

# Stockton Riverside College

## General further education college

<b>Inspection dates</b>		12–16 November 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

### Summary of key findings for learners

#### This provider requires improvement because:

- The proportion of learners who achieve their qualification is around the national average but too much variation exists between the success rates in different subjects. Whilst success rates in some subject are very strong, in others, such as foundation level English, not enough learners are achieving their goals, although success rates are improving.
- Too much inconsistency in the quality of teaching, learning and assessment is found across different subjects and not enough good and outstanding teaching. Where teaching is weaker the planning does not take enough account of the different needs of individual learners and targets are not used well enough to support learners in making progress.
- Good practice is not shared effectively across the college. Strong practice exists, but this is not used to best effect to support improvements in teaching, learning and assessment.
- The college has not improved at a fast enough rate since the last inspection. Whilst the pace of change has increased markedly over the last year, and more positive signs of improvement can be seen, it is too early to assess the full impact of many initiatives.

#### This provider has the following strengths:

- A number of subject areas are very good, with strong teaching, learning and assessment and high levels of achievement by learners, such as the sciences.
- The use of the virtual learning environment is very strong in a number of areas, with very good use of a range of interactive learning tools that support and stimulate learning.
- The college supports learners very well, particularly the most vulnerable. All feel very welcome in college and those learners receiving support achieve as well or better than their peers.
- The college has a strong focus on preparing learners for employment and is very inclusive. The college has developed a wide range of courses for young people and adults not in education, employment or training.
- Senior managers have strengthened quality assurance processes and performance management over the last year. Self-assessment is now accurate and provides a clear focus on weaker areas.

## Full report

### What does the provider need to do to improve further?

- Improve success rates, focusing on underperforming areas, by consolidating the quality assurance processes in these areas.
- Make sure best practice is shared more effectively across the college by giving the better teachers the opportunity to showcase their talents, to support the improvement of all teaching.
- Ensure all teachers pay closer attention to how individuals learn most effectively and that they use this information to plan activities to stretch and challenge all learners.
- Help learners make better progress through improving individual learning plans so that they have clear and focused targets to measure progress and key points for development.
- Raise the profile of functional skills in English and mathematics across the whole college and place a much stronger emphasis on its management and development for all learners, so that they can apply these skills more effectively in their subjects and vocational areas.
- Governors, leaders and managers should ensure the strategic direction remains focused on improving teaching, learning and assessment, and learners' outcomes, so that the college improves at a sufficiently fast pace.

### Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> <li>▪ The overall long course success rate has been around the national average for the last three years but it is not improving at a fast enough pace. For learners aged 16 to 18 an upward trend is evident and the success rate is just above the national average in 2012. For those aged 19 years or more it is just below the national average with no clear trend over the last few years.</li> <li>▪ Significant variations exist between the success rates in different subject areas and for different levels. For learners aged 16 to 18 the success rate at advanced level is high. The success rate for learners aged 19 or more at foundation level is too low and has not improved over the last three years.</li> <li>▪ Success rates in engineering and construction are not high enough. There has been some improvement in information and communication technology but the overall success rate remains low. Many examples of consistently very high success rates for advanced level courses are recorded such as those in mathematics, geology, biology, sport, chemistry and aviation.</li> <li>▪ The college has accurately identified the reasons for the poor performance and put strategies in place which are already showing a positive impact. For learners aged 19 or more the success rate showed significant improvement at entry level in 2012, and is now high. Retention to date this year shows an improvement on last year.</li> <li>▪ There has been a mixed picture across subjects when comparing the expected progress learners make based on their previous qualifications. The progress learners made in lessons, when observed by inspectors, was satisfactory in most subjects and good in some.</li> <li>▪ Success rates on functional skills courses in English and mathematics are not high enough. However, for those learners taking GCSE mathematics and English courses in 2011/12, the proportion achieving grades A* to C was above national averages.</li> <li>▪ The college places a strong focus on employability skills. Learners develop a good understanding of what is required in the workplace and many go on to gain employment. For those already in employment their courses support them well in developing their skills and gaining promotion.</li> </ul>	

