

# City of Sunderland College

General further education college



## Inspection dates

7–10 June 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for learners

Good

16 to 19 study programmes

Good

Adult learning programmes

Good

Apprenticeships

Requires improvement

Provision for learners with high needs

Good

Overall effectiveness at previous inspection

Good

## Summary of key findings

### This is a good provider

- College leaders promote a culture of high expectations that enables the great majority of learners to achieve their qualifications and pursue their career aspirations.
- Highly effective collaboration with key partners develops a curriculum that addresses local economic priorities and contributes towards the regeneration of the city centre.
- The large majority of younger learners on level 3 vocational programmes make very good progress compared with their starting points.
- Learners develop good employability skills through high-quality work placements.
- Enthusiastic, knowledgeable and passionate teachers lead lively and interesting sessions that learners enjoy and enable them to show what they know and can do.
- Through a strong focus on the application of English, mathematics and information communication and technology skills, learners are able to apply these skills to strengthen their subject knowledge.
- Learners develop a good understanding of healthy lifestyles, how to stay safe and respect for other cultures through an effective tutorial programme.

### It is not yet an outstanding provider

- Despite significant improvements in the retention of younger learners on GCSE English and mathematics courses, not enough achieve high grades.
- Younger learners on a number of AS-level courses do not make the progress expected of them based on their starting points.
- The proportion of apprentices who complete their qualifications within planned timescales is too low.

# Full report

## Information about the provider

- The City of Sunderland College (Sunderland College) is one of the largest providers of education in the north east of England. There are four campuses across the city offering a wide range of academic and vocational provision for school leavers and adults. A new city centre campus is due to open in September 2016. As well as its own direct delivery, the college subcontracts with 28 organisations.
- The college is located in a region that continues to feel the impact of the decline and loss of traditional sources of employment such as shipbuilding and coal mining. Unemployment rates in the city, although falling, are still high: 8.5% compared with the national rate of 5.2%. The youth unemployment rate at 9.5% is 3.5 percentage points above the national average. Sunderland is in the top 15% of most deprived local authorities.
- The percentage of pupils in Sunderland who achieve five GCSEs at grades A\* to C, including English and maths, is 10 percentage points below the national average. The proportion of adults with qualifications at level 2 and above is 6 percentage points below the national average.

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

- Increase the number of apprentices who achieve their qualifications within planned timescales by ensuring that assessors use reviews to set specific, timed and measurable targets, and that managers rigorously monitor progress against these targets.
- Maintain an unrelenting focus on the promotion to learners on study programmes of the value of English and mathematics to the success of their further education and future careers, and fully implement the recently introduced system for recording the progress of learners towards the achievement of high grades at GCSE.
- Ensure that teachers set challenging target grades for academic level 3 learners and that progress towards these grades is the focus of constant management review.

