

# Havant Sixth Form College

## Sixth form college

<b>Inspection dates</b>		5–8 March 2013
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

## Summary of key findings for learners

### This provider is good because:

- Most students make good progress, achieving better than might be expected when they first join the college, and a large number progress to higher education.
- A high proportion of students successfully complete their AS and A-level subjects.
- Students benefit from the broad range of enrichment activities, many linked to the curriculum, that help them to become independent learners and develop strong social and personal skills.
- Teaching, learning and assessment are good. Knowledgeable and experienced teachers promote high levels of collaboration and trust, and support students well within lessons and beyond.
- Teachers and personal tutors monitor and assess students' progress continuously, providing very good personal advice and guidance.
- Students are attentive, keen to improve and self-motivated. They attend lessons regularly, show good punctuality, enjoy their time in college and behave very well.
- The college's self-assessment process identifies strengths and areas for improvement accurately, and managers and staff monitor and track students' progress and course performance very effectively.
- The management of the curriculum is good. Courses are organised well, and weaker provision has been improved since the last inspection.
- The college promotes equality and diversity well beyond lessons, for example through events and informative displays, and its arrangements for keeping students safe are good.

### This is not yet an outstanding provider because:

- Not enough teaching and learning are outstanding. Teachers do not always promote equality and diversity well in lessons, fully involve all students in tasks and activities, or ask probing questions to deepen their thinking and assess their progress.
- The number of students who successfully complete their course is not high enough for adults and in most GCSE subjects.

## Full report

### What does the provider need to do to improve further?

- Improve teaching and learning by ensuring that all teachers:
  - develop a wider range of learning strategies that fully engage all students
  - promote equality and diversity issues more widely and consistently in lessons across all subject areas
  - question students more skillfully to challenge them and assess their progress.
- Make sure more adult students and those taking GCSE subjects complete their courses by sharing the outstanding practice in subject leadership and teaching that already exists within the college.
- Reduce the gap in achievement between students with learning difficulties and/or disabilities and other students by ensuring that all students who are identified as requiring additional support take it up.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Students make good progress and the majority do better than might be expected from their prior achievements when they first join the college. Students in a number of subjects, including AS- and A-level accounting, business studies, law, and government and politics, have shown excellent progress for several years. Slower progress is made in a small number of other subjects, for example AS- and A-level environmental science.
- The proportion of students completing AS courses successfully has increased steadily for the past three years and is now higher than the national average for similar colleges. Success rates for A levels are good and in line with high national figures. A high proportion of students gain high-grade passes, and the figure rose significantly for AS students in 2011/12.
- Success rates for adult students taking courses other than A levels also improved significantly in 2011/12, but they are still below national figures and require improvement. GCSE pass rates at grades A\* to C are in line with the national averages for GCSE English and mathematics, but low for psychology and sociology.
- No group of students consistently underperforms. Students from minority ethnic heritages do as well or better than other college students and the same groups nationally. Students who have a declared learning difficulty and/or disability did not do as well as other students in 2011/12. Much of this underperformance was a result of students who had been identified as potentially benefiting from additional support not taking it up. Managers have recognised this, and effective support procedures are already leading to improvements.
- Staff succeed in widening the career aspirations of many students. They provide good advice and guidance to students applying to higher education, and a high proportion progress to university. Information on the destination of students is collated systematically and staff use it well to measure the relevance of courses and to promote the college.
- The overall standard of students' work in lessons is good. Staff place a strong emphasis on students developing independent learning skills, and this is evident in the confident way most students approach their studies and work in class. Many students take part in volunteering and mentoring activities, for example providing support to students in the year below them.
- Students engage enthusiastically in a broad range of enrichment activities and develop appropriate social and personal skills. They benefit from the extensive range of extra-curricular trips both locally and abroad. Participation rates in the Duke of Edinburgh Award scheme are high. Students display high levels of skill when participating in the wide range of competitive and recreational sporting activities.

