

Inspection of TMP College

Inspection dates: 14 to 16 May 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

TMP College (TMP) is an independent specialist college based in Wigan, Greater Manchester. The college specialises in courses for the creative and media industry. TMP operates across three sites. Two of the sites are in Pemberton and a third site is in Wigan town centre. TMP offers courses from entry level to level 3. A few learners are studying on courses that do not lead to qualifications.

Learners are aged 16 to 25 and have special educational needs and/or disabilities. Learners attending the college have moderate learning difficulties, mild learning difficulties, autism or social, emotional and mental health difficulties. Most learners have previously had significant barriers to attending education, for example persistent absence from school, learners not in education, employment or training or learners receiving elective home education. At the time of the inspection, 92 learners were studying creative and media courses, including music performance and technology, performing arts, games design, media and graphic design. Two learners were on supported internships.

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

Staff have created an inclusive and caring environment that is accepting of all learners. Positive and trusting relationships are developed to support learners to identify and remove negative behaviours. As a result, learners' behaviour is good.

Learners benefit greatly from visits, trips and visiting speakers such as trips to watch theatre productions and talks from DJs, tattoo artists and body doubles from Oscar-nominated films. This provides learners with an insight into the wide breadth of careers in the creative and media industry.

Learners complete additional qualifications including first aid and personal development. They participate in youth parliament events, competitions and art conventions, selling products such as artwork that they have produced. Learners on the level 1 graphic design course develop confidence and resilience as they learn to understand that people do not all have the same artistic tastes and may not want to buy their work.

Learners feel safe at college. They know how to report concerns and are confident that staff and the safeguarding team will respond swiftly to any concerns they may have.

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

Leaders and managers are passionate about helping learners to re-engage in education. Staff work skilfully with learners to remove barriers to learning and to celebrate success. Staff visit learners, and their parents and carers, at home to discuss and agree on actions to improve attendance at college such as attending classes remotely or on a one-to-one basis. Consequently, most learners are committed to their courses and have high attendance.

Tutors plan ambitious curriculums that are sequenced logically, which helps learners build on their learning. For example, level 3 music production and performance learners first learn the principles of music performance, the music industry and professional practice before moving on to critical listening skills and music composition. Learners then submit a project proposal to their tutors to showcase their skills through a collaborative music performance with their peers.

Leaders work closely with local employers to organise work placements and real-life creative and media projects such as Wigan Pride. This provides learners with relevant experience of working in stage management and artistic performance and with the public during live events.

Staff use the results from a range of assessments to accurately identify what learners know when they start their course. Tutors skilfully develop individualised learning plans for learners based on this information. However, not all tutors use the

targets from learners' education, health and care plans (EHC plan) to inform planning.

In a few instances, on the level 3 music production and performance course, tutors do not set learners sufficiently specific targets to help them further develop their knowledge, skills and behaviours. For example, learners' targets specify that they are to stay on task for increasing periods of time. These targets are unhelpful for learners as they do not know what they need to do to stay on task or for how long.

Tutors use learners' creative and media interests to further develop their English and mathematics. For example, learners develop their understanding of ratios in mathematics when they use sound compressors during music production. They set thresholds in decibels for volume and then set the ratios for the loud and soft volume of frequencies to increase and decrease. Learners use their English and mathematics skills with increasing confidence and competence when working on complex production techniques.

Tutors do not always sufficiently check or consolidate learners' understanding or application of key concepts in English lessons such as the use of figurative language, including metaphors, similes and personification. Consequently, a few learners do not fully understand these concepts and are unable to apply them correctly.

Most learners stay until the end of their course, with almost half of those completing qualifications achieving merit and distinction grades. Learners move to positive destinations on completion of their courses. This includes higher-level qualifications at the college, employment or supported internships, apprenticeships, volunteering or university.

Learners receive impartial careers advice and guidance from college careers advisers. They receive effective support to write university applications, CVs and job applications.

Learners receive high levels of support to help them maintain positive mental health and behaviours. Staff swiftly refer learners for additional help, including to the college counsellor or external support agencies. This enables learners to continue with their studies when otherwise they may have left the college.

Those responsible for governance have a clear understanding of the strengths and weaknesses of the provision. Governors challenge leaders and managers effectively and hold them to account for their actions. For example, they challenged leaders about plans to improve learners' attendance. Learners' attendance is now closely monitored and analysed, and strategies to improve attendance are quickly implemented. As a result, learners' attendance has improved.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Improve the specificity of targets that tutors set for learners so that learners know how to further develop their knowledge, skills and behaviours.
- Ensure tutors use learners' EHC plan targets to inform the planning of teaching.
- Ensure tutors check and consolidate learners' understanding and application of key concepts in English so that learners can apply them correctly.

Provider details

Unique reference number	148731
Address	830 Ormskirk Road Pemberton Wigan WN5 8EX
Contact number	01942212607
Website	www.tmpcollege.co.uk
Principal, CEO or equivalent	Martin Heaton
Provider type	Independent specialist college
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

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

Inspection team

Anita Pyrkotsch-Jones, lead inspector	His Majesty's Inspector
Lisa Duncalf	Ofsted Inspector
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