

# SEEVIC College

## General further education college

<b>Inspection dates</b>		<b>15–19 April 2013</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

### Summary of key findings for learners

#### This provider requires improvement because:

- Too many lessons require improvement and few are outstanding.
- Attendance is poor in some areas of the college and learners in a minority of lessons do not arrive on time for the start of the class.
- Too few learners on vocational courses complete their qualifications successfully, particularly those on advanced level programmes.
- Too many learners do not make the progress they are capable of, particularly on academic courses. The proportion of learners achieving high grades is low.
- Male learners at the college achieve much less successfully than their female counterparts, particularly on advanced level courses.
- The variability in the quality of provision across, and within, subjects is too great with a minority of curriculum areas continuing to underperform.

#### This provider has the following strengths:

- The high success rates for apprentices training in the workplace and in particular, the way in which most complete their qualifications within the timescales planned for them when they started the courses.
- The good teaching, learning and assessment on sports, visual arts, media, English and modern foreign languages courses, which prepare learners very well for progression to employment and higher education.
- The consistently high success rates on most A-level courses.
- The vision of the new principal who, supported by a committed senior leadership team, has a strong focus on improving teaching and learning and outcomes for learners at both college sites.
- The improved management of many subject areas, which combined with supportive and rigorous performance management, is leading to greater accountability amongst team leaders and a strengthening of teamwork.

## Full report

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

- Ensure that attendance and punctuality are consistently good across all areas of the college, particularly at the Basildon campus and on intermediate level courses by making teaching and learning more interesting and stimulating for learners, emphasising to tutors the importance of challenging poor punctuality and setting clear expectations for learners to attend lessons. Take immediate action to reinforce with learners the need to attend regularly is an important part of developing their employability skills.
- Increase good and outstanding teaching and learning through tutors having a greater focus on learners' individual needs in lessons and greater expectations of what learners can achieve; and further development of the good arrangements already in place to use observations of teaching and learning and advanced teaching practitioners to identify how tutors can improve their teaching practice.
- Carry out a rigorous analysis of why male learners perform much less successfully than females. Ensure that the relevant faculties have detailed action plans and targets for how they intend to improve success rates for men and that student services throughout the college review the ways in which they can better support male learners who are at risk of not achieving.
- Strengthen arrangements for quality improvement to lessen the significant variations in the performance of different subject areas throughout the college. Make better use of the college's accurate and useful data, the detailed monitoring of key performance indicators and the self-critical reports written for managers and governors to bring about much swifter and more effective interventions to rectify under-performance and to ensure greater consistency in learners' experiences in all subject areas.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- The overall proportion of learners completing their courses successfully is satisfactory. Success rates are high for learners who study for a full A-level. Success rates for AS-level have increased substantially during the last three years and now at the national average for sixth form colleges. The proportion of learners successfully achieving their vocational qualifications is below the national average and has declined from 2010/11. Success rates are particularly low for learners on advanced level vocational courses, but above the national average for learners on foundation programmes.
- The overall success rates for different types of qualifications show significant variations in the wide range of subject areas. For example, most learners who begin academic courses in sport, visual and performing arts, English, sociology and law are successful; however, those studying in science, mathematics, information and communication technology (ICT) and economics are less likely to succeed. It is a similarly variable pattern for learners on vocational courses where there have been some particularly significant declines in success rates in a number of subjects over the last year.
- Too many learners on A-level courses do not make the progress expected of them based on their attainment before coming to the college. This has been the case in a significant number of subjects for the last three years. Most learners on AS-level programmes make good or very good progress. However, learners do not make sufficient progress in a significant minority of AS subjects. The proportion of learners achieving high-grade passes on AS and A-level courses is

increasing, but is still below average in almost all subject areas. Art and design courses account for a substantial proportion of the high grades at both AS and A level.

