

North East Worcestershire College

General further education college

Inspection dates		10–14 June 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
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 college requires improvement because:

- Too many learners did not complete their courses successfully in 2011/12.
- The quality of teaching, learning and assessment is not consistently high across the college.
- More able learners are not sufficiently challenged and, as a result, do not make enough progress.
- Attendance is too low and below the college's target.
- Not all learners acquire the English and mathematics skills that they need to progress successfully.
- Target setting is not sufficiently specific to enable learners to know what they need to do to improve.
- Self-assessment is insufficiently evaluative and does not give enough emphasis to improving the quality of teaching, learning and assessment.
- The management and quality assurance of too many curriculum areas are not rigorous enough.

This college has the following strengths:

- Retention during the current year has improved significantly compared with last year.
- The college curriculum is designed well and enables many learners to progress to higher level qualifications.
- Information, advice and guidance are particularly effective for vulnerable learners.
- Learners' additional needs are identified and met successfully.
- Governors and managers have high ambitions to improve the quality of provision and outcomes for learners and they have made improvements to many areas in the last twelve months.

Full report

What does the college need to do to improve further?

- Increase success rates by:
 - setting accurate and challenging targets for all learners that will enable them to achieve in line with or above their potential
 - ensuring that teaching challenges the more able learners sufficiently
 - reviewing learners' progress towards their targets more frequently and systematically
 - significantly increasing learners' attendance in lessons
 - identifying and implementing actions to reduce gaps in achievement among different groups of learners.
- Enable all learners to extend their skills and knowledge beyond what they need to achieve their qualifications.
- Improve the quality of teaching, learning and assessment by:
 - extending the range of activities in lessons to ensure that learners are fully engaged in their learning and are highly motivated
 - setting all learners appropriately challenging tasks in their lessons
 - improving the effective use of information and learning technology including the virtual learning environment
 - increasing the emphasis on the successful development of English and mathematics skills on all courses.
- Enhance the quality of self-assessment by:
 - accurately evaluating the college's strengths and areas for improvement
 - identifying specific actions to improve outcomes for learners and the quality of teaching, learning and assessment
 - increasing the accuracy of the evaluation of actions taken to improve provision.
- Improve the management of curriculum areas so that they all reach the high standards already present in the best areas by closer monitoring of the implementation of actions to improve quality.

Inspection judgements

Outcomes for learners	Requires improvement
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- Too many learners did not complete their courses successfully in 2011/12. Success rates on most courses have declined since the last inspection and overall were significantly below those for similar colleges. The college has taken action, in-year, to improve retention which is now significantly higher than the low overall rate in 2011/12.
- The success rate for learners studying GCE A-levels was very low in 2011/12. Too few learners studying AS-level courses progress on to A-level courses and very few of these achieve high grades.
- Not enough learners on foundation level English and mathematics courses successfully gained qualifications in 2011/12. However the success rate on intermediate English and mathematics courses was above the national average.
- The number of apprentices who successfully completed their programmes declined over the three years to 2011/12, and success rates were below the average for similar colleges in 2011/12. The success rates for learners aged 16 to 18 and those aged 25 and above were very

low in 2011/12. At the time of the inspection, achievement so far in 2012/13 was higher than in each of the previous three years.

