

Huntingdonshire Regional College

General further education college

Inspection dates		4–7 June 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
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:

- The proportion of learners and apprentices who gain their qualification has risen slowly and is now around the national average. The rate of increase is inconsistent across the college and not enough apprentices achieve their framework within planned timescales.
- Too little teaching and learning are good and outstanding, resulting in a significant number of learners not making the progress of which they are capable.
- Teachers' assessment of learners' work and the organisation and quality of feedback does not support learners in making rapid progress in all areas.
- The development of learners' and apprentices' skills in English and mathematics is not consistently good, as not all teachers use lessons and assessments to develop these skills effectively.
- Actions taken by managers to bring about improvement have not raised standards in a minority of key areas of the college's work.

This provider has the following strengths:

- Most learners enjoy their learning and they feel safe at college.
- Good provision in hair and beauty and independent living and leisure skills.
- Effective development of learners' personal and social skills.
- Good care and support for learners with identified learning support needs.
- Particularly effective strategic management that is raising staff and learners' aspirations and bringing about a change in culture.
- Ambitious vision of the leadership team which is raising staff morale.
- Teachers and managers thorough understanding what they need to do to improve.

Full report

What does the provider need to do to improve further?

- Increase the proportion of learners and apprentices who gain their qualification by improving initial advice and guidance so that all learners are enrolled on a course that matches their ability, career aspiration and prior educational achievement.
- Improve the progress learners make in lessons by ensuring teachers plan all lessons so the range and timing of activities and tasks are sufficiently ambitious, interesting and relevant. Ensure teachers use strategies to deepen as well as broaden learners’ understanding to help improve learners’ achievement of higher grades. Further share the best teaching practice that exists within the college.
- Reduce the significant variability in the organisation and quality of assessment. Ensure staff carefully plan assessment, return marked work to learners promptly and record learners’ progress and achievement frequently and in enough detail so that learners know what they need to do to improve further and make good progress.
- Increase the opportunities for learners to develop their English and mathematical skills in classroom-based learning and functional skills in work-based learning by making sure all teachers pay close attention to reinforcing learners’ spelling, punctuation and grammar. Ensure teachers do not miss opportunities to promote and reinforce learners’ English and mathematical skills within lessons. Ensure staff plan and focus the teaching and assessment of functional skills for work-based learning to improve learners’ and apprentices’ employability skills.
- Improve the implementation and impact of quality improvement by making sure that actions of managers and staff are fully complete within agreed timescales to support all learners in achieving their goals.

Inspection judgements

Outcomes for learners	Requires improvement
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- Outcomes for learners require improvement as not enough learners successfully complete their qualification. The proportion achieving their qualification has improved slowly over the past three years and is now around the national average for most learners. Adult learners achieve their qualifications at a slightly higher rate than those aged 16 to 18.
- The proportion of apprentices who achieve their qualification within the planned timescale is declining and is now significantly below the national average at both intermediate- and advanced-levels. Learners on other work-place learning courses achieve well and in line with high national averages.
- The majority of learners make the progress expected of them although this varies by subject. Learners studying college-based courses in independent leisure and living skills, sport and business make good progress and are successful in achieving their qualifications at a rate above the national average. Learners studying courses in other subjects do not always make the progress of which they are capable and achieve their qualifications at a rate at or below the national average.
- Overall there are few significant differences between different groups of learners. Adult men, on intermediate level courses, achieve less well than women learners on similar courses in the college and nationally. This gap has remained much wider than the national average for the last three years. The achievement of Black African learners has declined over the last three years and is lower than the college and the national rate. Managers are monitoring closely the few

small differences that do exist to ensure that these learners are able to achieve their qualifications. Looked after children achieved well in 2011/12, but the college does not routinely analyse and report their performance through self-assessment.