- The college has been only partially successful in reducing gaps in achievement between different groups of learners. The small cohort of learners from particular ethnic groups for whom success rates were previously much worse than those from white British backgrounds, now perform equally as well. Learners with identified learning needs, who performed at the same level as their peers in 2010/11, now have slightly worse success rates than their counterparts. The most marked gap in performance is between men and women. The former have success rates that are substantially lower than their female counterparts, although the gap in performance has reduced slightly in 2011/12.
- Learners' attendance is satisfactory in most subjects. It is below the college target and declined in 2012/13 to date from last year. Attendance rates are low on foundation courses at the Basildon campus and on intermediate level programmes at both Basildon and the Benfleet site. Learners' punctuality is satisfactory overall and poor in a few lessons. Learners feel safe when coming to college and value the way in which all staff treat them and cultivate a welcoming and friendly learning environment. Learners behave well around the college in most lessons and respect both their peers and staff.
- The overall standard of learners' work and the development of their knowledge and skills are satisfactory. In sport, learners develop good practical skills with a strong focus on working to industry requirements. Standards are also high in visual arts, media and languages, but lower in health and social care, early years, science, mathematics and business. Staff have embraced a number of new initiatives enthusiastically to develop learners' employability skills throughout the college, but many are too recent to judge their full impact. Participation in competitive sports teams is a strong feature of the college's extra-curricular offer, but learners' feedback reveals a lack of other clubs and societies to help them improve their confidence and personal skills.
- The development of learners' skills in English is good overall. Most learners are successful in achieving GCSE English qualifications at grades A\* to C. Standards of correction of spelling and grammar in learners' work are generally high. Most learners achieve their functional skills qualifications. Learners develop good mathematical skills in a number of subject areas. However, the high-grade pass rate for GCSE mathematics has been very low for the last three years.
- Success rates for the small number of apprentices training in the workplace are very high. Most complete their qualification in the timescale planned for them when they started their courses. Apprentices in health and social care and business are particularly successful in achieving their qualifications.
- Learners' progression between levels of study is adequate overall, but low from entry level courses to programmes at the same, or a higher, level. Learners' progression rates from AS-levels to the second year of their studies on A-level courses are high in visual arts and English. The college has been successful in capturing data on destinations from a high proportion of learners when they finish their courses. Almost one-third have progressed into employment or to apprenticeships. Progression rates to higher education are satisfactory for those learners completing advanced level courses and applying for university places.

### The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment varies within, and between, most subject areas and this reflects the considerable variations in learners' outcomes across different courses and levels of study. Consequently, teaching, learning and assessment require improvement.
- In most subject areas, the college's effective scheme for the observation of teaching and learning has contributed to improvements in classroom practice. However, inspectors judged too

many lessons to require improvement and not enough to be good or better. Managers are aware that too many aspects of teaching, learning and assessment are inconsistent across the college and learners in a few subjects gain a more positive experience of learning, and make better progress, than others.

- In the best lessons, enthusiastic tutors make good use of their skills and expertise to plan a range of interesting and challenging activities that stimulate learning. These tutors have high expectations of their learners. They encourage, motivate them and develop their knowledge and skills with care through effective strategies to check understanding of topics and carefully devised learning activities. Learners are sufficiently confident to ask questions and to seek assistance when they are not sure they understand the topic. They demonstrate a good recollection of knowledge gained from previous lessons.
- In the less effective lessons, tutors do not use their knowledge of learners sufficiently well to plan teaching that meets their individual needs. Lesson plans are often of poor quality and do not show how tutors intend to assess learning during the class. In these lessons, the pace of learning is too slow and tutors do not challenge learners sufficiently to realise their full potential. Most learners on advanced level courses fail to achieve the grades expected of them given their prior attainment.
- Tutors are supportive of learners and have positive working relationships with them. They use their good subject knowledge and expertise very effectively to link theory to practice. In most lessons, learners display a positive attitude towards learning. However, low level disruption has a negative impact on learners' progress in a small minority of lessons. Poor punctuality and weak work-readiness slow learners' progress at the start of a few lessons.
- Initial assessment is generally effective and helps to ensure that most learners enrol on the right course to suit their needs, interests and aspirations. Tutors use information about learners' abilities gathered through initial assessment effectively to guide and support them well, particularly on foundation courses. Tutors carefully monitor learners' progress on most courses and support them to achieve their qualifications through the setting of challenging targets. The recent introduction of an electronic individual learning plan is helping tutors and learners to improve how they set targets, monitor progress more effectively and communicate better. However, not all tutors are sufficiently adept in how to use the new plans.
- Tutors provide constructive and helpful feedback on learners' work. In a minority of cases, however, this feedback is insufficiently detailed or regular and learners complain that they do not know what they have to do to improve further. Managers have implemented termly review days that enable tutors to have detailed discussions with learners about their progress, targets and predicted grades and to identify any concerns.
- Tutors generally are skilled at developing learners' English skills during lessons, but less so in promoting the use of mathematical concepts where appropriate opportunities arise. Most tutors take care to identify and correct learners' spelling, punctuation and grammar mistakes. Many learners develop good specialist vocabulary related to the subject they are studying and are confident in using it verbally and in their written work.
- The arrangements for giving learners initial advice and guidance about their courses is generally effective. Learners value the flexibility and accessibility of their tutors. The college provides appropriate and timely support for learners requiring additional or specialist help to enable them to achieve. Learners with a specific need benefit from good arrangements at enrolment, which ensure they make an effective transition from school to college. Tutorials are generally satisfactory. Staff have recently devised a college-wide scheme for tutorials, but the extent to which tutors implement this currently is too variable.
- Tutors create an inclusive and positive learning environment in lessons. They promote equality and diversity effectively through their teaching in most subject areas. All tutors have very clear rules about appropriate behaviour and language in lessons. Learners treat each other with respect and courtesy. In a few subjects, such as visual arts and media, tutors use learning materials that celebrate cultural diversity well. However, the extent to which tutors in other subjects exploit fully opportunities to integrate equalities within their teaching is limited.

