

# Hereford College of Arts

## Inspection report

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**Unique reference number:** 130714

**Name of lead inspector:** Paul Joyce HMI

**Last day of inspection:** 01 April 2011

**Type of provider:** Specialist college

**Address:** Folly Lane  
Hereford  
Herefordshire  
HR1 1LT

**Telephone number:** 01432 273359

## Information about the provider

1. Hereford College of Arts is a small specialist further education college located in the city of Hereford and is the only specialist college for art, design and performing arts in the Midlands. The college was established in 1851 and is one of three further education colleges in the city. It provides further and higher education courses and operates from three main sites, although all further education provision is now based at the Folly Lane site. This inspection was of the further education provision only.
2. The college offers first diploma courses in art and design and in performing arts, extended diplomas in performing arts, music and art and design, and the foundation diploma in art and design. The majority of learners are on advanced-level courses, are aged 16 to 18 and are on full-time programmes. In addition the college provides learning opportunities for a small number of learners with learning difficulties and/or disabilities to combine the study of creative and performing arts as part of the development of skills for independence and work.
3. At the time of inspection 474 learners were on full-time courses of which 396 were aged 16 to 18 and 78 were adults. A further 21 part-time learners were enrolled on courses of which 3 were aged 16 to 18 and 18 were adults. The majority of learners are on visual arts courses and the vast majority are from White British backgrounds. Most learners are recruited from either Herefordshire or Worcestershire. The college's mission is 'to provide outstanding education and employability in the creative arts'.
4. The college does not provide training on behalf of any other provider.
5. No other organisation provides training on behalf of the college.

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<b>Provision for young learners:</b> Further education (16 to 18)	430 full-time learners
<b>Provision for adult learners:</b> Further education (19+)	73 full-time learners 14 part-time learners

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 4</b>
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<b>Capacity to improve</b>	<b>Grade 4</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	4
Safeguarding	3
Equality and diversity	3

<b>Subject Areas</b>	<b>Grade</b>
Visual arts	3
Performing arts	4

## Overall effectiveness

6. This is an inadequate college where the quality of provision has declined since the previous inspection and where provision in performing arts has been inadequate for three consecutive years. While learners who successfully complete their course of study achieve well, with many achieving high grades, too many leave their course before the planned end date without achieving.
7. The quality of teaching varies both within and between courses. Teaching on the foundation diploma course is consistently good. On other courses the best lessons are challenging and do encourage learners to experiment and explore and to develop their artistic talent. However, in too many lessons teaching is not sufficiently challenging and professional standards are not sufficiently promoted.
8. The college provides a good range of courses at intermediate and advanced level. Appropriate progression routes are provided and progression rates to higher education courses are high for those who complete successfully. Partnership working is strong and learners benefit from an extensive range of visits, workshops and exhibitions that extend their understanding and develop their skills.

9. Learners receive satisfactory guidance and support although initial advice and guidance is not always effective in preparing learners for the transition from school to college or in making clear the expectations and requirements of courses. The take up of additional learning support is low and learners are not provided with specialist numeracy support. Guidance and support for learners progressing to higher education are good.
10. Leaders, managers and governors have not taken sufficient action to remedy declining performance. Quality improvement arrangements, including self-assessment, are ineffective. While safeguarding arrangements and the promotion of equality and diversity are satisfactory overall, insufficient attention is given to monitoring and improving these aspects. The college has an inadequate capacity to make the necessary improvements.

## Main findings

- Success rates vary considerably between different courses with high success rates on the foundation diploma in art and design course, broadly average success rates on most other visual arts courses and very low success rates on performing arts courses.
- Learners that complete their course of study achieve well and many gain high grades. However, too few learners complete the courses that they start and retention rates on many courses are very low. In-year retention rates on many first year courses have improved but it is too early to judge the impact on learner success rates.
- Learners make satisfactory progress overall with progress being better in visual arts than in performing arts. Learners develop good vocational skills and many produce work of a high standard although the quality of work is variable. Learners make a good contribution to the community through an extensive range of public performances and exhibitions.
- Attendance rates are satisfactory overall but are low on a minority of courses. Learners feel very safe while at college and are adequately informed of risks; they have the knowledge and understanding to make informed choices about their safety, health and well-being. The majority of learners enjoy college life.
- The quality of teaching and learning is variable. Teaching on the foundation diploma in art and design is consistently good. In the most effective lessons learners are encouraged to experiment and explore, and peer critique is used well to develop further ideas and concepts to broaden learners' thinking.
- In too many lessons in both performing and visual arts, other than on the foundation diploma course, learners are not challenged sufficiently and high professional standards are not promoted sufficiently. Additional learning support is effective where it is provided although not all learners that would benefit from additional support, especially for numeracy, receive it.
- The range of provision is good with clear progression pathways at different levels. Specialist options within courses are tailored to meet learners' needs