- The college identified that, in 2011/12, female learners aged 16 to 18 did not achieve as well as male learners of the same age and that learners from some minority ethnic groups under-achieved. Managers have not yet taken any specific actions to reduce these gaps in achievement.
- Most learners make good progress in acquiring the skills and knowledge to achieve their qualifications. However, more able learners are not sufficiently challenged in many lessons and therefore do not always make the progress that they should. In many lessons, including those observed during inspection, attendance is too low and below the college's own target.
- Learners enjoy their learning and speak confidently about the progress they make and their planned progression. In many lessons, they successfully acquire skills needed in applying for jobs including writing applications and attending interviews. Apprentices in accounting and administration become skilled in dealing with customers and managing their personal workloads. However, too many learners on other courses do not have sufficient opportunity to extend their skills and knowledge because too much teaching focuses only on what learners need to complete their course successfully.
- Not all learners acquire the English and mathematics skills that they need for their future. On health and social care courses, and on accounting, finance and administration courses, learners clearly understand the benefits of improved English and mathematics for their future employment and make good progress in acquiring these skills. However, in too many other subjects, learners make insufficient progress in improving these skills.
- Learners progress well between different levels of study. For example, many learners on motor vehicle courses have progressed from foundation to advanced level having first attended the college whilst still at school. The college does not yet collect information systematically about the destination of learners into higher education and employment.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement. The college's success rates and the variable quality of learners' experiences in different subject areas reflect this. The college has placed significant emphasis on improving teaching, learning and assessment in the last twelve months. Curriculum managers are now part of the lesson observation team and, with a team of quality mentors, they have identified and helped to improve the weakest teaching in their areas.
- The quality of teaching in theory lessons is variable. In the best lessons, enthusiastic teachers have high expectations, plan well and include a variety of teaching methods that engage and challenge learners. However, many lessons require improvement. In these lessons, teachers do not provide sufficient challenge for all learners and set tasks without reference to learners' specific needs and abilities. More able learners who finish activities quickly are not set extension activities to challenge them further. Too often, the relaxed pace and limited range of activities and tasks set result in bored, inactive learners.
- In the best practical lessons, teachers use their vocational experience and expertise effectively to make lessons meaningful and relevant to current industry practices. However, the monitoring of learners' progress in practical lessons is insufficiently rigorous. The use of competitions and work-experience enhances the development of learners' practical and employability skills in several subject areas, although not all learners are able to benefit from these opportunities.
- Information and learning technology to support learning is widely available across all college sites. However, most teachers do not use it to its full potential. The college's virtual learning environment (VLE) contains useful resources to assist learners' progress, most notably on

courses in in sports, public services and media studies. Teachers in these curriculum areas use the VLE effectively to set, assess and return course work. However, on the majority of courses, teachers make insufficient use of technology, including the VLE, to develop learners' independent learning skills.

- Planning to meet the needs of individual learners is not consistently good. Each course team has its own approach to setting targets and recording and monitoring learners' progress which in too many instances is insufficiently robust. Weak target setting and reviewing of progress mean that too many learners are not sufficiently challenged and therefore do progress as well as they should. Reviews of the progress made by apprentices are frequent and often involve the employer. However, assessors do not always identify and record sufficiently specific actions on how apprentices can improve their skills.
- The quality of the assessment of learners' work is inconsistent. In the better lessons, teachers provide detailed and regular feedback which helps learners to improve their work. However, in other lessons, teachers provide insufficient written feedback and learners are unclear how to improve and achieve higher grades. Assessment practice at the college is too often restricted to the awarding bodies' criteria. The marking and return of assignments on a minority of courses are not always timely. Apprentices receive regular feedback on their assessed work.
- The college identifies and meets learners' additional needs successfully. Learning support assistants work with curriculum teams to help learners who need extra support to achieve their learning aims. Recent structural changes have brought the college's support services together into one team and this has resulted in a more coherent and holistic approach to meeting learners' additional needs.
- The development of learners' skills in English and mathematics requires improvement. The recent deployment of functional skills specialist teachers within faculties has resulted in an improvement in attendance and progress on English and mathematics courses. A significant minority of learners require English and mathematics GCSE qualifications to gain university places but courses are only available at times when many learners are unable to attend, such as in the early evening. On too many courses across the college, teachers do not routinely check and correct the spelling, punctuation and grammar of learners' work.
- Initial advice and guidance is increasingly effective in ensuring that learners join an appropriate course at the correct level. The college identifies vulnerable learners early and has effective arrangements in place to ensure a smooth transition from school to college.
- Teachers promote equality and diversity successfully in lessons in health and social care, early years, and performing arts, and in progress reviews for apprentices in administration. However, the consideration of equality and diversity themes is less successful in many other subjects. Not all teachers ensure that learning materials and classroom discussion challenge stereotypical views about people's characteristics and lifestyles.