## Health, social care and early years

### Learning programmes for 16-18

### Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment in health, social care and early years require improvement and reflects the need to improve outcomes overall for learners. Success rates are low on a number of courses and a minority are declining. Success rates on intermediate and advanced level courses are mostly at the national average, but are low on foundation programmes. Retention and attendance are below the college's targets.
- In the better lessons, tutors ensure learners interact well with each other to make good progress in developing knowledge and skills. Learners understand how to apply theoretical concepts to work practices well, such as the importance of promoting autonomy when preparing individual care plans for vulnerable adults. This ensures learners become effective carers who are aware of the importance of self-determination, dignity and personalisation in care settings. Tutors have high expectations of learners and give them good support, which learners value. This encourages learners to develop their self-confidence well and to take pride in their achievements. In these lessons, tutors manage learners' behaviour effectively.
- In the less successful lessons, tutors do not plan teaching sufficiently well to make sure they meet the needs and interests of all learners. The range of learning activities and teaching methods is limited and the pace of learning is too slow for the majority of learners. Tutors do not check consistently that learners understand the topic. Punctuality in a few lessons is poor. Tutors do manage learners' behaviour sufficiently well in a minority of lessons to ensure they maintain their focus and interest in the subject.
- Tutors make effective use of a wide range of local employers to provide interesting and relevant work placements for learners. They provide good support for learners during their time on work experience, which helps them to develop good employability skills. In good lessons, tutors reinforce constantly the importance of high standard practical skills and bring the learning to life by encouraging learners to discuss their experiences of work with each other. In one particularly effective class, learners described the sleeping arrangements for babies in their work placements at nurseries and gained valuable knowledge about the recommended room temperatures to ensure they have the most comfortable and relaxing environment in which to sleep. However, too many tutors fail to plan lessons sufficiently well to establish meaningful links for learners between learning in the classroom and their experiences in the work place.
- Tutors have good vocational experience and knowledge, which they use effectively, particularly in the best lessons, to help learners understand both the challenges and rewards of working in the care and early years sectors. A minority of tutors do not take sufficient advantage of their backgrounds to develop this appreciation and the development of learners' skills and knowledge is slow.
- Tutors are conscientious in collecting essential information about individual learners and use it effectively to set clear and relevant personal targets, such as increasing self-confidence or participating more in classroom discussions. Learners understand the individual targets set for them and review them regularly with tutors. Tutors ensure learners are aware of the progress they are making, but do not always give them sufficiently detailed guidance when assessing assignments on how to improve their work.
- In the most effective lessons, tutors employ well planned activities to make sure learners improve their use of English and develop their mathematical skills. These include reading case studies aloud in front of the class to improve learners' presentation and communication skills and calculating percentages to establish the effectiveness of different methods of

communicating information to hospital patients. However, most tutors do not integrate English and mathematics sufficiently well with their theory teaching; nor do they make effective use of technology to support and promote learning.

- Tutors provide learners with effective information, advice and guidance. Progression to further learning is good and many learners find employment once they have completed their qualification. Most learners have a clear understanding of what they intend to do once their course has ended.
- Tutors promote equality and diversity well in most lessons, but a small number fail to identify and challenge negative stereotyping and inappropriate comments from learners.

