

North Warwickshire and Hinckley College

Inspection report

Unique reference number:	130836
Name of lead inspector:	Lindsay Hebditch HMI
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Type of provider:	General further education college
Address:	Hinckley Road Nuneaton Warwickshire CV11 6BH
Telephone number:	02476 243000

Information about the provider

1. North Warwickshire and Hinckley College is a medium-sized general further education (FE) college which serves the three boroughs of Nuneaton and Bedworth, North Warwickshire, and Hinckley and Bosworth. The main campuses are in Nuneaton and Hinckley but there are another five smaller sites in local community venues. The college provides courses at all levels from pre-entry to higher education (HE) and in all subject areas for a total of around 10,500 learners. Nearly one third of learners follow programmes in preparation for life and work. Similar numbers of learners aged 16 to 18 follow long courses at each of foundation, intermediate and advanced levels, but most adult learners follow courses at intermediate level. Approximately two thirds of learners are adults. The college also provides apprenticeships for more than 400 learners in six subject areas. Some 800 pupils aged 14 to 16 attend the college as part of their school Key Stage 4 programme.
2. The area served by the college contains both rural and urban areas where levels of multiple deprivation and unemployment are high. Less than half of the pupils in the college's main feeder schools achieve five GCSEs at grades A* to C including English and mathematics. The proportion of learners from minority ethnic groups at the college is 13%, which is more than double the figure in the area it serves. The Skills Funding Agency and the Young People's Learning Agency fund the majority of the college's provision.
3. The college provides training on behalf of the following providers:
 - Leicester College
 - REMIT
 - SEMTA
4. The following organisations provide training on behalf of the college:
 - Arthur Rank Training
 - Brakes Training Ltd
 - CRH Transport Training
 - Elizabeth Ann Training Ltd
 - Extra Mile Group Ltd
 - Heart Of England Training Ltd
 - HIT Training
 - Hybrid Arts
 - The Learn2 Group
 - Nuneaton Training Centre
 - Pertemps People Development Group

- Progressive Educational Tools
- QSP Training Ltd
- Steve Walker Associates Ltd
- The Prince’s Trust
- Training Advice & Guidance
- UK Training Solutions Ltd
- Warwickshire Fire & Rescue Service

Type of provision	Number of enrolled learners in 2010/11
<p>Provision for young learners: 14 to16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>828 part-time learners</p> <p>2,582 full-time learners 615 part-time learners</p> <p>595 full-time learners 53 part-time learners</p>
<p>Provision for adult learners: Further education (19+)</p>	<p>583 full-time learners 3,616 part-time learners</p>
<p>Employer provision: Train to Gain Apprenticeships</p>	<p>2,025 learners 449 apprentices</p>

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Health, social care and early years	2
Motor vehicle	3
Leisure, travel and tourism	2
Visual arts	2
Literacy and numeracy	2

Overall effectiveness

5. Learners are very happy at the college. Achievement rates are above average but the proportion of learners completing their course, although rising, is below average. Learners demonstrate high levels of practical skills and develop their literacy and numeracy well while following their vocational courses. Attendance is satisfactory. Teaching and learning are good. The best lessons take good account of learners' starting points so that they provide all learners with interesting and challenging work. In the minority of less successful lessons the pace of learning is too slow. Additional support helps learners make good progress, although in a few lessons teachers do not give sufficient attention to the additional support needs of learners when planning their lessons. Assessment is good, albeit with some inconsistency in the rigour of marking. Accommodation and resources to support learning are good but the new campus at Hinckley provides learners with outstanding facilities.

6. Provision meets the needs of learners well and partnerships are outstanding. The college's working arrangements with partners are very effective, both in helping the college to meet local business needs and in greatly improving the opportunities for young people who have experienced difficulties in their lives to learn and contribute to the community. Care, guidance and support are good. Improvements to support procedures have helped the college to improve the attendance and retention of current learners. The chaplaincy makes a very strong contribution to the welfare of individual learners and to the college's outstanding community engagement.
7. The Principal, ably supported by her senior managers, provides strong leadership and enjoys the full confidence of governors, staff and partners. The college has outstanding arrangements to collect the views of users and incorporates these views into its improvement planning. Quality assurance procedures are good; lesson observations help managers to form an accurate impression of the quality of teaching and learning. The college uses management information well to monitor its provision. Learners are safe and are equally valued; the college provides good value for money.