## Inspection judgements

### Effectiveness of leadership and management is good

- Excellent communications and a highly visible leadership team underpin effective collaborative working across the college. Partners greatly value the role of senior leaders in helping to raise aspirations for young people in the region and in keeping other providers aware of the changing landscape in post-16 education and training.
- The recently appointed principal has developed an ambitious strategic plan that builds effectively on the work of her predecessors. There is good investment in resources to ensure that learning takes place in stylish and well-equipped accommodation. The college has recently invested in a new city centre campus, with the express aim of stimulating regeneration.
- Leaders have established a culture of high expectations in the college and most learners respond well to the challenge to achieve their potential. Local authority managers acknowledge the important role the college plays in trying to reverse the decline in mathematics and English achievement in secondary schools.
- Leaders' close collaboration with key partners within the region results in a coherent and continuously updated curriculum aligned closely to local and regional priorities. Curriculum managers use detailed and extensive information about learners' destinations to inform curriculum planning and to ensure the effectiveness of information, advice and guidance in guiding learners to the right courses and levels.
- The principal and her senior managers pursue the college's mission energetically to develop the skills of their learners to enable them to secure sustainable employment. Managers work closely with the local council, local health trusts, local universities and employers to design programmes to address specific skills gaps identified by the local enterprise partnership, such as in advanced manufacturing, health and social care and in digital industries.
- Governors, senior leaders, managers, teachers and tutors have established a highly inclusive culture in which learners talk confidently about how equality and diversity influence their lives. Consequently, learners are respectful of each other and celebrate their differences. Effective support strategies ensure that learners and staff at Sunderland College can be who they want to be.
- Self-assessment is accurate and honest. Senior leaders, governors and managers know the college's strengths and areas for improvement. As a result, there is a well-structured quality improvement plan that effectively informs the majority of improvement activity throughout the college.
- Managers monitor the provision delivered by subcontractors rigorously. Managers terminate the contracts of the poorest performing providers, while they support providers effectively to improve their provision. Managers treat subcontractors as partners, so they develop their staff effectively by giving them access to the college's professional development programme and sharing good practice across the provision.
- The quality of teaching and learning is good for the vast majority of learners. Teachers recognise and greatly value the comprehensive staff development programme and individual coaching they receive to improve specific aspects of their teaching. There are effective support mechanisms in place that encourage teachers to try out new and innovative ideas to share across the college.
- Managers implement an effective set of arrangements for observing the quality of teaching, learning and assessment. Observers have a good focus on the impact of teaching and assessment on the progress of learners and apprentices.
- Performance management of staff at all levels at the college is rigorous but supportive. Managers conduct effective performance reviews that enable staff to improve. Senior managers maintain the good standard of teaching, learning and assessment by not tolerating persistent poor performance and they take action to remove underperforming staff from the college.
- Managers have instigated an effective strategy to improve the development of English and mathematics following a decline in functional skills success rates and high grades in English and mathematics GCSEs for study programme learners in 2014/15. The quality of teaching, learning and assessment in these subjects is improving, as are retention levels on courses, with the result that learners make better progress towards the achievement of their qualifications in 2015/16 than in the previous year.
- Senior managers and leaders were slow to address the decline in success rates for apprentices in 2014/15 until recently. The quality improvement plan for apprenticeships did not have enough detail to ensure that managers monitored the impact of targeted improvements quickly enough. After the new principal's arrival, managers have implemented a series of measures that are beginning to result in improvements to the outcomes for apprentices in the current year.

## ■ The governance of the provider

- Governors have the necessary range of skills, experience and expertise to challenge senior leaders and support the college effectively.
- Governors know the college well; they analyse data and performance information meticulously to challenge leaders and support the improvements made. They are adept at requesting specific reports where they need to understand more clearly aspects of performance that leaders acknowledge they need to improve.

## ■ The arrangements for safeguarding are effective

- Learners and staff understand how safeguarding impacts on their lives and work because senior leaders and managers have transparent policies and strong processes. Consequently, most learners know that college staff are dedicated to keeping them safe. Learners' and staff's understanding of safeguarding, reinforced by frequent training, leads to rapid identification of issues and their swift resolution.
- Learners know how to keep themselves safe when using the internet and accessing social media sites. They are aware of the requirements to work safely in practical workshops and on employers' premises.
- Senior leaders and managers work very effectively with external agencies, using their expertise and advice to ensure the safety of learners.
- All staff, including those of subcontractors, have received training about the 'Prevent' duty. Personal tutors have made the very large majority of learners aware of the dangers of radicalisation and extremism through group tutorials and have discussed modern British values, so that most learners have a sound understanding of these concepts.

