

# Stockton Sixth Form College

## Sixth form college

|  |                         |                        |
|--|-------------------------|------------------------|
| <b>Inspection dates</b>                      |                         | 18–21 March 2014       |
| <b>Overall effectiveness</b>                 | <b>This inspection:</b> | <b>Good-2</b>          |
|  | Previous inspection:    | Requires improvement-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 college is good because:

- Students' success rates have increased and are high across levels of study and for almost all qualification types.
- Students' achievement of GCSE grades A\* to C in English and mathematics is above average and a high proportion of students who resit improve their grades.
- Students' attendance, punctuality and attitudes to work are mostly very good.
- Good teaching in most subjects is well supported by thorough assessment and very effective support for students.
- Managers' focus and actions to improve teaching and learning are proving successful.
- Staff prepare students well for progression to their next steps in education or employment.
- Teachers have consistently high expectations of students.
- Managers have strong and productive links with local schools.
- Governance has improved and provides a close scrutiny of the quality of provision.

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

- Students' pass rates on AS-level courses are average.
- Students' achievement of high grades is not improving quickly enough and is below average on A-level courses.
- Students' progress in a minority of lessons is not consistently good.
- Teachers do not use information and learning technology to maximum effect in lessons.
- Teachers do not challenge the more able students consistently well in order to maximise their potential.
- Students' independent learning skills are not always fully developed.
- The reshaping of the curriculum, although underway, is not yet complete.

## Full report

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

- Ensure that all teachers become skilled in challenging and extending the more able students' learning by sharing good practice in the use of successful teaching strategies across teaching teams.
- Support teachers to increase their use of information and learning technology to enhance and reinforce students' learning in lessons.
- Promote further development of students' independent learning skills by ensuring that all teachers emphasise the links between classroom-based learning and wider learning opportunities.
- Implement the plans for redefining and shaping the curriculum.

### Inspection judgements

|                              |      |
|------------------------------|------|
| <b>Outcomes for learners</b> | Good |
|------------------------------|------|

- Since the last inspection, students' success rates have increased significantly and are high at intermediate and advanced levels and for all qualification types except AS-level qualifications, where rates have increased to above average. On advanced-level vocational courses, students' success improved markedly in 2012/13 to well-above average with nearly three times the number of enrolments on qualifications. However, students' achievement of high grades on AS- and A-level qualifications is not improving quickly enough and remains below average, in part reflecting their below-average prior attainment.
- Students' retention rates are high overall and increased in-year. By level of study, rates are high at advanced level where most students study but below average on intermediate-level courses. However, in-year retention on intermediate-level courses is much higher than at a similar point in the previous year. All retained students on intermediate-level courses in 2012/13 passed their courses. However, the pass rate on advanced-level courses, which has increased steadily over the last three years, only matches the average in similar colleges overall in 2012/13, and requires improvement on AS-level courses.
- On GCSE courses in mathematics and English, students' success rates are high and their achievement of grades A\* to C is above average. A relatively high proportion of students who join courses with a grade D in these subjects succeed in improving their grade.
- In all sector subject areas, students' success rates increased in 2013. The variation in achievement across subjects identified at the last inspection has reduced markedly. Students' overall long-course success rates in a number of subjects are very high including mathematics, English, sociology and history. A few subjects have rates that are below average including modern foreign languages, politics and economics.
- Overall, the large majority of students achieve their expected grade based on their prior attainment and most students on vocational courses exceed expectations and achieve very well. Students' progress on AS- and A-level courses is improving and underperformance is relatively rare. However, not enough students exceed their predicted grades on these courses and fulfil their potential. In the current year, teachers' focus on ensuring challenge and support for students to gain maximum achievement is proving largely successful as shown by the students' progress monitoring records.
- The gap in achievement between male and female students has narrowed to be similar to the gap nationally. In 2012/13, the retention of students on AS-level courses who received additional learning support was lower than their peers; however, in the current year, all AS-level students who receive learning support have remained on their courses, a considerable improvement compared to previous years.

