

# Tyne Metropolitan College

## General further education college

<b>Inspection dates</b>		13–16 May 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Students' success rates have increased and are high on the large majority of programmes of study, particularly for the large proportion of students studying at advanced level.
- Students and apprentices improve their vocational, personal, social and employability skills well.
- The college's commitment and drive to improve the quality of teaching since the last inspection have been successful in ensuring a high proportion of students receive good teaching and make good progress in their learning.
- Good initial advice and guidance place students and apprentices on appropriate programmes, helping them to achieve their personal and career aspirations.
- All students, particularly those with additional learning, social or physical need benefit from very effective support in and out of lessons.
- A well-defined strategy promotes high ambition and aspiration for staff and students.
- An outstanding range of partnerships enables the college to develop and deliver programmes that meet local business and community needs particularly well.

#### This is not yet an outstanding provider because:

- Although much improved in the last year, apprenticeship success rates are still low.
- The proportion of students that achieve high grades is not improving quickly enough.
- Not enough teaching is outstanding and sufficiently challenging for the most able students.
- Although equality and diversity are a strong feature of cross-college enrichment activities they are not promoted sufficiently well in lessons.

## Full report

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

- Closely monitor the effectiveness of changes to the structure, management and delivery of apprenticeship programmes, improving them where necessary, to ensure they quickly bring about further improvements in the proportion of apprentices that achieve their planned outcomes and sustain this at a high level.
- Ensure teachers monitor and evaluate more critically the progress that students are making in their learning and use this routinely to set clear and challenging targets to increase the proportion of students who achieve high grades.
- Increase the proportion of outstanding teaching so that it challenges and supports all students in their learning activities to reach or exceed their potential.
- Ensure that teachers plan learning activities that maximise opportunities to raise students' and apprentices' awareness of equality and diversity.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Students' success rates have increased and are high for those aged 16 to 18, these being the vast majority attending the college. Almost half of students aged 16 to 18 follow study programmes at advanced level where success rates are particularly high. The proportion achieving high grades on AS- and A-level qualifications, although improving, remains around average. Improvements in success rates for the smaller proportion of adults have been more modest and in 2012/13 were around average. A high proportion of students have remained on their courses this year.
- Students' success rates in the majority of subject areas such as public services, care, engineering, sports, the arts, and languages, literature and culture are particularly high. However, in a few subject areas such as hairdressing and beauty therapy, information and communication technology and on some AS-level qualifications in humanities and social sciences, success rates require improvement.
- The large majority of students make progress similar to the average based on their prior attainment, and achieve their target grades. A few on vocational courses, such as in health and social care, exceed expectations. Good support provided to the less able students enables them to make good progress to reach and often exceed their potential. However, not enough of the most able students exceed their predicted grades and fulfil their potential.
- In the last two years, the proportion of apprentices who achieved successfully, and who did so within the planned time, declined, and in 2012/13 was low. Although a good proportion achieved vocational and technical elements of their frameworks, too few successfully achieved the required functional skills. Significantly strengthened delivery arrangements introduced in August 2013 have resulted in many more apprentices completing successfully. However, this still requires further improvement. Apprentices who have started their programme within the last year make good progress.
- Data show no differences in the performance of different groups other than between the low success rates of apprentices compared to the high success rates for the majority of students following college-based study programmes. Although this gap in achievement has narrowed in the last year, it remains too large.
- Students improve their mathematics skills well in lessons, particularly where this is integral to the subject area, for example in engineering and construction. Students and apprentices improve their range and use of appropriate language and technical terminology within their chosen subjects and use their improved English skills well when completing assignments and

examinations. Students on study programmes make adequate and sometimes good progress in improving their skills in English and mathematics within functional skills classes. However, too few students have the opportunity to improve their GCSE grades.

- Students and apprentices apply themselves well and enjoy their learning. They improve their subject knowledge, practical and critical thinking skills well. Students improve their personal, social and employability skills particularly well through a good range of educational visits, work-taster and enrichment activities. For example, sports studies students participate regularly in competitions where individuals and college teams have achieved motivational successes.
- A good proportion of students on foundation and intermediate study programmes progress to higher-level programmes at the college. A high proportion that complete A-level and advanced vocational study programmes move on to university, higher education or employment.

