

# Havant College

## Inspection report

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**Unique reference number:** 130702

**Name of lead inspector:** Alex Falconer HMI

**Last day of inspection:** 13 May 2011

**Type of provider:** Sixth form college

**Address:** New Road  
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## Information about the provider

1. Havant College is a large sixth form college in the borough of Havant in south-east Hampshire. The college operates from a single campus and a small work-based learning site a few miles away. Most of the students take General Certificate of Education (GCE) AS- and A-level programmes. In 2009/10 the college recruited around 1,800 students, 85% of whom were aged 16 to 18. Most students take advanced courses in science and mathematics, visual and performing arts, languages and literature and business, administration and law. The college offers over 40 AS- and A-level subjects along with some vocational programmes such as BTEC national diplomas and National Vocational Qualifications (NVQs). In addition, eight GCSE subjects are offered along with literacy, numeracy and information technology (IT) qualifications at foundation and intermediate level.
2. There are five further education colleges within a twelve mile radius of Havant and most secondary schools in the area do not have sixth forms. GCSE attainment locally is very variable and around 10% of young people in the borough are not in education, employment or training. Just over one in ten of the students at the college come from neighbourhoods designated as areas of deprivation, and unemployment locally is around 4%. Almost 13% of the students are from minority ethnic backgrounds compared to 1% in the local population.
3. The college mission is 'to ensure the maximum achievement and fulfilment of all its students by providing high-quality education and training opportunities for all in the community, thereby sustaining and enhancing the college's reputation for excellence'.
4. The following organisation provides training on behalf of the college:
  - Vision to Learn (IT qualifications).

Type of provision	Number of enrolled learners in 2009/10
<b>Provision for young learners:</b> Age 14 to 16 years	67 part-time learners
Further education (age 16 to 18 years)	1,198 full-time learners 2 part-time learners
<b>Provision for adult learners:</b> Further education (19+)	13 full-time learners 149 part-time learners
<b>Employer provision:</b> Train to Gain	277 learners

## Summary report

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

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 3
		Grade
Outcomes for learners		3
Quality of provision		2
Leadership and management		3
Safeguarding		2
Equality and diversity		2
Subject Areas		Grade
Science and mathematics		4
English and communications		2
Social sciences		3
Business, administration and law		2

## Overall effectiveness

- Havant College is a satisfactory college that has improved over the past two years. Outcomes for students continue to be around the national average for sixth form colleges. Students' achievements are good at A level, especially the proportion attaining A and B grades. However, achievements at AS level remain below national average and students' achievements on other courses are satisfactory. Progression by students from the college to higher education and employment is good.
- Teaching and learning are good. In most lessons, teachers focus strongly on supporting students to develop their skills and understanding, through a variety of thoughtfully-prepared resources. In a minority of lessons, teachers do not provide sufficient challenge or checks on students' understanding. The college works well in beneficial partnerships with schools and other institutions. Staff provide effective additional learning support, but the needs of students requiring support are not always identified accurately or early enough. Students appreciate the academic and individual support given to them by their teachers.

Tutors do not always succeed in providing effective group tutorials, and students find these uninteresting.

7. Leadership and management are satisfactory. However, leaders have a clear strategic vision and the governance of the college is good. Curriculum management is satisfactory, but is not sufficiently effective in some subject areas, especially in the sciences. Managers have improved quality assurance since the last inspection, but this has not yet raised standards sufficiently in outcomes for students and some aspects of teaching and learning. Both safeguarding and the promotion of equality and diversity are good. Students are safe in the college and staff and governors are all well trained in these aspects. The college manages its finances well and represents satisfactory value for money.