Main findings

- Learners enjoy coming to college. They play a major role in establishing the college at the heart of the community and are proud of their own achievements, and of their college.
- The proportions of learners completing their courses successfully are close to the national average. Although learners achieve well, too many leave their courses early; college data indicate that retention has improved on the majority of courses in the current year. Attendance is satisfactory but varies between subject areas.
- Many learners enter the college with low standards of literacy and numeracy but then develop these skills well. Learners develop good vocational skills and achieve very high levels of success in regional and national skills competitions. Learners' successes are celebrated widely, helping to raise aspirations and make a significant contribution to learners' enjoyment of college life. Progression onto higher-level courses and into employment is good.
- Learners generally make good progress and have productive relationships with their teachers. In the best lessons, teachers use a wide variety of methods to make work interesting and relevant. In the minority of less effective lessons, teachers do not use information about learners' starting points to help them plan their lessons; the pace of learning is too slow and the work set is insufficiently challenging.
- Accommodation is good overall but the new campus at Hinckley provides outstanding facilities for learners on art courses. Resources to support teaching and learning are good. Workshops, salons and studios are well equipped.
- Information and learning technology (ILT), including the college's virtual learning environment, is used more effectively in some subject areas than

others. Additional learning support is good and helps learners to make good progress but in a few cases the full impact of this support is lost because teachers have not given sufficient consideration to it in their lesson planning.

- Assessment is comprehensive and fair. Most, but not all, teachers provide regular and encouraging feedback to learners about their work to help them improve. Some teachers do not correct learners' grammar and spelling as rigorously as they might. Target setting and the monitoring of learners' progress are effective.
- Learners have access to an extensive range of courses. Learners benefit enormously from their involvement in exhibitions and competitions and participate well in subject-based enrichment activities. The college's partnership work is outstanding. Its strong sense of purpose, allied with its close collaborative relationships, enables it to develop new ways of engaging and retaining some of the most disadvantaged learners in the locality.
- Care, guidance and support are good. The college enrolls learners on appropriate courses and supports them very well once they are there. The work of support teams, particularly vocational link workers and learning assistants, is helping to improve learners' retention through their assiduous monitoring of progress. The chaplaincy is a strong feature of the college's pastoral support arrangements.
- Leadership is strong and the responsibilities of managers are clear. Actions to improve performance, particularly in relation to retention, are having a positive impact on standards. The vision, values and strategic direction of the college meet the needs of the community and employers well and are endorsed by all staff through their work. Governors know the college well and provide good levels of support, challenge and scrutiny.
- The management of the college's work-based provision is satisfactory but links between this and college-based provision need further development; support arrangements for learners progressing into work-based provision are not as effective as those for learners on college-based programmes.
- Quality assurance is good. Arrangements to monitor and improve the quality of teaching and learning are comprehensive and effective. Self-assessment is generally accurate but the reports for curriculum areas and work-based learning are insufficiently self-critical.
- User engagement is outstanding. The college actively seeks views on how well it is doing from learners and its educational, community and business partners. The well-attended student parliament is an excellent forum for gathering learners' views. Learners, employers, parents and carers all report very high levels of satisfaction with the college and feel that their views are valued and acted on.
- Safeguarding arrangements are good. Effective arrangements are in place to ensure safe working practices in the college and for work-based learners and staff in the workplace. Equality and diversity are promoted well.

What does North Warwickshire and Hinckley College need to do to improve further?

- Help learners make better progress by making more effective use of information about their prior attainment when planning lessons and by ensuring that teachers set sufficiently challenging work.
- Improve the quality of teaching and learning by encouraging teachers to make better use of ILT to consolidate learning.
- Improve the quality of assessment by making sure that all teachers provide clear and detailed feedback to learners about how to improve their work and by monitoring the consistency and quality of marking more effectively.
- Review the effectiveness of attendance and punctuality monitoring and ensure that measures to improve attendance are applied rigorously in all subject areas.
- Evaluate the performance of curriculum areas and work-based learning provision more critically. Highlight strengths and identify areas for improvement more clearly, to inform improvement planning better.
- Strengthen the links between college- and work-based provision so that learners have better opportunities to progress and receive similarly good support.

Summary of the views of users as confirmed by inspectors

What learners like:

- the way in which the college treats them as adults so that they feel respected
- the support from approachable and very helpful college staff
- the good quality accommodation and resources
- the new student centre at Nuneaton
- the very good pre-course guidance.

What learners would like to see improved:

- the choice of food in the refectory
- the quantity of provision for, and cost of childcare
- the very short breaks between lessons in a few subjects
- the feedback which the college provides when responding to learners' views.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the responsiveness and flexibility of the college in addressing their training needs
- the good vocational skills demonstrated by apprentices who have been trained by the college

- the college's continuing efforts to keep up to date with industry requirements
- the close involvement they have with assessors' progress review visits.