including one course for learners with learning difficulties and/or disabilities. Progression rates, especially onto higher education courses, are high for those who complete successfully. Learners benefit from an extensive range of curriculum enrichment opportunities.

- Partnership working with schools and the local authority is good and provides many opportunities to encourage and motivate young people to pursue the visual and performing arts. The increasing involvement of employers benefits learners by developing their understanding of business needs through real-life projects.
- Learners receive satisfactory guidance and support with teachers providing enthusiastic and expert academic advice and with a range of support staff providing pastoral care. However, initial advice and guidance, although improved this year, is not always effective in preparing learners for course expectations. Guidance and support with higher education applications are good.
- Leaders and managers have not taken sufficient action to address the year-on-year decline in retention and success rates or to improve the inadequate provision in performing arts in a timely manner. Governors, whilst supportive of the college, have failed to hold the college sufficiently to account for its performance and have not fulfilled all their required duties, for example, in regard to safeguarding and equalities.
- The college responds well to the views of learners and a number of beneficial changes are made in response to learner feedback. Accommodation and resources have improved and are good. Arrangements for safeguarding learners are satisfactory. The promotion of equality and diversity in teaching is good but the college has yet to complete equality impact assessments.
- Quality assurance and quality improvement processes are inadequate and have not been effective in improving provision or outcomes. Self-assessment fails to identify key areas for improvement and over-estimates the quality of teaching and the overall effectiveness of the college. The use of data and of targets to monitor and improve provision is underdeveloped.

### **What does Hereford College of Arts need to do to improve further?**

- Urgently raise success rates on performing arts courses by rigorously monitoring learner attendance and progress and by ensuring robust curriculum management uses data and targets to monitor closely and improve the quality of provision.
- Raise retention rates by further improving initial advice and guidance to ensure all learners are adequately prepared for the academic challenge of courses and are fully aware of course expectations and requirements. Rigorously monitor learner attendance and progress and provide additional support where required.
- Share existing good practice in teaching and learning more widely within and between different course teams so that teaching and learning are consistently

good or better across all courses. Promote and enforce high professional standards in all lessons to reflect industry best practice.

- Ensure learners are sufficiently challenged in all lessons by supporting teachers to plan demanding work that is well matched to meet individual learners' needs and ability levels. Ensure teachers target questions effectively to challenge all learners and develop their potential fully.
- Ensure all learners that are identified as requiring additional support receive it by promoting the beneficial impact of support on previous learners' successes. Extend the support provided for learners with numeracy development needs by providing specialist support to enable learners to achieve their full potential.
- Significantly strengthen the rigour of academic performance monitoring by setting and rigorously monitoring challenging targets for learner attendance, retention, achievement and success on every course. Take robust timely action to address underperformance against targets by implementing recovery plans.
- Significantly enhance the effectiveness of quality assurance and quality improvement processes, including those for the observation of teaching and learning, by adopting best practice from outstanding providers within the sector.
- Ensure governors review and approve college safeguarding policies and procedures and that they receive reports relating to the implementation of safeguarding and equalities schemes. Strengthen governors' knowledge and understanding of data to enable them to provide more effective challenge.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- good personal support from teachers and technical demonstrators
- constructive criticism by teachers and other learners
- the variety of creative options available
- the very good progression opportunities available
- greater independence and freedom of choice
- opportunities to carry out live business tasks
- the adult atmosphere.

#### **What learners would like to see improved:**

- access to the internet to research assignment briefs
- facilities for storing work
- the range of musical instruments
- opportunities for group discussions and interaction at the start of the course.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- the responsive nature of the college to meet company needs
- the proactive approach to developing networks
- the pivotal role the college plays in promoting arts, culture and heritage
- effective teaching
- close working partnerships on the 'shape the future' 14–19 programme.