### The quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment lead to good outcomes for students on study programmes and other classroom-based learning for adults. Recently improved teaching, learning and assessment on apprenticeship programmes are bringing about improved outcomes for apprentices, although historically outcomes for apprentices have been low.
- Teachers have high expectations of their students, providing very good care and support in and out of the classroom. They know their students well and plan lessons that match learning activities to the different capabilities and interests of individuals. For example art and design teachers set individual targets in lessons that reflect students' wide range of interests including designing tattoos, masks for free style wrestlers and kimonos. However, in a minority of lessons, teachers do not sufficiently match activities closely to the ability of the students and there is insufficient challenge for the most able.
- Teachers use a good range of strategies to assess learning and to encourage deeper levels of understanding. Teachers provide detailed, developmental and supportive feedback on work completed by students that explains clearly what they need to do to improve in terms of subject content and, in the best examples, how to better communicate and express responses. However, sometimes, questions directed at the whole class within lessons allow a few students to dominate to the detriment of others.
- Teachers are becoming increasingly confident in using information and learning technology (ILT) well and in imaginative ways to aid learning, for example using social media, wikis, apps and tablet computers. They guide and encourage students to use the mostly good-quality resources on the virtual learning environment (VLE) well to encourage independent learning and for revision.
- Study programmes provide students with good opportunities to improve their employability skills. All vocational students have experience of work. For example, well-established partnerships with high profile engineering companies such as Siemens and Rolls Royce provide the large number of students following study programmes in engineering with good opportunities to undertake work experience. A good proportion progress to apprenticeships with these companies as a result. Teachers use former students and representatives from local industry well to assist in raising aspirations and inspiring students to consider their next education and career steps.
- The college promotes equality of opportunity and diversity well as cross-college themes through the enrichment programme. For example, the profile of women in science was raised well during International Women's Day when the college held a science, technology, engineering and mathematics (STEM) event in the borough involving a number of science experiments, including a popular perfume mixing activity called 'scents and sensibility'. However, while there are good examples of a few teachers thoughtfully considering how to promote equality and diversity within their lessons, in too many cases this requires improvement.

- Initial advice and guidance are particularly good. Specialist staff work closely with Connexions and the National Careers Service to provide good independent careers advice. Staff work closely with schools to identify students with additional learning needs. Students and parents value the comprehensive range of additional help. Staff work particularly well with local partners to identify students who are at risk of not being engaged in employment, education or training. A good range of appropriate pathways helps these students to overcome personal and social barriers and progress into further learning, apprenticeships or employment.
- Staff provide good academic and pastoral support, reviewing progress regularly and taking action quickly where students are at risk of not achieving. In the past year, reviews undertaken with apprentices and the challenge and support provided, if they are at risk of not achieving their targets, has improved significantly, having previously been weak. Targets set for the majority of students and apprentices give effective guidance on the areas they need to focus on to improve and succeed. In a few instances however, targets are too brief and only refer to completing qualification units.
- Students and apprentices with challenging personal circumstances develop confidence and make good progress as a result of the very good support in the college. Students make extensive use of independent study areas staffed by mentors and dyslexia specialists who work proactively with those who attend, providing practical strategies that develop students' and apprentices' independence.
- Teachers increasingly focus on developing English and mathematical skills in lessons. They insist on students using specialist vocabulary. For example, floristry students confidently use botanical names. Although there are good examples of teachers ensuring students improve their use of mathematics in lessons where it is integral to the subject, this is not a strong feature in all subjects. A recently appointed functional skills specialist provides good-quality workshops for apprentices.

## Health, social care, early years and playwork

### 16-19 study programmes 19+ Learning programmes

Good

- Teaching, learning and assessment are good, leading to high success rates and the high in-year retention and attendance. The majority of students make good progress although not enough gain high grades. Students develop a wide range of essential vocational skills, improving their future employment prospects and enabling them, when they do successfully progress, to provide high-quality care for their client group.
- Staff are ambitious for their students and know them well. They use detailed information on individuals and groups within classes to plan their lessons and set challenging tasks, resulting in students making good progress in the large majority of lessons. For example, teachers organise students to work in small groups linked to their preferred learning style, confidence in the subject or, in some cases, access to mobile technology.
- Teachers ensure students learn and improve their understanding of the many aspects of the care sector well through skilful questioning and good oral feedback. In a few lessons however, the time allocated for activities is too long and the more able students who have completed the task have no additional work to challenge them further.
- Teachers are confident and creative in using interactive learning technology and integrate it very well into learning. Teachers support students well to improve their confidence and skills in using a range of technologies to continue to learn outside of formal lessons and to develop wider research skills. In one lesson, students used tablet computers to make short videos of social care scenarios to consolidate and share their learning effectively.
- Teachers are dual professionals and good role models for students. They use their occupational experience and skills well to relate theory to practice. Students are encouraged by teachers to