- Students' progression between levels of study is mostly very good. The very large majority of advanced-level students continue their study from year one to year two. However, just under half of intermediate-level students continue their college-based study by progressing on to an advanced-level course. Of intermediate-level students who have destinations other than college courses, almost all move on to employment or further training, usually in subjects other than those offered by the college.
- An increasingly high proportion of students move on to university courses on completion of their courses and, in 2013, as a result of a helpful focus and good links with other providers, 28 students took up apprenticeships after their college courses. All completing students in 2013 had a positive destination to either further or higher education or employment.
- Most students gain some valuable work-related skills as part of their study. Students' attendance, punctuality and attitudes to learning are good. Teachers encourage students to be enterprising through various projects such as running, orienteering and athletics festivals in local primary schools.

|   |      |
|---|------|
| <b>The quality of teaching, learning and assessment</b> | Good |
|---|------|

- Since the last inspection, teaching has improved, which is reflected in the increases in students' success rates and current students' mostly good progress. Teachers have high expectations of their students. They set demanding target grades for each individual student and motivate and encourage them strongly to complete high-quality work to fulfil their potential.
- Teachers' good planning of learning in the best lessons fully reflects these high aspirations. Teachers know their students' abilities well and mostly use this knowledge to match learning activities closely to the differing capabilities of individuals or groups of students. Many teachers introduce a competitive element, which students thrive on and enjoy.
- Teachers provide good challenge to students. They refer frequently in most lessons to what students need to do to gain the highest grades of which they are capable. For example, in a law lesson, the teacher repeatedly prompted students to add relevant case law to their response to an offences-against-property scenario. Teachers promote development of students' analytical and evaluation skills well. For example, when reviewing media sources for stereotypical inferences, psychology students worked systematically using methodologies such as content analysis confidently and effectively.
- In the minority of less successful lessons, teachers are undemanding and all students undertake identical tasks. Sometimes, more demanding activities for the more able students are planned for the end of lessons but teachers do not always allow sufficient time for these.
- Students have good attitudes to learning. They respond well to teachers' use of group work to solve problems or respond to challenges, and this approach is successful in developing their capacity for independent learning. In a challenging sociology lesson evaluating improvements in girls' attainment, four competing groups worked successfully through analysis of theories and evaluation of their relative value. The lesson culminated with students working individually to undertake a short piece of written work, which they tackled with gusto.
- Teachers do not consistently make strong enough links between classroom-based learning and the potential for students to undertake wider learning independently using other resources, particularly as the range of interactive materials on the virtual learning environment has recently been improved. Teachers use high-quality learning resources in lessons.
- On vocational courses, teachers make very effective links between theory and practice, using realistic and relevant scenarios which engage and motivate students. Teachers make good use of information and learning technology in a minority of subjects, particularly in vocational subjects. However, in other subjects, teachers make too little use of technology to enhance their teaching.
- Teachers check students' learning regularly in a variety of ways as lessons unfold including some good use of peer- and self-assessment. Many teachers use quizzes and short tests very

effectively. Teachers are mostly relentless in probing students' understanding through questions, although sometimes they do not spread their questions widely enough across large groups or challenge the more able students sufficiently.

- In less-effective lessons, teachers are too easily satisfied with shallow responses from students. For example, sometimes teachers accept a basic answer too readily and move on, or put too much emphasis on ensuring that the planned tasks are completed rather than the main learning points securely understood.
- Staff monitor students' progress carefully and frequently and intervene promptly where necessary. Staff support students to take responsibility for reviewing their own performance, which they often undertake enthusiastically. Teachers set constructive short-term targets with underperforming students and review these regularly.
- Staff provide very effective support including through extra supported study sessions. Tutorials are often very effective in providing good pastoral support as well as supporting students' progression. For example, a group of vocational students gained valuable help in applying for apprenticeships and internships locally giving them a greater chance of success.
- Most teachers set homework frequently, mark written work carefully and consistently provide helpful written feedback. Students' spelling is consistently corrected but grammatical errors are less consistently identified. Teachers do not always do enough to support less-confident students to develop their speaking skills. Many teachers usefully include an element of numeracy in lessons.
- Initial advice and guidance are good. Stronger links with local schools support students' transition to college. Initial assessment of students' English and mathematical skills is timely, support is provided promptly and subject teachers are quickly provided with essential assessment information about their students.
- Staff promote equality and diversity well through tutorials, enrichment activities and a wide range of cross-college events. In some subjects, such as English, teachers promote equality and diversity well through learning activities. In other subjects, promotion is more limited and it is not sufficiently incorporated into the planning of courses or modules.