### **What employers would like to see improved:**

- nothing reported.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 4**

11. The overall effectiveness of provision has declined significantly in both visual and performing arts in the three years since the previous inspection. While the college has made good progress in remedying most of the areas identified as requiring improvement, success and especially retention rates have declined and are now below corresponding national levels of both specialist and general further education colleges. Retention rates are significantly below national levels on most courses, especially in performing arts, where provision remains inadequate. Leaders, managers and governors have not taken sufficient action to improve provision in a timely manner.
12. Quality assurance and quality improvement processes are ineffective. The self-assessment process, while inclusive, fails to recognise sufficiently the significance of key areas for improvement and over-estimates the effectiveness of many key aspects of the college's work. Data and targets are not used effectively to monitor and improve the quality of provision and outcomes for learners. Improvement planning is underdeveloped. While financial management and control are good and the college is in a good financial category, both strategic and operational oversight of key performance measures are inadequate.

### Outcomes for learners

**Grade 3**

13. The headline success rate for all long courses in 2009/10 was slightly below the corresponding national average of both specialist and general further education colleges. On long courses in visual arts the headline success rate is at the national average of general further education colleges and slightly below that of specialist colleges. Headline long course success rates on performing arts courses are very significantly below the national rates of both specialist and general further education colleges and are inadequate.
14. Learners on the foundation diploma art and design course achieve well and success rates are high. Success rates on all other visual arts courses are around national average levels and are satisfactory. On all performing arts courses success rates are below average and very significantly so on the extended diploma in performing arts and on the extended diploma in music courses. There is no notable difference in the achievement rates of learners from minority ethnic groups, by gender, by age or by disability. Learners with learning difficulties and/ or disabilities following a personal and social development programme make good progress and achieve well.
15. While learners that successfully complete their course of study achieve well, too many learners leave the course early without achieving. Pass rates are high on most courses and many learners who achieve gain high grades. However,



retention rates are very low on all courses other than on the foundation diploma in art and design. Overall retention rates have declined and in 2009/10 were exceptionally low.

16. Learners make satisfactory progress overall although progress is better on visual arts courses than on performing arts courses. Learners often produce work of a high standard and develop good vocational skills relative to their course of study. The quality of work does vary with the highest quality of work being on the foundation diploma in art and design course, although there are examples of high quality art work in sketchbooks and portfolios on other visual arts courses. Learners on performing arts courses develop good performance skills, although productions selected for public performance are not always well suited to learners' experience or ability.
17. Most learners feel safe at college and enjoy college life. Attendance rates are satisfactory overall but low on a minority of courses. The skills developed by learners improve their social and economic well-being and staff adequately inform learners about risks so they can make informed choices about their safety, health and well-being. Learners make a good contribution to the community through an extensive programme of exhibitions and performances.

### **The quality of provision**

### **Grade 3**

18. Teaching and learning are satisfactory overall and good on the foundation diploma course. Teachers encourage learners to be experimental and exploratory in their work, creating a culture where they can take creative risks without fear of failure. The most effective lessons have a clear purpose and are exciting and challenging; they encourage learners to try new approaches and this helps them become more confident in developing their thinking and creative practice. However, in a significant minority of lessons, aims and objectives are not shared with learners and tasks are not sufficiently demanding to stretch more able learners to the full extent of their abilities.
19. When teachers plan carefully and direct their questioning in lessons, all learners are actively involved and contribute to discussion and debate and this helps to extend their learning and understanding. However, this is not consistently well managed and too often individual learners remain passive. Occasionally teachers present too much factual information all at once which is difficult for learners to absorb and retain. In lessons where teaching is good, high professional standards are clearly established and learners respond positively, making good progress and improvements in their work. However, not all teachers adopt this rigorous approach to reinforcing high professional and vocational standards and much good practice in teaching and learning is not shared either within or between course teams.
20. Many teachers provide regular opportunities for learners to evaluate their own work and that of their peers. Learners on the foundation diploma course develop good critical and reflective skills and are confident in giving each other

feedback, sharing personal insights and making constructive suggestions for further development. However, on other courses, learners' review of each others' work is not sufficiently evaluative to help them extend and improve their practice.