## Science and mathematics

**Learning programmes for 16-18**  
**Learning programmes for 19+**

Requires improvement

- Teaching, learning and assessment in science and mathematics require improvement. Most learners enrol on courses in these two areas with high prior attainment but, with the exception of a small number of subjects such as applied life sciences, do not make the progress expected of them or achieve sufficiently high grades. Success rates for AS and A-level mathematics, further mathematics, physics and chemistry are below the national average for sixth form colleges. Success rates in AS and A-level biology and applied sciences are above the national average. The proportion of learners who achieve A\* to C grades in GCSE mathematics is very low and has been for the last three years. Assessment on most advanced level courses is now improving following the recent appointment of a new curriculum area leader.
- In the best lessons, tutors have high expectations of all learners, which create an enthusiasm for learning and encourage them to extend their knowledge and understanding of the topic outside the lesson. In one particularly successful lesson, the tutor required learners to write their answers on whiteboards around the classroom so that they could receive constructive evaluation from both the tutor and their peers, which helped them to improve their understanding of complex theoretical concepts. Learners in biology classes use ILT particularly effectively to prepare well-researched and high quality work.
- In lessons where teaching and learning are good, tutors use their knowledge and skills well to plan a wide range of activities to stimulate and motivate learners. These lessons promote good independent learning through regular checking by the tutor of learners' understanding. Learners work well together in small groups to deepen their understanding of particularly challenging topics. For example, learners in a biology lesson worked very well together to understand Darwin's theory of evolution, creating an experiment to test theories using directed light on different varieties of plants. A small number of tutors use good strategies to check learners' understanding of complex topics and to develop their skills and technical knowledge. The skilled use of specific terminology by tutors helps to support learning. Learners in one particularly effective lesson were able to identify different types of alcohols and how compounds were named, formed and produced through distillation.
- Learners in science lessons have a good awareness of health and safety. Learners wear appropriate protective clothing when handling dangerous chemicals or hazardous plants. These good working practices prepare them well for future study and employment.
- Tutors in too many lessons in mathematics, physics and chemistry have low expectations of learners. The slow pace and insufficient challenge for more able learners in these classes leads to them making less than good progress at best. These weaker lessons lack detailed planning which results in insufficient challenge and stimuli for the more able learners. Less able learners



are content to let the teacher’s talking dominate the lesson, which conceals their lack of understanding of the subject.

- Tutors assess learners frequently and monitor their progress closely in the better lessons. Learners receive clear advice about what they need to do to improve their work. They have a good understanding of science and mathematics theories and make good progress. Learners enjoy these classes and value the very good support they receive from tutors. Although all learners have target grades, a minority of tutors do not refer to them sufficiently and learners are unable to recall what they need to do to improve their grades or to make better progress. In biology, applied life sciences and a few mathematics lessons, tutors set regular homework to improve learners’ examination techniques. They also make good use of the college’s virtual learning environment (VLE) to enhance learners’ understanding of complex theoretical concepts.
- Tutors in the best science lessons develop learners’ mathematical skills very effectively. Learners practise their extended writing and evaluative skills through assignments and questions requiring detailed analysis of information. Learners have the opportunity to redraft their coursework to achieve higher grades, which gives them further practice in developing good writing skills.
- Learners receive good support prior to starting at college to ensure they enrol on the most appropriate course. Tutors assist in this process by setting short assignments for learners over the holiday period prior to their enrolment to check they have the right skills for the courses they have selected. Learners value the timely support they receive when making applications to higher education. Practical science lessons help learners to prepare for future study and employment in the areas of criminology, pharmacology and biological sciences.
- Tutors often miss opportunities to promote equality and diversity in lessons. However, learners in an applied sciences lesson had a very good grasp of ethical, moral and spiritual issues regarding human organ transplants. The presentation of their ideas to the other members of the class was through challenging but sensitive questions. A ‘wall of awesomeness’ in the science department provides an interesting and thought provoking visual stimulus for learners to find out about the diverse range of backgrounds and cultures of many famous scientists.

<p><b>Sport, leisure and recreation</b></p> <p><b>Learning programmes for 16-18</b></p> <p><b>Learning programmes for 19+</b></p>	<p>Good</p>
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- Teaching, learning and assessment in sport, leisure and recreation are good. Success rates on foundation and intermediate level courses are well above national averages. On advanced level programmes, success rates have increased and are now at the national average. However, too few learners on advanced level courses made the progress expected of them in 2011/12 and the proportion of learners achieving high grades was below average. Retention rates are high in 2012/13 to date and attendance and punctuality are both good. Learners are currently making good progress in their assessed work and most are achieving higher grades. Tutors monitor learners’ progress well through careful assessment of their learning.
- Staff have high expectations of learners’ behaviour, punctuality and attendance. They develop learners’ practical skills well and ensure they take advantage of good progression opportunities. In most lessons, tutors plan exciting and relevant activities for learners whilst ensuring they use their knowledge of learners’ backgrounds very effectively to meet their individual needs. A small minority of learners do not always have sufficient time in lessons to understand fully complex theoretical concepts. Learners develop very good levels of independence and are able to carry out research on their own from a wide range of relevant sources.