- The achievement gap that was apparent for learners of both age groups with learning difficulties and/or disabilities has been eliminated so that in 2011/12 the success rates for these learners were slightly above those of their fellow learners.
- Success rates on workplace learning programmes and apprenticeships are not high enough. Some areas of very strong practice are found, but also weaker aspects. Current learners are developing high levels of skills of which they and employers speak highly.
- Inspectors found high levels of progression between levels in some subjects, into higher education and on to employment. For example in health, public services and care nearly 70% of learners at intermediate level went on to study at a higher level and just under 20% went on to an apprenticeship.
- Learners have high standards of behaviour and positive attitudes to learning. In most subjects learners clearly understand what they need to do to progress in their chosen career.

### **The quality of teaching, learning and assessment**

Requires improvement

- A renewed focus on teaching, learning and assessment is enabling staff to think more critically about how to improve and develop their skills, which is leading to the majority of learners making progress broadly in line with national averages. Inspectors observed some good teaching, learning and assessment, but this was not consistent across all programmes with some lessons failing to inspire and engage learners. Teachers are enthusiastic and keen, but the opportunity to share good practice is not yet having an impact on consistently improving teaching, learning and assessment.
- Learners appreciate the vocational and subject expertise of their teachers and assessors and consider they are good role models in helping them apply their knowledge and develop good employment skills. A wide range of resources supports learning and learners are making increasingly good use of the virtual learning environment to extend their learning beyond the classroom.
- While some teachers plan lessons carefully, not all of them consistently set out what they intend learners to learn or provide sufficient detail about the best approaches to learning to suit individuals. The poorer lessons are too teacher led and teachers do not ask enough tough questions, particularly of the more able learners. They are not always skilful at checking learning. Consequently, not all teachers are sure what learners have learned.
- Teachers hold progress reviews regularly and these provide useful feedback; however, individual learning plans, particularly at Bede Sixth Form and for some workplace learners, are not sufficiently individualised or owned by the learners. Consequently, their usefulness as a way of setting challenging targets or long-term career plans is limited. The college has recognised this and is introducing a new system of electronic progress reviews.
- All learners benefit from thorough initial assessment and staff use information gained from this well to provide discrete and well-integrated learning support for those learners with additional needs. A wide range of other support is available to ensure that learners are able to overcome any potential barriers. Staff support the more vulnerable learners very well, particularly those with complex needs, for example, looked after young people and those learners on the autism disorder spectrum.
- Learners understand the need to develop their functional skills. The majority of learners studying AS- and A-level programmes hold the relevant GCSE qualification in English and mathematics. Within vocational AS- and A-level lessons the opportunity to reinforce and apply English and mathematics skills is often missed with the consequence that learners have few occasions to apply these important skills to their subject area.
- Assessment is frequent, fair and encouraging. Some useful in-class assessment provides learners with helpful feedback on their progress. Learners appreciate the feedback they receive and mostly understand what they need to do to improve their work. Workplace learners benefit from frequent and well-planned assessment with good involvement from employers; they have

many opportunities to apply their learning and develop good vocational skills. However, in some cases extended assessment for the more able learners is not available or sufficiently challenging, with the consequence some find the work too easy and lose interest.

- The college environment is very welcoming and inclusive. Learners show high levels of respect for each other and say their views are taken seriously. Group tutorial sessions provide learners with useful opportunities to deepen their understanding of equality and diversity. Inspectors saw some good examples of the promotion of equality and diversity within lessons. For example, in a history lesson the teacher sensitively challenged a comment about Adolf Hitler and skilfully used this to promote a wider discussion on bigotry.
- Helpful initial advice and guidance supports the vast majority of learners to choose appropriate programmes. Very good transition planning supports the more vulnerable learners to move to the college. The college is very flexible, particularly for foundation level learners, in offering them opportunities to experience different vocational areas to help them choose the right programme of study. Learners say they receive good advice and guidance on career options. Timely advice and guidance is helping learners at Bede Sixth Form to make better informed decisions about university choices.