## Main findings

- Outcomes for students are satisfactory and the proportion of students who successfully achieve their qualifications has improved slightly over the past three years. Success rates at A level are good, but at AS level they are below national averages. The proportion of students who complete their courses is satisfactory. Managers and teachers have worked hard to retain students. After a slight decline in 2009/10, retention rates have improved in 2010/11.
- Pass rates for A level are high, especially the proportion of A and B grade passes. However, pass rates at AS are below the national average. In 2010/11 pass rates improved at all levels in the January examinations.
- The rate of progression from AS- to A-level courses has improved and was high in 2009/10. A high proportion of students who completed advanced courses progressed into higher education and employment.
- Teaching and learning are good. Teachers focus strongly on supporting students to develop the skills and knowledge they need to progress. Most lessons use a variety of thoughtfully-prepared resources to aid students' understanding.
- However, a minority of lessons lack high expectations and do not provide challenge for students at all levels. In these lessons, teachers do not always meet individual needs. They do not check what students have learnt with sufficient frequency and depth.
- The college offers a broad academic curriculum, mainly at advanced level with some vocational opportunities. The provision meets local needs well and successfully supports students' progression to higher education and employment.
- The college uses partnerships well to support curriculum development and to help develop progression opportunities. Students value the high quality academic and individual support their subject teachers provide. However, group tutorials are less effective in meeting students' needs and interests. Students at advanced level do not enjoy, or find useful, the compulsory programme of

wider key skills. Not all students who need additional learning support are identified early enough or attend the support provided.

- Leaders provide a clear strategic vision and direction, seeking consistently to raise aspirations. Managers are determined in their efforts to raise standards and support students to achieve their full potential.
- Governance is good. Governors are well aware of the challenges the college faces and their work on quality and standards is rigorous. Management, including curriculum management, is satisfactory, but is not yet sufficiently effective in all subject areas. It is inadequate in the sciences.
- Quality assurance has a high priority and arrangements are significantly more rigorous than at the previous inspection. However, they have not yet secured sufficient improvement in outcomes for students and in some aspects of teaching and learning.
- The safeguarding of students is good. The college meets its legal obligations in relation to safeguarding of children and vulnerable adults. The promotion of equality and diversity is good. Students feel valued and respected and staff promote an ethos of valuing differences and diversity.
- The college manages its finances and resources well. Value for money is satisfactory, as is the standard of the accommodation. Significant recent investment has been made in resources, particularly in IT. Staff are well qualified and experienced.

### **What does Havant College need to do to improve further?**

- Raise students' attainment, especially at AS level, by supporting teachers to provide interesting and challenging lessons that secure consistently good or better learning.
- By sharing existing best practice, ensure a consistently high standard of teaching and learning, and leadership and management in subject teams, so that all students benefit from high-quality provision.
- Review the provision of functional skills in IT and wider key skills in order to meet students' needs and interests more closely.
- Ensure students achieve their potential by effectively assessing their learning needs on entry, and provide high quality additional learning support promptly.
- Make sure group tutorials are effective in supporting and promoting academic achievement for all students.
- Secure the consistent application of all quality assurance processes across the college by the rigorous use of the college's new management arrangements.

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

#### **What students like:**

- very supportive teachers who care and make them feel valued
- feeling safe in the college, and the helpfulness and approachability of the staff

- the range of courses offered by the college
- the good access to computers and the materials on the virtual learning environment (VLE) that help them catch up or develop their understanding
- the broad variety of enrichment activities, with good opportunities to go on trips and visits.

**What students would like to see improved:**

- more flexibility in the requirement to study four subjects
- the requirement to study functional skills in IT, especially at level 1
- the usefulness of group tutorials
- the requirement to complete wider key skills.

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

**What employers like:**

- the knowledge and expertise of the college staff
- the close working relationship with the college.

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

- the employers who gave their views did not make any recommendations for improvement

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

8. Senior managers have improved the college's management structure and performance management, and have made progress in developing the consistency of quality assurance. These actions provide a secure basis for the college to improve further. Managers and staff have a clear understanding of their key priorities and what they need to do to succeed.
9. Quality assurance, including self-assessment, is more rigorous than at the previous inspection. It has promoted improvement in teaching and learning, which are now good in most areas, but has been insufficiently effective in improving students' outcomes, which remain satisfactory. Self-assessment is thorough and judgements are largely accurate, but subject reports are not yet sufficiently evaluative in all areas. Staff participate well in self-assessment, and managers and subject teams capture and use the views of students increasingly well. They analyse and use management information effectively to support actions for improvement. Governors fulfil their duties well and provide suitable challenge to help promote high standards.

