

Inspection of Tyne Coast College

Inspection dates: 8–11 October 2019

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Adult learning programmes	Good
Apprenticeships	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Tyne Coast College was formed by the merger of South Tyneside College and Tyne Metropolitan College in 2017. It has three main campuses: a general further education college and Queen Alexandra Sixth Form College in North Tyneside, and a general further education college in South Tyneside. The South Tyneside campus includes the specialist South Shields Marine School. At the time of the inspection, 2,822 learners were on education programmes for young people, including 92 aged 14 to 16. There were 1,388 adult learners, 551 apprentices and 119 learners in receipt of high-needs funding. Leaders offer courses in almost all subject areas, the largest being engineering and manufacturing technologies and health, public services and care. Leaders use eight main subcontractors to offer education programmes for young people, adult learning programmes and apprenticeships.

What is it like to be a learner with this provider?

Learners and apprentices enjoy their learning and feel valued by staff. They flourish and develop their resilience and self-confidence as a result of attending courses at the college. Many disadvantaged young people have a positive view of education and their future for the first time.

Lecturers have high expectations of learners to work to the professional standards required in the industries that learners aspire to move into. They share their vocational knowledge and expertise frequently with learners, which helps bring the curriculum to life. Learners enjoy demonstrating their new knowledge when completing more complex practical tasks, and they are proud to be part of the college community.

Learners and apprentices have access to high-quality training facilities, such as the newly opened construction centre, the IGNITE centre for engineering and the world-class marine school.

All staff promote an inclusive atmosphere. Staff raise awareness of female success in male-dominated industries. They have introduced sporting activities for learners with disabilities. They provide an interesting range of cultural events in the college that encourage learners from different backgrounds to meet together and celebrate their diversity.

Learners rarely experience bullying, harassment or discrimination. If incidents do occur, learners are confident to report them, and staff respond quickly.

What does the provider do well and what does it need to do better?

Governors and senior leaders have managed the merger of South Tyneside College and Tyne Metropolitan College very effectively. They have ensured that the college campuses continue to serve their communities well. Leaders have an accurate view of the areas of the college that they need to improve. They have taken swift action to tackle the poor management of apprenticeships, and this has resulted in a rapid improvement in the provision in most curriculum areas.

Staff provide a specialist and cutting-edge curriculum for learners and apprentices studying maritime programmes. Lecturers make very effective use of excellent resources to ensure that learners develop the knowledge that they need to work successfully at sea. They also frequently use testing and recap activities to ensure that key knowledge is retained in learners' long-term memory. As a result, apprentices can successfully apply knowledge of atmosphere, air pressure and lapse rates to the berthing of ships in different meteorological conditions. Learners wear their uniform proudly and call their lecturers 'captain' to simulate working life aboard ship. Almost all learners on maritime programmes progress into a career in merchant shipping.

Lecturers use their subject expertise to design high-quality learning resources and activities that help learners to develop their knowledge. Learners make good use of these resources, which enable them to remember more of the curriculum and prepare effectively for assessments and examinations. On courses in information and communication technology, lecturers make very effective use of glossaries which help learners remember important terminology and use it accurately.

Lecturers are skilled at leading discussions which build learners' knowledge and develop their ability to think critically. In A-level English literature, learners can confidently discuss the loss of innocence depicted in the novel 'Atonement' and describe events from the point of view of different characters.

On most courses, lecturers sequence the curriculum to build knowledge in a sensible and well-considered way that enables learners and apprentices to make good progress in developing their knowledge and skills. On entry-level motor vehicle courses, lecturers develop learners' knowledge of how to use a milling machine. Learners then make increasingly complex components to greater degrees of accuracy. Hairdressing lecturers teach the basic techniques and then challenge learners to use these techniques in more complex ways, such as using their opposite hand to blow-dry hair.

Staff plan challenging programmes for learners who have high needs. Learners follow individually tailored programmes that enable them to develop their independence and skills for adult life in line with their personal targets. Lecturers use assessment methods such as observation and one-to-one discussion to identify accurately the progress that learners make. They then provide very helpful feedback to learners which supports their social development and improves their communication skills. Learners improve important skills such as route navigation and road safety as a result.