## Science and mathematics

Good

### 16-19 study programmes

- Good teaching, learning and assessment are reflected in students' high success rates on A-level courses, their above-average achievement of GCSE grades A\* to C in mathematics and in their improving levels of attainment in AS-level subjects. Students respond well to teachers' high expectations by working diligently with good concentration. As a result most students make good progress.
- Teachers explain their subjects clearly and logically. Teachers plan students' learning thoroughly and use high-quality work books which enhance students' study. In particular, teachers organise and manage very effective practical science lessons. In mathematics, teachers' worked examples are well presented and provide good guidance for students on how to set out their work.
- Teachers often promote students' ability to work well together. In mathematics, students consolidate their learning by working collaboratively including through exercises such as explaining problem-solving solutions to their peers. In applied science, students' collaborative work informed a dynamic whole-class discussion of the biological causes of illness, which prompted students to undertake further independent work.
- In the sciences, teachers explain the links between theory and experimental results very effectively, which reinforces students' good understanding. In science practical work, teachers place strong and successful emphasis on developing students' analytical and evaluative skills, which prepares them well for future study. In GCSE mathematics, teachers are improving their resources by contextualising these well.

- Teachers use assessment very well to support learning. They assess learning frequently during lessons, for example, by using small whiteboards to gain a quick assessment of each student's understanding. Students' work is marked regularly and accurately giving them a clear indication of their standard of work. Teachers' feedback on how to improve varies in effectiveness and, in a minority of subjects, is too general.
- In a minority of lessons, teachers do not encourage sufficient discussion to ensure all students become articulate in explaining their understanding. In most lessons, teachers include demanding activities for the more able students. However, in a minority, teachers do not manage lessons well enough to ensure that students spend sufficient time on this more challenging work, often because they do not introduce it soon enough.
- Teachers make too little use of information and learning technology to reinforce students' learning and promote their use of technology. For example, teachers' spoken descriptions of scientific and mathematical processes are not visually enhanced by using computer graphics such as those that show the flow of heat in solids and liquids.
- Teachers provide strong support for students. Teachers' provision of one-to-one support for students in lessons is almost always of high quality and they monitor individual students' progress very closely. However, in a few lessons, teachers provide insufficient challenge for the more able students. Students' attendance and punctuality are good.
- Teachers mostly promote students' use of technical language well. For example, they take care to explain new or unusual words such as 'hypothesis' and encourage appropriate use of subject-based language. However, in the sciences, teachers do not always do enough to help students become fluent and accurate in their descriptions, for example, of a biological or chemical model.
- Staff monitor students' progress thoroughly and use accurate assessment information about their performance to implement very effective intervention and provide extra support where needed. Staff agree individual learning plans with students that contain well-formulated improvement actions.
- Additional subject support is good and comprehensive. Extra classes focus on weaker aspects of students' understanding and provide valuable extra help to ensure that their understanding of fundamental concepts is secure. Second-year students work very constructively as academic mentors to support first-year students. However, in preparing students for employment, staff do not always encourage students to become fully confident in speaking.
- Staff promote students' understanding of equality well. A number of initiatives encourage participation from under-represented groups, for example, the involvement of students in the 'Girls into Engineering' and the 'Progress to Clinical Science' projects have encouraged more students to enter these professions. However, although students work well together and have a mutual respect for each other, teachers do not consistently promote an awareness of different cultures.

## English and modern foreign languages

Good

### 16-19 study programmes

- Teaching, learning and assessment have improved and are good, which is reflected in students' success rates that increased significantly in 2012/13 and are in line with, or above, the average. Good support is evident in students' high retention rates. However, the proportion of students gaining high grades is below average on most courses. In GCSE English, students' achievement of grades of A\* to C is above average.
- Current students are making good progress. Teachers help and support students to learn very effectively. They use detailed student profiles well to ensure they meet each student's needs. Teachers engage students actively in learning and often foster tremendous enthusiasm for their subjects. Good teaching ensures that most students can apply their knowledge well when analysing linguistic and literary texts.

