

# Redcar & Cleveland College

General further education college

## Inspection dates

10–13 October 2017

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	<b>Inadequate</b>	16 to 19 study programmes	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>	Adult learning programmes	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Outcomes for learners	<b>Inadequate</b>		
Overall effectiveness at previous inspection		Requires improvement	

## Summary of key findings

### This is an inadequate provider

- Leaders and managers have not ensured that quality assurance processes are effective in securing sustainable improvements in provision.
- Leaders have failed over recent years to ensure that the curriculum meets local needs.
- Information provided to governors about the college's performance is not sufficiently detailed to give governors an accurate picture of the effectiveness and impact of managers' actions.
- The financial position of the college is very weak and presents significant challenges to the college's future sustainability.
- Too few learners and apprentices are clear about how to keep themselves safe from the risks of radicalisation and extremism.
- Attendance is too low.
- The quality of teaching, learning and assessment is not consistently good across subject areas and types of provision. Consequently, too many learners do not make the progress of which they are capable.
- Too many learners do not successfully complete their courses. As a result, overall achievement is low and has been for the last two years.
- The proportion of learners who achieve their qualifications in English and mathematics is too low.
- The proportion of apprentices who complete their programme within the time allocated is too low.

### The provider has the following strength

- Very recent actions taken by managers to improve the provision have resulted in early signs of improvement in the progress of learners. The majority of current learners on study programmes and on adult learning programmes are making expected progress.

## Full report

### Information about the provider

- Redcar & Cleveland College is a general further education college in the Tees Valley. It provides vocational study programmes for 16-to-19-year-old learners, adult learning programmes and apprenticeships in a wide range of subjects, with the majority of apprentices working in business and manufacturing. The college is located on a modern campus in Redcar. It recruits learners from Redcar and the surrounding area.
- The proportion of pupils who leave school with five GCSEs, including English and mathematics, at grades A\*–C is below both regional and national levels. Unemployment in Redcar is higher than the national average.

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

- Improve the quality of information that governors receive so they have an accurate picture of the college's performance and can hold managers to account more effectively.
- As a matter of urgency, provide appropriate training for teachers and assessors to develop their ability to ensure that all learners recognise and understand the risks of extremism and radicalisation and how to protect themselves from these risks.
- Take immediate and sustained action to ensure that more learners and apprentices stay on their programmes and make good progress in achieving their qualifications by:
  - tackling weaknesses in teaching, learning and assessment, including the setting of challenging work and providing appropriate support for learners at risk of falling behind
  - ensuring that targets for the completion of work and assignments are challenging and have appropriate deadlines
  - regularly and accurately reviewing apprentices' progress and intervening as necessary to ensure that apprentices complete their programmes within the planned timescale.
- Ensure that the curriculum meets the needs of the local community and local employers.
- Implement a financial strategy to maintain college provision and work relentlessly to secure the sustainability of the college.
- Improve quality assurance processes by:
  - providing training on the use of data so that managers are able to interrogate and use data more effectively to improve provision
  - monitoring staff performance effectively and intervening swiftly where performance is weak.
- Introduce strategies to ensure that learners develop the skills they need to achieve their English and mathematics qualifications.
- Rapidly improve learners' attendance by enforcing the college's attendance policy with more rigour and ensuring that all teachers effectively challenge learners who do not attend.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and managers do not take rapid enough action to improve the performance of teaching staff. As a result, the proportion of learners who achieve has declined recently and is low. Following a period of significant instability in senior leadership, governors and managers now have a clear focus on improvement, and a stronger culture of accountability among staff is beginning to develop.
- The financial position of the college is very weak. This presents very significant challenges for the college's sustainability and its ability to maintain a broad and responsive curriculum.
- Leaders have not ensured that the curriculum meets local needs well enough. As a result, the college has experienced a year-on-year decline in the recruitment of learners from the local area. This has compounded the significant financial challenges facing the college. Managers have taken very recent action to reintroduce progression routes for learners through different levels. These include courses from entry level through to level 3 in eight curriculum areas and provision for learners with high needs. This has resulted in the curriculum offer becoming more reflective of local needs, such as those in digital skills, construction, and health and social care.
- Leaders' and managers' actions to improve study programmes have not been effective enough. Too many learners fail to achieve their qualifications, including in English and mathematics. Leaders and managers have expanded recently the opportunities for learners to gain additional qualifications and work experience and these are now more comprehensive.
- Managers' implementation of quality assurance processes is ineffective in securing sustainable improvements in provision. Very recently, managers introduced new quality assurance systems, but these have not resulted in improved outcomes for learners. Managers do not interrogate and use data well enough so that they can hold course leaders and teachers to account. Managers do not analyse effectively the impact of improvement actions in achieving targets. While recent actions by managers to reverse a decline in outcomes for apprentices have had a positive effect, apprentices' achievement remains too low.
- Leaders do not provide sufficient opportunities for managers and teachers to improve their skills. Although managers evaluate accurately the quality of teaching, learning and assessment, they take insufficient account of this to identify training needs for teachers. As a result, teaching, learning and assessment require improvement in too many curriculum areas. Leaders have not taken action to improve managers' skills in using data to improve outcomes for learners.
- Leaders ensure that the college complies with its statutory duty with regard to the promotion of equality and diversity. They publish a detailed policy, monitor its impact annually and report on progress on the college's website. They identify gaps in achievement between different groups of learners as areas for action. Training is not effective enough to enable teachers to respond effectively to stereotypical comments made by a few learners.