Health and social care, and Early years and playwork

Learning programmes for 16-18
Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement as reflected in the need to improve the success rate which, on long courses, is below the average for similar providers. Most learners enjoy their lessons, find them interesting and work cooperatively together. However, too many learners are absent from lessons. Many learners who complete their courses achieve at a higher level than anticipated at the start of their course.

- Teachers use praise well to encourage learners, which improves their confidence and commitment to learning. In the better lessons, teachers use a wide range of activities to enable learners to develop their understanding and skills successfully. They use questioning effectively to challenge learners to achieve high expectations, and they assess learners’ progress accurately. In the less successful lessons, teachers do not provide sufficient challenge for learners, and the pace of learning is too slow.
- Teachers are well-qualified and most have relevant experience which is used successfully to develop learners’ understanding of professional practice. The resources to support learning, including information and learning technology, are good. However, teachers do not use technology effectively to promote independent learning.
- Initial assessment is thorough and establishes learners’ starting points and needs. However, the outcomes from initial assessment are not used effectively enough to plan lessons or to set targets. Learners are often encouraged to set their own targets, but these are not sufficiently specific and too often they are not reviewed either by the learners themselves or by their teachers.
- Support from personal tutors is effective in encouraging learners to stay in learning and to achieve. Tutors provide timely and supportive advice and guidance to enable learners to make informed choices about their future learning or employment. Learning support assistants successfully help learners who need additional support in their lessons. Learners value highly the pastoral and learning support provided by the college.
- Feedback to learners on their progress is inconsistent. In a minority of lessons, teachers provide constructive and detailed advice to learners on how they can further develop their skills and knowledge. However, too much written feedback on learners’ work is insufficiently specific and does not accurately identify clear actions to enable learners to improve further. In too many learning activities, teachers focus too much on ensuring that learners achieve the assessment criteria rather than challenging learners to extend their learning and understanding.
- In the better practice, teachers improve learners’ English and mathematics skills through relevant activities including, for example, developing skills in formal writing and practising percentages. In these lessons, teachers emphasise the importance of English and mathematics skills for progression to higher education and into employment. In too many lessons, learners’ accuracy in written English, including punctuation and spelling is not corrected.
- Teachers encourage learners to explore a wide variety of equality and diversity issues including the effect of negative childhood experiences in limiting opportunities for individuals and the advantages of bilingualism. Learners demonstrate good awareness of the impact of prejudice on those for whom they will care in their future employment, including people with physical disabilities.

<p>Motor vehicle</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p> <p>Apprenticeships</p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement. This is reflected in success rates that are below the average rate among similar providers.
- Learners improve their confidence and self-esteem, and acquire relevant practical skills. Those on motorcycle programmes achieve at a level above that required by the qualifications towards which they working.