- Tutors are well qualified and have recent industry experience. In the best lessons, they use their knowledge well to challenge and motivate learners and to keep them focused on achieving well and developing good employability skills. Advanced teaching practitioners provide good support for tutors to help them improve their classroom practice. They have provided training on the use of ILT in lessons that has helped tutors to increase the range of learning activities they use. Learning support for learners with particular disabilities and difficulties is very good.
- Learners participate successfully in practical sports activities and develop good commercial fitness instruction skills. They gain additional qualifications recognised and valued by the sports and leisure industry. Learners are fully conversant with how to assess the risk of sporting activities. Learners' behaviour is very good and they are punctual for lessons. They often lead the warm up exercises at the start of classes. However, a lack of showering facilities hampers warm down procedures at the Basildon campus.
- Initial assessment is effective in ensuring learners enrol on the correct courses which match their abilities. Regular and realistic setting of targets and tutors' detailed progress reports are helpful in keeping learners motivated to achieve. For example, learners in a foundation level physical fitness and endurance lesson were successful in setting precise targets for themselves and their peers to measure the achievement of their personal training goals. However, tutors' lesson plans do not always include target outcomes for individual learners. In the less effective lessons, insufficient questioning does not improve learners' knowledge of the subject sufficiently or their confidence in pronouncing complex anatomical terms and processes.
- Assessment of learning is good. Curriculum area leaders record and monitor assessment outcomes well. Tutors assess AS and A-level work thoroughly and provide helpful comments for learners to improve the standard of their answers in the future. Learners' written English is good and grammatical errors are rare. However, the correction of grammar and spelling mistakes is not always sufficiently thorough on intermediate level courses. Tutors make good use of peer assessment in lessons to improve and reinforce learners' understanding and confidence.
- Learners' understanding of English and mathematics in lessons is good, as is the development of their skills in ICT. In an intermediate level sports performance lesson, learners were using mathematical formulae successfully to work out calorific requirements for exercising; in another fitness development class, they collected and analysed accurate data for resting and active heart rates. On A-level courses, learners demonstrate very good writing skills.
- Advice and guidance on progression opportunities are effective in helping learners to progress to higher education, apprenticeships and employment. The practical sports curriculum at advanced level and the development of mixed rugby, football, netball and basketball academy programmes ensures a high degree of participation in competitive team sports.
- The promotion of equality and diversity through a range of diverse images and role models is effective in a minority of lessons. Tutors tackle any inappropriate language and behaviour firmly. However, many tutors miss opportunities in lessons to engage learners in thinking about, for example, fitness planning for Paralympics athletes and risk assessment for pregnant women, different age groups and people with disabilities. Learners are able to lead physical activity sessions and adapt exercise routines successfully to meet the needs of a range of different abilities and for those people recovering from injuries.



**Visual arts, media and communication****Learning programmes for 16-18****Learning programmes for 19+**

Good

- Teaching, learning and assessment are good in visual arts, media and communication with a minority of aspects, which are outstanding. They make a significant contribution to the good skills that learners develop and the excellent progress they make in lessons. Success rates are consistently very high and well above national rates on the majority of visual arts courses. Success rates overall have declined on media courses over the last three years to be just above the national average. Success rates on A-level media courses are very high. On a small number of advanced level vocational courses in both subject areas, success rates are low. A very high proportion of learners on visual arts programmes attain high grades and make excellent progress based on their starting points when enrolling at college. Many learners progress to higher education. Attendance is low on a substantial number of courses.
- Tutors' excellent care, support and encouragement for learners enable them to develop highly effective technical, analytical and creative skills. For example, learners in textiles show a mastery of a range of decorative techniques including machine embroidery, appliqué, batik, weaving and wire work, which they apply creatively to their garment designs.
- In the best lessons, tutors use their excellent skills and knowledge very effectively to plan and deliver lessons that motivate and challenge all learners. Learners produce work of a very high standard. In photography and art and design, learners' portfolios and sketchbooks show rigorous research, extensive experimentation and very good development of their ideas. Learners refine their photographic work through creative and confident use of computer techniques such as layering and weaving to produce highly sophisticated results. Learners' participation in trips, visits and other good enrichment activities extends their understanding of the arts and influences their creative work positively.
- In a minority of lessons, tutors do not challenge learners sufficiently well and classroom management is poor. Learners become distracted and do not work to their full potential. Short-term setting of targets in these lessons is underdeveloped. Tutors do not use a wide enough range of strategies to ensure that all learners develop their thinking skills.
- Learners on vocational art and design courses work on interesting projects that successfully develop their employability and artistic skills. Learners on intermediate level programmes are involved in producing a large-scale mural and merchandise for a local sushi bar, giving them a valuable opportunity to develop further their understanding of cultural diversity through studying Japanese and Korean art.
- Tutors know their learners well. They collect a wide range of information on learners' abilities, aptitude and performance, which they use with varying effectiveness to plan for learners' individual needs. In the best lessons, tutors use this data very well to plan and deliver lessons that stretch and challenge the most and least able learners.
- Assessment of learners' work is highly effective. Tutors provide detailed and regular verbal and written feedback that enables learners to improve the quality of their work and to attain higher grades. Learners record their own progress accurately and evaluate their work in well annotated sketchbooks. In a particularly good art and design lesson, learners developed good peer evaluation skills by commenting on the use of formal elements such as composition, tone, balance and texture.
- Support for learners is good. Tutors and learning support assistants use the results of initial assessment very well to plan and provide highly effective support that ensures learners make good progress. Signers and note takers integrate learners with hearing impairments well within