21. Initial assessment is thorough and clearly identifies learners who have additional learning needs, particularly in literacy and written work. Learners who receive additional support find it beneficial although too few learners take up the support offered. Specialist support for learners with numeracy needs is not provided. Assessment practice is satisfactory overall.
22. The curriculum meets the needs and interests of learners well. The range of courses provides good progression opportunities and different specialist options within courses enable learners to follow particular pathways of interest. Progression routes to higher education are well established and progression rates are high, especially on the foundation diploma course where many learners progress to leading higher education institutions. A personal and social development programme for learners with learning difficulties and/or disabilities enables learners to experience the creative and performing arts and to participate fully in the life of the college. Enrichment opportunities are extensive and enable learners to make a good contribution to the community through an impressive programme of performances and exhibitions.
23. Partnership working is good. The college works very closely with local schools and the local authority and provides many opportunities for young people to experience and develop skills in the creative and performing arts. The college works with an increasing number of employers and other industry organisations who make a significant contribution to enhancing the curriculum and learners' experience. Guest speakers, resident artists, and the opportunity for learners to work on live briefs contribute significantly to developing learners' knowledge and understanding and their awareness of employers' requirements.
24. Guidance and support are satisfactory. Initial advice and guidance are becoming more effective in ensuring prospective learners are adequately prepared for the demands of their course and for the transition to becoming more independent learners. The college has recently introduced pre-entry course work and has revised tutorial support arrangements in an attempt to raise retention rates. Early indications are that these initiatives are proving successful although they have not yet been introduced on all courses. Learners receive satisfactory pastoral guidance and support and have access to a good range of specialist support agencies. Teachers, teaching assistants and technical demonstrators foster very good relationships with learners who value the support they receive.

## Leadership and management

## Grade 4

25. The strategic direction of the college is focused clearly on promoting education and employment opportunities in the creative and performing arts. The Principal, together with other senior managers and governors, is passionately committed to making the arts accessible to all and to promoting individual learners' successes. However, leaders, managers and governors have not focused sufficiently on ensuring the key performance indicators of a successful college have been prioritised and have not taken timely action to improve the quality of teaching and learning or to raise learners' retention and success rates. Strategic and operational oversight are inadequate.
26. Governors are very supportive of the college and have a wide range of experience and expertise. Most governors are linked to curriculum or support areas and play an active role in college life. However, governors have not held the college to account sufficiently and fail to monitor performance or challenge senior managers effectively in relation to the effectiveness of courses, especially in performing arts. Governors have not reviewed or approved safeguarding policies and procedures for the last three years and have been slow to ensure the college is complying with its statutory duties in response to equalities legislation.
27. Arrangements to ensure learners are appropriately safeguarded and protected are satisfactory. All staff, governors and volunteers have undergone enhanced Criminal Record Bureau checks and a secure single central register is in place. A designated manager with responsibility for safeguarding is known to staff and all college staff are required to complete safeguarding training. Good links are established with the local safeguarding board and recently an e-safety policy has been introduced. Health and safety are managed effectively and risk assessments, where required, have been completed.
28. The college has recently introduced a single equalities scheme and equality and diversity matters are considered in strategic planning. However, equality impact assessments have not been completed and the college does not systematically analyse the performance of different groups of learners by equality strands. Equality and diversity are promoted well within the curriculum and in teaching and learning where opportunities to explore different cultures, religions and beliefs develop learners' knowledge and understanding and help prepare them for life in a multicultural society.
29. Learners are very involved in many decision-making processes within the college. All courses have learner representatives who meet frequently with the student liaison officer and termly with senior managers. The college listens and responds well to the views of learners and beneficial improvements are made in response to their comments. Learner surveys are carried out annually and response rates are high and confirm a good level of satisfaction with the way the college responds to learner views. Employers are increasingly involved with

many individual courses and their views are starting to be used to make improvements.

30. Quality assurance and quality improvement processes, including self-assessment, are ineffective. Arrangements have not led to improvements in the quality of provision, the quality of teaching and learning, or learners' success rates, all of which have declined since the previous inspection. The use of targets and of data to monitor and improve provision is underdeveloped.
31. Many improvements have been made to accommodation and resources that are now good. Most studios, workshops and classrooms provide a good learning environment and the college uses its resources, including the deployment of staff, effectively. The college manages its finances well and is in a sound financial position. Given current learner outcomes the college provides satisfactory value for money.

## Subject areas

### Visual arts

### Grade 3

#### Context

32. The college offers the first diploma in art and design, the extended diploma in art and design and the foundation diploma in art and design. The majority of learners are on advanced-level courses and are aged 16 to 18 attending full-time. At the time of inspection approximately 300 learners were enrolled on visual arts courses, the majority of whom are from a White British background.