- Teachers are knowledgeable and vocationally experienced and provide learning experiences that meet learners’ needs and aspirations successfully. Learners, many of whom have complex needs and little previous experience of success in their education, are supported well and are encouraged to produce work of a standard that enables them to progress to the next level. However, teachers do not challenge more able learners sufficiently and, as a result, too few achieve beyond the requirements of their qualifications.
- In the better lessons, teachers plan learning well using a detailed knowledge of the needs of individual learners. They set learners a wide variety of relevant and interesting tasks, make particularly effective use of resources including technology and provide extension activities to inspire and engage learners. However in too many lessons, teachers talk too much and provide too few practical tasks to enable learners to develop their understanding of complex concepts. Learners often spend too long on each task and, as a result, become distracted and lose concentration.
- Resources to support learning are good. Recent investment in accommodation, information and learning technology, and equipment, including high specification motorcycles and vehicles, has enabled the creation of a professional learning environment which is attractive to learners and employers.
- Teachers monitor and record learners’ progress effectively. However, assessment focuses too narrowly on meeting the requirements of the qualification. Teachers make insufficient use of the results of initial assessment when developing individual plans for learners and do not accurately identify targets to enable learners to extend their learning. Feedback on written work lacks detail and provides insufficient information on how the work could be improved, with inaccuracies, spelling and grammatical errors often left uncorrected.
- The assessment of apprentices in the workplace is frequent and regular. The careful monitoring of all elements of the framework has a positive impact on ensuring that apprentices complete the framework within the planned time. Teachers and assessors record the outcomes of reviews and assessments, but feedback is insufficiently evaluative and does not always reflect the range of practical skills which learners have demonstrated.
- Many learners develop their mathematics skills successfully. However, teachers give insufficient consideration to developing learners’ skills in English and, in too many lessons, do not emphasise its importance in the work place.
- Advice and guidance at the start of programmes are informative and ensure that learners become aware of course requirements and expectations. However, support for learners on progression on to further courses or into employment is inconsistent and, as a result, many learners, as they approach the end of their course, do not know what they will do next.
- Equality and diversity are promoted effectively in lessons. Teachers take care to use inclusive language and avoid using stereotypical examples. Workplace assessors successfully explore learners’ understanding of equality and diversity. Teachers ensure that all learners are fully included within lessons and are very sensitive to the different needs of learners.

<p>Building services and Construction crafts</p> <p>Learning programmes for 16-18 Learning programmes for 19+ Apprenticeships</p>	<p>Requires improvement</p>
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- The quality of teaching learning and assessment requires improvement. Success rates are mixed and on too many courses are below the average for similar providers. Retention during the current year has improved significantly compared with last year. The majority of learners who complete their courses progress within the college to a higher level.

- Staff are enthusiastic and committed and provide good support to enable learners with a wide range of needs to achieve their learning goals. Teachers and support staff work together closely to identify and meet the needs of each learner and to ensure that learners overcome any barriers to their learning. Learners benefit from additional support outside their lessons which increases their motivation to complete their course successfully. Learners are very positive about how their experience at college has increased their confidence and self-esteem. Attention to health and safety and safe working practices is good.
- Teachers have a wide and relevant range of vocational experience and draw successfully on this in their teaching. In the best lessons, teacher plan effectively and use a wide range of activities and resources. As a result, learners participate fully and make good progress. Learners in practical lessons in advanced carpentry and joinery produce work of a high standard such as scaled bay windows involving complex joints. In the less successful lessons, teachers take too central a role and, as a result, learners are inactive for too long. Teachers make too few links to previous learning, do not regularly check learners' progress, and use too many technical terms and abbreviations without explanation.
- The monitoring of learners' progress requires improvement. Learners have individual learning plans which provide a summary of their progress but which lack sufficient evaluation and are too brief. Teachers set targets for learners but these lack detail and are not used effectively to help learners make progress.
- Reviews of learners' progress in the workplace are frequent but ineffective. A significant minority of learners remain unsure about how to use the recently introduced electronic portfolio and this limits its usefulness. Too many apprentices have submitted little or no evidence of their progress despite having been on the programme for many months. Teachers use closed questioning too much during review meetings and do not discuss in enough detail how apprentices can extend their skills and knowledge.
- Assessment of learning is accurate and meets the requirements of the awarding bodies. The quality of feedback to learners is inconsistent. Most feedback is sufficiently specific and encourages learners to improve further. However, spelling mistakes in written work and evidence are not identified and corrected often enough.
- Taught sessions in English and mathematics develop learners' functional skills successfully. Tutors use examples from the vocational area well, such as calculating the area and cost of a brick wall and producing a written estimate for the customer. However the subsequent planning, reinforcement and development of English and mathematics skills is ineffective in most vocational lessons.
- Learners benefit from good information advice and guidance throughout their course. Staff successfully identify any additional needs of learners, provide effective support, and advise learners effectively on progression into employment. Learners benefit from good links with employers who provide a wide range of relevant work experience as well as progression opportunities.
- Equality and diversity issues are appropriately considered during induction and at occasional themed events within the department. However, the promotion of equality and diversity during learning sessions and in workplace reviews requires improvement.