## Quality of teaching, learning and assessment is good

- Teachers ensure that well-structured and carefully prepared learning activities enable most learners and apprentices to enjoy their college and work experiences and to make useful connections between new knowledge and skills and the knowledge and skills they had acquired before. Consequently, most learners demonstrate appropriate academic, vocational or technical skills and personal and professional attributes that prepare them well for progression to employment or higher levels of education or training.
- Teachers and assessors build the confidence of learners and apprentices through a strong focus on the application of English, mathematical and information and communication technology (ICT) skills. The large majority of learners and apprentices understand the importance of these skills in helping them to move on to further study. For example, in science and psychology classes, learners enjoyed the challenge of presenting arguments based upon detailed statistical analysis of data sets.
- Teachers and learners make effective use of ICT to record evidence of skills development and to share feedback, post reminders and prompt revision studies through social media. During group work, learners use cameras to take pictures of their work so that each has a permanent record of the notes they have put together.
- Teaching and learning for families and adults in community venues help learners that may not be ready or able to study in the college's main buildings. Effective use of the virtual learning environment and flexible timetabling assists learners who fall ill, or who have varying shift patterns at work to complete their studies and submit assignments on time.
- Teachers share their love of, and enthusiasm for, their subjects to lead lively and interesting sessions in which the large majority of learners can demonstrate what they know and what they can do. Teachers, especially in humanities, public services and visual and performing arts, celebrate the high standards of students' work through extremely effective displays in classrooms and public spaces.
- Teachers and personal tutors set high expectations and targets for achievement. Through frequent and regular one-to-one reviews they encourage learners to work diligently to achieve those targets so that they can go on to fulfil their emerging ambitions for work or higher education. They ask probing questions, encourage discussion, coach learners and challenge them to do more.
- Teachers effectively foster the development of learners' independent learning and thinking skills. They work with personal tutors well to help learners improve their behaviour or attendance, or to deal with issues that are preventing learning and achievement. Learners speak warmly of their teachers and tutors, and value their knowledge and expertise highly. They appreciate the care and concern that their teachers demonstrate.
- Teachers assess learners' prior skills accurately, and use ongoing skills tests to monitor the progress that learners make. A small minority of apprentices and learners do not make the best of the support they receive and therefore do not make the progress they should.

- Learners and apprentices follow a range of courses at levels that are right for them. They know how many assignments and units they have to do to complete their qualifications, and understand the detailed assessment schemes related to their formal examinations. Most are enthusiastic about their learning in the wide range of subjects available to them.
- Personal tutors and teachers deal effectively and confidently with challenging issues so that learners can explore safely, for example, the dangers and impact of drug misuse, respect for and tolerance of people from other communities and faiths, or thinking about the importance of voting in national and local elections.
- For a small minority of learners, effective work in the development of English and mathematical skills is undermined when teachers underplay those skills.

## **Personal development, behaviour and welfare**

**is good**

- Managers and teachers promote a culture of high expectations that learners respond to through their good behaviour, the mutual respect they show to each other, and their eagerness to learn.
- Learners develop good employability skills, both through their main course content and through the additional qualifications they take, such as health and safety awards in construction and motor vehicle and engineering, and sports leadership awards.
- Good-quality work placements consolidate the employability skills that learners develop through their qualifications. Managers have successfully expanded the work placement programme over the past year through a key strategic partnership with a major employment agency so that all eligible learners complete a work placement. Over 200 employers are engaged in the programme. Increasing numbers of learners secure apprenticeships and employment through their placements.
- Teachers expose their learners to the challenges and opportunities of the world of work through some imaginatively designed enrichment activities. For example, learners on a digital media skills course team up with mentors from seven leading media and animation companies to develop products that they then have to pitch professionally to the companies.
- Learners develop a good understanding of healthy lifestyles, how to remain safe, and respect for other cultures, through the well-designed tutorial programme delivered by a team of committed and skilled personal tutors. Tutors' sensitive pastoral support helps the majority of learners to stay on their courses and progress.
- Information, advice and guidance staff focus effectively on enabling learners to identify the career paths that they want to pursue from pre-enrolment right through to when they leave the college. Staff support students well in applying to university, with the result that a high proportion of students secure a place at their university of choice. Personal tutors support learners with their job-search and application skills, so that they are prepared well to enter the job market.
- Managers have developed an effective set of partnerships with external agencies to provide support to their most vulnerable students, for example through the virtual school for children looked after, and housing charities that provide supported accommodation for students who become estranged from their parents or carers. There are good services for students who experience emotional and mental health problems, which prevent many of them from leaving their courses prematurely.
- Attendance by adult learners varies too widely across departments in the college, preventing a small minority of learners from successfully completing their qualifications.