- The proportion of learners who leave their course early is broadly average. College data indicate little improvement in the number of learners who are likely to complete their courses this year compared to the same point last year.
- The proportion of learners who achieve functional skills qualifications has improved significantly over the last three years to be broadly in line with that of similar colleges. Adults studying intermediate-level functional skills qualifications achieve at a slightly better rate than the national average. While success rates for GCSE English and mathematics have increased, they remain below that of similar colleges.
- A high proportion of learners, complete additional qualifications that relate to the vocational subject they are studying. This improves their prospects of employment. For example, sport and uniformed public services learners complete fitness and coaching qualifications. Due to this, a few have secured part-time work in the fitness industry.
- Opportunities for learners to develop their employability skills have improved since the last inspection. Overall, the number of learners accessing work placements has increased markedly. College initiatives such as 'The Lion's Den', where learners pitch their business ideas to a panel of local employers, are popular and help develop their entrepreneurial skills. The event saw one learner gain an offer of employment and another gained sponsorship to produce their design concepts.
- Learners develop good personal and social skills on the vast majority of courses. This helps most progress to further education or employment and increases self-confidence for less confident learners.
- Learners make adequate progress to further education, higher education or employment. Where they progress, learners have a good understanding of career progression for their subject, including what they need to do, to achieve their career goal. They receive good support from their tutors to help them progress to further training or employment. However, a minority of learners do not progress to employment or further education or training. The information that the college collects on learners' progression is incomplete in most subject areas.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement. While the majority of teaching and learning is good, in too many lessons teachers do not plan well enough to ensure every learner makes the progress they are capable of in the time available. This is particularly, but not exclusively, where classrooms contain learners studying at different course levels. Too little teaching and learning are outstanding.
- In the most successful lessons, teachers plan carefully to make learning interesting, varied and relevant and learners' progress accelerates as a result. For example, in one very effective jointly run lesson between public services and access to higher education learners, teachers arranged the running of a mock crown court case using role-play, complete with props and costumes. Public services learners took the role of barristers, witnesses and judges to learn about legal precedents and access to higher education learners took the role of jurors to consider the psychological implications of interpreting court evidence. Learners were able to improve their skills well through interrogating, debating and evaluating the court case proceedings.
- In a minority of lessons, teachers' expectations of what learners can achieve are not high enough. This is often because teachers do not set activities or tasks that are sufficiently ambitious and/or organised. Subsequently, learners' concentration drifts and this slows their

progress. Most teachers use general questioning to check learners’ understanding, but few take the opportunity to probe learners’ thinking further and help deepen their understanding.

- Most learning resources are fit for purpose and teachers use these appropriately to support learning. In a minority of subject areas, the virtual learning environment (VLE) provides learners with a good range of useful and varied materials to help them learn outside lessons. In several subject areas however, either too few or largely bland materials are on the system for learners to use.
- Learners receive prompt assessment of any support needs at the start of their courses and where identified, most learners take up additional help with their study. Learners in receipt of additional learning support and those identified as vulnerable and/or at risk of not completing their course achieve at least in line with their peers. The monitoring of learners’ progress through reviews and tutorials is frequent and thorough in the majority of subjects. In a minority of subjects however, teachers do not always record learners’ progress and achievements frequently enough or set clear enough goals to inspire further improvement. Overall, progress reviews for apprentices are adequate.
- The organisation and quality of assessment across the college requires improvement. Good assessment practice exists in a minority of subjects, such as hairdressing and beauty therapy. In other subjects, not all teachers return marked work promptly or provide sufficiently detailed written feedback on learners’ work. As a result, learners are less able to build on their prior learning as quickly as they might.
- The development of learners’ English, mathematics and functional skills is inconsistent across the college. In college-based learning, the organisation of functional skills teaching has improved and resulted in marked increases in the proportion of learners successfully gaining these qualifications. The planned assessment of functional skills qualifications on work-based learning is poor. Teachers’ feedback on the quality of learners’ spelling and grammar is not always sufficiently explicit to help reinforce the importance of or develop these skills.
- The range of extra-curricular activities to enrich learning within subjects is mostly effective. The variety and range of central enrichment, including clubs and sports activities remains limited with minimal participation of learners.
- Recent improvements to the organisation of learner support have resulted in most learners now receiving appropriate advice and guidance when they enrol at the college. The vast majority of personal tutors support learners effectively and provide them with appropriate advice and guidance on their future career planning. While several aspects of learners’ support have improved this academic year, the full impact of recent management changes in improving learners’ attendance and reducing the number of learners that leave their programme early, has yet to be seen.
- In a few subjects including visual arts, teachers promote equality and diversity themes well, but the way in which teachers integrate these themes into their lessons in a minority of other subjects is less effective. Staff do not sufficiently promote equality and understanding of diversity at progress reviews for work-based learners.