What employers would like to see improved:

- the information provided about learners' progress in a very few areas.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. Since the last inspection the college has increased significantly the proportion of its learners who are aged 16 to 18. Managers at all levels, with the firm support of governors, are embracing this change fully and are putting in place a number of well-considered plans to ensure that all aspects of the college are aligned to the new business focus. The Principal, senior managers and governors enjoy the wholehearted support of staff.
9. The achievements of learners of all ages are above average but retention rates have declined. However, the college's data and inspectors' own evidence indicate that management interventions are having a positive impact and that this trend has now been reversed. Quality assurance arrangements are effective and any areas of underperformance are tackled rigorously. Self-assessment is largely accurate and identifies correctly the college's main strengths and areas for improvement. The college has comprehensive procedures in place to gather, and act upon, the views of learners and employers and partnership work is outstanding. Financial management is strong and accommodation is good. The new campus at Hinckley has had a positive effect on staff and learners and inspectors found that the standard of work of the learners currently based there is very good.

Outcomes for learners

Grade 3

10. Success rates are close to national averages in college-based provision. For learners aged 16 to 18 who follow long courses, success rates have improved more quickly than in similar colleges nationally while success rates for adults on long courses have improved at a rate similar to that seen nationally. Success rates are depressed by retention, for although the proportion of students who pass their course is above average, the retention rate is below average. The college's own data for the current year indicate that retention has improved for learners of all ages and at all levels, enabling managers to predict with some confidence that current learners will achieve success rates that are above average. Success rates on short courses are above average. Success rates for apprentices, including those for learners completing their qualifications within the planned time period, are average; success rates for learners on the Train to Gain programme are very high.
11. Many learners aged 16 to 18 enter the college with lower standards of literacy and numeracy than might be predicted from their prior performance at GCSE but then develop their literacy and numeracy skills well. Inspectors observed that this helped learners to make good progress in lessons, although the proportion of high grades that they achieve is below average. The college has ensured that there are no significant differences in the performance of different groups of learners according to their heritage. Learners of minority ethnic

heritage achieve success rates that are at least similar, and often higher than those of other learners.

12. Learners enjoy their time at college and speak highly of it. The development of their economic and social well-being is good. Learners develop good specialist vocational skills and perform very well in a wide range of regional and national skills competitions. Their entry to competitions is a strong feature of the college's work; inspectors observed that it raises learners' aspirations and helps them to develop their self-confidence. Progression to higher-level courses or into employment and HE is good. The vast majority of learners say they feel safe in the college and demonstrate an extremely responsible attitude to their own and others' safety. Learners know how to use the internet safely and adopt safe working practices in lessons. Behaviour is good and attendance is satisfactory.
13. The college provides an excellent range of information and additional services on health and well-being and offers good opportunities for learners to eat healthily, although a significant minority of learners fail to do so. There are good opportunities for students to engage in sporting and recreational activities at Nuneaton but not on other campuses and, with the exception of learners who study sport as a component of their course, participation in recreational activities is low. Learners make an outstanding contribution to the community through fundraising for local and national charities and their wholehearted support for local people in need. At the time of the inspection the college was engaged in its annual 'Green Week' which gave learners the opportunity to be involved in a range of excellent activities designed to increase their awareness of environmental issues.

The quality of provision

Grade 2

14. Teaching and learning are good. Teachers are well qualified; many have extensive experience in their subject areas and use it extremely effectively to make teaching more relevant and interesting. Relationships between teachers and learners are very productive. The large majority of lessons are planned well and have clear learning aims. Teachers use a wide range of teaching methods and are mostly successful in engaging students in meaningful and enjoyable learning activities. Teachers make effective use of questions, both to help learners develop their knowledge and to check their progress. The use of ILT, including the college's virtual learning environment, continues to develop and in many curriculum areas helps to improve learning. However, ILT is not used to its full potential in all subject areas.
15. In the most effective lessons, teachers use initial assessment information well to plan learning which is suited to learners' individual needs. These well-structured lessons are lively and maintain learners' interest throughout. A minority of lessons are less successful, often because teachers have failed to take sufficient account of learners' starting points. Typically these lessons are

dominated by the teacher and the pace of the lesson is too slow so that learners are not challenged sufficiently by their work.