### Outcomes for learners

**Grade 3**

10. Outcomes for students are satisfactory and success rates have improved slightly over the past three years. In 2009/10 the overall success rate for long courses was 80.5%, around three percentage points below the national average for sixth form colleges. Success rates for A level are good, but those for AS level are well below national averages. Success rates for intermediate and foundation level courses improved in 2009/10 but remained below national averages. Train to Gain learners satisfactorily completed their qualifications within the required time in 2009/10. Students who declare a disability and/or learning difficulty also make slightly less progress than their peers. A very small number of adult students take long courses at the college and make poor progress.
11. Retention is satisfactory, but declined slightly in 2009/10. The rate for students aged 16 to 18 on advanced courses was broadly at national average in 2009/10. However, retention rates for students on intermediate and foundation programmes were below average. Managers and teachers have worked hard to put in place strategies to improve students' completion of courses, especially those on AS and GCSE programmes. The 2010/11 retention rates have improved, and currently retention on AS-level courses has increased by three percentage points and by thirteen points on GCSE courses.
12. Pass rates in 2009/10 improved overall and were above national averages for foundation and intermediate courses. Pass rates for A-level subjects were high, especially the proportion of A and B grade passes. However, pass rates at AS were below national average. In 2010/11, pass rates at all levels improved in the January examinations. AS rates improved by three percentage points and A

level by one percentage point. Given the current in-year retention rate and an improvement in attendance levels, college managers are confident that overall success rates will improve again this summer. Progression from AS programmes to the second year of A-level study has improved and was high in 2009/10. A high proportion of students who completed advanced courses in 2009/10 progressed into higher education, further education or employment.

13. Students report that they are safe at college and safe working practices were observed by inspectors during the inspection week. Students are able to develop their understanding of their responsibilities as citizens and make informed choices about adopting healthy lifestyles through a good variety of college-wide events and activities. They also successfully take part in fundraising activities to make positive contributions to local communities.

## **The quality of provision**

## **Grade 2**

14. Teaching and learning are good. Teachers plan lessons thoroughly and use interesting activities and resources to engage students and promote learning. Many lessons use an imaginative selection of activities, materials and images, including YouTube clips, to promote discussion. Most lessons are good or better, but a minority are insufficiently challenging to cover the full range of students' abilities. A standard, college-wide lesson structure provides security for teachers and students, but some inconsistency remains in the quality of teaching and learning between subjects and departments.
15. Teachers use information and learning technology (ILT) to create engaging starter activities to capture and keep students' interest. They focus strongly on supporting students to develop the skills and knowledge they need to progress. Most lessons use a variety of thoughtfully-prepared resources to aid students' understanding. In the minority of weaker lessons, teachers fail to meet individual needs by not checking with sufficient frequency and depth what students have learnt. The system for observing teaching and learning is well organised and largely effective in most areas. Managers strongly encourage the improvement of teaching and learning and this is having a positive impact on classroom practice.
16. Assessment practice is good. Teachers use regular graded assessments and track students' progress effectively. Teachers and students use the resulting electronic records well to set and monitor further learning targets. Teachers use imaginative informal assessment techniques in some lessons. However, comprehensive formative assessment, which helps all students to improve, is underdeveloped.
17. The college meets the needs and interests of students effectively overall, offering a broad academic curriculum at advanced level with some vocational opportunities. The provision is mapped well to local needs and successfully supports students' progression to higher education and employment. However, the requirement for students to study foundation level IT functional skills and wider key skills is not useful for all students, as many already have these skills.



Students are able to influence decision making in the college through a well-developed learner involvement strategy and class representatives system. In addition, students enjoy participating in a wide range of enrichment activities.