## **Outcomes for learners**

**are good**

- Learners, particularly the significant proportion drawn from deprived social backgrounds and with low levels of prior attainment, make good progress. Due to good-quality teaching, learning and assessment, and high levels of support and guidance, the great majority of learners achieve their qualifications and progress to higher education or sustainable employment.
- The achievement and progress of adult learners is very good. The great majority of learners pass their qualifications, at all levels and in a wide variety of subjects. The strong development of vocational and employability skills results in over half of learners progressing straight into employment once they leave, while the majority of the remainder progress to further or higher education. Learners on community funded learning courses grow in self-confidence, which they put to positive use in voluntary and community groups.

- A higher proportion of learners on study programmes achieve their qualifications than those at similar providers. Learners on vocational programmes develop good technical skills and knowledge, and produce work to a high standard in priority economic sectors, such as in digital media. Learners on level 3 vocational qualifications make better than expected and then predicted progress, based on their previous attainment, particularly in subjects such as information and communication technology, health, and business studies.
- The great majority of learners on AS- and A-level courses pass their qualifications, with the majority progressing to the next level or into higher education. Due to the implementation of a range of improvement strategies, there has been a gradual increase over the past three years in the proportion of learners who make better than expected progress based on their previous attainment, particularly at A level. However, learners on certain AS subjects, such as psychology, history and mathematics, do not make the progress expected of them.
- Apprentices develop good vocational and technical skills that employers' value. Leaders and managers have started to reverse the precipitous decline in timely success rates in 2014/15 when less than half of apprentices finished their qualifications on time. However, the pace of management interventions has not been fast enough to ensure that apprentices within particular sectors, such as construction, engineering and business administration, complete their qualifications within their planned timescales.
- Learners with high needs develop the skills to enable them to be more independent and for a small number to enter employment or secure volunteering roles with community organisations.
- Adult learners' development of English and mathematical skills is good, particularly given their low levels of attainment in these subjects prior to their entry to the college. In 2014/15, the majority of adult learners achieved their functional skills qualifications at levels 1 and 2, and over half achieved high grades in the mathematics GCSE. The large number of learners on English for speakers of other languages (ESOL) qualifications acquire good language skills.
- The retention of current study programme learners on English and mathematics courses has improved significantly in the current year, with the result that they make better progress than they did in 2014/15 when achievement rates for both level 2 functional skills, and those achieving high grades in English and mathematics GCSEs, were low.
- There are no significant gaps in achievement between different groups of learners. When they do occur, as between male and female adult apprentices in 2014/15, managers address them effectively. Learners who are eligible for free school meals and those who have declared disability do as well as, and often better, than their peers.
- Learners achieve good rates of progression into positive destinations. The great majority of learners on study programmes progress to higher levels of further and higher education, while the majority of adults secure employment or carry on with their studies. Almost all apprentices retain their employment at the end of their qualifications.

## Types of provision

### 16 to 19 study programmes

are good

- There are 3,700 learners on academic and vocational study programmes in 13 subject areas. Only a fifth of learners take level 3 academic qualifications, with the great majority studying vocational programmes at levels 1 to 3. The vocational programmes with the largest numbers are health and care, visual and performing arts, and construction.
- Knowledgeable and enthusiastic teachers deliver well-planned and brisk-paced sessions with a wide range of activities that engage learners and hold their interest. Teachers make good use of humour and lively interaction, which inspires and motivates learners. Learners are interested in their studies, and are keen to do well and to demonstrate their knowledge. As a result, the large majority make good progress in lessons.
- Teachers have high expectations of learners. They use information about their learners skilfully to set tasks that stretch learners to work towards and beyond their targets. Teachers use questions very effectively in the majority of sessions, which results in learners giving thoughtful and extended contributions. Learners extend their own knowledge well through these opportunities to develop and build on their own responses and those of others.
- Learners consider and evaluate their own progress effectively in 'stepping up' review sessions that prepare them for their next stage in learning. This consolidates and deepens learners' understanding of their subject. Teachers build on learners' prior knowledge and strengths to provide them with appropriate challenges, for example by giving them opportunities to teach their peers in catering, or debate ethical

issues in biology.