## The governance of the provider

- Information that leaders provide about the college's performance does not enable governors to have sufficient understanding of the effectiveness of the actions that leaders and managers take. This hinders governors' ability to challenge leaders and managers about weaknesses in provision and the rate of improvement.
- Governors are highly committed to their aim of retaining sustainable further education provision in the borough. They understand well the risks and challenges of the college's current position. The recently strengthened governing body works closely with managers and external agencies to secure options for the college's future and to address the increasingly weak financial position of the college.

## Safeguarding

- The arrangements for safeguarding are effective.
- All staff have received recent and relevant training on safeguarding. Managers monitor the effectiveness of this training and follow up any identified gaps in staff understanding. Managers are effective in referring safeguarding concerns to appropriate agencies when necessary.
- Learners understand how to keep themselves safe on college premises, demonstrate safe working practices and use appropriate personal protective equipment.
- Leaders and managers have not taken enough action to raise learners' awareness in relation to the 'Prevent' duty. As a result, not enough learners understand the signs and risks of radicalisation and extremism.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment is not consistently good across subject areas and types of provision. Consequently, too many learners do not complete their course or make the progress of which they are capable.
- Teachers do not use information about learners' starting points well enough to set work that meets learners' individual needs. In too many lessons, teachers and assessors do not check learning effectively enough to assess learners' progress. Too often, teachers and assessors move on before they have ensured that learners have understood the topic or developed their skills sufficiently. As a result, too many learners fall behind and do not make rapid enough progress on their programme.
- Too many teachers and assessors do not review learners' and apprentices' progress effectively enough to help learners and apprentices to improve their skills and complete work on time. Managers have recently introduced academic tutorials on study programmes to review and support learners' progress; it is too early to judge their effectiveness.
- In too many instances, the support that apprentices receive is not effective enough in enabling them to achieve their learning goals. Assessors do not provide sufficiently helpful feedback to apprentices to help them to improve their skills and knowledge. Consequently, apprentices do not improve their performance quickly enough.

- The majority of teachers on study programme and adult learning programmes successfully incorporate the development of learners' English and mathematical skills into their subject. In many lessons, teachers make English and mathematics relevant to learners' interests and career aims. For example, in a carpentry lesson, learners converted metric and imperial measurements when planning their next job. Health and social care learners learned and practised the pronunciation and spelling of a variety of medications. However, too few learners improve their existing skills sufficiently to achieve qualifications in English and mathematics.
- Most teachers are well qualified, and they use their expertise well to plan and deliver interesting learning activities. As a result, most learners who complete their courses acquire and develop knowledge, behaviours and practical skills that help them to become more employable and that benefit them in their future careers. For example, in a public services lesson, learners used correct technical terms fluently when communicating via walkie-talkie radios, and developed their map-reading skills effectively.
- Staff ensure that most parents, carers and employers are well informed of learners' and apprentices' attendance and progress. This helps current learners and apprentices to stay on track with their studies. For example, learning support assistants contact parents in relation to learners' absence and send termly reports on learners' progress. Employers receive helpful information about the progress of their apprentices towards the achievement of their qualifications.