**The quality of teaching, learning and assessment**

Good

- Good teaching and learning, with regular and comprehensive feedback on their progress, ensure that students achieve well. Teachers create a culture of cooperation and collaboration in lessons through insightful comments and helpful supportive guidance that builds trust and good rapport with students very effectively.
- Students behave well and interact readily with each other, engaging attentively with tasks and activities. They enjoy their learning and attend regularly and punctually.
- Staff provide very effective support for students. Arrangements to ensure students are on the right programme have been strengthened significantly since the last inspection with a wide range of highly effective intervention and support. Excellent individual and in-class support is enabling some students to overcome very complex disabilities and difficulties.
- Good initial assessment processes ensure effective identification of students' English and mathematical needs. Learning support staff provide additional sessions that help students gain basic skills such as spelling and punctuation as well as honing skills in essay writing.
- Knowledgeable and experienced teachers plan learning activities that motivate students and develop them well as independent learners. Teachers often use interactive learning technologies to enliven learning in lessons, although teachers miss opportunities to tap the full potential of this technology in a minority of subjects.
- Students' learning beyond the classroom is supported effectively by good learning materials that teachers routinely place on the college's virtual learning environment (VLE). Teachers direct students to use appropriate and useful online social networking sites to keep them well motivated, and to encourage them to explore their subjects more widely. For example, geography students use smart phone applications that signal when earthquakes occur and volcanoes erupt throughout the world.
- In the best lessons, teachers find novel ways of helping students to remember complex aspects of subjects. For example, in English, the teacher carefully assigned poems to students according to their ability and set up a 'speed dating' structure whereby students had to describe to their partner in three minutes the key features of their poem. As a result, all students were engaged, developed a wide understanding of a range of different poetry and found the lesson captivating and fun.
- The monitoring of students' progress is excellent. Students' electronic personal learning plans contain a wealth of very useful information that is readily accessible to staff and students alike. Monitoring of individual progress by tutorial staff is comprehensive and detailed. It is routinely and regularly shared with subject teachers, and is an important aid in motivating students to do well and make significant progress.
- Teachers know their students well and many use subtle probing questions to develop points and deepen understanding. However, teachers do not always plan for, or make sufficient use of, the full range of learning strategies to ensure that all students participate fully. This shows when timings for activities go awry, questions are not challenging enough, or the checking of students' understanding is not sufficiently thorough or comprehensive.
- Teachers have a wealth of information as a result of the comprehensive monitoring of students' progress, but a few teachers fail to fully take this information into account when planning lessons to meet their different, and often wide range of, academic abilities. For example, when all students are carrying out the same task or activity in the same way, too many are often left out of discussion and debate because the more-able students dominate these aspects of the lesson.
- The promotion of equality and diversity within the curriculum is planned for in many lessons, but the ways in which teachers promote and ensure students broaden their understanding are underdeveloped and vary too much across subjects.

**Mathematics and science****Learning programmes for 16–18****Learning programmes for 19+**

Requires improvement

- Assessment of students' work is good, but teaching and learning require improvement. This is reflected in students' overall success rates, which are improving slowly but are still below national figures. Success rates for AS biology and physics have increased significantly since the last inspection and are now high. They are consistently excellent for A-level further mathematics. However, they remain low for AS geology, AS environmental science and A-level chemistry subjects.
- Most students achieve the grades expected from their previous examination results. Minimum target grades are set for students at the start of their course and teachers usually encourage them to aim higher than this. Careers support is good and a large number of students studying science or mathematics go on to study at university.
- In better lessons, particularly in mathematics, teachers ask probing questions and encourage students to formulate more complex answers. In one mathematics lesson, groups of students were engaged in a lively discussion on the best way to calculate the scalar product of vectors. In a biology lesson, students were purposefully debating the occurrence and consequences of continuous and discontinuous variation in human characteristics.
- Students have enormous respect for their teachers and value highly the extra help they receive beyond lessons. Those who are not doing as well as they might are referred to subject workshops or to mentoring sessions. This additional support is beneficial to students, but its impact is not monitored systematically by teachers.
- Students often work in pairs or small groups, which improves their communication skills and their ability to listen to and debate other students' arguments. Higher-ability students frequently help their peers by working through problems with them. At regular lunchtime mentoring sessions, A-level students help AS and GCSE students.
- The VLE is well stocked with resources, such as revision sheets and science and mathematics video links, and it is often referred to in lessons. On the biology page there is a daily newsfeed of current biological topics, for example how DNA sequencing and genetic fingerprinting have been instrumental in identifying food products that are contaminated with horsemeat.
- In less effective lessons, students who have finished their work more quickly than expected are left unoccupied. Teachers do not plan enough lesson activities to cater for the individual needs of all students. They miss opportunities to engage students, for example by asking them to come to the board and explain a point.
- Science practical lessons are not sufficiently challenging and do not improve students' planning and analytical skills sufficiently. Some equipment, for example in physics, is old fashioned and sometimes faulty. Practical lessons are conducted safely, but not enough attention is paid to teaching the principles of safe laboratory practice. Teachers do not discuss in enough depth the real-world applications of some of the topics they cover.
- A new manager for the area was appointed after the last inspection. Since then, assessment procedures have improved substantially and are now good. Students undertake frequent and regular testing and the outcomes are carefully recorded and monitored by managers. Teachers grade and mark work in detail and make useful suggestions on what students need to do to improve it, although some of these suggestions are too generic, for example 'do more reading'. Work is marked less thoroughly in GCSE biology.
- Students' English skills are satisfactory and teachers make appropriate corrections as necessary. Mathematical skills are developed well in physics and chemistry lessons, especially graph plotting and interpretation. In one lesson, students were plotting data to determine the internal resistance of a battery cell by interpreting the characteristics of the resulting graph. Scientific units and power indices are used correctly.