#### Key findings

- Outcomes for learners are satisfactory overall and good for learners on the foundation diploma art and design course. In 2009/10 success rates on the foundation diploma course were high. Success rates on other courses are around corresponding national levels and are satisfactory.
- Retention rates are low. Too many learners that start on the first and extended diploma courses leave before completing or achieving. Overall retention rates declined significantly on these courses in 2009/10. In-year retention rates have improved overall but it is too early to judge the impact on learners' success rates.
- Pass rates are high on all courses and many learners gain high grades. Learners produce work of a high standard although the quality of work does vary within courses. The standard of work on the foundation diploma course is high with sketch books containing creative and confident work.
- Many learners develop good technical, creative and presentational skills. However, they are not encouraged sufficiently to build and use sketchbooks for drawing, ideas and research. Learners make a positive contribution to the community through their involvement with local charities, the council and through exhibitions of work throughout the year. Most learners feel safe while at college and enjoy college life.
- Teaching and learning are satisfactory overall. Working relationships between staff and learners are productive. Most classes have an appropriate balance of theory and practical work. In the most effective lessons learners work collaboratively and peer critique is used effectively to enhance learning. However, in too many lessons learners are not challenged sufficiently, individual needs are not met and learners do not make the progress of which they are capable. The use of technology to enhance learning is underdeveloped.
- Teaching and learning on the foundation diploma course are consistently good. Learners are challenged to take creative risks and are encouraged to work independently to develop and pursue areas of personal interest.
- Teachers do not always promote high professional standards in classrooms, workshops and studios. Learners are permitted to eat and drink around their

work with little regard to the potential consequences for damage. Assessment of learners' work is satisfactory.

- The range of provision is good at meeting the needs and interests of learners. Specialist pathways within courses provide learners with good progression routes and progression rates from advanced-level courses to higher education are high. Partnership working is good and collaborative projects between the college and external organisations provide good enrichment opportunities for learners.
- Guidance and support are satisfactory. Changes to tutorial arrangements are providing learners with better continuity of support and are helping to improve retention rates. Learners are given appropriate guidance and support with pastoral matters and have access to a range of personal support services. Advice and guidance for progression to higher education is good.
- Leadership and management are satisfactory. The self-assessment report is broadly accurate although it overstates the effectiveness of teaching in some areas. Safeguarding arrangements are satisfactory and appropriate risk assessments are completed. The use of data and targets to monitor and improve provision is underdeveloped.
- The promotion of equality and diversity is good and themes are well embedded in the curriculum to give learners the opportunity to explore other cultures. The department is very inclusive and welcomes and supports learners with learning difficulties and/or disabilities to explore the creative arts as part of their personal and social development programme.
- Accommodation and resources are good. Studios are large and well equipped for the activities taking place. Specialist machinery and equipment is well maintained and is to industry standard.

### **What does Hereford College of Arts need to do to improve further?**

- Raise retention and success rates by ensuring initial assessment, advice and guidance are more effective at placing learners on courses that meet their needs, interests and ability levels, and by monitoring learners' attendance and progress rigorously.
- Share best practice in teaching and learning between course teams so learners on all programmes benefit from the same positive experiences as learners on the foundation diploma course.
- Ensure teaching is planned to meet the needs of individual learners so all are sufficiently challenged and achieve to their full potential. Make learners aware of expected professional standards and vigorously enforce these while promoting industry best practice in classrooms, workshops and studios.
- Make more effective use of technology, including the virtual learning environment, to enhance learning and to enable learners to research assignment briefs.
- Set targets and use management information data to monitor more closely and improve the quality of provision and outcomes for learners. Use clear and detailed action plans to address areas of underperformance.

## Performing arts

## Grade 4

### Context

33. The college offers the first diploma in performing arts, the extended diploma in performing arts and the extended diploma in music. The majority of learners are on advanced-level courses and are aged 16 to 18 attending full-time. At the time of inspection approximately 95 learners were enrolled on performing arts courses, the majority of whom are from a White British background.