art and design classes. Learners value highly the support they receive from the students’ services department.

- Development of learners’ literacy skills is good in most lessons. Learners are encouraged to take notes, précis information for revision purposes and to identify, understand and use specialist vocabulary in the right contexts. Tutors urge learners successfully to participate in discussions and to express their views supported by reasoned arguments. In a minority of lessons, tutors rely too much on learners taking notes and do not give them sufficient opportunities to consolidate new and complex vocabulary.
- Following recent changes to the arrangements for initial advice and guidance, recruitment to vocational courses is now more effective. The changes include a more in-depth interview to establish learners’ needs and interests, a comprehensive examination of learners’ portfolios and better opportunities for them to participate in practical activities prior to enrolling at the college.
- Tutors promote equality and diversity well in lessons. Learners explore a wide range of social and cultural issues. For example, learners in a film studies lesson explored issues around masculinity through studying works such as ‘Fight Club’. In a media class, learners examined gender stereotyping during a discussion about the influence of the press on public perceptions of men and women in society. Learners work very well together, respect the views of their peers and enjoy harmonious and productive relationships with the tutors.

<b>English and modern foreign languages</b>	
<b>Learning programmes for 16-18</b>	Good
<b>Learning programmes for 19+</b>	

- Teaching, learning and assessment are good in English and modern foreign languages. This reflects the success rates in both areas, which are at, or above, national averages. In 2011/12, the achievement rate on nine out of 10 courses at advanced level was 100%. Most learners on AS-level courses make good, or very good, progress given their starting points when they enrol at college and achieve high grades. However, the opposite is true for learners on the second year of their A-level studies. A high proportion of learners progress from AS courses to the second year of the A level in English. Attendance rates are low and significantly below the college target, particularly on a minority of second year A-level English courses.
- Tutors have good subject knowledge, are committed and enthusiastic and have high expectations of learners. The good teaching develops learners’ self-confidence and enables them to make good progress. However, the proportion of outstanding teaching is small.
- In the best lessons, learners work enthusiastically and diligently. They use linguistic and literary terminology accurately and express their ideas with confidence, flair and originality. For example, learners in an English literature lesson defended their own highly individual ideas on a text in a lively and humorous manner; learners in a French class were able to use the language confidently to exchange views. Tutors plan lessons well and skilfully lead discussions, building on learners’ contributions and encouraging them to explore and justify their different views. Tutors provide good support both in lessons for whole groups of learners and outside the classroom on an individual basis.
- Where teaching is less effective, tutors’ limited teaching strategies do not promote learners’ active participation in the lesson sufficiently. Teachers talk too much in these lessons and make little use of technology to improve learning. In a minority of lessons, poor classroom management means that learners become bored and passive and they do not benefit from enough opportunities to develop their skills and knowledge appropriately.
- Tutors work well with learners to develop personal learning plans, which they review and update regularly. They assess learners’ work frequently and accurately, annotating written work with

detailed and helpful advice so that learners know what they need to do to improve. Learners make good use of peer and self-assessment to improve their skills and knowledge. For example, after carrying out a timed assessment, a group of learners proofread and amended their work against the assessment criteria before submitting it for marking. Learners have a sound knowledge of assessment criteria and make good progress.

- The development of learners’ English and mathematical skills is good. Tutors expect learners to use grammatically appropriate language and correct grammar, punctuation and spelling meticulously in learners’ written work. Learners who did not achieve a good grade for their GCSE English at school now study for a certificate in English language, which helps them to develop good oral and written skills in English.
- Learners receive good pre-enrolment advice and guidance. However, for a few learners on A-level English courses, preparation is insufficient for the high level of linguistic analysis required for the qualification. Subject tutors and personal tutors are aware of learners’ individual needs and take account of this in all aspects of their course and lesson planning. A minority of learners develop good independent learning skills and greater self-reliance through, for example, increasingly effective use of the college’s VLE.
- Tutors promote equality and diversity effectively in lessons. They provide good opportunities to explore and celebrate cultural and linguistic diversity. For example, learners in a poetry lesson considered the portrayal of women and gender stereotyping, whilst an English class included an animated discussion on national characteristics. Learners and tutors treat each other with courtesy and respect.