link social and child-care theory to their own vocational experiences. For example, advanced-level students recently worked with a local infant school to plan and organise outdoor mathematics activities. This excited and enthused the children and provided valuable practical work experience for students and a good source of primary evidence for their own research projects.

- Care and early years students on study programmes have good opportunities to experience work in the sector. Work placements, visits to varied settings, respected guest speakers and the opportunity for a few to undertake voluntary work overseas ensure that completing students are ready to join their chosen profession and ably demonstrate the skills and knowledge they have learnt.
- Assessment is good. Verbal feedback helps students improve and teachers' probing questions help the students to consider what they have achieved and how they could improve. Written feedback, including identification of errors in spelling and grammar, helps students to improve their assignment work and provides good guidance on how to better communicate their responses.
- Teachers consider opportunities to incorporate relevant mathematics and English into most lessons. Teachers introduce students to a wide range of vocational language and definitions and encourage the use of dictionaries to check spellings and meanings. Students demonstrate effective communication skills and develop confidence in speaking, reading aloud and presenting. Teachers create, and use naturally-occurring opportunities to develop mathematics skills. For example, in one lesson students used calculators to work out the monthly, weekly and hourly pay for a range of health-care professionals.
- Pre-enrolment advice and guidance are good, ensuring prospective students understand the requirements of the course, their suitability for it and chances for success. Staff support students with personal and welfare issues well, assisting them to achieve learning and career goals.
- Teachers incorporate topics to consider and discuss equality and diversity well into most activities but do not sufficiently extend this to reinforce anti-discriminatory practice and understanding.

## Science and mathematics

Good

### 16-19 study programmes

- Teaching, learning and assessment have improved since the last inspection and are good, bringing about the trend of improving success rates in most subjects. A-level physics, psychology, mathematics, further mathematics and chemistry students all achieved successfully in 2012/13, although not enough students achieved high grades in a few subjects.
- Teachers use their skills effectively to plan lessons based on their good knowledge of students' academic abilities. Most students make good progress and benefit from activities designed by their teachers to extend their knowledge and make effective links to examination techniques and expectations. Three of the teachers are examiners for external boards and they use this expertise well to develop students' skills. In A-level physics, students have developed mark schemes to help them to answer questions with precision and use appropriate technical terms.
- In the large majority of lessons, teachers plan activities that stretch students to achieve at a high level. In one mathematics revision lesson, students were encouraged to assess their own abilities in a particular method of calculation and select the degree of difficulty of revision questions to attempt, in order to challenge and further consolidate their knowledge. In the few weaker lessons, teachers do not set tasks suitably challenging for the most able students to achieve high grades. Teachers have high aspirations of their students. They set challenging targets and use tracking procedures well to monitor progress, amending targets regularly and

identifying additional mentoring if required. Teachers offer an open-door policy and students appreciate the fact that they can seek help at any time.

- Teachers effectively assess students' progress. In the better lessons, teachers use a good range of methods to assess knowledge using skilful questioning and well-designed activities. In a psychology class, the teacher set students an inventive range of revision activities to complete in pairs, which are highly effective in developing their reasoning skills.
- Students receive good support when transferring from school at the start of their study programme and onto higher education, apprenticeships and employment after college. The sixth-form campus runs as a successful collaboration with three local schools resulting in increasing numbers of students choosing science, technology, engineering and mathematics (STEM) subjects, identified as a local and regional priority. Arrangements to share the expertise of teaching staff between the college and the schools encourage students to progress into the sixth form. A high proportion of A-level students progressed to higher education in 2012/13.
- Students receive very good advice and guidance before they enrol, and during their study programme. Science and mathematics teachers participate fully in providing advice and guidance and in recruitment and selection procedures. Teachers deliver master classes to prospective students to help inform their decisions. Students find this helpful and supportive in making appropriate choices.
- A good range of activities, including residential visits, improves students' awareness of work in STEM areas. For example, chemistry students have recently visited Newcastle University where they worked in the laboratories to synthesise aspirin.
- Teachers develop students' English and mathematics skills appropriately in learning activities. All students have their levels of English and mathematics assessed at the start of their course and can access good additional support in these subjects at any time.
- Students show respect to one another and to their teachers. The promotion of students' understanding of equality and diversity through planned activities is evident on displayed work around college. However, teachers do not sufficiently plan to include equality and diversity in their lessons, even where the subject provides good opportunities.