<p>Hairdressing and beauty therapy</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Good</p>
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- Teaching, learning and assessment are good and this has increased the proportion of learners achieving their qualification, which is now in line with that for similar colleges. Ladies’ hairdressing learners develop good employability skills when completing hair colour techniques, and beauty therapy learners demonstrate work-ready skills when completing body massage.

Men's hairdressing learners develop exceptional skills when using electric hair clippers to produce patterns and designs in short hair. Learners work safely.

- In the better lessons, teachers act as good role models and motivators, and they constantly challenge learners to improve. Teachers use individual coaching and praise particularly effectively to encourage learners to succeed. Specialist support teachers work well with vocational teachers to give targeted support to those learners needing help. Teachers' use of questioning to check learning is of a high standard. In these lessons, learners' development of practical skills is good.
- In other better practical lessons, teachers create a relevant environment in which all learners work on clients. In these lessons teachers use good questioning to check learners' underpinning knowledge of the practical skills they develop. In men's practical hairdressing lessons, the wide variety of clients enables learners to develop excellent barbering skills when beard trimming and cutting short modern hairstyles.
- In the less effective lessons, learners make less progress as they work slowly towards un-challenging targets. Teachers do not always sufficiently question learners to check their underpinning knowledge. Teachers do not promote sufficiently the demands of industry and expectations of employers and too many learners do not work on clients.
- In functional skills lessons, teachers use individual coaching effectively and the good interaction between the teacher and learner helps develop learners' mathematics and English skills. Teachers in vocational lessons do not promote functional skills sufficiently. For example, they do not always link English and mathematics to hairdressing and beauty therapy themes or choose topics to enable learners to understand the relevance and importance of functional skills.
- Assessment is good, well planned and rigorous. Assessors follow the awarding body guidelines to ensure learners fully understand the assessment criteria. Assessors use good oral questioning to reinforce practical skills assessments to support the assessment evidence. Assessors provide constructive feedback on how learners can improve.
- Learners benefit from attending exhibitions, competitions and product manufacturer courses and a minority benefit from voluntary work experience. Resources, products and equipment in hairdressing and beauty therapy meet industry standards although the hairdressing and beauty salons are worn and out of date.
- Learners' progress on their course and target setting are good. Learners know what they need to do to progress. Learners and teachers use an electronic tracking system effectively and teachers encourage learners to plan and agree their own targets. One to one tutorials focus effectively on learners' actions to achieve units of their qualification and the resolving of wider issues that could affect their progress.
- Progression to higher-level courses is good and most learners on beauty therapy and men's hairdressing courses progress into employment and some open their own salons. Attendance is usually good, but at the time of the inspection, attendance was lower than the college average. Punctuality in lessons is good.
- Learners benefit from the high expectations and support that teachers provide to enable them to achieve. Recent changes to management have improved the morale of staff and learners. This has developed an environment that promotes learning and progression in which learners are comfortable in approaching staff for help, advice and assistance on a regular basis.
- Additional support for learners is good. Identification of learners' support needs takes place at the start of their course and specialist support tutors work collaboratively in lessons with vocational teachers to support learning. For example, good support for learners with visual impairment helps them to develop their confidence and self-esteem and support good progress.
- Learners have an appropriate understanding of equality and diversity. Opportunities are missed however, in most vocational lessons to reinforce and promote equality and diversity. For example, during client consultations teachers do not develop learners' knowledge of how they might change their strategies when working with different hair or skin types.