### Key findings

- Outcomes for learners are inadequate. In 2009/10 success rates were below corresponding national averages on all courses and were very low indeed on the extended diploma in performing arts and the extended diploma in music courses. Success rates have been exceptionally low on these courses for the past three years.
- Success rates for the current academic year will remain well below average because in-year retention rates on the first diploma course and on second year extended diploma courses are very low. In-year retention rates on first year extended diploma courses have improved but it is too early to judge the impact on course success rates.
- Learners who complete their courses often achieve well and gain high grades. Many learners produce work of a high standard, especially in music and dance, although some musical theatre projects are over-ambitious for the age, ability and experience of learners. The programme of public performances is good and enables learners to make a positive contribution to the community and to develop good skills that contribute to their social and economic well-being.
- Attendance rates are satisfactory overall and learners are usually punctual to lessons. However, in a minority of classes poor attendance impedes learning and achievement as learners miss valuable collaborative working opportunities. Learners feel safe at college, enjoy college life and have the knowledge and understanding to make informed choices about their safety, health and well-being.
- Teaching and learning are satisfactory. While teaching is good in some lessons with aims and objectives shared with learners and with a clear structure that develops and continually checks learners' knowledge and understanding, not all lessons have a clear purpose and teachers do not always promote industry standards sufficiently well.
- Equality and diversity principles are well promoted in teaching and learning and good use is made of information and communication technology in classrooms and studios. Good initiatives to establish a corporate identity that fosters the spirit of a 'play-as-cast' ensemble company are starting to enhance the quality of provision.

- Assessment practice is good with assignment briefs that are challenging and well-written. Learners receive appropriate and timely feedback and are assessed frequently. Assessment decisions are fair and teachers inform learners what could be done to improve further.
- The range of provision, although small, satisfactorily meets the needs and interests of learners. Progression opportunities enable learners to move from intermediate to advanced level courses and onto higher education. Enrichment opportunities are good and enhance learners' experience. Partnerships with local schools and with external organisations are good.
- Guidance and support are satisfactory. Information, advice and guidance provided to learners prior to enrolling on courses have improved and are now satisfactory. Learners receive appropriate academic and pastoral support while on courses and the advice and guidance to support learners progressing to higher education are good.
- Leadership and management are inadequate. Outcomes for learners have been inadequate for the past two years and remain inadequate this year. Leaders and managers have failed to make improvements in a timely manner. A recently appointed dynamic curriculum manager has started to make improvements and teaching staff now feel fully supported. However, it is too early to judge the impact of these recent changes.
- Significant investment since the previous inspection has improved accommodation and resources which are now good. Learners are benefiting from specialist accommodation and resources that are of a high specification. The college responds well to the views of learners and improvements are made following learners' feedback.
- The promotion of equality and diversity is good and safeguarding arrangements are satisfactory. The self-assessment report identified correctly the overall effectiveness of performing arts provision to be inadequate but improvement plans are not sufficiently detailed to address key weaknesses. Data and targets are not used effectively to monitor and improve provision.

### **What does Hereford College of Arts need to do to improve further?**

- Urgently raise success rates by rigorously monitoring the strategies introduced to improve retention and by ensuring initial assessment, advice and guidance are more effective at placing learners on courses that meet their needs, interests and ability levels.
- Share best practice in teaching and learning to ensure all lessons are appropriately structured and have a clear purpose. Inform learners of the aims and objectives of lessons and ensure their knowledge and understanding are frequently checked.
- Ensure all learners are aware of expected professional standards and vigorously enforce these whilst promoting industry best practice in classrooms, workshops and studios.



- Set targets and use management information data to monitor more closely and improve the quality of provision and outcomes for learners. Use clear and detailed action plans to address areas of underperformance.
- Ensure that projects and productions, especially those chosen for public performances, are within the range and abilities of learners.

## Information about the inspection

34. Three of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the college's assistant principal, 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 body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
35. 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, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Hereford College of Arts**  
**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive
<b>Approximate number of enrolled learners</b>			
Full-time learners	474	396	78
Part-time learners	21	3	18
<b>Overall effectiveness</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Capacity to improve</b>	4		
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	4		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	3		
<i>How well do learners make a positive contribution to the community?*</i>	2		
<b>Quality of provision</b>	<b>3</b>	<b>3</b>	<b>3</b>
How effectively do teaching, training and assessment support learning and development?	3		
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?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
<b>Leadership and management</b>	<b>4</b>	<b>4</b>	<b>4</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	4		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	4		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

\*where applicable to the type of provision

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