## **Hairdressing and beauty therapy**

### **16-19 study programmes**

### **19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment require improvement, reflecting outcomes for students, which also require improvement. Although there have been improvements in retention this year, success rates in previous years have been low. Teachers provide a supportive environment where students respond well and are eager to learn.
- Teachers plan adequately, providing a range of diverse activities that suitably engage students. Where learning is particularly effective, students are able to reflect on learnt concepts and transfer these to commercial situations. Students on the intermediate diploma in nail technology can confidently discuss the implications if they treated an under-age client or how they would dissuade a client where nail enhancements were inappropriate.
- A large minority of teachers embed current commercial practice naturally into their teaching. They challenge students to evaluate and adapt techniques to meet clients' requirements. Intermediate students completing foil highlights critique their work and adapt their practice to avoid colour seepage. In too many lessons however, learning is restricted to the qualification requirements, with reference to commercial standards being no more than matching set timings. Questions asked by teachers too often revisit basic principles and techniques already well known to students, rather than challenging students to develop these further.
- The majority of teachers encourage students to summarise what they have learnt but only a minority build on this and expect their students to reflect, evaluate and identify how to improve.

Teachers encourage students to use interactive learning technologies appropriately, particularly in practical salons where students use mobile phones to photograph finished services and capture optical codes linked to video clips. Staff are in the process of developing a range of interactive material for the college’s VLE. However, at present, materials provide relatively basic information.

- A good range of short courses and enrichment activities broadens students’ experiences and the skills they acquire, which they value and enjoy. Teachers promote independent study well as an integral component of study programmes. Mentors effectively support students as they research and complete assignments.
- Learning resources are good with well-equipped salons and a good range of professional products and equipment. However, the limited number of clients visiting college salons, combined with insufficient work-placement opportunities, restricts students’ ability to experience realistic salon expectations and constraints.
- Students can detail their achievements, but their progress targets agreed during reviews are rarely more than directives to complete units with limited guidance on how to improve. In practical sessions, verbal feedback adequately identifies how students can improve their technique but limited recording of feedback restricts their ability to reflect on the comments. Feedback on written work is adequate, identifying where there is insufficient content along with guidance on how students could improve their grammar, spelling and presentation.
- Teachers encourage students to develop good communication skills, which they use well when working with clients. Key occupational words displayed around the salon act as good aides-memoire, encouraging students to become more accustomed to their use. However, although teachers plan to cover mathematics in subject lessons, many of the activities do not challenge students sufficiently.
- Information, advice and guidance are good and further strengthened by a rigorous recruitment process. A well-considered tutorial programme helps students to prepare application letters, improve interview techniques as well as promoting topics on personal safety. Support for students is good, with good intervention for those at risk of falling behind target.
- Teachers create inclusive and respectful learning environments where students increase their confidence and raise their expectations. Many aspire to start their own business, work in professional settings or progress onto further training. Students are encouraged to equate effectively equality and diversity to good client care. For example, a beauty therapy student was particularly attentive while positioning a client with limited mobility during a half leg wax.

<b>Sport</b>	Good
<b>16-19 study programmes</b>	
<b>19+ Learning programmes</b>	

- Teaching, learning and assessment are good, which enables students to make good progress in developing vocational skills, leading to high success rates for the large majority. Health and well-being, including good promotion of healthy lifestyles and ensuring students adopt safe practices underpin the sports curriculum well. Students enjoy studying at college, work well independently and in teams, developing good levels of concentration, engagement and application.
- Teachers have good subject knowledge and expertise and use these with great enthusiasm to motivate and engage students. They use a range of effective teaching and assessment methods to promote independent learning, for example, scanning Quick Response codes to research relevant information on healthy diets. However, teachers make insufficient use of the detailed information available to them regarding individuals and groups within classes to plan sufficiently to challenge all students, particularly the most able.
- Teachers use tracking systems well to set targets for students and to monitor and track their progress. Close collaboration between personal progression and performance tutors, academic

tutors and course leaders leads to swift and appropriate intervention and support for students at risk of underperforming.