- In the many good lessons, teachers manage students' learning in a lively and dynamic way ensuring good continuity and progression across lessons. Teachers lead discussions skilfully, make good use of students' contributions to extend learning and promote productive collaborative work. They constantly reinforce students' good subject knowledge as shown, for example, by the vast majority of students who can explain terms such as anaphora, hyperbole and metaphor confidently and accurately.
- Most modern languages teachers use the target language extensively and the large majority of students express themselves confidently with good pronunciation and intonation. However, in less effective lessons, the majority of the target language emanates from the teacher and a few students are less confident and do not use the target language enough.
- In a minority of lessons, predominantly in modern foreign languages, teachers spend too long on some activities with a lack of focus and urgency, meaning that students do not cover as much ground as they could. Conversely, the end of these lessons can be rushed and unproductive.
- Teachers do not fully exploit the use of information and learning technology to enhance learning in lessons, for example, by using technology to share sections of text showing annotations. However, students make good use of the virtual learning environment, which contains interesting and useful resources for all subjects, for homework and also for extra study.
- Teachers use robust diagnostic assessment to provide accurate information about students' prior attainment. Good pre-course information and a useful and supportive induction help them to start their courses well. Teachers' monitoring of students' progress is improved and they set and review challenging individual targets regularly. Teachers support students at risk of underperformance well including by additional one-to-one support.
- Teachers give high-quality verbal feedback and check students' learning often by, for example, using small whiteboards to gather whole-class responses, open and directed questions and class discussion. Teachers annotate written work with detailed, helpful comments, using assessment objectives and mark-schemes to ensure students are aware of their current performance and how to achieve higher grades. Teachers make good use of peer assessment to develop students' critical understanding of what constitutes high-quality work.
- Teachers take every opportunity to develop English skills, meticulously correcting grammar, punctuation and spelling, but also creating an awareness of nuance and register. They help students well to develop language use in different contexts. Teachers include relevant work to help students practise their mathematical skills. For example, English literature students calculated the ratios of different types of fruit in a poem in order to evaluate the exoticness of the poem's context.
- Staff support the development of students' personal and employability skills well. For example, they arrange for students to participate in extensive, and sometimes challenging, enrichment activities such as foreign exchange visits, poetry and writing workshops, theatre visits and a cross-college British Council Comenius project.
- Teachers promote equality and diversity well. For example, English language students evaluate differing language use by males and females, recognising the importance of linguistic research whilst avoiding stereotyping. Modern languages students are developing technology-based links with foreign students, which helps develop their understanding of other cultures well.

## Business management and law

### 16-19 study programmes

Good

- The good quality of teaching, learning and assessment is matched by students' above-average success rates and the improvements in students' progress compared to their prior attainment on the majority of courses. Teachers have improved students' progress on the few previously

underperforming courses by providing good support to help retain students at risk of withdrawal and good study support to promote students’ achievement.

- Teachers are enthusiastic and have high expectations of their students. They use a wide range of strategies to ensure that the majority of students make good progress and demonstrate confidence and competence in their subjects. Teachers use their expertise and good subject knowledge very well to prepare students for examinations.
- Teachers enable students to apply their learning very effectively and constantly urge them to aspire to the highest possible grade. As a result, for example, law students demonstrate an impressive grasp of legal terminology and case law and are able to apply this knowledge well. In the best lessons, teachers develop students’ independent and peer learning skills well through paired questioning, individual research and self-evaluation exercises.
- Learning resources are generally of a high standard and are used effectively by teachers. The content of the virtual learning environment is much improved and used by students to extend their learning regularly. However, teachers do not always link classroom-based learning explicitly enough with wider learning opportunities, which narrows a few students’ potential for extra study.
- In the best lessons, teachers use detailed student profiles to inform their match of challenging work to students of all ability levels. For example, they use budget task sheets colour-coded to show escalating difficulty, question cards at different levels of understanding on leadership style, and legal case studies that range in complexity. However in a minority of lessons, teachers use similar tasks for all students, which does not challenge the more able students enough.
- Teachers support students well and utilise a range of strategies including weekly study support sessions very successfully to ensure that students make good progress and continue to improve their work. Teachers monitor students’ progress very effectively and implement timely intervention to ensure they stay on track to succeed. Clear and challenging targets, set by teachers and agreed with students, support students’ good progress in lessons.
- Assessment practice is good. Teachers check learning rigorously using a variety of methods including weekly tests, past examination papers and targeted questions. Teachers provide prompt feedback on written work, including noting errors in spelling, punctuation and grammar, and this helps students to identify what they need to do to improve.
- Teachers’ development of students’ English and mathematics skills is very effective. Teachers require students to structure and explain complex responses to questions regularly, orally and in writing. Teachers make good and relevant use of topics such as budgeting and calculating court costs to develop mathematical skills. Teachers encourage students to work collaboratively and to develop confidence and self-awareness successfully.
- Staff prepare students for higher-education study and employment very well. Their good links with Teesside and Northumbria Universities and the numerous inspirational speakers that have been brought in from the business and legal worlds support this work. Students have also participated in valuable activities to support their future employability and develop their entrepreneurial skills, for example, a British Council Comenius project trip to Slovakia, competitions run by the Institute of Chartered Accountants in England and Wales and running a pop-up shop.
- Teachers promote a culture of mutual respect and support for each other well in lessons. Students’ behaviour, attendance and punctuality are very good. Teachers have successfully used strategies, such as competitive quizzes and extra support in developing handwriting and organisation skills, to reduce the achievement gap between male and female students.