## Health, social care and childcare

### Learning programmes for 16-18 Learning programmes for 19+ Apprenticeships

Requires improvement

- The quality of teaching, learning and assessment requires improvement and this is mirrored in success rates which are just below national averages, although they are improving. Not enough teaching, learning and assessment are good across the courses, and few examples of outstanding practice were seen.
- In some lessons learners benefit from a variety of well-paced and interesting activities, receive good support from their teachers and make good progress. Questioning is used well to check understanding and extend learners' knowledge.
- In the less successful lessons learners complete assignment work with an over-emphasis on meeting individual assessment objectives at the expense of learning, although on access to health courses a broader approach is taken. In a minority of lessons theory is covered too quickly and superficially, and learners do not always fully develop their knowledge and apply theory to practice.
- When planning lessons teachers do not focus sufficiently on identifying the individual learning needs, consequently not all needs are met. The majority of assignments are not sufficiently interesting and stimulating for learners and they focus on short tasks built around assessment objectives, with little opportunity for more adventurous work, especially on advanced programmes.
- Many staff are current practitioners, with up-to-date experience and knowledge, especially in nursing and childcare, which is highly valued by learners and motivates and enthuses them. This directly influences learners' future career plans and employability, developing their interest in specialist branches of nursing, such as mental health.
- Learners benefit from a good range of well organised placements, including residential placements with a national charity, Vitalise, and projects with local hospices. Good links with employers, such as the National Health Service, and voluntary organisations, including the Alzheimer's Society, also contributes strongly to learners' development of employability skills. Progression into employment and higher education is good as a result of learners' increased confidence, skills and knowledge.

- Resources for teaching, learning and assessment are good. The virtual learning environment is well used by learners. Learners have access to a good range of e-books, journals, class presentations and participate in discussions with other learners. However, teachers’ skills are underdeveloped, particularly in the use of the interactive whiteboard. Good displays in classrooms and corridors provide a positive atmosphere for learning.
- The written feedback on assignments varies in quality and quantity. Most learners receive detailed written feedback and their work is annotated throughout, with spelling and grammar errors identified. However, this is not consistent and some learners receive insufficient written feedback on how to improve their work. Teachers provide good verbal feedback and this is valued by learners. The standard of learners’ work is at the expected level with learners generally taking pride in their work.
- The opportunities to integrate equality and diversity into teaching, learning and assessment have not been fully explored by teachers. Classroom displays celebrate different religious festivals, such as Diwali, and one lesson focussed on exploring cultural differences in meeting the needs of children. However, there were few examples of the promotion of equality and diversity within lessons.
- Learners receive good support from teachers who are ambitious for them. A new electronic individual learning plan has been introduced and this is beneficial to learners in bringing all aspects of their course together. Teachers support learners effectively to set personal and academic targets which are regularly reviewed.

<p><b>Performing arts, media and communication</b></p> <p><b>Learning programmes for 16-18</b></p> <p><b>Learning programmes for 19+</b></p>	<p>Good</p>
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- Strong teaching, learning and assessment is reflected in good success rates, engagement and the range of personal, social and employability skills gained by learners. Lessons are well planned and in many cases supported by high quality learning materials linked to homework and cross referenced to assessment requirements.
- Information and communication technology is used extremely effectively in all areas as an interactive learning tool. In addition, most tutors upload lesson plans and supporting materials, including video clips and web links, on to the college virtual learning environment, enabling learners who have missed a session to keep pace with their peers. Secure social website groups are used effectively in communication between teachers and learners; an instructional video in music technology posted on YouTube won a national award.
- Staff use their professional experiences and industry contacts well to provide excellent enrichment activities that enable learners to link their course learning to employment and industry requirements. Multi-disciplinary projects such as musical theatre and drama productions, performed in local professional venues, and live project briefs designed in conjunction with external clients provide learners with realistic work experiences.
- The standard of learners’ work is good and in many cases exceeds the requirements of the qualifications being studied. During presentations of course work and classroom discussions learners’ use of technical language demonstrates they have a clear understanding of industry terminology and phrases.
- Support for learning is effective. Results of initial assessments undertaken during induction inform provision for functional skills or additional learning support. ‘At risk’ and vulnerable learners receive good and effective close supervision and support from dedicated staff enabling them to achieve at rates comparable with their peers. In a small number of cases, clearer direction from vocational teachers would enable support staff to provide more specifically targeted support to individuals.

