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Mr S Jungnitz Principal Wilberforce College Salthouse Road Hull HU8 9HD

Dear Mr Jungnitz

Ofsted 2010-11 good practice survey inspection programme: improving science in colleges

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit between 7 and 9 March 2011 as part of our science survey.

The visit provided valuable information which will contribute to a national report. Published reports are likely to list the names of the contributors or contributing institutions but individuals and institutions will not be identified in the main text without their agreement.

The evidence base included: six lesson observations; review of a sample of students' work; and meetings with students, teachers, curriculum managers, student support and study support staff, and managers responsible for quality assurance.

Features of good practice

- The approach to teaching and learning across the sciences is highly organised and helps to give a tight structure to their courses for students who are often not used to working methodically when they arrive at the college.
- A wide range of resources is used well and helps students to learn for themselves, work with their colleagues, improve their confidence and depend less on their teacher.
- Teaching approaches successfully encourage enthusiasm for science in many students who have previously not had a great deal of success in the subject.

- Teachers use a consistently encouraging and enthusiastic approach to their teaching.
- The use of high-quality workbooks is good across the sciences.
- Well-planned schemes of work lead to lessons that have a good variety of activities to sustain interest.
- Frequent homework, marked fairly with good feedback explain to students how they can improve their work.
- Teachers have good subject knowledge and are at ease with questions from their students. They can use a conversational style of teaching when appropriate.
- Students value the easy access that they have to their teachers, the feedback that they receive on their work and the support that they receive from teachers outside lessons.
- There is evidence of good use of mentors, both internally and from the local university, to provide role models and help to raise students' aspirations.
- Success rates are good on GCE A-level programmes, AS-physics and GCSE science.
- Students' progress is monitored very closely and actions are designed to help them to succeed.
- Students make generally good progress in their lessons. They can answer teachers' questions and enter into discussion of complex scientific topics.
- Information and communication technology is used well, including notebook computers and the interactive whiteboard in lessons.
- Good use is made of the virtual learning environment to enable students to work independently and in their own time.
- Support for students is good through personal tutors, teachers and central support systems and includes effective monitoring of attendance and progress. Good systems are in place to report these to parents and carers.

Areas for improvement, which we discussed, include:

- continuing to implement effective strategies to raise success rates on the less effective subjects in GCE AS-level sciences
- devising and implementing effective strategies to help students to improve their written skills, especially their skills of expression and explanation, and share these with local schools and 14–19 partnerships
- reviewing the range and diversity of enrichment activities in science.

I hope that these observations are useful as you continue to develop science provision.

As I explained previously, a copy of this letter will be sent to the relevant funding bodies and will be published on the Ofsted website. It may be used to inform decisions about any future inspection.

Yours sincerely

Wilf Hudson Her Majesty's Inspector