18. The college has many well-established partnerships with other organisations which benefit students. It successfully uses partnerships to support curriculum development and assessment, and to provide suitable progression opportunities for students. Tutors provide satisfactory support for students' personal and academic development. Students value the academic and personalised support their subject teachers provide. However, group tutorials are less effective in meeting students' needs and interests. Not all students receive assessment of their additional learning needs when they join the college. Students receive additional learning support when they refer themselves to the support team or are referred by their teachers. However, not all students who need additional learning support are identified early enough or attend the support provided.

## Leadership and management

## Grade 3

19. Leaders provide clarity of vision and strategic direction. They consistently seek to raise aspirations and put students first in the management of the college. In their development plans, managers pragmatically build on the college's strengths and recognise the competitive context in which it works. The college is a valued member of local partnerships to promote economic and social well-being.
20. Governance is good. Governors are fully and effectively involved in establishing and reviewing the college's strategic direction. They are well aware of the challenges the college faces, and provide support and constructive criticism for managers in meeting these. They rigorously review the quality and standards of the college's work. Governors have a wide range of relevant experience, expertise and community links and act as a valuable resource for the college.
21. Management, including curriculum management, is satisfactory overall, but is not yet sufficiently effective in all subject areas. It is inadequate in science and mathematics. Since the previous inspection, the college has successfully modified its management structures and roles in the light of its changing priorities and its budget. Cost-saving redundancies have been well managed and the rationale for them is understood by staff. Communications are good. Staff feel well supported and appreciate the opportunities to improve their skills and experience.
22. Senior managers ensure that quality assurance has a high priority. They encourage staff to apply the college systems more consistently. As a result, quality assurance is significantly more rigorous than at the previous inspection, just two years ago. Managers and course teams make good use of readily available, reliable data about students to evaluate performance and plan improvements. However, managers have not yet secured sufficient improvement in outcomes for students and in some weaker aspects of teaching and learning.

23. Senior managers have improved the process of self-assessment and action planning. Subject team managers and teachers have made progress in evaluating their areas' strengths and weaknesses, but subject reports are not yet sufficiently evaluative in all areas. The Principal leads a thorough process to validate self-assessment. Managers have improved the system for the observation of teaching and learning and this has led to improvements in quality in most areas. The college's judgements on the quality of teaching and learning are generally sound. The college captures and acts on students' views appropriately and is improving the range of opportunities students have to express them.
24. The safeguarding of students is good. The college meets government requirements and good practice in relation to the safeguarding of children and vulnerable adults. A college safeguarding board effectively oversees arrangements, including detailed and comprehensive policies and procedures and good practice guidelines. The college provides comprehensive training for staff, governors and learners. It has thorough and comprehensive procedures for safe recruitment, including appropriate criminal records checks and records. The college ensures that students and staff understand e-safety and bullying risks and how to tackle them, and makes suitable arrangements for the safeguarding of students on work experience. It manages health and safety aspects rigorously.
25. The promotion of equality and diversity is good. Students feel valued and respected and staff promote an ethos of valuing differences and diversity. The college supports equality through its comprehensive and up-to-date policies and procedures. Specific equality and diversity groups effectively manage and review their implementation. Managers and subject area teams make good use of equalities-related data, and subsequent actions have reduced significant differences in the performance of different groups of students. The college provides good training for staff, but this is not having as much impact as it could. Tutors and teachers introduce students appropriately to themes of equality and diversity, but do not fully exploit opportunities for the promotion of equality and diversity in lessons. The college successfully promotes social and educational inclusion through the increased enrolment of students from local areas of social and economic deprivation and through courses for adult students, including Train to Gain.
26. The college manages its finances and resources well. Value for money is satisfactory overall. Since outcomes for students are satisfactory, with some aspects below average, value for money is satisfactory overall. The standard of accommodation is satisfactory. Good plans to improve the quality of older buildings are in place. For example, the poor science laboratories will be renovated this summer. Managers have made significant recent investment in resources, particularly in ILT. Staff are well qualified and experienced, and benefit from good, continuous professional development.