- Assessment is fair and in the majority of cases informs learning. Learners receive constant reinforcement and encouragement from teachers about their performance, standard of work and progress during taught and practical sessions. Effective use is made of peer review and evaluation. Learners are aware of their progress and precisely what is required to complete assignments or improve grades. In a few cases feedback recorded on individual learning plans and learning review forms is not sufficiently detailed and constructive to inform individual learning.
- Spelling, grammar and punctuation are corrected in written coursework, including word processed submissions. In most cases these are annotated with constructive feedback. However, in a small minority they are merely corrected. Appropriate use of language, accents, pronunciation and diction relevant to a range of audiences and contexts are corrected well. Mathematics is incorporated effectively into budgeting requirements for performance arts and media assignments.
- Initial assessment and guidance are effective. All learners feel they are on the right course and that the college provides a range of courses and progression routes that meets their needs. Improved interview and selection procedures have impacted positively on retention.
- Equality and diversity issues are incorporated well into project briefs to encourage greater research and for learners to develop ideas that will extend their understanding and beliefs. One group had chosen anti-bullying as their topic for a children’s TV presentation. Other coursework assignments covered sensitive issues relating to gender, sexual orientation and religion. Mutual respect for the needs of others is clearly evident in all aspects of college life.

<b>Humanities and social sciences</b>	Good
<b>Learning programmes for 16-18</b>	
<b>Learning programmes for 19+</b>	

- Teaching learning and assessment are good and this is reflected in the good progress most learners make. In history, where progress was less strong, recent staff changes mean that current learners are now making good progress.
- Learners are attentive, punctual and very well behaved in lessons and work hard because they are inspired by well qualified teachers’ enthusiasm, interest and support. Time in lessons is well spent to develop their skills and understanding.
- Lessons are well planned. Complex material is presented in ways which is both informative and clear. In a lesson on synoptic transmission the teacher used a model of ‘Max the motor neuron’ together with a short animated film the psychology teachers had made, which clarified without simplifying and resulted in the learners quickly grasping this challenging process.
- Learners enthusiastically take up opportunities to extend their learning outside the classroom. This allows them to broaden and deepen their knowledge. For example, geography learners have the opportunity to do field work in France, Beijing and Manchester. The quality of trips and visiting speakers are also good in history and psychology.
- Resources for learning are generally good. Classrooms have stimulating displays, but some rooms are cramped. The virtual learning environment is very well resourced and social media is used effectively to support independent study and research. A history learner posted on the history Facebook page a question asking whether the Potemkin mutiny led to the Russo-Japanese war; this was answered by two of his classmates the same evening in a posting seen by the whole class.
- Tutors give a high priority to monitoring learners’ progress. Learners who are not reaching their potential are quickly identified and prompt action is taken to support them. However, the methods used to record this and share it amongst staff are not sufficiently coordinated. An electronic system to monitor progress has been purchased and is intended to rectify this.