### Personal development, behaviour and welfare

### Requires improvement

- Attendance is too low across the provision, and is particularly low on adult learning programmes. Managers have introduced recently a new attendance policy to address poor attendance. While there are early indications of improvement in attendance on study programmes, it is too early to judge the long-term impact of the new policy.
- Although the punctuality of learners has improved since the previous inspection, too many learners continue to arrive late to lessons, and this disrupts the learning of their peers. Too many learners and apprentices arrive at lessons unprepared for learning.
- Too many apprentices make insufficient progress in improving their skills in written English. As a result, the written work of a significant minority of apprentices is of a poor standard.
- Too many learners and apprentices do not have a full understanding of how to protect themselves effectively against the risks of radicalisation and extremism. Adult learners' awareness of how to keep themselves safe online is often too superficial.
- The advice and guidance that adult learners receive about career and further education opportunities as they complete their course are not comprehensive enough to ensure that they are informed fully about all possible progression routes. Learners and apprentices receive effective advice and guidance before they enrol about programmes that are best suited to their chosen careers.
- Most learners take part in well-planned, high-quality and meaningful work experience. This helps them to develop an awareness of expectations of the workplace and the importance of the wider skills valued by employers. Most learners also benefit from a wide range of work-related activities that enrich their learning, extend their skills and enhance

their personal development. For example, a very high proportion of learners on the health and social care course benefit from working with vulnerable community groups in Romania.

- Teachers carry out careful and thorough initial assessment of learners' starting points. This includes checking previous educational attainment, assessment of English and mathematical skills gaps, and identifying existing talents. It enables teachers to design programmes for learners that match their abilities and aspirations.
- Most learners and apprentices are self-assured, well behaved and respectful because of the environment created by staff and employers. Learners understand the importance of good conduct at college and in the workplace.
- Learners and apprentices comply with the requirements of health and safety legislation in lessons and in the workplace. They understand the importance of key requirements, such as the use of personal protective equipment and keeping work areas tidy. Teachers and assessors reinforce the importance of safety in the classroom and workplace very well.
- The large majority of learners and apprentices develop the attitudes and behaviours that employers value in the workplace and that will enable them to contribute fully as citizens in modern Britain. However, on study programmes, a few teachers have not developed learners' understanding of the potential offence that can be caused by the inappropriate use of stereotypes in conversations with their peers.

## Outcomes for learners

## Inadequate

- Too many learners on level 3 study programmes do not make sufficient progress from their starting points. Managers and teachers have placed too little emphasis on ensuring that learners, including the most- and least able, achieve as well as they can.
- The proportion of learners staying on their courses and achieving their qualifications is too low. Achievement rates for learners on 16 to 19 study programmes and adult learners are well below those of similar providers and decreased in the last academic year.
- The proportion of apprentices who complete their programmes within the planned timescale is too low. Managers have taken recent actions which have arrested the three-year decline in apprenticeship achievement rates, but the rates remain too low.
- The proportion of learners who achieve GCSEs in English and mathematics at grades A\*–C is very low, particularly on study programmes. Too many learners do not achieve functional skills qualification in mathematics. A high proportion of learners achieve functional skills qualifications in English.
- The proportion of learners who have learning difficulties and/or disabilities who achieve is too low. Too many of these learners do not take up the support which is available to them.
- Managers do not gather sufficient information about the destinations of learners, particularly on study programmes. Among the low number of learners who responded to the college's destination survey, most indicated that they had secured employment or progressed to further or higher education.
- Very recent actions that managers have taken have resulted in an improvement in the progress of current learners, the majority of whom are making at least expected progress