16. Resources to support teaching and learning are good in most subject areas. In a number of subjects, including hospitality and catering and in hairdressing and beauty therapy, teachers use realistic working environments very effectively to help learners develop good vocational skills. Additional learning support is very effective in helping learners to make progress; however, in a minority of lessons, support staff do not have sufficient direction from teachers to ensure that the support they provide is targeted appropriately.
17. Assessment is good. Most teachers provide regular and encouraging feedback on written work with a clear explanation of how it could be improved. A minority of teachers do not give sufficient attention to correcting inaccurate grammar and spelling. Target setting and progress monitoring have improved and are broadly consistent between subject areas. The majority of learners know what their targets are, but are sometimes less sure about what they need to do in order to meet them. Work-based learners benefit from regular progress reviews. Assessors respond very flexibly to meet the assessment needs of learners and their employers.
18. Provision to meet the needs of users is good. The college has developed an extensive range of courses at all levels and in all subject areas with good progression routes from entry level to advanced level and often beyond. Since its last inspection the college has increased its provision at foundation and advanced levels for learners aged 16 to 18 to reflect local and national priorities better. It has maintained its commitment to improving the life chances of learners who are currently not in education or employment by providing a broad range of very good training opportunities. The college takes excellent account of employers' and learners' views, resulting in the development of new courses, such as gaming operations and barbering. Enrichment, including the opportunity to study for additional qualifications, is good in most subject areas and most learners have good access to work experience. The range of work-based learning provision is satisfactory.
19. The college has an outstanding range of partnerships with community organisations, business partners and educational providers which it uses to excellent effect to promote its strong commitment to educational and social inclusion. The college works closely with schools, voluntary organisations and community groups to encourage participation in FE and is a key partner in local educational developments, such as academy sponsorship and studio schools. The college engages successfully with employers to promote apprenticeships; employers appreciate the rapid response to their training needs and the good quality training which the college provides. Learners benefit from partnership work through the additional enrichment activities that are provided with partners, the provision of good quality learning resources and the improved opportunities for employment or work placement.

20. Care, guidance and support are good. Potential learners receive accurate advice and guidance which helps to ensure that they are placed on the right course.
21. Initial assessment is thorough and enables the college to respond quickly when learners require additional learning support. More than one third of learners receive additional support and the vast majority of them achieve well. Learners in need of more specialised help, for example those diagnosed with dyslexia and dyscalculia, receive excellent individual support which enables them to achieve at least as well as other learners. Vocational link workers and learning assistants are helping to improve learners' retention by monitoring their attendance and progress assiduously. The college provides very good support for learners' welfare needs. Its strong links with external agencies, such as mental health organisations, social services and the police are used to good effect to retain learners at risk of not completing their course. Inspectors found that the current support for learners in work-based learning is satisfactory but is not yet as effective as support for learners on college-based programmes.
22. The college provides excellent pastoral support for learners. The chaplaincy and student experience team provide support and comfort for individuals who are experiencing difficulties in their lives and also promote the college's values in tangible ways for learners, for example through the extensive, and highly valued volunteering scheme. The college has very good systems to maintain contact with, and gather the views of parents and carers of learners aged 16 to 18.

Leadership and management

Grade 2

23. Leadership and management are good. The Principal, supported by her extremely capable senior management team, provides strong strategic management and communicates her vision for the future of the college clearly and unequivocally to staff. Consistent with this vision, the college has more than doubled the proportion of enrolments of learners who are aged 16 to 18, completed a successful major building programme at Hinckley and continued to develop its outstanding partnership work in the community since the last inspection. Most of the college's main targets were met in 2010/11 and morale is high. Managers are clear about their roles and are fully accountable for their areas of responsibility. The college recognises that since the last inspection the impact of low levels of retention on success rates has been significant and that improvement has not been as rapid as it would have wished. However, inspectors found that the new team of curriculum directors had taken rigorous action to improve performance and that there were already signs, for example in improved attendance and retention, that curriculum managers were having a positive impact on standards. The management of the college's work-based provision is satisfactory but links with college-based provision are not strong enough.

24. Governance is good. Governors are passionate about the college and provide an appropriate level of challenge to the Principal and senior managers on the decisions they take. They scrutinise course performance closely and have a very clear understanding of the college's strengths and areas for improvement. Governors value their training, peer support and link arrangements with curriculum and support areas which help them to develop still further their knowledge of the college's work.
25. Managers use the college's accurate data well to monitor performance and make rapid and sharply focused interventions when course targets are not met. Self-assessment helps to identify the main areas in the college where provision could be strengthened and is largely accurate at college level. The reports for curriculum areas and work-based learning are insufficiently self-critical; as a result, some strengths are overstated and areas for improvement are not identified.
26. The college has robust procedures for assessing the quality of lessons; during this inspection there were no significant differences between inspectors' assessment of the quality of lessons and that of the college's observers. Managers use lesson observations well to identify development points for individual teachers as well as to highlight areas for development for the whole college. For example, incidences of lesson disruption have decreased following training for teachers in handling challenging behaviour and the recruitment of more male teaching assistants to provide extra support for more vulnerable learners.
27. Arrangements for learners and employers to contribute their views and promote improvement are outstanding. Learners and employers speak highly of the college's willingness to consult with them and say, and inspectors agree, that the college acts quickly to investigate and act on any suggestions that they make. The student parliament, which is attended by the Principal and one of the governors, has a high profile in the college. Actions arising from its meetings are monitored carefully and reported back to course representatives so that they can be shared with all learners.
28. The promotion of safeguarding is good. The college attaches a high priority to safeguarding and has strengthened its arrangements to reflect its increasing proportion of vulnerable learners well. Inspectors found few incidents of bullying, including cyber-bullying, or harassment. Security vetting checks meet statutory requirements and include appropriate checks on subcontractors. Appropriate risk assessments take place in subject areas and there are effective arrangements in place to support safe working practices for work-based assessors who work alone or at unsociable hours.
29. The promotion of equality and diversity is good. Students report that the college is a tolerant and friendly environment in which to learn. Teachers promote equality and diversity well in the majority of lessons, and use relevant examples to develop learners' knowledge and understanding further. Learner-