- Teachers successfully embed English in main programmes, supporting learners to develop the communication skills they will need for the workplace. This helps learners studying music and drama to extend and develop sophisticated spoken responses to describe their work, and childcare learners to produce clear evaluative written sentences.
- Learners make good progress in developing practical mathematical skills. Learners with subcontractors develop skills in financial literacy, including understanding payslips and job-related financial terms, while in joinery, learners are confident in using Pythagoras' theorem to calculate the angle of a roof truss.
- Learners develop industry-standard skills in a wide range of vocational subjects, including digital technology, catering, construction, engineering, and health and care subjects. Learners value the high-quality resources and e-learning facilities available to them. Learners work confidently with others on collaborative projects, demonstrating good teamworking skills and attitudes that prepare them well for the world of work.
- Teachers' written feedback on learners' work in vocational and academic subjects at all levels provides clear guidance on how to improve. As a result, learners make good progress in the development of their thinking and writing skills.
- Learners are positive about the wide range of work experience and enrichment opportunities that are available to them. The majority of learners are able to take part in relevant work experience that develops their employability skills in realistic environments, such as the learners who are working with a major employer to design the hair and beauty salon for the academy at the new city centre campus.
- Teachers and tutors plan British values adroitly into course content and through displays in classrooms. As a result, learners consistently demonstrate good behaviour and are considerate of others, and show positive attitudes to learning and to personal responsibility.
- A minority of teachers do not use information about learners' starting points carefully enough to plan for individual learning and progress. When this happens, teachers do not clearly enough outline expectations, meaning that learners are unsure of the purpose of the session.
- Teachers do not routinely use learning support workers effectively in the classroom, in particular where the learners identified as needing support are working well independently, or where the learner identified as needing support is not present.

## Adult learning programmes

## are good

- There are 4,624 adult learners on a wide range of mainly part-time programmes at college campuses or community venues, including schools, community and women's centres. A further 176 learners take full-time access to higher education courses.
- Leaders and managers have a good understanding of the local labour market and work effectively with partners, including Jobcentre Plus, employers, community organisations and public sector organisations. Consequently, their responsiveness to local priorities is very good. For example, the college has recently introduced a community interpreting course at level 2 for ESOL learners who wish to make a difference in their local community.
- Learners on community learning courses improve their confidence and personal skills and make a difference to their communities. For example, ESOL learners have become anti-bullying ambassadors in schools and some have gained employment as family support workers for Bangladeshi parents.
- Learners on access to higher education courses acquire good subject knowledge and they develop very good academic research and writing skills that prepare them effectively for higher education or employment.
- The majority of learners successfully improve their English, mathematical and ICT skills. Learners on community learning courses use their new skills to help children with homework and use the internet safely when shopping or applying for passports and driving licences online. Access learners use their mathematical skills effectively to analyse data and present it in graphical formats.
- Teachers are skilled and use their expertise and very good subject knowledge to plan learning. Learners benefit from a wide range of methods and interesting activities that make their learning relevant and fun. Good individual coaching effectively increases learners' knowledge and their ability to apply theory to practice. For example, learners critically analysed the development of social policy and applied it to current professional practice in the health sector.
- Teachers make good use of ICT in lessons, for example to demonstrate mathematical calculations and sales control accounts. In health sciences, learners use social media effectively to share their research on

professional skills such as empathy and confidentiality.