at this very early point in their programme. Since the start of this academic year, the large majority of teachers set aspirational targets above those based on learners' prior qualifications when starting at the college. As a result, many learners now recognise the high expectations set for them.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- The college has 549 learners on 16 to 19 study programmes, most of whom are on vocational programmes at levels 2 and 3. The programmes with the greatest number of learners are health and social care, engineering and manufacturing technologies, and construction, planning and the built environment.
- Not enough learners stay to the end of their study programme. As a result, the achievement rate on study programmes has been too low for too long. Managers have recently implemented a range of new initiatives to reduce the number of learners leaving their programme before completing. However, it is too early to judge the impact of these actions.
- The progress that learners make on level 3 courses is too slow. As a result, not enough learners achieved the grades of which they are capable. Many of the positive initiatives that leaders have put in place to improve progress in the current year are very recent and have not yet resulted in sustained improvement.
- In too many sessions, teachers challenge learners insufficiently to make good progress. Too many staff do not ensure that learners understand their feedback. As a result, too many learners fail to make purposeful use of this feedback to improve and develop their skills.
- Attendance is below the college target and is too low. Teachers do not challenge lateness adequately, and too often learners arrive late and are unprepared for their lessons.
- Not enough teachers have the confidence and skills to tackle issues connected with the 'Prevent' duty. As a result, learners are unable to demonstrate a clear understanding of how to keep themselves safe from the risks of radicalisation and extremism.
- In the majority of lessons, teachers use interesting and relevant learning activities. This enables a high proportion of learners who complete their course to gain skills that will be of use in their future careers.
- The vast majority of learners complete work placements that are closely linked to their course of study. Learners take advantage of opportunities to complete additional qualifications that improve their confidence and assist them with progression to employment or further study.
- Learners understand how to keep themselves and others safe in their learning environment. Learners wear personal protective equipment that is appropriate to the work they are doing in practical lessons, and work safely by keeping spaces in classrooms clear of obstructions.
- Initial information, advice and guidance are effective. Managers and staff liaise well with local schools, conduct interviews with applicants and review the suitability of the course



with new learners shortly after they enrol.

- Learners on level 3 courses benefit from helpful careers advice and guidance about their next steps, particularly in relation to applications for higher education. Staff work well with a wide range of organisations to improve employment opportunities for their learners.

## Adult learning programmes

## Requires improvement

- The college currently has 982 adult learners on vocational courses, English and mathematics courses, and an access to higher education programme. The largest vocational programmes are accounting, becoming a teaching assistant, personal fitness support, counselling, and hairdressing and beauty.
- Overall achievement rates have been too low for too long. In 2016/17, too many learners left their programmes of study early and failed to achieve their qualifications. Leaders and managers failed to identify learners at risk early enough, and failed to intervene to help them stay and achieve their qualifications. It is too early to judge whether recent actions that managers and teachers have taken to support current learners who are at risk of leaving early will result in better retention and achievement this year.
- Too many learners whose main aim is to achieve a qualification in mathematics leave early, and do not achieve their qualification. In a minority of mathematics lessons, learners struggle to make progress with their learning because the tasks set are too difficult.
- Learners often have too superficial an understanding of how to keep safe online, including when using social media. Too many learners have insufficient awareness of how to keep themselves safe from the risks of radicalisation and extremism.
- Careers advice and guidance are not consistently helpful in enabling learners to progress to their next steps or into employment, particularly in relation to opportunities with other providers. Teachers do not encourage learners to make good use of external agencies to support progression; many learners are unaware of the National Careers Service and the support that it can provide.
- Teachers use their vocational knowledge and experience well to motivate learners and to set high expectations in the majority of lessons. In practical lessons, learners benefit from real working environments where they develop skills and behaviours that prepare them well for their future jobs. The majority of learners on vocational programmes benefit from external work placements that are effective in preparing them for work.
- Learners make good progress in developing the skills that they need for work. In hairdressing and beauty therapy, media, and makeup and complimentary therapies, learners produce work of a professional standard. On these programmes, learners also develop essential literacy and numeracy skills. Most learners produce written work of a good standard.
- Teachers provide safe learning environments in which learners overcome barriers to learning and develop their confidence and social skills. Learners participate confidently in discussions and work collaboratively to develop their understanding of key concepts. For example, learners clearly articulated and assessed Carl Rogers' theory of person-centred



therapy in a wider discussion about counselling theories.