|   |             |
|---|-------------|
| <b>The effectiveness of leadership and management</b> | <b>Good</b> |
|---|-------------|

- The new Principal, senior managers and governors have an ambitious vision focused on bringing about sustained improvement in teaching and learning and high levels of students’ achievement. Concerted efforts by all staff have resulted in considerable progress towards realising this

ambition. The vision is supported by a set of clearly targeted strategic priorities which inform all aspects of planning and reporting procedures.

- Managers have made good progress in resolving the areas for improvement identified during the previous inspection. For example, they have ensured sustained improvement in the quality of teaching, learning and assessment and increased students' success rates. Through very effective quality assurance procedures and close monitoring of the quality of provision, the variation in quality across subjects has reduced considerably.
- Since taking up post in August 2013, the Principal has taken a firm and decisive lead in rationalising the management structure. Steps are being taken to ensure that resources are used more effectively and efficiently to support a viable curriculum at a time when a pattern of falling enrolments, partially brought about by local demographics, has substantially reduced the college's income. Staff appreciate the Principal's and senior managers' consultative, open-door policy and understand the need for these changes.
- Governors bring a wide area of expertise and a high level of commitment to the college's work. As a result of more regular monitoring of students' performance and through greater engagement with the self-assessment process, governors have increased the level of their challenge to the senior managers. The quality of reports to the corporation has improved significantly. Governors are adopting a more visible role within the college, for example, by developing the role of link governors attached to subjects.
- Managers set and monitor, regularly and rigorously, demanding targets for improving provision. They have a clear focus on pinpointing areas for further improvement, for example, in increasing students' progress relative to their starting points. Curriculum managers are assiduous in their approach to tackling under-performance and inconsistency at subject level.
- Rigorous performance management is used to tackle underperformance well. The lesson observation process is central to this and good work has been done to strengthen its rigour and effectiveness. Professional development is promoted well through high-quality formal and informal staff-development activities and through the annual appraisal of staff. Managers place strong emphasis on identifying ways of sharing good practice at curriculum level.
- Managers use self-assessment accurately and rigorously. Curriculum self-assessment reports contain mostly clear judgements and make good use of a range of evidence sources. The resulting quality improvement plans contain challenging targets and are monitored closely.
- Managers engage productively with students to ensure that their voice is heard, for example, through student surveys and the extensive use of focus groups. The student council is influential and the president of the council is an active member of the governing body.
- The curriculum provides a broad range of AS- and A-level subjects and carefully chosen vocational courses to support the best match to students' needs and interests. Numbers in a minority of subjects are small and well-considered steps are being taken to review the curriculum and the way it is delivered. Effective action has been taken to halt the fall in enrolments. A comprehensive and broad-based marketing strategy has led to a substantial increase in applications compared to the previous year.
- The Principal and managers engage very effectively with the local schools, the community and local universities to ensure the curriculum meets local needs. For example, the Principal works closely with the ten 11 to 16 partner schools and the Vice Principal is a member of two schools-based curriculum-development groups. Staff and students promote the opportunities offered by the college well in schools. For example groups of 'student ambassadors' lead assemblies aimed at raising aspirations. The work-related aspects of the curriculum are developing quickly and mostly well through the stronger links that are being made with employers such as Tees Valley Housing.
- Managers ensure that equality and diversity have a high profile. They set challenging targets for the achievements made by different groups of students. A particular focus on analysing and addressing the achievement gap between male and female learners at subject level has proved very successful.

- The college's friendly, supportive and welcoming environment is inclusive. Through the tutorial programme and other whole-college events, good opportunities are taken to celebrate diversity, for example, by holding a 'Pride and Prejudice' week and promoting International Women's Day. A set of core values and a 'respect' agenda has been produced through the good work of the student council.
- The college meets its statutory requirements for safeguarding students. Strong links are in place with the Local Safeguarding Children Board. Appropriate action is taken to assess risk for students taking part in work placement.