run groups, such as the recent 'Gays are OK' group, promote equality and diversity further. Learners whose domestic arrangements are difficult are supported well to be part of the college community. Staff and governors receive appropriate training. Senior managers collect and analyse recruitment and performance data about different groups of learners. These data show that there are no significant differences in the outcomes of different groups. However, equality and diversity data are not used as thoroughly in the analysis of performance at course level.

30. The college provides good value for money. Financial and resource management are strong. The college is resourced well and accommodation is good overall, although it is outstanding in Hinckley. Outcomes are satisfactory but learners' achievements are above average. Sustainability has a high priority and clear and challenging targets are in place to reduce the college's carbon footprint.

Subject areas

Health, social care and early years

Grade 2

Context

31. The college offers full- and part-time courses in health, social care and early years. Of the 1,372 learners on college-based provision, 417 are aged 16 to 18 and 955 are adults. Some 444 learners follow full-time courses and 925 are part time. In total 48 learners are at foundation level, 904 at intermediate, 414 at advanced and six at higher levels. An additional 76 pupils aged 14 to 16 follow courses as part of their Key Stage 4 programme. The college provides apprenticeships for 35 learners, mostly in early years, and nine in health and social care.

Key findings

- Outcomes for learners are satisfactory, but show significant differences between courses, largely because of variations in retention. Learners aged 14 to 16 achieve outstanding outcomes and many progress to courses at the college. Apprentices achieve satisfactory outcomes. Attendance is satisfactory.
- Learners make good progress and demonstrate high levels of practical skills. In one successful lesson, health studies learners used peak flow and blood pressure monitors and digital thermometers well to develop their understanding of physiological measurements in health care. Learners are fully aware of the procedures to adopt in different care settings to ensure clients' dignity and well-being and how to keep themselves, their colleagues and their clients safe.
- Learners make an outstanding contribution to the community through their wholehearted contribution to local and national charities and the support they provide for individual young people in need. They have a profound understanding of the significance of their work as future carers to the development of a flourishing local community.
- Teaching and learning are good. Teachers are well qualified and have a good range of professional experience. This enables them to draw clear links between theory and best professional practice. In one lesson learners demonstrated an excellent understanding of multi-agency work in the sector and of how to support and be supported as key workers in nurseries. In a minority of lessons teachers do not make their expectations of group work activities clear so that learners do not benefit from them sufficiently.
- Resources to support learning are good. Learners benefit from the well-equipped health and social care room which contains a hospital bed and a wide range of up-to-date learning resources.
- Assessment is good. The majority of learners receive detailed and constructive feedback on the quality of their work and how to improve it. In most lessons targets for individual learners are appropriate to their needs. However, not all

learners are aware of their progress in lessons towards achieving their planned targets, or the extent to which they need to improve the quality of their work over time.

- The range of provision meets the needs and interests of learners well. Progression between courses, and into HE and further training, is good. Learners have good opportunities to achieve additional qualifications, including in first aid, and participate well in the good variety of subject enrichment activities. Partnership working is good. Strong links with a broad range of partners enable the college to provide learners with the opportunity to work and train in settings where professional standards are high.
- Care, guidance and support are good. Initial assessment is comprehensive and accurate and the induction programme for new learners is informative and fun. Tutors monitor individual learners' progress well and group tutorials provide useful, and extremely effective, additional opportunities for learners to consolidate their understanding of social, safeguarding and health-related topics. Staff hold regular additional workshops for underperforming learners to help them achieve their potential.
- Leadership and management are good. The new manager enjoys the confidence of colleagues and communication throughout the subject area is good. The college has put in place a broad range of initiatives to improve standards further, including more regular meetings about learners' progress and measures to improve retention. Teachers share good practice effectively.
- Equality and diversity are promoted well. All staff give equality issues a high priority in their lesson planning and are particularly skilled at helping learners to develop and use appropriate vocabulary. They have taken successful remedial action to close gaps in performance between different groups of learners. Self-assessment is good and provides a broadly accurate basis for improvement planning, although some of the grades awarded are over-optimistic.

What does North Warwickshire and Hinckley College need to do to improve further?

- Improve the quality of teaching and learning by planning group work activities so that all activities provide sufficient challenge and all learners have the opportunity to contribute.
- Help learners to make better progress by ensuring that the feedback they receive on completed work is consistently good and that progress in lessons is matched carefully to learners' targets.

