	66	4
	06/07	113	94	78	16	40	80	71	9
	07/08	108	89	NA		...	...	...	...
GCSEs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08	...	...	...	...	...	...	...	...
GNVQs/ AVCEs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08	...	...	...	...	...	...	...	...
NVQs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08	...	...	...	...	...	...	...	...
Other	05/06	143	87	75	12	140	70	66	4
	06/07	113	94	78	16	40	80	70	10
	07/08	108	89			...	...	...	...

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2006 to 2008, 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	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 3	05/06	631	86	74	12	173	71	60	11
	06/07	679	89	77	12	85	81	65	16
	07/08	620	86	NA		84	81	NA	
A/A2 Levels	05/06	84	94	...	...	8	88	...	...
	06/07	84	95	...	...	16	88	...	...
	07/08	87	95			15	93		
AS Levels	05/06	272	86	76	10	44	80	...	...
	06/07	300	88	84	4	26	92	...	...
	07/08	263	87	NA					
GNVQs/ AVCEs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08	...	...	...	...	...	...	...	...
NVQs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08	...	...	...	...	...	...	...	...
Other	05/06	275	83	73	10	121	66	61	5
	06/07	295	88	76	12	43	72	66	6
	07/08	270	83	NA		50	84	NA	