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

Requires improvement

- Teaching learning and assessment requires improvement which is reflected in the overall low outcomes for learners in 2011/12. Predominantly ineffective initial advice and guidance led to a significant proportion of intermediate- and advanced-level learners leaving their courses early. The foundation diploma art and design course was highly successful in 2010/11 when all enrolled learners completed the course. A high proportion of the small number of learners who apply to university gain a place.
- Learners work enthusiastically on a small number of external projects and commissions, including the local arts festival. A relevant range of trips and visits provide learners with opportunities to widen their experience, understanding and enthusiasm for the arts. On a significant minority of courses however, teachers spend too much time supporting learners with their pastoral and literacy needs and consequently do not focus sufficiently on delivering vibrant challenging lessons that maintain the interest and enthusiasm of all learners. As a result, many learners lose interest in their work, become bored and frustrated and do not make the progress of which they are capable.
- In the best lessons, learners work highly productively and independently to produce competent work that shows good skills development and progress. Teachers' planning, clearly communicated aims and objectives, and very effective target setting ensure that learners become absorbed in their work. In life drawing lessons, learners develop their observational, drawing and painting skills very effectively to produce some interesting full figure studies.
- In less effective lessons, teachers do not set clear objectives and targets or structure learning sufficiently well to enable all learners to make good progress. A few teachers do not have effective strategies to enable learners at different levels of skill and ability to make the progress of which they are capable. Teachers do not ask sufficiently targeted, probing questions to foster learners' independence and problem solving skills or use a sufficient range of additional learning materials to enrich learning, inspire or inform learners' practice.
- Learning mentors provide highly effective support. Learners on the intermediate-level art and design course benefit from the support that they receive which enables them to improve the quality of their practical and written work and develop their practical skills and self-confidence.
- Individual tutorial support is good. Learners receive clear guidance on how to improve the quality of their work and achieve higher grades. Learners in photography regularly record meaningful, clear, precise, measurable targets on their individual learning plans. As a result, they set clear priorities for action and make good progress in achieving their qualification.
- Teachers' assessment practice requires significant improvement on the majority of art and design courses. Teachers do not always make it sufficiently clear how work is being assessed resulting in confusion for learners and this slows their progress. Learners in photography and foundation art and design however, have confidence in the assessment process which supports their progress. On these courses, work is marked well, assessment decisions are fair, feedback detailed and specific and deadlines for completion adhered to.
- Learners have limited access to specialist facilities, equipment and materials and as a result, the range of work that they produce is narrow. Facilities for 3D and large scale work are limited and the room for fashion is not appropriate. Art and design learners have very limited exposure to current industry standard technologies which disadvantages them in respect of progression to higher education and employment.

- Teachers provide regular opportunities for learners to develop their literacy skills through annotation of sketch books and reflective logs. Learners use specialist terminology and technical vocabulary well to describe and evaluate their work. Advanced-level photography learners develop their evaluative and critical skills particularly well.
- Initial advice, guidance and selection of learners on the intermediate and advanced-level art and design courses in 2012/13 were inadequate. This resulted in staff placing many learners on courses that they were not capable of completing. Many left the courses early and those who remained lost enthusiasm. Managers have changed the process for enrolment for 2013/14.
- Teachers develop learners' understanding of equality and diversity issues effectively through the curriculum. In a photography lesson, the teacher took opportunities that arose to discuss moral and ethical issues. Learners also had an interesting discussion on the ethics of photo journalism and the recent same sex marriage bill.

Independent living and leisure skills	
Learning programmes for 16-18	Good
Learning programmes for 19+	