Performing Arts and Visual arts**Learning programmes for 16-18****Learning programmes for 19+**

Requires improvement

- The quality of teaching, learning and assessment is variable and not enough is good. As a result, learners' success rates are significantly below national averages. Actions to improve attendance have begun to have a positive impact.
- Teachers support and guide learners appropriately to enable them to gain the skills they need for employment and progression on to higher level courses. They are well qualified and enthusiastic and many are practising professionals. Standards of learners' practical and written work are appropriate for the level of study. Learners enjoy their lessons and the majority progress successfully to higher level qualifications in college or higher education.
- In many lessons, teachers encourage learners to develop their independent learning skills and monitor their progress closely. Peer review is used well to encourage learners to evaluate each other's work. Learners participate enthusiastically in these lessons and in their preparation for performances and exhibitions.
- Not enough teaching is of a good or better quality. In too many lessons the pace is too slow and learners have insufficient opportunity to participate actively. More able learners are not sufficiently challenged or inspired to work to a higher level. Teachers do not always use questioning techniques or extension tasks well enough in lessons to deepen learners' understanding or extend their creative skills.
- Learners benefit from a wide range of excellent specialist resources. On performing arts courses they use a publicly funded community theatre on the college's premises to deliver performances and shows to the general public. Learners adopt safe working practices in the studios and are aware of the health and safety requirements in practical lessons. A wide range of information and learning technology is available to support learning. However, teachers do not use this resource creatively enough to support and enhance learning.
- Assessment procedures and target setting are closely aligned with the requirements of awarding bodies. However, more able learners have insufficient opportunity to extend their learning. Although learners receive regular verbal feedback on their progress, written feedback is too often brief and infrequent, and does not focus with sufficient clarity on what learners need to do to improve. Individual learning plans are used inconsistently and are not valued by learners.
- Initial guidance and support are good. The college provides helpful pre-course information and attractive and informative exhibitions on open days which enable learners to choose an appropriate course. Learners who require additional help or have personal difficulties are quickly and sympathetically supported and, as a result, the great majority complete their course successfully.
- Enrichment activities successfully broaden learners' experience and confidence. Learners regularly visit exhibitions, shows and plays. Learners on performing arts frequently participate in workshops with professional actors, increasing their confidence to perform. Learners on visual arts courses exhibit their work at special events and have recently completed a sculpture that will become a piece of public art funded by the borough council and local businesses.
- Most learners improve their English and mathematics skills successfully throughout their course. They develop numeracy skills through, for example, measuring for pattern-making and garment-cutting. Learners develop their literacy skills successfully through written projects. Teachers correct and improve learners' spelling and grammar well.

- Teachers promote equality and diversity well through the curriculum and this is reflected in learners' portfolios of work and in performances. Teachers celebrate cultural diversity in lessons by drawing on the work of artists, designers and musicians from different parts of the world.