- Teachers give good encouragement to students to contribute in lessons, group discussions and presentations, helping them gain a range of valuable employability skills including self-confidence and appropriate use of verbal and written communication. Work experience is available for all students but the scheme is in the early stages of development. However, as part of the study programme, students complete a range of voluntary work in sport to support their personal and career development.
- Teachers use good questioning techniques to check students' understanding of their subject knowledge. The majority of teachers probe for depth of knowledge and understanding to assess progress. Teachers use a range of assessment techniques well to enable students to make good progress and know what they need to do to improve. They provide valuable written feedback, with clear references to criteria met and how to improve work. The majority also provide appropriate guidance on how students could improve their written English to structure better responses, although this is not evident in all assessed work.
- English and mathematics functional skills lessons delivered as part of students' study programmes contextualise these subjects well to sports, creating enjoyable activities through which students make good progress. However, not all teachers plan sufficiently well to integrate English and mathematics into sports lessons, even when the subject of the lesson has many opportunities to do so.
- Teachers use ILT very effectively in lessons. For example, the use of a mobile technology app to record diet is very relevant to classroom learning and enables students to use it to extend learning beyond the classroom. Students access the college's VLE regularly, using the good subject-specialist resources to improve their knowledge and understanding independently.
- Students value the enrichment programme in sport highly. They benefit from the good opportunities to progress, achieve and succeed in chosen sports academies or elite athlete scholarships with structured training programmes, fixtures in the British Colleges' league and selection to represent college and regional teams.
- Support for students is good. Staff guide students to the correct level of qualification, making clear their expectations of performance and conduct during a comprehensive induction programme. Teachers' advice and guidance to individual students are timely, helpful and valued. Students particularly value the availability of the independent learning zone.
- Teachers create a positive culture ensuring good relationships and an atmosphere of mutual respect exist between students and staff. However, too often, teachers do not capitalise on naturally available situations within sport to promote and reinforce equality and diversity in lessons.

## Foundation English

### 16-19 study programmes

### 19+ Learning programmes

Requires improvement

- Success rates in functional English although improving are around average. This reflects the fact that although teaching, learning and assessment require improvement students make average progress. The college guided only a small minority of students to take GCSE English to improve their grades in this subject this academic year, with the majority taking functional English. Plans are in place to increase the number of students taking the GCSE qualification as part of their study programmes in 2014/15.
- The quality of teaching in functional English classes varies too much. In the best lessons, teachers use their expertise and experience well to plan engaging activities that meet students' needs and interests. For example, a carousel of contextualised activities engaged sports students well in exploring the use of formal language, stimulating an animated discussion in



which they debated the impact of poor spelling on a personal statement. In the better lessons, teachers use ILT effectively to motivate students and to support good development of functional English skills.

- In the weaker lessons, teachers plan uninspiring activities in which they set all students the same work regardless of ability. They fail to meet students' needs or expectations with sufficiently challenging or interesting activities. In a few cases, the unchallenged, low-level disruptive behaviour of a few students limits the extent to which other students in the lesson can make progress.
- In the majority of lessons, teachers ask probing questions that help students to explore, understand and improve their functional English skills further. They provide good verbal reinforcement and encouragement. The large majority of teachers' written feedback on students' work routinely indicates the specific areas that need to improve but in a few cases it is too brief, lacking clarity for students on what they could do to attain higher standards in their work.
- Initial advice and guidance are good. Specialist functional skills teachers work closely with curriculum course teams to place students on the correct level of functional English based on their records of prior attainment and the results of assessment. The college quickly provides good additional support for students requiring it and this is very effective in helping students that struggle with English to improve their skills.
- Initial assessment is good, identifies students' starting points well and enables teachers to set appropriate personal improvement targets for all aspects of their study programme, including English. Teachers review the progress students are making towards achieving these regularly in tutorials, providing students with a good understanding of the progress they are making. However, specialist English teachers do not routinely refer to these targets or records of progress when planning functional English lessons, limiting the opportunities to plan activities to match the specific needs of individual students.
- The promotion of equality and diversity within English lessons is satisfactory. Teachers provide good care and support for students and work hard to foster and promote good relationships between diverse groups of students. However, teachers do not plan sufficiently to exploit opportunities provided by studying English language to promote and reinforce equality and diversity routinely in lessons.