- Staff provide good information, advice and guidance so that learners make informed decisions and enrol on the most appropriate college course for their career aspirations. The tutorial programme provides learners with a good range of information that visiting specialists reinforce and that prepares them well for employment, further study and higher education.
- Learners enjoy their lessons and they work well together in safe and well-equipped learning environments. They listen carefully to other points of view and value each other's contributions.
- Learners have a good understanding of equality and diversity. For example, learners researched the characteristics of equality and diversity and presented their findings by decorating eggs and providing slogans for an 'egg quality and diversity' competition. Their creativity and slogans demonstrated real insight into diversity and inclusion.
- Too many teachers do not provide sufficient detail in their written feedback so that learners on community programmes know what they need to do to improve their work. In a small minority of cases, teachers do not pay sufficient attention to accurate writing; they make spelling and punctuation mistakes in their writing on learners' work and on presentation slides that do not help learners improve their own English skills.
- On community learning funded programmes, teachers do not identify and record learners' starting points or set specific enough targets to recognise progress accurately.

## **Apprenticeships**

### **require improvement**

- The college's apprenticeship programmes represent a very small proportion of its overall provision. There are currently 1,343 apprentices, half of them placed with subcontractors. The majority of apprentices study frameworks in business administration and health and social care.
- In 2014/15, the proportion of apprentices who successfully completed their qualifications within their planned timescales was very low and below that of similar providers. Despite a number of recent interventions by managers, the systems for monitoring and tracking the progress of apprentices are not yet fully effective, with the result that a significant number of apprentices continue beyond their planned end dates.
- In some subject areas, such as business administration, construction and engineering, assessors set targets for apprentices that focus overly on the completion of tasks and qualification aims rather than setting specific targets to ensure that they develop a broader range of skills and knowledge. In construction and business administration, too many apprentices' job roles do not provide sufficient challenge to enable them to develop their on-the-job skills fully.
- Although managers have recently introduced changes to when the functional skills element of the apprenticeship framework is delivered, thereby enabling more timely completion, in construction and for business administration apprentices in call centres, the delivery of functional skills is still not planned sufficiently well enough, with the result that some apprentices make slow progress.
- The majority of apprentices and their employers are unable to interpret the 'Prevent' duty and modern British values and apply their knowledge in a workplace setting. In health and social care and childcare apprenticeships, where there are more stringent regulatory requirements and expectations, apprentices' understanding of the risks of radicalisation and extremism is good.
- Managers work diligently with local employers to shape and direct their apprenticeship offer to align with local priorities, for example to meet the demand for care workers in the health and social care sector. Many employers are actively involved in the selection of specialist qualification units to bolster the skills apprentices develop. For example, hairdressing apprentices extend their haircutting techniques to include barbering.
- The initial information, advice and guidance offered to apprentices are now much more effective. As a result, apprentices find better matches with employers and, in the current year, more apprentices stay on their qualifications. On-programme advice and guidance are effective and enable apprentices to plan their long-term career aspirations.
- Trainers and assessors are well qualified, with new assessors still working commercially within their subject areas. As a result, assessors can introduce apprentices to the most recent technical and product knowledge in their sectors, for example new massage techniques and treatments used in beauty spas.
- The majority of apprentices develop good vocational and technical skills that add value to employers' businesses. For example, nursery nurses adapt resources to support children who have visual impairment, while construction apprentices master how to use electrical saws to cut drainage pipes to the right length.
- The very great majority of employers retain their apprentices in full-time employment when their

qualifications end, with a number of apprentices securing promotion within their workplace as a direct result of taking their qualifications.