<p><b>Business</b></p> <p><b>Learning programmes for 16-18</b></p> <p><b>Learning programmes for 19+</b></p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement on business courses. The quality of teaching and learning varies greatly across the subjects and this reflects the disparity in success rates which are at, or just above, the national average overall for vocational and academic programmes, but which vary considerably in individual subjects. Success rates for most courses increased substantially in 2011/12. Learners achieve high grades and make good progress on A-level law but are less successful on business studies courses given their prior attainment when they start at the college. Attendance and punctuality are good.
- In the better lessons, tutors plan and structure lessons well and learners make good progress. They prepare detailed group profiles, which demonstrate a sound understanding of their learners and use them well to take account of individual needs in the classroom. Tutors have a good knowledge of business and other related subject, which enables them to refer constantly to examples from the workplace. This stimulates learners’ interest in a wide range of different types of businesses and allows them to understand how, for example, companies apply business management theories and financial principles. The development of learners’ employability skills is good in these lessons. Learners on the business enterprise course have won awards for their presentations at prestigious local trade fairs.
- In the less effective lessons, tutors do not use the information they have about individual learners sufficiently well to plan teaching and learning strategies that meet their particular needs. In a small minority of classes, this leads to learners’ poor behaviour and ineffective classroom management by tutors. Tutors talk too much in these lessons and their teaching fails to explore fully learners’ understanding of important topics and concepts. Learners do not have sufficient time to contemplate a deeper understanding of the subject. Opportunities for learners to work in pairs or small groups to share ideas and assess each other’s contributions are limited.

- Assessment of learners' work is mostly helpful and effective. Tutors' feedback on assessed work is constructive and corrections to assignments provide learners with a good indication of what they need to do to improve their work. A small number of tutors develop learners' communication and presentation skills well in lessons, but other tutors miss opportunities to reinforce these skills.
- Curriculum leaders in business are reflective and self-critical. They are committed to focusing on improvements in teaching, learning and assessment. Information, advice and guidance have improved, but they are still not good. Tutors gather sufficient information from initial assessments of learners' abilities and needs to support them appropriately. Learners value the individual reviews they have with tutors to monitor their progress. Tutors challenge learners to identify precise targets to improve their performance, which they record, and review as part of the learners' personal learning plans.
- Learners respect each other and their tutors. This encourages them to work independently outside the classroom to improve their learning. Tutors are very accessible to learners and are frequently available outside college hours to help them with personal issues or to give advice on how to keep up-to-date with their work. Regular focus groups help to gather and analyse learners' feedback about their lessons and managers communicate their responses and actions clearly through posters around the department.
- Most tutors' schemes of work contain references to the promotion of equality and diversity. The way in which they promote and reinforce these concepts as they apply to the business world is satisfactory. In one particularly good law lesson, the tutor used a stimulating real life case study to start a lively discussion and debate about male and female attitudes towards in vitro fertilisation treatment.

### The effectiveness of leadership and management

Requires improvement

- Governors, the principal and senior managers have a clear mission for the college and have set appropriate strategic targets, which reflect local, regional and national needs closely. With the strong support and commitment of senior managers, the newly appointed principal has communicated a clear vision for the college very effectively to staff, who value the open communications this has engendered. This includes well-advanced plans for a new teaching and learning strategy to be launched at the beginning of the next academic year. The college's strategic plan reflects its core values and emphasises very clearly the need for individual learners to take responsibility for their own learning and success. Initial indications show that this approach is having a positive impact in a number of subject areas, but it is too early to judge whether the effect is a positive one throughout the college. The recent rationalisation of management structures has given curriculum leaders greater ownership of, and responsibility for, the success of their courses. As a result, relationships with staff have improved and teamwork is becoming more effective across the college.
- Governors have a clear view of the college's mission and its importance in serving the local community. They use their wide range of expertise in areas such as finance to advise and support college managers. Governors use the detailed information they receive about the college's performance to challenge leaders and managers about key aspects of learners' performance and to hold them to account for their actions. The composition of the governing body reflects broadly the cohort of learners at the college.
- The college has well developed and extensive systems for the observation of teaching and learning, as well as a wide ranging programme of professional development which is very responsive to individual tutors' needs. These effective arrangements have helped to improve the teaching and learning overall since the last inspection. However, leaders and managers

recognise very clearly that teaching and learning still vary too much across the college. They also appreciate that too few lessons are outstanding.