- Interesting topics around equality and diversity are raised and discussed in a few lessons. For example, mathematics students were discussing data on comparative pay rates for men and women. However, equality and diversity are not often actively promoted in lessons. Very few schemes of work or lesson plans identify suitable equality and diversity themes that might be integrated into lessons.

## Visual arts, media and communication

### Learning programmes for 16–18

### Learning programmes for 19+

Good

- Outcomes are good. The majority of students study courses in media and communication studies, where success rates have improved consistently and are now in line with national levels. Success rates for courses in art and design have declined and are below national figures. Teaching, learning and assessment are consistently at least good and there is some outstanding practice, particularly in media.
- Most students make good or better progress and this is an improving picture. On a small minority of courses, students do not make the progress that is expected. Students' attendance and punctuality are good.
- The standards of students' practical and theoretical work are consistently high, with examples of outstanding attainment. Students of art and design have a good understanding of design and fabrication processes and techniques. This enables them to create sophisticated three-dimensional sculptural work. Students' sketchbooks and design sheets show sensitive observational drawing and interpretation of subject matter such as natural forms.
- Students on the foundation art and design course produce work that is conceptually strong across a range of disciplines, such as fashion, graphic design, illustration and fine art. Students use materials innovatively through collage, printmaking and assemblages to explore their ideas.
- Graphic design students use media and processes with freedom and skill to create highly personal responses to assignments. Drawing skills are good. However, a minority of students make slow progress because their early primary research is underdeveloped, and this limits the creative possibilities available to them later in their project work.
- The standard of students' work in photography is no better than satisfactory. Although students show sufficient technical skill to make useful images that reasonably represent their ideas, outcomes are too predictable and show too little evidence of suitably advanced creativity and compositional skills.
- Students studying media and communication subjects have advanced analytical skills and consistently show excellent subject knowledge of film and the wider media industry.
- Teachers make good use of paired and group work to encourage students to share their ideas and knowledge. In media, teachers are highly effective at meeting students' individual needs. In art history, skilful teaching and lesson planning engage students through a blend of analytical and interactive tasks, including the use of film clips and interpretative exercises.
- In media there is much innovative teaching that consistently stretches and challenges students. For example, teachers use well-planned peer assessment and target setting to help show students what they need to do to improve their work. Teachers place importance on the development of students' writing skills, and they consistently test and develop students' occupational vocabulary and English.
- Feedback and target setting are very good. Good use is now being made of the college's VLE to record and track students' progress, and many teachers make effective use of this during lessons.
- In the less effective lessons, teachers do not allow enough time at the end of the lesson to test out what students have learnt, and too often simply recap the topics covered. Teachers do not



always plan to meet the specific needs of students, and the activities identified in lesson plans are too often generic or optional.

- Equality and diversity are not always promoted well in lessons. In media lessons, equality themes are covered well. For instance, students were made aware of how an individual's social and economic circumstances affect their ability to access different types of news, particularly through online media. However, teachers do not always make the most of naturally occurring opportunities. For example, in a film studies lesson, gender and disability stereotyping could have been explored more fully.