- The majority of adult learners who complete their studies use their new skills and confidence to progress to higher levels of study or into employment or self-employment.

## Apprenticeships

## Requires improvement

- Currently, 696 apprentices are enrolled at the college, of whom 490 are on intermediate-level programmes, 194 on advanced-level programmes and 12 on higher level programmes. The majority of apprentices are on health and social care, business administration, and plumbing programmes.
- The overall achievement rate on the apprenticeship programme is too low, and has been well below that of similar providers in recent years. Of those apprentices who do complete their programme, too few achieve within the planned timescale. Managers have recently taken actions to improve the achievement of apprentices, and these interventions are beginning to have a positive impact on the progress of recently recruited apprentices.
- Assessors do not check on apprentices' learning sufficiently. As a result, the most able apprentices do not have enough opportunities to extend their learning. Assessors use a diverse range of assessment methods to support apprentices in achieving their competence-based qualifications.
- Assessors' feedback to apprentices is not effective enough in supporting them to improve. Too often, assessors do not intervene early enough to ensure that apprentices are on track to achieve their qualification on time. Recent actions to improve the timeliness and relevance of progress reviews are beginning to have a positive impact on the quality of the learning experience and progress of apprentices.
- Too many apprentices have not made progress in improving their English and mathematical skills because of a delay in the delivery of the functional skills part of their programme. Assessors do not improve the standard of apprentices' written English well enough.
- Too many apprentices have a limited understanding of British values and how to protect themselves from the risks associated with radicalisation and extremism. While assessors discuss British values and the 'Prevent' duty during induction, they do not reinforce apprentices' understanding effectively throughout their programme.
- A large majority of apprentices develop new skills and knowledge in the workplace, and this enables them to perform effectively in their job role. For example, early years care apprentices apply regulatory understanding well to support workplace compliance and record keeping. Apprentices record the progress they make well and can identify the additional skills that they need to develop. Apprentices in plumbing benefit from additional learning to achieve the skills to work on gas installations.
- Apprentices receive purposeful off-the-job training and good support from their assessors, who plan and provide relevant learning activities that make good use of learning technology. Assessors use their vocational knowledge effectively to develop apprentices' understanding of the workplace.

- Managers maintain effective partnerships with employers, who benefit from good support from college staff in the recruitment and selection of apprentices. Most employers provide good on-the-job training and contribute effectively to off-the-job training.
- Apprentices develop good personal and employability skills which help them to obtain and retain employment. Apprentices develop in confidence and self-esteem as their programme progresses. For example, apprentices learn to communicate, use business telephone procedures, work in a team and report to managers effectively.
- Most apprentices enjoy their learning and have pride in their work. They feel safe, work safely and have a good understanding of their rights and responsibilities in learning and in the workplace. Apprentices behave well and have high attendance levels in their on- and off-the-job training. Assessors challenge and resolve promptly instances of poor punctuality or attendance.
- A large majority of apprentices who achieve their apprenticeship remain in employment. A small minority of apprentices progress to further or higher level programmes or move into self-employment or their own new enterprise.

## Provider details

Unique reference number	130573
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	3,400
Principal	Ed Heatley
Telephone number	01642 473132
Website	<a href="http://www.cleveland.ac.uk">www.cleveland.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	121	134	192	269	236	326	0	253
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	167	323	42	152	0	12		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	8							
At the time of inspection, the provider contracts with the following main subcontractors	TTE Technical Training Group Flexi Training (North East) Ltd							

## Information about this inspection

The inspection team was assisted by the vice-principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Richard Ronksley, lead inspector	Her Majesty's Inspector
Richard Deane	Her Majesty's Inspector
Tim Gardner	Her Majesty's Inspector
Suzanne Duncan	Ofsted Inspector
Derek Williams	Ofsted Inspector
Gillian Forrester	Ofsted Inspector
Laurence Took	Ofsted Inspector

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