- Managers rectify underperformance amongst individual tutors appropriately through support and development and, where necessary, capability procedures. The close link between the lesson observations and performance management means that advanced teaching practitioners are able to target their help directly at individual members of staff. Managers encourage and reward staff to carry out additional continuing professional development, which will benefit learners and the college.
- The self-assessment report is succinct, honest and appropriately self-critical. It identifies accurately the key strengths and areas of improvement, but fails to recognise the significance of a minority of the weaknesses or that some improvements in performance are significant, but the quality of provision in those areas is not yet good. Managers make increasingly good use of a wide range of ways to collect learners, parents and employers' views for self-assessment. Although all staff in subject areas contribute to self-assessment, they do not always use the data available sufficiently well to make accurate judgements or to set clear targets in quality improvement plans.
- Leaders and managers are very aware of the requirement for further improvements in provision. Since the previous inspection, managers have strengthened quality improvement arrangements and made clear progress in resolving a minority of areas for improvement identified at that time. For example, managers' use of learners' feedback is now much more effective, which they gather through a wide range of different forums. However, progress in other areas, such as improving attendance and tutorials has been slow. Some monitoring arrangements, such as internal quality reviews, are too new to judge their full impact on learners. Managers now use data more effectively to monitor learners' performance against key indicators, but this has not brought about a consistent improvement in outcomes. Too many learners do not achieve to their full potential.
- The college has an increasingly diverse curriculum, which is responsive to local and regional needs. The curriculum is meeting the needs of employers well through an expanding and successful apprenticeship programme. The college is continuing to develop extensive contacts with a wide range of schools, agencies and employers, which benefit learners. It makes good use of these external links with partners to broaden learners' experiences, particularly on vocational courses.
- The management and promotion of equality and diversity are effective. The college provides an inclusive and safe environment for learning where learners treat each other and their tutors with respect. Managers and staff reinforce learners' awareness of equality and diversity well outside the classroom through frequent displays and involvement in carefully focused projects on equalities. However, too much teaching in lessons does not meet the needs of individual learners.
- The college meets its statutory requirements for the safeguarding of learners. Managers update its safeguarding policies regularly to comply with changes in legislation. Governors and staff receive timely training on their safeguarding responsibilities. Managers and staff maintain good links with specialist external agencies to protect vulnerable and at risk learners. Appropriate risk assessment and background checks take place on the suitability of all staff to work with young people and vulnerable adults, supported by a detailed central register of information on these checks. Bullying at the college is a rare occurrence and managers and staff deal with any reported incidents promptly and effectively.

## Record of Main Findings (RMF)

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

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Health and social care</b>	<b>3</b>
<b>Early years and playwork</b>	<b>3</b>
<b>Science</b>	<b>3</b>
<b>Mathematics and statistics</b>	<b>3</b>
<b>Sport, leisure and recreation</b>	<b>2</b>
<b>Visual Arts</b>	<b>2</b>
<b>Media and communication</b>	<b>2</b>
<b>English</b>	<b>2</b>
<b>Modern foreign languages</b>	<b>2</b>
<b>Business</b>	<b>3</b>

## Provider details

SEEVIC College



<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 3,123
	Part-time: 385
<b>Principal/CEO</b>	Nick Spenceley
<b>Date of previous inspection</b>	May 2009
<b>Website address</b>	www.seevic-college.ac.uk

<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>								
<b>Full-time</b>	95	15	383	3	2,058	82	26	1
<b>Part-time</b>	78	55	79	18	50	74	4	18
<b>Number of apprentices by Apprenticeship level and age</b>								
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	76	40	26	38	1	0		
<b>Number of learners aged 14-16</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	34							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Beauty Booty Ltd</li> <li>■ Thames Group</li> <li>■ Basildon and Thurrock University NHS Trust</li> </ul>							

## Additional socio-economic information

SEEVIC College is a medium-sized general further education college, which was formerly a sixth form college up to 2010. Its main campus is in Benfleet and it has two additional sites in Basildon. Students attend the college from a diverse and wide ranging catchment area, including a number of districts with high deprivation. Unemployment in the local area is below average. The main employment in the area is in administration and secretarial services and in professional and technical occupations. The number of pupils in schools in Essex attaining five GCSEs at grades A\* to C including English and mathematics was just above the national average in 2011/12, having risen slightly from the previous year.

## Information about this inspection

**Lead inspector**

Richard Moore HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the deputy principal curriculum and quality as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## 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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