Motor vehicle

Grade 3

Context

32. The college offers full- and part-time courses in motor vehicle. Of the 254 learners on college-based provision, 222 are aged 16 to 18 and 32 are adults. Some 242 learners follow full-time courses and 12 are part time. In total 111 learners are at foundation level, 108 at intermediate and 35 at advanced level. Some 77 pupils aged 14 to 16 follow courses in motor vehicle as part of their Key Stage 4 programme. In work-based provision, the college has 412 apprentices studying vehicle maintenance and repair, and 30 learners who are studying passenger carrying vehicles.

Key findings

- Outcomes for learners are satisfactory. Success rates on advanced courses have improved and are well above average. Success rates on the majority of foundation and intermediate courses have declined and are below average. Outcomes for learners on apprenticeship programmes are satisfactory. Attendance is satisfactory.
- Current learners are making good progress and developing good vocational skills. Learners demonstrate their ability to carry out a wide range of vehicle maintenance and body repair procedures successfully, including the latest plastic repair procedures to recondition car bumpers. Learners adopt safe working practices in workshops and are good at identifying potential hazards.
- Learners develop their literacy and numeracy skills well. They are required to complete calculations which are of an appropriate standard in relation to the course they are following. In one successful lesson, learners improved their spelling and grammar through a card activity game related to motor vehicle operations.
- Teaching and learning are good. Teachers incorporate a wide range of useful activities in lessons to engage and promote learning, including the use of learning software. However, in a significant minority of theory lessons, teachers do not provide all learners with sufficient challenge so that learners do not make as much progress as they should. Learners enjoy practical lessons more; in one vehicle maintenance lesson, learners carried out advanced engine cylinder leakage and compression tests successfully with very little help from their teacher.
- Accommodation and resources to support learning are good. Workshops are spacious and well equipped with a good range of specialist tools including fuel pressure testers, electronic code readers and oscilloscopes. However, some items of equipment, such as the wheel aligner and tyre changer, are in need of updating. Many classrooms are dull and are not equipped with electronic whiteboards so that teachers are not able to make as much use of ILT as they would like.

- Provision meets learners' needs well. They can choose from a good range of courses which have been developed in conjunction with local employers. Partnerships with employers and local schools are good; the department benefits from the range of new vehicles and equipment donated by partners. However, learners have insufficient opportunities for work experience.
- Care, guidance and support are satisfactory. Learners value and benefit from the support they receive from teachers, workshop technicians and learning assistants. Learners receive advice and guidance which take account of their GCSE and initial assessment results but do not provide sufficient information about their practical skills, resulting in a minority of learners being enrolled on a course at an inappropriate level.
- Leadership and management are satisfactory. Managers are providing a much stronger focus on improving the quality of teaching and learning and there is some evidence, for example in the improved retention of current learners, that their efforts are being successful. Self-assessment, although broadly accurate, has not identified all of the key areas for improvement in the subject area and the sharing of good practice is underdeveloped.
- The promotion of equality and diversity is good. Teachers incorporate equality and diversity themes regularly in their theory lessons. Female learners are supported well and feel respected by their teachers and other learners. Managers analyse carefully the performance of different groups of learners at subject level, although this is not repeated at course level. Data show no significant differences between the performance of different groups of learners by ethnicity or gender.

What does North Warwickshire and Hinckley College need to do to improve further?

- Strengthen initial advice and guidance by including the assessment of practical skills so that learners can be matched to the correct level of course.
- Make better use of the good partnership arrangements by ensuring that all learners who would benefit from it have the opportunity for work experience.
- Improve the rigour of self-assessment by making sure that areas for improvement are identified at course level and encourage teachers to share good practice more effectively.

Leisure, travel and tourism

Grade 2

Context

33. The college offers full-time and part-time courses in leisure, travel and tourism. Of the 485 learners currently enrolled on college-based provision, 309 are aged 16 to 18 and 176 are adults. Some 252 learners follow full-time courses and 233 follow part-time courses. In total 16 learners are at foundation level, 293 are at intermediate level and 176 are at advanced level. In work-based provision, the college provides apprenticeships for five learners in instructing exercise and fitness.