## Subject areas

### Science and mathematics

### Grade 4

#### Context

27. The area offers a foundation numeracy qualification and GCSE mathematics and science qualifications. GCE AS and A levels are offered in chemistry, physics, mathematics, further mathematics, biology, geology and environmental science. Teachers also support the science topics of the International Baccalaureate. Of the 605 students enrolled, 98% are aged 16 to 18, 45% are female and 16% are from minority ethnic backgrounds.

#### Key findings

- Outcomes for students are inadequate. Success rates have remained consistently below national averages, especially on AS courses in biology, human biology, geology and environmental science. In 2009/10 the proportion of students achieving A\* to C grades in GCSE mathematics was around national average, but below average in GCSE biology.
- Success rates in A-level mathematics, further mathematics and AS further mathematics are outstanding. A high proportion of students gain A and B grades. Students' achievements on the recently-introduced foundation level mathematics course are good.
- January 2011 module results indicate some improvement in A-level pass rates for all subjects except biology. AS pass rates continued to decline except in mathematics and physics. Progression rates to mathematics and science courses at university are good, but progression from AS to A level is significantly low. Students enjoy their time in the college and feel safe.
- Teaching and learning are satisfactory. Teachers make effective use of ILT and an interesting variety of learning activities to motivate students, who particularly value the on-line resources. Most teachers mark assessed work constructively, and clearly identify targets for improvement. However, teachers' assessment practice is inconsistent and a significant number of science students are dissatisfied with the feedback they receive.
- In some lessons, teachers show limited planning to meet individual needs. All students receive the same tasks regardless of their ability. A significant number of lessons are too teacher-led with little participation by the students. Teachers do not promote equality and diversity well in lessons or through schemes of work.
- The range of science provision does not fully meet the needs of the students. It is limited to GCSEs and A-level subjects, with no vocational courses. The mathematics provision is broader and better meets students' needs. Many science students indicate dissatisfaction with aspects of their courses. In a few cases, students are directed onto science courses that are inappropriate, given

their levels of prior attainment. There are plans to introduce AS applied science and AS use of mathematics in the coming year.

- The subject area team enhances the curriculum through an extensive offer of enrichment activities. Staff encourage mathematics students to participate in a number of competitions and challenges. Science students successfully complete Open University modules. Students benefit from visits to, and visiting speakers from, universities. Partnerships with local schools and universities are satisfactory.
- The support for students is satisfactory and careers support is good. Students appreciate the support provided by the staff, both in the classroom and the extra lessons and workshops. Teachers do not always help students to set measurable targets or ensure regular liaison with personal tutors to check students' progress. All students have to develop and complete wider key skills action plans which they consider to be ineffective and time consuming.
- Leadership and management are inadequate. The self-assessment report is satisfactory for mathematics but insufficiently self-critical and evaluative in the sciences, with a very limited focus on the quality of teaching and learning. The subject team's ineffective use of data and targets contributes to the lack of improvement.
- The science team's analysis to identify any underperformance by different ethnic groups is not rigorous and makes little reference to equality and diversity. The team has taken successful action to address a gender imbalance in achievement in physics, but has not identified the significant underperformance by the small number of adult students across the area.
- While there is more effective team management and leadership in mathematics, there is insufficient sharing of good practice and teamwork in the sciences and across the area as a whole. Managers do not ensure that staff meetings have sufficient focus on improving learning outcomes and on teaching and learning. The centrally-introduced process to improve support for students at risk of under performance is having a positive impact.
- Laboratory accommodation is in need of modernisation and students have commented on the lack of resources, which restricts the amount of practical work in physics and biology. Plans are in place to rectify this. Staff are well qualified and they undertake a satisfactory level of professional development.

### **What does Havant College need to do to improve further?**

- Improve students' outcomes, especially in the sciences, by agreeing specific and measurable individual learning targets with students, and ensure regular liaison between tutors and subject teachers to monitor students' progress.
- Ensure that teachers plan for, and regularly provide, interesting activities which meet the needs of individual students and challenge the more able.
- Improve the rigour of course reviews, especially in the sciences, and ensure that data and challenging, but achievable, performance targets are used to drive forward improvement.

