

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Stockton Riverside College

Date of visit: 7 December 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

### Achievement and standards

What does college data indicate 2005/06 success rates are? Are level three success rates improving? Explore the implementation and impact of the action the college has taken to more closely monitor withdrawals and transfers. Investigate 2005/06 wbl data.

- Level three success rates improved significantly in 2005/06, for both adult learners and learners between 16-18 years of age. These rates are well above the national averages for 2004/05.
- Level one success rates have declined overall in 2005/06 with a significant decline in 19+. For learners aged between 16-18 years of age the rate is above the national average for 2004/05, for adult learners the rate is below the average. The college has identified three main areas where this decline has been most significant; Skills for Life, English for speakers of other languages (ESOL) and sign language and has put in place measures to improve retention and pass rates this year.
- Level two success rates for learners aged between 16-18 years of age declined slightly in 2005/06 but remain above the 2004/5 national average. The rate for adult learners in 2005/06 was similar to the rate in 2004/05 which was well above the 2004/05 national average.
- NVQ success rates at levels one and two in 2005/06 are similar to the 2004/05 rates. The declining national vocational qualifications (NVQ) level three success rate noted at the last inspection has been reversed and the 2005/06 rate shows a significant improvement for both learners aged 16-18 and adult learners.

Explore the implementation and impact of the action the college has taken to improve Key Skills success rates/retention.

- At the last inspection key skill attendance rates were low. The college has improved timetabling arrangements and now more closely monitors key skill attendance patterns for all learners. The attendance rates have improved markedly.
- Retention rates for key skills programmes at levels one and two were judged to be poor at the last inspection. They improved in 2005/06 to be close to the national rates across all programmes and at most levels.
- Key skills success rates were judged to be improving at the last inspection. The success rates in 2005/06 have remained the same as those in 2004/05. The rates are just above the 2004/05 national averages.
- Key skills teaching was judged to be satisfactory by inspectors at the last inspection. Lesson observations undertaken by the college indicate that these improvements have not yet led to better teaching across the board.

## Quality of education and training

Explore the impact of any measures the college has taken to improve additional support/progress for adult learners. Explore the quality of teaching and learning in wbl/key skills, the learner satisfaction level in wbl/key skills and the impact that any actions the college is taking to develop wbl/key skills further.

- The provision of additional learner support for part-time and adult students is improving. A more robust initial assessment process has been introduced and this is being used to identify students in need of support at an early stage. Although the numbers of students being supported are relatively small the majority are being retained and making progress at the expected rate. Additional guidance has been produced to support teachers understanding of additional support systems. The enrolment and transfer process has been improved. The process for recognising and recording the achievements of learners with learning difficulties and/or disabilities has improved.

## Leadership and management

How do course teams evaluate 2005/06 performance data and use this to inform SAR? How are staff appraisals organised? Investigate impact of any action the college has taken to improve recruitment in wbl. Investigate any actions taken to increase training in child protection.

The use of data to evaluate performance.

- The college has accurate data; it does not use in-year data sufficiently to inform self assessment. The 2005/06 self-assessment report (SAR) which informs the 2006/07 development plan does not make sufficient use of 2005/06 data on success.

Staff appraisals

- The last inspection judged that staff appraisals were not sufficiently linked to the outcomes of observations of teaching and learning. New arrangements closely link staff appraisal to performance targets and to the outcomes of teacher observations and provide a clearer focus on personal improvement.
- The revised appraisal process, the work of subject learning coaches and the "Good Practice Fair" are important features in the college drive to improve teaching and learning.

Recruitment to Work based learning

- At the last inspection inspectors judged work-based learning to be underdeveloped and with low recruitment. Since then the college has revised the management and coordination of its work-based programmes. The college now has a clearer view about how work-based programmes should develop and grow as part of the colleges overall provision. The college's apprenticeship success rates have been very poor. The local learning and skills council (LLSC) has reduced the work-based learning apprenticeship contract, which is now very small. A recovery plan has been agreed with the LLSC and improvements made to the management of work-based learning. Success rates have improved.

Training in child protection

- Over half the staff have received formal training in child protection and plans have been established to ensure all staff have appropriate training. Improved information and guidance has been provided for all staff.