Key findings

- Outcomes for learners are good. Success rates on sports programmes, which make up more than three quarters of the total provision, are well above average but success rates on travel and tourism programmes are average.
- The standard of learners' work is good and they make good progress in lessons. Attendance is satisfactory. Progression is good. The vast majority of learners progress to higher-level courses or HE, or enter employment.
- The development of learners' economic and social well-being is good. Learners gain useful additional vocational qualifications through the enrichment programme and have good opportunities for work experience. Learners on sports programmes pay very careful attention to good warm-up discipline in practical sessions and manage their own safety, and that of their colleagues, very well.
- Teaching and learning are good. In the best lessons teachers link theory to its practical application very skilfully so that learners enjoy their learning and make good progress. Teachers plan lessons well and take into account the different learning needs and styles of individual learners. The use of questions and discussion in lessons is good. However, teachers have yet to realise the full potential of ILT in making their lessons more interesting.
- Assessment is good. Learners receive regular feedback on their work which helps them to understand how they could improve it. However, teachers do not always provide sufficient corrections to inaccurate grammar and spelling when marking assignments. Target setting and the monitoring of learners' performance towards achieving agreed targets are good. Verbal feedback to learners in practical sports lessons is very good.
- Accommodation and resources are good. For sports programmes these include outside grass pitches, a well-equipped fitness suite, massage spa, dance studio, and a large modern sports hall. Facilities for travel and tourism courses allow learners training to be cabin crew to practise in a realistic mock aircraft section. Resources for gaming operations are of a very high industry standard.
- Partnerships are outstanding and benefit learners significantly. Sports learners are involved in a good variety of community activities and work closely in

collaboration with schools and local authorities to provide better sports opportunities for pupils aged 11 to 16. Travel and tourism learners benefit from good placement opportunities and the improved employment opportunities which the college's excellent links foster. The subject area has excellent partnerships at national level within gaming operations.

- Care, guidance and support are good. Learners receive good, independent initial advice and guidance. Learners who require extra help with their learning receive effective additional support in lessons and in individual support sessions. Tutorials are good. Learners particularly value their individual tutorials, at which they are able to measure and assess their personal progress.
- Leadership and management are good. Managers communicate well with staff and morale is high. Staff in the subject area have a deep-rooted desire to improve outcomes for learners, particularly in leisure, travel and tourism where outcomes are currently average. Self-assessment is robust, inclusive and broadly accurate.
- Equality and diversity are promoted well. All staff have been trained to ensure that they are up to date with current equality practice. Teachers give equality issues a high priority in their lesson planning so that learners develop a good understanding of equality and diversity and demonstrate respect for their peers. Staff have a good understanding of their role in ensuring that all learners are safe.

What does North Warwickshire and Hinckley College need to do to improve further?

- Improve the quality of teaching and learning by helping teachers to make more effective use of ILT in lessons.
- Improve the feedback that teachers provide on learners' marked work by ensuring that inaccurate grammar and spelling are corrected thoroughly and consistently.

Visual arts

Grade 2

Context

34. The college offers full-time and part-time courses in visual arts. Of the 359 learners currently enrolled, 293 are aged 16 to 18 and 66 are adults. Some 336 learners follow full-time courses and 23 follow part-time courses. In total 11 learners are at foundation level, 17 are at intermediate level, 315 are at advanced level and 16 are at higher level. An additional 11 pupils aged 14 to 16 follow courses in visual arts as part of their Key Stage 4 programme.

Key findings

- Outcomes are good. Success rates are at or slightly above national averages but vary significantly between subjects. Learners make good progress, particularly on advanced courses in photography and fashion. Attendance and punctuality are good. Progression within the subject area and into HE, often into prestigious institutions, is good.
- The standard of learners' work is high. The use of live briefs, coupled with the high standards demonstrated by teachers and visiting speakers, provides a strong incentive for learners to do well and they acquire excellent drawing, painting and graphics skills. The standard of garments produced on fashion courses is high; learners have an excellent awareness of fashion trends.
- Teaching and learning are good. Teachers have high expectations, particularly of learners in their final year, and constantly challenge learners to think critically and creatively. Teachers use questions well to check on how much learners have understood and guide them into thinking more deeply about their project briefs. They use ILT well in the majority of settings.
- Collaborative project work is a strong feature of the visual arts but at the time of this inspection teachers were not taking advantage of the excellent display space available to celebrate learners' achievements. Accommodation and resources to support learning in the new purpose-built Hinckley campus are outstanding.
- Assessment is good. Assignments are challenging, relevant and encourage learners to develop a sense of altered vision. Teachers mark work thoroughly and provide plenty of information about how and where improvements could be made.
- The range of provision meets the needs and interests of learners well. The good range of courses provides appropriate progression routes in all of the visual arts. Although the provision for pupils who have been excluded from school provides an excellent opportunity for a fresh start in the visual arts, there is as yet no intermediate programme to which they can progress.
- Learners make good use of the opportunity to fast-track from subsidiary diplomas to extended diplomas by completing a discrete summer project. Learners benefit from a wide range of excellent subject enrichment activities,

including visits to foreign cities to study their art collections, but there are as yet insufficient opportunities for them to work with local employers or engage in projects in the community.

- Care, guidance and support are good. Learners receive good initial guidance and their subsequent progress is monitored carefully through individual tutorials. Learners appreciate the informal support they receive; they are particularly pleased with the way in which they are allowed to use resources outside of their timetabled classes so that they can keep up to date with their assignments and develop the ability to work independently.
- Leadership and management are good. The new accommodation has raised the aspirations of staff and students alike. Communication is good and morale is high. Teachers are provided with good opportunities to improve their professional training and are beginning to share good practice effectively.