- Learning is checked frequently in lessons. Teachers use questions, short tests and worksheets effectively to monitor and reinforce learning. In a sociology lesson the learners identified whether qualitative or quantitative methods were most appropriate to a range of research topics, which demonstrated a good understanding of research methodology.
- Learners are given regular work to complete out of lessons and this is marked carefully providing plentiful guidance on how to develop and improve, particularly analytical and evaluative skills. History teachers encourage learners to self-assess their work effectively.
- Teachers are aware of the importance of developing learners' understanding of specialist terms and the importance of using these fluently and accurately. However, opportunities to develop learners' more general vocabulary and use of language are not always taken up. Errors in spelling, punctuation and grammar are identified well in learners' marked work.
- Initial advice and guidance is good and learners feel well informed to make the right choices of subjects to study. Staff provide good guidance on applying to university or work. Learners on access courses particularly appreciate the way that teachers boost their confidence by encouraging them to succeed.
- Teachers promote equality and diversity skilfully in lessons when opportunities arise. For example, divergent opinions by mothers in an access course lesson about attachment theory and its application to mothers and their unborn children were sensitively handled by the teacher who skilfully included the male learners in the discussion. However, planning to promote equality and diversity in lessons is limited and requires improvement.

## Foundation English

### Learning programmes for 16-18

### Learning programmes for 19+

Inadequate

- Not enough teaching, learning and assessment is effective in Foundation English and this is reflected in outcomes which are weak and below national figures. Where teaching is stronger, it is lively and imaginative, for example using sweets as a multisensory way of teaching adjectives, and using interactive technology well to engage and motivate learners. However, weaker teaching relies too much on worksheets, and does not fully exploit information learning technology or the college's virtual learning environment.
- Lesson planning and schemes of work focus too much on mapping to Skills for Life and functional skills descriptors, and not enough on assessment methods or meeting individual needs. Some schemes of work contain the same assessment methods for each week. Planning to meet the range of abilities is mainly through different levels of reading or writing tasks rather than through other more collaborative or creative approaches.
- Attendance and punctuality are poor in too many functional skills English sessions. In some cases punctuality appears to be hampered by inappropriate timetabling. A practical sports session timetabled before a functional skills session meant learners were 15 minutes late as they were getting changed.
- Teachers use questioning frequently to assess learning. Knowledge and comprehension are checked by teachers, and in most cases they ensure that all learners contribute. However, they do not always frame more challenging questions; on occasion the use of closed questions such as 'Does everyone know what they're doing?' leads to learners not following instructions accurately.
- Learners show good insight in their self-assessment for their level 1 speaking and listening presentations. However, teachers' feedback on written work tends to be descriptive and non-developmental, for example, offering ticks and brief praise such as 'very good pass'. Teachers do not use strategies to enable learners to assess their own work or that of their peers often enough.

- Individual learning plan processes for full-time learners are not sufficiently focused on individual progress and targets in English. No discrete individual learning plan is in place for 16 to 18 year-old full-time functional skills learners. A system of group progress reviews informs the individual reviews that take place with vocational tutors, but the focus is mainly on attendance, punctuality and behaviour. No effective recording, setting and monitoring of individualised targets in English is in place.
- Individual learning plans are in place for adult learners, but are insufficiently learner-focused. Targets are phrased in terms of broad adult literacy or functional skills descriptors such as, 'demonstrate accurate use of punctuation and spelling' rather than being broken down into small and specific steps personalised to the learner. This means that individual learning plans are not fully effective in terms of setting and monitoring individualised targets.
- Information, advice and guidance services support learners well. Learners speak highly of support services in the college, citing counselling and financial advice and support in particular. Learners applying for higher education feel they are well supported through the process.
- Equality and diversity are promoted well. Some opportunities to explore equality and diversity are planned, others arise naturally. A session exploring magazine covers resulted in discussion of gender stereotyping and media perceptions; a session on sporting stars included project work on Olympic athletes, reflecting diversity in terms of gender, ethnicity and disability. Learners with disabilities are included in all classroom activities. Sensitive provision is made for wheelchair users to ensure they are included in group activities through good management of the classroom layout.