- Review the science provision to ensure that entry criteria are appropriate for the level of the course and that the curriculum offer reflects the needs of the students.

## English and communications

## Grade 2

### Context

28. The college offers full-time courses in English and communications. Of the 643 students currently enrolled, most are female and almost all are aged 16 to 18. Some 581 students are studying at advanced level and 62 students are taking GCSE subjects.

### Key findings

- Outcomes for students are good. Students' attainment on A-level courses is good and a high proportion achieve A and B grades. Success rates are good for AS English literature. They are below national averages for the remaining AS courses. Retention is good on A-level courses but declined significantly on AS courses in 2009/10. Whilst retention on GCSE English was low in 2009/10, the A\* to C grade pass rates were well above national average.
- The standard of students' work is good and written work shows that students are developing appropriate subject terminology and analytical skills. In English literature, students demonstrate highly-developed understanding of the use of rhythm and metre in poetry.
- Teaching and learning are good. Teachers make effective use of ILT in most lessons to enhance learning. They provide a good range of learning materials for students, both printed and on the college VLE. However, in some lessons, teachers do not challenge students sufficiently and do not always check the progress of all students.
- Teachers have good subject knowledge which they use effectively to extend and develop students' understanding of key concepts. For example, in a literature lesson an interesting and productive discussion took place on the reasoning behind the title of Shelley's poem 'Adonais'.
- Students collaborate well, often helping each other to recall and apply relevant terminology and concepts. They participate in lively debates about current, interesting theories for interpreting texts.
- Assessment practice is good. Teachers mark students' work in detail and students know what to do to improve further. All teachers use a standard cover sheet which records grades against the assessment objectives and has helpful prompts for strengths and areas for improvement. Students find this and the electronic mark book helpful in improving their grades.
- Guidance and support are good. Students receive good advice in choosing from the range of advanced English courses. Teachers monitor students' progress carefully and refer students for learning support where necessary. Teachers also provide academic support which students value and which helps them improve their grades. Students speak highly of the support and advice they receive for making applications to higher education.
- Staff provide a wide range of enrichment activities for students. Visiting speakers have helped students to broaden their views of literature and

language. Students benefited from a visit to Jane Austen's house where, after taking part in dancing, they gained a better understanding of the symbolism of dance in her novels.

- Leadership and management are good. Managers have successfully brought about consistent quality assurance and improvements across the subjects. The team's high degree of collaborative working has led to a consistently good experience for all students. However, insufficient focus remains on actions to enable students to achieve above their target minimum grades.
- All staff are involved fully in the self-assessment process. Self-assessment reports accurately identify weaker aspects of students' performance and progress, and set ambitious and realistic targets for improvement. However, the quality of self-assessment is variable as the English report is more thorough than that completed by the communications team. The action plans for both do not always have clear measurable success criteria.
- Promotion of equality and diversity is good. Schemes of work and lessons actively promote equality and diversity. For example, in one lesson attitudes to homosexuality in 'The Great Gatsby' were discussed successfully. Staff have taken appropriate steps to reduce the achievement gap identified between different groups of students.

### **What does Havant College need to do to improve further?**

- Continue to develop teachers' skills and techniques to check the learning of all students and ensure that every student achieves their full potential.
- Develop a culture of high expectation that encourages teachers and students to work to ensure that students consistently produce work above the level of their minimum target grades.

## Social sciences

## Grade 3

### Context

29. The college offers full-time courses at AS and A level in geography, government and politics, psychology and sociology. Around 42 students are taking GCSE psychology and sociology. The majority of the 638 enrolments are students aged 16 to 18 and around 60% are female.