## **The effectiveness of leadership and management**

Good

- Senior leaders and governors have high expectations for their students and are ambitious for the future of the college. Following their decision to 'rebrand' it as a sixth form college, concentrating mainly on A-level courses and progression to university or employment, managers have improved the previously low success rates, added value on AS courses and maintained high success rates on A-level courses.
- Governors employ their high-level professional skills very effectively in monitoring the college's performance and supporting its development. Managers provide well-presented information which enables governors to monitor the college's progress thoroughly and raise challenging questions. Governors are well informed about the students' experience of the college and enhance their understanding through curriculum links and briefings. They maintain a careful oversight of the college's finances, and its financial health is good.
- The college's self-assessment process identifies strengths and areas for improvement accurately. Subject self-assessment reports make good use of electronic data to analyse provision, plan actions and record progress, leading to improvements. Managers and staff monitor and track students' progress and course performance very effectively through the use of electronic personal learning plans and mark books, enabling problems to be followed up quickly. Managers have a good, detailed knowledge of the provision they are supervising.
- Curriculum management is good. The management of weaker provision has improved since the last inspection. The well-considered actions to improve areas of provision with below-average outcomes in 2012, such as GCSE courses, are beginning to make an impact, although it is too soon to assess this in full. Good use is made of students' views to improve provision, both at course level and across the college as a whole.
- The performance management of staff is thorough. Good training and coaching have raised the performance of individual staff members. An effective programme of lesson observations has improved the standard of teaching, learning and assessment. Managers' commentaries on lessons clearly highlight good practice and specifically focus on what teachers need to improve. However, aspects for improvement are not prioritised as well as they could be, and a few teachers are taking too long to improve some aspects of their work.
- The college offers a GCSE programme and a broad range of AS- and A-level subjects, enabling good progression to higher education. It works closely with a large number of schools in the locality and wider region, enabling pupils to progress to the college. Links with local universities enhance students' progression, while partnerships with other sixth form colleges enable the sharing of good practice in the curriculum and also reduce administrative costs. A review of the provision for adult students, which includes literacy, numeracy, information technology and apprenticeship programmes, has led to improved success rates.
- The college provides a calm and welcoming environment. Staff promote equality and diversity well through information, posters and themed events, although this is underdeveloped in lessons for a number of subjects. The rare instances of bullying are dealt with swiftly. Managers and course leaders analyse data to identify and address any differences in achievement between specific groups.

- Arrangements for keeping students safe are good. The college meets its statutory requirements, maintaining a single central record of appropriate checks on staff, including criminal record checks. The college provides good support for vulnerable young people, liaising well with external agencies. It has helped many young people to achieve well against serious odds.

**Record of Main Findings (RMF)****Havant Sixth Form College**

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	16-18 Learning programmes	19+ Learning programmes
<b>Overall effectiveness</b>	2	2	2
Outcomes for learners	2	2	3
The quality of teaching, learning and assessment	2	2	2
The effectiveness of leadership and management	2	2	2

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Science</b>	<b>3</b>
<b>Mathematics and statistics</b>	<b>3</b>
<b>Visual Arts</b>	<b>2</b>
<b>Media and communication</b>	<b>2</b>



## Havant Sixth Form College

<b>Type of provider</b>	Sixth form college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 1,651
	Part-time: 475
<b>Principal/CEO</b>	John McDougall
<b>Date of previous inspection</b>	May 2011
<b>Website address</b>	<a href="http://www.havant.ac.uk">www.havant.ac.uk</a>

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## Additional socio-economic information

Havant Sixth Form College is located in the borough of Havant in south-east Hampshire. Unemployment rates in Havant are consistently higher than in the rest of Hampshire. Employment in the area is mostly in the service industries, with retail and health the largest employment sectors. The college attracts students from a wide area. The large majority of students are aged 16 to 18 taking AS- and A-level programmes, and an increasing number of adults are being recruited. The college was last inspected in May 2011 when overall effectiveness, outcomes for learners, leadership and management and capacity to improve were judged to be satisfactory. The quality of provision, including teaching and learning, was judged to be good. Four subject areas were inspected. English and communications, and business, administration and law were judged to be good, social sciences satisfactory, and science and mathematics inadequate.

## Information about this inspection

<b>Lead inspector</b>	Tony Noonan HMI
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One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the vice principal, curriculum and quality as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report, development plans and the previous inspection report. Inspectors also used data on students' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews to gather the views of students. They observed learning sessions, assessments and progress reviews. These views are reflected throughout the report. The inspection took into account all of the provision at the college. Subject inspectors looked in detail at a sample of the quality of teaching, learning and assessment in science and mathematics, and in visual arts, media and communications.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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