Lecturers work effectively with learning support assistants (LSAs) to ensure that learners with special educational needs and/or disabilities (SEND) develop their knowledge and are not disadvantaged. Lecturers include LSAs in the planning and sequencing of the programme, which equips them to support the learners very well. In sport, learners benefit from LSAs with subject expertise who support them throughout their time at college. As a result of the effective continuous support, learners with SEND make good progress from their starting points.

Learners behave well in college. This includes learners who have struggled with behavioural issues at school. Staff have high expectations of learners' behaviour and make it clear that learners need to behave well to succeed at college and in employment. Learners respond well and most display impressive standards of behaviour.

Staff ensure that learners benefit from a wide range of learning experiences that are relevant to their subject area and that build their character. For example, young people aged 14 to 16 studying advanced manufacturing, computing or engineering benefit from an exceptional programme of visits to employers, which prepares them

well for their next steps. A small minority of learners on education programmes for young people who would benefit from a work experience placement do not have the opportunity to complete one.

Learners benefit from useful careers advice which helps them to make realistic plans for their future. A high proportion of learners achieve their qualifications and progress to further study, higher education or employment. Apprentices are well prepared for their next steps at work and in their careers.

Too few learners who have high needs and for whom employment is an appropriate next step progress into paid work when they leave the college. Learners who have high needs have access to high-quality work placements, which helps them develop their skills, but this does not have enough impact on their next steps into work.

In a few subjects, such as functional skills mathematics, lecturers do not use assessment well enough to identify precisely the knowledge that learners have developed or where misunderstanding exists. They do not break down what learners do not remember and are therefore unable to identify the missing components of learners' knowledge in order to fill the gaps.

Too many health and social care apprentices make slow progress in developing new knowledge and skills. Assessors do not have an accurate view of these apprentices' starting points, so they cannot ensure that the training they provide develops the new knowledge that apprentices need. Senior leaders have ceased recruiting apprentices in this area, and the apprentices that remain in learning account for a small proportion of current apprentices.

In a few curriculum areas, such as hospitality and catering and hairdressing and barbering, learners' attendance is not good enough. In these areas, learners are less well prepared for their next steps.

Safeguarding

The arrangements for safeguarding are effective.

Learners and apprentices feel safe and know how to report any concerns. Safeguarding incidents are responded to appropriately and referrals are made to external agencies to keep learners safe. Managers implement safe recruitment procedures; they carry out and record accurately appropriate pre-employment checks. Managers have a good understanding of the risks that learners and apprentices face in their communities. They ensure that learners and apprentices learn about important safeguarding topics in tutorials. A minority of learners cannot recall the dangers they face from radicalisation and extremism.

What does the provider need to do to improve?

- Ensure that a higher proportion of learners who have high needs and for whom employment is an appropriate next step progress into paid work when they leave the college.
- Improve the attendance of learners where it is too low.
- Ensure that assessors help apprentices in health and social care to develop the new knowledge that they need to be successful at work and in their apprenticeship.
- Improve assessment in the few areas where it is not good enough so that lecturers have an accurate understanding of the knowledge that learners are missing and can use it to inform future teaching activities.

Provider details

Unique reference number	130555
Address	St George's Avenue South Shields Tyne and Wear NE34 6ET
Contact number	01914 273500
Website	www.tynecoast.ac.uk
Principal/CEO	Dr Lindsey Whiterod, CBE
Provider type	General further education college
Date of previous inspection	Not previously inspected
Main subcontractors	DC Reclamation Limited Foundation of Light Health and Safety Training Limited Learning Curve Group Phoenix Employment Training Academy Limited Spitfire Consultancy and Training Limited The Skills Network Tyne and Wear LGV Driver Training Centre Limited

Information about this inspection

The inspection team was assisted by the deputy chief executive, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. The inspection was carried out using the further education and skills inspection handbook and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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