### Key findings

- Outcomes for students are satisfactory overall, but significant variations in success and achievement rates remain across the range of subjects. In 2009/10, success rates on A-level sociology, psychology and geography were high, but success rates were low on GCSE sociology, AS sociology and AS geography. Retention rates are broadly satisfactory.
- Pass rates, especially the proportion of high grades, were above national averages in 2009/10 on A-level courses and GCSE psychology. However, pass rates on AS subjects were below national averages. Students make progress in their studies at, or slightly below, that predicted from their prior attainment.
- Teaching and learning are good. Most lessons are energetic and actively involve all students in learning. In these lessons, teachers make clear the learning outcomes, make good use of information technology and provide suitable activities and resources on the college's VLE for later reference.
- However, in a minority of lessons, teachers plan ineffectively and fail to take into account the needs and skills of all students. Where a wide range of skills and abilities exist, teachers require students to carry out the same tasks. In such lessons, the pace is slow and many students do not fully engage with the activities of the lesson.
- Teachers check students' learning effectively and use starter activities to good effect. In a sociology lesson, students successfully revised important theories by being asked to assign a theory or famous sociologist to 'Room 101'. Teachers use plenary sessions well. Students in geography revised concepts by playing an interactive game requiring them to match definitions of geographical features to concepts identified by fellow students.
- Teachers monitor their students' progress well. They make tracking and assessment information accessible to students, enabling them to follow their own progress. Assessment practice is good. In the majority of courses teachers provide detailed and regular feedback to students, enabling them to understand what they have to do to improve.
- Staff provide target grades for each student according to prior GCSE attainment. Teachers have information about students' GCSE scores and target grades, but do not always use these to inform lesson planning or to meet the full range of students' abilities. Some students have low average GCSE scores for entry to advanced studies, but teachers and tutors do not always adequately monitor their progress and access to additional support.



- Guidance and support are effective in enabling students to make successful applications for higher education and progression to a range of universities is good. Many students benefit from individual support provided by their teachers and teams provide an impressive programme of revision activities to all students. However, tutors do not always focus group tutorials sufficiently on students' needs, and sometimes rush these activities so they are not as useful as they might be.
- Students are safe at the college and they value the high priority the college places on safeguarding. They feel they are respected as individuals. Staff and managers seek and act upon learners' views. For example teachers have responded well to students' suggestions to improve the quality of teaching.
- The college offers a satisfactory range of social science courses. Students benefit from a broad range of curriculum enrichment which offers good opportunities for subject specific visits. For example, psychology students have visited Marwell Zoo and politics students participated in trips to China and the United States of America.
- Leadership and management are satisfactory. Curriculum managers have accurately identified areas for improvement and new quality-assurance processes are in place. However, they have not yet secured sustained improvements across provision or halted a decline in some success rates. Inconsistencies in performance from year to year and course to course remain.
- Promotion of equality and diversity in the curriculum is satisfactory. Teachers respond well to diverse social needs and students are guided through topics such as depression with sensitivity and skill. Staff analyse students' outcomes and are taking steps to improve the performance of male students which has been lower than that of the females.

### **What does Havant College need to do to improve further?**

- In order to raise attainment, focus on the needs of students with low prior achievements, and put in place the support they need to succeed.
- Make better use of a range of learning activities, differentiated to meet the needs of the full range of students' abilities.
- Eradicate inconsistencies in teaching and learning by ensuring that all teachers share and adopt the good practice and strategies that have successfully engaged students' interest and raised attainment.

## Business, administration and law

## Grade 2

### Context

30. Around 450 students follow GCE AS- and A-level courses in accounting, business studies, economics and law. The majority of students are aged 16 to 18, and attend full time. A further eight adult learners are on Train to Gain programmes in the workplace following NVQ programmes.