## Administration and business management

Requires improvement

### Apprenticeships

- Teaching, learning and assessment reflect the outcomes for apprentices and require improvement. Management interventions and a restructured delivery model introduced in August 2013 have contributed to a much-improved experience for business apprentices resulting in a significant increase in the number of apprentices that achieve. However, although those who have been recruited since August 2013 are making good progress, many who started prior to this have not completed within the planned time and success rates remain low.
- Well-qualified and experienced trainers, many recruited within the last year as part of the college's improvement plan for apprenticeship provision, now communicate high expectations to apprentices, which motivates them to produce good standards of work. Trainers plan learning activities appropriately to meet the needs of individual apprentices.
- Trainers assess learning and progress well in review and assessment sessions using a range of appropriate methods. They provide detailed and developmental feedback to apprentices, helping them to know how to improve. Trainers encourage apprentices to think for themselves, self-assess their own progress and challenge them to take responsibility to develop their wider employability, personal, learning and thinking skills. Trainers build on initial assessment outcomes well when planning learning and assessment activities. However, although trainers

negotiate and set clear short-term targets focussed on progress goals with the majority of apprentices, for too many apprentices these are too vague to be useful.

- Trainers use their expertise well to improve apprentices' skills in English, mathematics and information and communication technology. A dedicated functional-skills teacher provides good quality workshops, supporting apprentices well to achieve their functional-skills qualifications, a significant improvement since last year. The relationship between the training team and the functional-skills teacher is exceptionally strong and they have co-developed a range of English and mathematics resources that are relevant for business apprentices. Apprentices are encouraged to build personal 'word banks' of technical language.
- Learning resources for administration and business management apprentices require improvement. Trainers consistently direct apprentices to use the VLE, but the range and content of its resources are poor. Apprentices have limited access to good-quality online learning resources. This limits their opportunities for independent learning between trainers' visits. There is little use of mobile technology to enhance learning, even though many apprentices use such technology within their work in the business management and administration sectors.
- Pre-entry advice and guidance are good. An improved interview and initial assessment process introduced this year is effective in ensuring apprentices are placed on an appropriate apprenticeship framework. Trainers now provide effective support to ensure that apprentices stay and succeed, including for those who started their apprenticeship before last summer's improvements were implemented and who have passed their planned end date. A large majority of apprentices progress to permanent employment, higher-level programmes or enhanced career opportunities.
- Employers are increasingly positive about their relationship with the college and its responsiveness to their requirements. However, they are not well informed about apprentices' progress or how they could contribute to this. Workplace mentors are valued role models and provide very effective vocational support for apprentices in the workplace.
- Trainers plan activities well to ensure that apprentices are well versed in the importance and relevance of equality and diversity in their work place. Trainers take advantage of planned and spontaneous opportunities to stimulate discussion on, for example, employing female drivers, and consideration of visual impairment when preparing documents.

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

**Good**

- Students at Tyne Metropolitan College have experienced much improved teaching and increasing success since the previous inspection. Managers have aligned the strategic plan very well to local, regional and national priorities. The college promotes high aspirations and ambition for staff and students alike. Led by the Principal and senior managers, staff have participated fully in the development of the college's mission and are clear about their contribution to its success.
- Governance is very good. Governors bring a very wide range of expertise and knowledge to the board. They communicate well with staff and students and have a very good understanding of how well the college is performing, which enables them to support and challenge senior managers well. They play a key role in the direction of the college by bringing a depth of understanding about the region, its emerging economy and local community need to the board.
- The college's focus on improving teaching and assessment has been successful. Teachers and trainers have responded well to good staff development, which has improved the quality of provision since the last inspection. The lesson observation process is thorough and rigorous covering all aspects of teaching, learning and assessment, including tutorials and the work of subcontractors. All observations lead to action plans for teachers, which often involve support from innovation and improvement practitioners, a new role introduced for the 2013/14 academic year. Teachers who do not improve are subject to the college's capability procedure.