## Record of Main Findings (RMF)

**College name: Stockton Sixth Form College**

| Inspection grades are based on a provider's performance:<br><br>1: Outstanding<br>2: Good<br>3: Requires improvement<br>4: Inadequate | 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          | N/A                     | N/A             | N/A           | N/A                |
| Outcomes for learners   | 2       | N/A                       | N/A                       | 2                      | N/A          | N/A                     | N/A             | N/A           | N/A                |
| The quality of teaching, learning and assessment  | 2       | N/A                       | N/A                       | 2                      | N/A          | N/A                     | N/A             | N/A           | N/A                |
| The effectiveness of leadership and management  | 2       | N/A                       | N/A                       | 2                      | N/A          | N/A                     | N/A             | N/A           | N/A                |

| Subject areas graded for the quality of teaching, learning and assessment | Grade    |
|---|----------|
| <b>Science</b>  | <b>2</b> |
| <b>Mathematics and statistics</b>   | <b>2</b> |
| <b>English</b>  | <b>2</b> |
| <b>Modern foreign languages</b>   | <b>3</b> |
| <b>Business management</b>  | <b>2</b> |
| <b>Law and legal services</b>   | <b>2</b> |

## College details

|  |   |     |                 |     |                |     |                          |     |
|--|---|-----|-----------------|-----|----------------|-----|--------------------------|-----|
| <b>Type of college</b>   | Sixth form college  |     |                 |     |                |     |                          |     |
| <b>Age range of learners</b>   | 16–18   |     |                 |     |                |     |                          |     |
| <b>Approximate number of all learners over the previous full contract year</b>                 | Full-time: 668  |     |                 |     |                |     |                          |     |
|  | Part-time: 7  |     |                 |     |                |     |                          |     |
| <b>Principal</b>   | Joanna Bailey   |     |                 |     |                |     |                          |     |
| <b>Date of previous inspection</b>   | October 2012  |     |                 |     |                |     |                          |     |
| <b>Website address</b>   | www.stocktonsfcc.ac.uk  |     |                 |     |                |     |                          |     |
| <b>College 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+ |
| <b>Full-time</b>   | N/A   | N/A | 30              | N/A | 638            | N/A | N/A                      | N/A |
| <b>Part-time</b>   | N/A   | N/A | N/A             | N/A | 7              | N/A | N/A                      | N/A |
| <b>Number of traineeships</b>  | 16-19   |     | 19+             |     | Total          |     |                          |     |
|  | N/A   |     | N/A             |     | N/A            |     |                          |     |
| <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+ |                          |     |
|  | N/A   | N/A | N/A             | N/A | N/A            | N/A |                          |     |
| <b>Number of learners aged 14-16</b>   |   |     |                 |     |                |     |                          |     |
| <b>Full-time</b>   | N/A   |     |                 |     |                |     |                          |     |
| <b>Part-time</b>   | N/A   |     |                 |     |                |     |                          |     |
| <b>Number of community learners</b>  | N/A   |     |                 |     |                |     |                          |     |
| <b>Number of employability learners</b>  | N/A   |     |                 |     |                |     |                          |     |
| <b>Funding received from</b>   | Education Funding Agency (EFA)  |     |                 |     |                |     |                          |     |
| <b>At the time of inspection the college contracts with the following main subcontractors:</b> | <ul style="list-style-type: none"> <li>■ The college does not work with any subcontractors</li> </ul> |     |                 |     |                |     |                          |     |

## Contextual information

Stockton Sixth Form College is a small college based on a single campus close to the centre of Stockton-on-Tees. All students are aged 16 to 18 and most study on advanced-level courses. The curriculum is predominantly made up of AS- and A-level courses across 32 subjects as well as vocational courses in six subjects and a GCSE study programme comprising ten subject options at Level 2. The proportion of students from a minority ethnic background is similar to the proportion within the local population. In Stockton-on-Tees, the proportion of pupils aged 16 achieving five or more GCSEs at grades A\* to C is below average. Unemployment is higher than average and the college's catchment area includes wards with high levels of social and economic deprivation.

## Information about this inspection

**Lead inspector**

Philippa Francis HMI

One of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Vice Principal as nominee, carried out the inspection with short notice. Inspectors took account of the college'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; 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 college. Inspectors looked at the quality of teaching, learning and assessment across the provision and graded the sector subject areas listed in the report above.

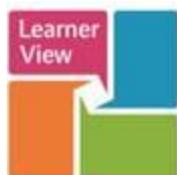
## What inspection judgements mean

| 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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