Accounting and Finance, and Administration

Apprenticeships

Good

- Teaching, learning and assessment on accountancy and administration courses are good and this is reflected in the overall and timely success rates for apprenticeship programmes which are above national averages. Teachers have high expectations of learners at the start of their course and consistently motivate and challenge learners to succeed.
- Learners enjoy their learning and participate enthusiastically. Attendance is good in the great majority of lessons. On-the-job training is good and employers support learners effectively to develop relevant work-related skills such as handling customer complaints, double-entry book-keeping, and using databases. Teachers and work-based assessors work well together to encourage learners to achieve their goals and pass their examinations.
- Teachers plan training activities carefully to meet learners' needs and successfully use extension activities with more able learners. Learners benefit from participating in a wide range of interesting, lively and interactive activities that meet their individual needs well. For example, learners discussed, researched and critically evaluated the planning of a company event and related this to their own role in the workplace. Technology is used well to extend learners' knowledge and expertise.
- Teaching and one-to-one coaching link the application of theory to relevant practice well. For example, administration apprentices are responsible for making travel arrangements and operating the electronic payroll. As a result they quickly and effectively contribute to the work of their organisations and make progress in their job role. Learners receive clear and helpful guidance in choosing optional elements of the course that enhance their work skills and maximise their employment ambitions.
- Support for learners is good. Learners' additional needs are identified at pre-course interviews and through a range of assessment activities before learners start their programmes. Teachers and support staff use the results of initial assessment successfully to provide relevant specific support, particularly for learners with learning difficulties, including the use of readers and note-takers during taught sessions. Staff are very responsive to the needs of individual learners, and they take time to explain difficult concepts very clearly so that all learners understand. Learners receive regular individual support before and after lessons at times which fit around their personal and work commitments.
- Assessment practice is very good. On apprenticeship programmes learners benefit from regular and flexible assessment and review visits. Assessors use an electronic portfolio effectively and digital recording devices to record and provide feedback to learners about assessment decisions. A wide range of assessment and evidence collection methods are used well to meet all aspects of the apprenticeship framework, such as professional discussion, observation, and witness statements.
- The quality of target setting in individual learning agreements and progress reviews is inconsistent. Teachers do not always agree targets with learners for all aspects of the apprenticeships framework at the start of their programme. At review visits, assessors do not always identify or record the progress made towards the achievement of the framework.
- The development of learners' English and mathematics skills is good. Functional skills are developed successfully in training sessions. Learners undertake a range of activities to improve

their skills such as calculating travel expenses and undertaking research to identify appropriate travel routes and accommodation costs for business travellers.

- During the recruitment process, staff provide a wide range of information about the requirements of apprenticeship and accountancy programmes to ensure that learners understand from an early stage what they will need to do to achieve. Towards the end of their programme, learners benefit from detailed advice on the range of progression routes available.
- Teachers promote equality and diversity well in theory sessions. For example, learners complete case studies and activities on producing accounts in Braille and digitally recording information for people with learning difficulties or disabilities. Discussions at progress review visits on apprenticeship programmes focus on equality and diversity topics that are relevant to the learners' job role.

The effectiveness of leadership and management

Requires improvement

- The principal, senior managers and governors have high ambitions to improve the quality of provision. They have made many recent improvements to staffing, management information systems, accommodation and resources. However, it is too early to judge their effectiveness in terms of outcomes for learners. Managers have not produced a strategy to address the underperformance of certain groups of learners.
- Governors undertake their duties diligently. They challenge managers to improve outcomes for learners and the quality of teaching, learning and assessment. Governors have appropriate skills and experience to advise on corporate matters of finance, human resources and legalities, but their knowledge and experience of further education is less strong.
- Lesson observations carried out by the college evaluate the quality of the provision accurately. Teachers' development activity to improve their teaching, learning and assessment is aligned closely to the outcomes of their lesson observations. Directed support by a team of mentors enables weaker teachers to improve. Teachers whose lessons are judged to be good do not receive an action plan to identify how they can improve and become outstanding teachers.
- Outcomes from staff appraisals are related appropriately to the strategic plan and self-assessment report, and are checked against equality and diversity measures. Managers record the training which staff receive as part of the appraisal process but do not evaluate its impact.
- The college's self-assessment process is insufficiently evaluative. It identifies strengths but too often fails to identify specific areas for improvement. Several of the self-assessed grades are optimistic. Managers do not formally and systematically seek the views of external stakeholders to inform self-assessment. Too many targets in the quality improvement plan are insufficiently specific and too many have not been achieved. The quality of course self assessment varies greatly. In the best examples, staff are self-critical, use data effectively to inform clear and precise actions, and monitor progress rigorously. In the less effective cases, they give insufficient attention to national averages and to improving the quality of teaching, learning and assessment.
- Managers work closely with many external agencies and partners to address local concerns. For example, they collaborate in assisting young people who are not in education, employment or training and they have increased their provision for people whose first language is not English. They have also increased their sub-contracted provision significantly in 2012/13 to meet local training needs. Staff work closely with local schools to enable young people aged 14 to 16 to gain vocational qualifications and progress on to full-time college courses.
- Managers and staff collect learners' views through many channels and have used them very effectively to improve accommodation and resources. Learners are very active on the learner council and as learner governors. They are fully included in approving new policies, especially those which directly affect them.