### Key findings

- Outcomes for students are good, but vary between courses. In 2009/10, success rates for GCE A level were very high, and many students achieved grades significantly higher than predicted. Success rates for AS business studies and accounting were good. However, those for economics and AS law were below national averages. Success rates for the small number of Train to Gain learners are significantly lower than average, but improving.
- Retention shows a three-year rising trend, and is now good. Attendance and behaviour are good. Students enjoy learning, work safely, and achieve high standards of work. They use business terminology effectively in well-informed debates about the effect of recent economic events on business. Students develop good team working and presentational skills through well-designed learning activities.
- Progression rates from AS to A level are good, and over 75% of students progress to higher education. Students are able to work independently, and are developing good research, analytical and evaluative skills. The most successful accounting students also achieve the first stage of the Institute of Chartered Accountants.
- Teaching and learning are good. The enthusiastic and knowledgeable teachers apply their commercial experience well, and use a wide range of interesting and interactive methods to maintain interest and promote learning. They give very effective individual support in lessons and skilfully use questioning to check understanding. They mark work promptly, giving constructive suggestions on how to improve.
- Learning resources are good. Teachers produce learning materials of a professional standard, and students have good access to a wide range of high quality resources on the VLE. Teachers use ILT competently to promote learning. Classroom accommodation is satisfactory, but computers are not always readily accessible.
- Using individual support and the minimum target grade system, teachers effectively motivate students to improve their grades. However, students do not always complete learning plans for wider key skills, or produce specific enough action plans to help improve their learning. Tutors sometimes rush group tutorials, reducing their effectiveness.
- The college offers a good range of A and AS choices, but no intermediate level courses. Students can participate in a wide range of enrichment opportunities,

and additional revision sessions, but the college provides insufficient opportunities for visiting speakers or external visits to business and financial organisations.

- The college has good partnerships with schools, employers, universities and other providers, which benefit students. Law students have the opportunity to experience work in local law chambers. Accounting students can take first-level professional accountancy exams, and business students can join an enterprise club sponsored by the Chamber of Commerce to support them in setting up a business.
- Guidance and support are particularly effective in enabling most students to progress beyond their expectations. Induction is comprehensive. Students have good careers advice and receive excellent help with UCAS applications. Teachers and tutors arrange good support for students in report writing, grammar, study and examination techniques. However, they do not identify learners' support needs sufficiently well at the start of courses, relying too much on students referring themselves for help.
- Curriculum management is good. Managers are successfully raising aspirations and achievement. There is effective communication, and staff meet regularly to disseminate information and share good practice. Staff development is good and has had a beneficial impact on students' experiences. Managers support new staff well. Retention and pass rates are high and improving.
- Teachers promote equality and diversity well through lesson planning, posters and displays. Teams regularly review and update learning materials to incorporate equality and diversity themes. Managers analyse the performance of different groups of students and are currently devising strategies to address the under performance of males.
- Improvements to the provision since the last inspection include more VLE resources, more interactive teaching, an improved range of learning support, a more comprehensive induction and a greater focus on learning and achievement. Staff are fully involved in self-assessment, which is self-critical, broadly accurate and focuses on continuous improvement.

### **What does Havant College need to do to improve further?**

- Improve outcomes for students in economics and law courses by sharing good practice and by setting specific targets in learning action plans to help them make better progress.
- Develop group tutorials and the early assessment of students' additional learning needs in order to raise attainment and support students to succeed.

## **Information about the inspection**

31. Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the provider's deputy 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 students and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails to gain the views of students and employers. They also looked at questionnaires students and employers had recently completed for the provider. 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)

## Havant 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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled students</b>					
Full-time students	1211	-	1198	13	-
Part-time students	346	67	2	-	227
<b>Overall effectiveness</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3				
<b>Outcomes for students</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>3</b>
How well do students achieve and enjoy their learning?	3				
How well do students attain their learning goals?	3				
How well do students progress?	3				
How well do students improve their economic and social well-being through learning and development?	2				
How safe do students feel?	2				
<i>Are students able to make informed choices about their own health and well being?*</i>	2				
<i>How well do students make a positive contribution to the community?*</i>	3				
<b>Quality of provision</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>2</b>
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 students?	2				
How effective are the care, guidance and support students receive in helping them to achieve?	3				
<b>Leadership and management</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>3</b>
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 students?	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?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for students?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

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