**Business, finance and accounting**

**Learning programmes for 16-18**  
**Learning programmes for 19+**  
**Other work based learning**

Requires improvement

- The quality of teaching, learning and assessment is variable and reflects the mixed picture presented by outcomes for learners. Inspectors observed much good practice, particularly in adult and advanced level provision, where lessons are well-structured and promote learners' progress, but this is not consistent across all courses. The majority make the progress expected and the standard of most learners' work is appropriate for the level of study.
- In better lessons, learners are engaged by stimulating activities, such as a fantasy share trading competition or searching for the best business location, which promote wider interest in the subject. However, teachers do not always place enough focus on promoting high achievement and learners are not sufficiently driven to strive for higher grades. Learning is predominantly teacher-led, and is not always sufficiently demanding, exciting or inspiring. Group activities are not consistently used effectively to promote independent learning.
- Learners' employability skills are developed well. Examples are the provision of speed keying skills for BTEC learners, and the involvement of business learners in managing a cross-college enterprise project. A business management undergraduate supports learning and acts as a positive role model for learners.
- Planning is generally satisfactory, although little evidence was seen of how teachers adapt their approaches to meet the needs of individual learners. Resources, including interactive whiteboards and voting kits, are high quality, but are not used very creatively by teachers. The virtual learning environment is well-populated with a range of resources, which are valued by learners and are well used for catching up missed work and revision.
- The tracking and monitoring of learners' progress, attendance and punctuality by tutors is improving with a positive impact on retention. Additional learning support is highly effective in enabling learners to make progress. Staff are very committed to caring for learners and individual support needs are identified and met effectively.

- Teachers use a limited range of methods for assessing learning. Questioning is the most common strategy, but this is frequently restricted to eliciting knowledge rather than testing understanding, challenging, or developing higher thinking skills.
- Formal assessment is frequent, regular and timely. Feedback is generally effective and leads to improvement and progress for learners. However, in A-level subjects feedback is minimal and requires improvement. Teachers do not use self- and peer-assessment by learners effectively to support learning and progress in class. Learning targets are set, but they are not always sufficiently aspirational.
- The development of English, mathematics and functional skills is not yet given sufficient priority. Teachers do not always develop literacy skills well in lessons. Note taking and writing skills are underdeveloped, although spelling and grammar are usually corrected in written work.
- Pre-entry information and guidance are good and support learners well in choosing the right course. Learners have the opportunity to progress to higher levels and are well prepared for higher education and employment.
- Although tutorials are used effectively to promote a culture of tolerance and sensitivity, equality and diversity are not sufficiently promoted through teaching and learning.

### **The effectiveness of leadership and management**

### **Requires improvement**

- The principal and senior managers have failed to improve consistently outcomes for all learners since the last inspection in 2010. However, a new chair and vice chair of governors, appointed in 2011, have taken decisive action to improve the college's performance. In September 2012, the principal announced his impending retirement and stepped down from his post, but continues to work for the college to develop strategic and international links in the lead up to his retirement. Governors appointed an acting principal and made swift arrangements to recruit a new permanent principal. During inspection, a new principal was appointed.
- In the last 12 months, senior managers have successfully managed a major restructure and reduced a significant budget deficit, with a modest surplus predicted for this year. The acting principal along with the leadership team provides a much stronger focus on improving teaching, learning and outcomes for learners which is starting to impact positively on improving attendance and the rate of learners' progress. A well-conceived development and delivery plan sets out challenging improvement targets for all aspects of the college.
- Performance management processes are rigorous. Course performance is reviewed monthly measured against the key indicators; under-performance of teachers is robustly managed. The performance of faculty leaders undergoes similar scrutiny by senior managers. However, at senior manager level, performance management has not been as thorough. The realigned college leadership team now has clear accountability and improvement targets, and are more effectively managing change and improvement.
- The self-assessment process uses performance data and the outcomes of teaching and learning well to inform its judgments. In 2010/11, the grades in the self-assessment report alerted governors to poor performance and the lack of progress made by the college since the last inspection. The current report is evaluative, very self-critical and highly accurate, specifically in identifying under-performance. Since January 2012, a wide range of individual and college-wide training on teaching and learning strategies has been available for staff directly focused on improving the experience of learners in the classroom.
- A new lead quality manager along with four quality managers, each allied to one of the four faculties, provides a coherent structure for quality monitoring and improvement. Learners' achievement, teaching and learning and quality audit outcomes form the basis of discussion and development at an annual appraisal. Quality managers work well with teachers identified as needing improvement and regularly evaluate their performance and set improvement actions. However, too little guidance is given to teachers on strategies to improve their performance.