## **Provision for learners with high needs** is good

- The college currently has 79 learners with high needs. Of these, 35 are 16–19-year-olds and 44 are adult learners. The majority of learners are on independent living, employability and life skills courses at pre-entry up to level 1. The remaining learners are on a range of mainstream college courses.
- Learners benefit from well-designed qualifications that enable them to make good progression between levels. The great majority of learners achieve their qualifications.
- Learners enjoy lessons that enhance their potential for employment and independent living, with the emphasis on the development of communication skills and increased personal confidence. Learning activities are imaginative and promote learners' well-being. For example, learners take part in a wide range of fund-raising activities in order to build a 'Spacehive' sensory garden within the college grounds.
- Teachers design programmes successfully to make clear links between the knowledge and skills required for employment and for independent living, including mathematical and English skills. Teachers use a range of interesting activities to enliven lessons and reinforce learning. For example, in an English lesson, teachers organised a food-tasting session and then asked learners to write down their sensations with particular attention paid to the use of descriptive words and correct spellings.
- Teachers use a range of effective target-setting strategies in lessons and tutorials that extend beyond the achievement of course aims to the development of more personal goals. Learners, teachers and support staff use these targets well to aid learners to make good progress.
- Managers and teachers are very responsive to learner feedback. They use a good range of methods to capture the views of learners to help shape the curriculum and the way courses are organised. For example, following a learner conference, managers shortened lunch breaks so that the overall length of the college day could be reduced to fit in better with learners' travel and care arrangements.
- Motivated and well-qualified staff share best practice effectively, for example on learning and behaviour strategies, with the result that the overall quality of teaching, learning and assessment has improved. Good-quality specialist resources, including assistive technology, enhance learning.
- Teachers consider learners' career aspirations successfully when planning their work experience. Learners who study at different levels take part in work experience with a good range of external employers, including garden centres and hospitality and catering businesses. A few learners develop good employability skills through recently developed internships. The success of this new initiative encourages other learners to consider internships as a progression step for the following year.
- Transition arrangements with partner schools and other agencies are very effective. Staff get to know their learners thoroughly before they enter college, with the result that staff understand and can plan programmes around learners' individual learning styles and requirements for specialist learning support. Existing learners 'buddy up' with new entrants to ease the transition into the college. Relationships with local authorities are good, with college staff fully engaged in drawing up and reviewing the new education, health and care plans with learners and their parents and carers.
- The great majority of learners feel safe. During the inspection, there were minor instances where teachers were not attentive enough to learners' health and safety in practical lessons. Managers took swift action to address these issues.

## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	11,738
<b>Principal</b>	Ellen Thinnesen
<b>Website address</b>	<a href="http://www.sunderlandcollege.ac.uk">www.sunderlandcollege.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>	805	1,816	755	2,180	2,164	325	2	4
<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+		
	249	541	94	387	N/A	72		
<b>Number of traineeships</b>	16-19		19+		Total			
	19		N/A		19			
<b>Number of learners aged 14-16</b>	N/A							
<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>■ Carillion Construction Ltd</li> <li>■ Sora Services Ltd</li> <li>■ Kingsmeadow School</li> <li>■ Capital 4 Training Ltd</li> <li>■ Sunderland Women's Centre</li> <li>■ Tyne and Wear Fire and Rescue Authority</li> <li>■ YMCA Newcastle</li> <li>■ Durham County Football Association Ltd</li> <li>■ Nimis Ltd</li> <li>■ KF Training Ltd</li> <li>■ Team Wearside Ltd</li> <li>■ Pennywell Youth Project</li> <li>■ Ascent Extra Ltd</li> <li>■ Xiscad training Ltd</li> <li>■ YMCA Sunderland</li> <li>■ Washington Millennium Centre Trust Ltd</li> <li>■ Nordic Pioneer Ltd</li> <li>■ Aspire to Learn Ltd</li> <li>■ Skills North East Ltd.</li> </ul>							

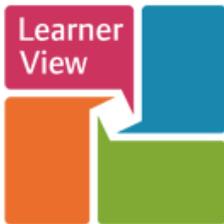
## Information about this inspection

### Inspection team

Charles Searle, Lead inspector	Her Majesty's Inspector
Andrea Machell	Her Majesty's Inspector
Chris Jones	Her Majesty's Inspector
Lynne Paxton	Ofsted Inspector
Michael Ashton	Ofsted Inspector
Catherine Jackson	Ofsted Inspector
Kenneth Merry	Ofsted Inspector
Simone Collpitts	Ofsted Inspector
Nicholas Sanders	Ofsted Inspector
Debra Forsythe-Conroy	Ofsted Inspector

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

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To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk)



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