- The quality and effectiveness of curriculum management are inconsistent. In a few areas, managers ensure that operational matters run smoothly and that actions to address previous areas for improvement are effective. However, in too many other areas, managers are slow to resolve operational issues and communication is weak. The management of the delivery of English, mathematics and functional skills requires improvement.
- Managers promote equality and diversity well. They emphasise and encourage mutual respect and tolerance and strongly discourage discrimination. The single equality scheme is comprehensive and includes appropriate objectives, the achievement of which is carefully monitored. Governors, managers, staff and learners are aware of issues relating to racial discrimination, bullying, harassment and inappropriate language. The promotion of equality and diversity in workplace reviews is good in motor vehicle, but is too superficial in construction. The proportion of governors, managers and staff from minority ethnic backgrounds is not sufficiently representative of the learner population.
- The college meets its statutory requirements for safeguarding learners. Managers ensure that all relevant checks for criminal records are completed and that risk assessments for work placements and in employers' premises are in place. Managers, staff and learners receive appropriate training on safeguarding and health and safety. Nominated safeguarding staff have good relations with the local children's safeguarding board.

Record of Main Findings (RMF)

North East Worcestershire College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships
Overall effectiveness	3	3	3	3	3
Outcomes for learners	3	3	3	3	3
The quality of teaching, learning and assessment	3	3	3	3	3
The effectiveness of leadership and management	3	3	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Motor Vehicle	3
Building services	3
Construction crafts	3
Performing arts	3
Visual Arts	3
Accounting and finance	2
Administration	2

Provider details

North East Worcestershire College	
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 2,319
	Part-time: 3,399
Principal/CEO	John Callaghan
Date of previous inspection	June 2010
Website address	www.ne-worcs.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+
Total number of learners (excluding apprenticeships)								
Full-time	216	36	489	88	1,142	326	0	3
Part-time	40	475	77	1,796	83	263	40	42
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	163	105	55	122	0	39		
Number of learners aged 14-16	179							
Number of community learners	741							
Number of employability learners	165							
Funding received from	Skills Funding Agency and Education Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ E-Response Training Academy ■ Eurosource Solutions Limited ■ First Response Training ■ MPower Training Solutions Ltd ■ Redditch Borough Council 							

Additional socio-economic information

North East Worcestershire College serves the towns of Bromsgrove and Redditch with a small minority of learners travelling from Birmingham and other areas. The unemployment rate in both Redditch and Bromsgrove is significantly lower than for the West Midlands. The proportion of residents in Bromsgrove qualified to intermediate level is significantly higher than the West Midlands average but the proportion in Redditch is slightly lower. The main employment is in the service sector including distribution, hospitality and public administration. In Redditch, 25% of working people are employed in manufacturing. According to the 2011 census data, the minority ethnic population of Redditch is 8% and that of Bromsgrove is 4%.

Information about this inspection

Lead inspector	Steve Hailstone HMI
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Four of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal, teaching, learning and assessment as nominee, carried out the inspection with short notice. Inspectors took account of the provider'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 provider. 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.

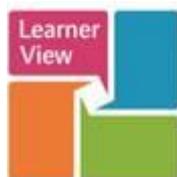
What inspection judgements mean

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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