What does North Warwickshire and Hinckley College need to do to improve further?

- Use exhibition space more effectively to celebrate the work of learners.
- Involve employers more fully in the curriculum and develop more community projects so that the new campus becomes a strong focal point for learning in the visual arts.

Literacy and numeracy

Grade 2

Context

35. The college offers part-time courses in literacy and numeracy from entry level to intermediate level. Many full-time learners take functional skills as part of their studies and apprentices take key skills. Of the 3,352 learners currently enrolled on college-based provision, 2,329 are aged 16 to 18 and 1,023 are adults. Some 246 of the adult learners follow courses in adult literacy and numeracy. Another 136 learners follow a work-placed learning programme.

Key findings

- Outcomes for learners are satisfactory. Success rates in functional skills in 2010/11 were close to the national average. However, the retention of current students is higher, indicating that success rates will improve in 2011/12. Progression from one level to the next is good in both literacy and numeracy. Attendance and punctuality are satisfactory.
- Learners enjoy their lessons and are highly motivated. They make good progress, improve their self-esteem, grow in confidence and develop a wide range of new skills to support their learning and prospects for employment. The majority of learners demonstrate good teamwork, report writing, use of information technology and numeracy skills, and are able to apply them well in their work.
- Teaching and learning are good. Teachers are well qualified and experienced and have high expectations of their learners. In most lessons learners engage fully in learning and are very keen to contribute in discussions and to help each other. Teachers plan activities and materials carefully to match the needs and interests of individual learners. Lessons progress at a good pace and there are extension activities available to stretch the most able learners. Teachers use ILT well to stimulate and enhance learning.
- Assessment is good. Teachers use assessment evidence well in their planning and monitor learners' progress rigorously in lessons. Teachers mark written work carefully and to a consistent standard.
- Provision meets learners' needs satisfactorily. Learners have clear progression routes between courses but do not always have the opportunity to complete both English and mathematics functional skills in the same year. The hours allocated to literacy and numeracy programmes are not sufficient to enable all learners to complete their learning aims successfully.
- Managers are currently making well-judged changes to the curriculum to include a more comprehensive offer for literacy and numeracy in the workplace, the community and for the unemployed, and are investigating how to offer a more flexible examination schedule for functional skills programmes. Partnership working is good. The college works successfully with local agencies,

including social services, to ensure that learners with multiple barriers to learning who are at risk of not completing their course remain at college.

- Care, guidance and support are good. Induction is comprehensive and learners are clear about what is expected of them. Initial diagnostic assessment is thorough and ensures that learners are placed on a course at the appropriate level. Learners receive effective support in lessons and tutorials and this has made a significant contribution to the improvement in their retention this year.
- Leadership and management are good. The new manager enjoys the confidence of colleagues and has put in place a broad range of initiatives to improve standards still further. Communication is good and morale is high. Teachers value the support they receive and the frequent opportunities they now have to share good practice. Collaborative working with other subject areas is strong. Self-assessment is thorough and generally accurate.
- Equality and diversity are promoted well. Managers use the college's data well to review the performance of different groups of learners. These data indicate that there are no significant differences between outcomes for learners according to their heritage. In lessons, stereotypes are discussed and challenged well. Learners say, and inspectors agree, that they are treated with respect in their lessons and treat each other similarly.

What does North Warwickshire and Hinckley College need to do to improve further?

- Develop an examination schedule which is more suited to the requirements of learners in the community, the workplace, or for those who are unemployed.
- Develop still further the strong links with other subject areas so that the recent improvement in literacy and numeracy standards can be maintained.

Information about the inspection

36. Four of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the college's vice principal of quality and curriculum as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
37. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the college. They observed learning sessions, training in the workplace, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
North Warwickshire and Hinckley College
Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	6,198	2,582	3,616	0
Part-time learners	3,652	615	583	2,454
Overall effectiveness	2	2	2	3
Capacity to improve	2			
Outcomes for learners	3	3	3	3
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals? How well do learners progress?	3 3			
How well do learners improve their economic and social well-being through learning and development?	2			
How safe do learners feel?	1			
<i>Are learners able to make informed choices about their own health and well being?*</i>	2			
<i>How well do learners make a positive contribution to the community?*</i>	1			
Quality of provision	2			
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	2			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	2			
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2			
How effectively does the provider promote the safeguarding of learners?	2			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
How effectively does the provider engage with users to support and promote improvement?	1			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
How efficiently and effectively does the provider use its available resources to secure value for money?	2			

*where applicable to the type of provision

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Ofsted
Piccadilly Gate
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M1 2WD

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