- Performance management is good. The senior leadership team hold managers to account for their department's quality and business targets, which are reported on five times a year. They also hold subcontractors to account well. In the past year, managers have issued three notices to improve to underperforming subcontractors. Underperforming subcontractors are offered support, including opportunities to send their staff to college staff development and training activities, and are given minimum targets for improvement, but have recruitment capped and financial penalties until targets are met.
- Self-assessment is accurate, draws on a wide range of evidence and includes staff and the views of students, apprentices and employers well. Subject area reports are equally evaluative and effective. The college's quality improvement plan is specific, measurable, and carefully monitored for progress on a termly basis. Intervention by managers and focused support by innovation and improvement practitioners are proving effective in improving provision in underperforming areas. For example, apprenticeship delivery has improved significantly in the last year because of focused intervention and support.
- Outstanding partnerships underpin a number of key strands of the college's work. For example, Queen Alexandra, its sixth-form campus, has shared governance, management and staffing with three school partners. The Principal and senior managers are fully involved in local and regional bodies and forums, such as the local enterprise partnership, often in a lead capacity.
- The college has a broad and appropriate range of learning programmes that meet the diverse needs and interests of students, local employers and the wider community. It provides particularly strong leadership in the development of STEM in the region resulting in extremely productive relationships with a number of local and national companies. The college's curriculum is increasingly being shaped by STEM, enabling students to acquire excellent employability skills to work in the emerging local economy.
- Managers and staff monitor the performance of different groups closely and take appropriate action where gaps are identified. Currently, all students achieve equally well. The college promotes a culture of tolerance and mutual respect and celebrates diversity well. All staff receive appropriate and regular training in equality and diversity. Recently, trainers have held workshops on embedding equality and diversity in the curriculum for both college staff and subcontractors' staff. However, the level of integration and promotion of equality and diversity through the curriculum is uneven across the college.
- The college meets its statutory requirements to safeguard students and apprentices. The college prioritises safeguarding well and has designated officers who maintain close links with other agencies involved in the safeguarding of children and vulnerable adults. The college adopts safe recruitment practices and keeps an appropriate single central register. Governors and staff, including those of subcontractors, receive regular updated training in safeguarding.

## Record of Main Findings (RMF)

### Tyne Metropolitan College

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	N/A	N/A	2	N/A	2	2	N/A	N/A
Outcomes for learners	2	N/A	N/A	2	N/A	2	3	N/A	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	2	N/A	2	2	N/A	N/A
The effectiveness of leadership and management	2	N/A	N/A	2	N/A	2	2	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>2</b>
<b>Early years and playwork</b>	<b>2</b>
<b>Science</b>	<b>2</b>
<b>Mathematics and statistics</b>	<b>2</b>
<b>Hairdressing and beauty therapy</b>	<b>3</b>
<b>Sport</b>	<b>2</b>
<b>Foundation English</b>	<b>3</b>
<b>Administration</b>	<b>3</b>
<b>Business management</b>	<b>3</b>

## Provider details

<b>Type of provider</b>	General further education college							
<b>Age range of learners</b>	14+							
<b>Approximate number of all learners over the previous full contract year</b>	5,535							
<b>Principal/CEO</b>	Mr Jon Vincent							
<b>Date of previous inspection</b>	February 2011							
<b>Website address</b>	www.tynemet.ac.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	217	247	337	225	745	206	-	9
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	42	293	32	327	2	84		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	N/A							
<b>Part-time</b>	70							
<b>Number of community learners</b>	40							
<b>Number of employability learners</b>	284							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Building Futures East Ltd</li> <li>■ Development Training NE Ltd</li> <li>■ Health and Safety Training Ltd</li> <li>■ Highways Training Associates Ltd</li> <li>■ Lomax Training Ltd</li> <li>■ Northumbria Youth Action</li> <li>■ Release Potential Ltd</li> <li>■ Rolls Royce North East Training Ltd</li> </ul>							

## Contextual information

Tyne Metropolitan College is a medium-sized general further education college established in 2005 as a result of the merger of Tynemouth Sixth Form College and North Tyneside College. The majority of provision is located at two main campuses, which are around three miles apart, one in Wallsend and the other in North Shields. From September 2013, the college commenced delivery of construction programmes at a smaller campus in Benton. The proportion of school leavers attaining five or more GCSEs at A\* to C including English and mathematics in North Tyneside is slightly above the national average. Unemployment in North Tyneside is higher than the national rate but slightly lower than the rate for the North East region.

## Information about this inspection

**Lead inspector**

Malcolm Fraser HMI

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the Deputy Principal Curriculum and Business Development 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 relevant 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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