- A new model of teaching and learning observations provides greater emphasis on detailed strengths and areas for improvement and has moved away from grading the process. The college will review the success of this model when it has completed a 12 month cycle, but teachers report that it provides them with greater focus on what they need to do to improve.
- The leadership team scrutinises the curriculum offer to ensure it is economical, provides progression routes at all levels and meets the college mission of providing high quality education locally and regionally. The management of the curriculum is mostly good. However, in foundation learning, insufficient action has been taken to improve the overall management and quality of the provision.
- Young people and adults not in employment, education or training have excellent opportunities to gain access to employability training to help them progress and improve their economic outlook, skills and confidence. Staff are highly responsive to the support and training needs of adults who are under threat of, or have been made redundant.
- Staff provide a very inclusive learning environment. Learners with learning difficulties and/or disabilities integrate well. Much action has been taken in response to learners’ views to promote tolerance and understanding for identified minority groups, such as lesbian, gay, bi-sexual and trans-gender, by raising awareness of staff and learners through a range of themed events. The good practice in some lessons of effective and skilful promotion of equality and diversity is not consistently applied by all teachers.
- A wide range of data is used well to analyse the performance of different groups and the college has had some success in closing the achievement gaps of some groups, but effective strategies are not yet in place to support consistent improvement year-on-year.
- The provider meets its statutory requirements for safeguarding learners. A wide range of support services provided by the college and their extensive community links ensure the safety and well-being of learners. Learners demonstrate high levels of respect for each other and their learning environment.

## Record of Main Findings (RMF)

Provider name						
<b>Inspection grades are based on a provider’s performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability
<b>Overall effectiveness</b>	3	3	3	3	3	3
<b>Outcomes for learners</b>	3	3	3	3	3	3
<b>The quality of teaching, learning and assessment</b>	3	3	3	3	3	3
<b>The effectiveness of leadership and management</b>	3	3	3	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health, social care and childcare	3
Performing arts, media and communication	2
Humanities and social sciences	2
Foundation English	4
Business, finance and accounting	3

## Provider details

<b>Provider name</b>	
<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 2,100
	Part-time: 4,497
<b>Principal/CEO</b>	Miriam Stanton (acting Principal)
<b>Date of previous inspection</b>	March 2010
<b>Website address</b>	www.stockton.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>								
<b>Full-time</b>	252	136	269	115	1,029	256	0	10
<b>Part-time</b>	118	1,822	37	634	18	365	3	121
<b>Number of apprentices by</b>								
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			

Apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+
		15	24	14	34	0
<b>Number of learners aged 14-16</b>						
Number of learners aged 14-16	60					
Number of community learners	433					
Number of employability learners	1,359					
Funding received from	Education Funding Agency and Skills Funding Agency					
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ TACS</li> <li>■ Street League</li> <li>■ Development Training (NE)</li> <li>■ Interactive Development Limited</li> <li>■ Consett &amp; District YMCA</li> <li>■ Redcar Fire Brigade</li> </ul>					

## Additional socio-economic information

The college is situated in an area with a population of around 192,000. The unemployment rate, at 10.8%, is above the national average and just below the regional average. Some of the learners who attend the college come from areas which are in the top 10% of the most deprived wards nationally. The proportion of the population who have no qualifications is slightly higher than that found nationally. Around 50% hold qualifications at advanced level or above, just above the regional average and three percentage points below the national average. The proportion of pupils attaining five GCSEs at grades A\* to C, including English and mathematics, has increased over the last four years and is now around the national average.

## Information about this inspection

<b>Lead inspector</b>	Heather Barnett HMI
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Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the vice principal as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

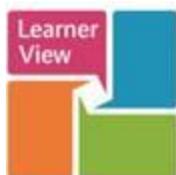
## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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