- The quality of teaching, learning and assessment is good. Learners are very successful in a range of qualifications which effectively support the development of their personal, social and employability skills. The standard of learners' work is good. Not all learners however, have sufficient opportunities to access national qualifications in English and mathematics, where this is appropriate. The progression of learners into further training is good.
- On the Pathfinder programme in particular, teachers skilfully plan tailor-made, individualised learning programmes, which meet learners' often complex and wide-ranging needs very well.
- Across all programmes, learners are very positive about their learning and benefit greatly from actively participating in a wide range of practical activities. Teachers use an extensive range of learning resources well, including the use of technology and specialist equipment, which supports learners' progress very well.
- Learners work with confidence and are motivated to make good progress and maximise their independence. In a minority of lessons, planning does not always take sufficient account of learners' differences in ability, which slows their progress. Learners on college-based programmes produce high quality art and craft products, which they sell in the college and in the community. This enables them to develop a good range of practical and creative expertise, as well as enterprise skills, which supports their progress to the next stage.
- The initial assessment of learners' academic, personal and social needs and abilities is thorough, with detailed identification of learners' starting points. On the Pathfinder programme in particular, teachers use the results of these assessments to produce very detailed profiles, which help to inform the comprehensive planning of each learner's individual programme.
- Teachers mark work in learners' portfolios carefully, although appropriate attention to the correction of learners' spelling and punctuation is not always evident. On the Pathfinder programme, the identification of learners' individual progress targets and goals is outstanding, with detailed weekly targets carefully building on previous learning. This enables learners to make excellent progress. On other programmes, the identification and recording of learners' targets and progress is effective, but not always sufficiently detailed and consequently they do not always make such high levels of progress.
- At the main college site, learners access a comprehensive range of internal work-related opportunities which help them to prepare for work. Learners at the college's off-site provision are very well prepared for employment, with one of the external projects based in a setting

which provides on-site work placements in the catering industry. Too few learners however, access external work experience.

- Learners significantly improve their ability to communicate, to speak with confidence and to improve their ability to listen to others. The development of learners' writing skills across the provision is not always sufficiently effective. Although examples of good practice do exist, this is currently not widely shared. The development of learners' skills in mathematics is good.
- Support for learners is good. Teachers plan very carefully for the deployment of learning support assistants and learning mentors, who provide carefully targeted support, whilst taking care not to over-support learners and to maximise their independence. Links with parents and carers are good, with some very effective use of social media which helps to ensure effective communication. Good links to a wide range of external support agencies provide additional specialist support, for example, for health-related and social issues.
- Teachers' promotion of equality and diversity is good and includes the active involvement of learners in a wide range of community-based projects and successful fund-raising events which support local charities. Staff ensure learners are fully integrated into college life. A strong culture of mutual respect is evident in classes, with learners demonstrating high levels of tolerance and consideration of each other's differing requirements and abilities.

Customer service and business administration

Apprenticeships

Inadequate

- Teaching, learning and assessment are inadequate. This is reflected in the low and declining proportion of apprentices who complete their framework within the planned timescale and the very slow progress made by the large majority of apprentices. Late identification of the apprentices' requirement to achieve functional skills qualifications as part of their apprenticeship has had a significant impact on how they progress overall. Managers have not implemented strategies to improve the progress of business administration and customer service apprentices.
- In the better reviews and assessments, assessors make good use of questioning to challenge and check apprentices' understanding. They plan and carry out thorough observations and provide helpful written feedback to apprentices to help them to reflect on their performance.
- Customer service and administration apprentices benefit from particularly good on the job training provided by dedicated, committed employers from a large variety of industry sectors including retail, digital media, engineering, education, community and health care providers. Most training organised by employers occurs independently of the apprentice's programme, without the knowledge of the assessor. Co-ordination of on and off the job training is insufficient and the training apprentices receive in the workplace does not routinely contribute to achievement of their framework.
- Employers and supervisors have too little information about what the apprentice needs to do to complete their programme and they are not routinely invited to contribute to discussions and target setting during reviews.
- Assessment practice is ineffective in supporting apprentices' skills development. The large majority of apprentices do not always receive productive assessment visits. Assessment visits are too brief without sufficient opportunity for assessors to assess apprentices' work and to credit their skills' development. Assessors do not always complete feedback for learners' work promptly and this does not allow the apprentice to review their performance and make improvements.
- Targets for apprentices are inconsistent in quality and content. Assessors do not always provide clear guidance to apprentices about what they need to do to achieve. Targets set by assessors relate broadly to the completion of units. A few assessors set more detailed targets which are

specific about what the apprentice should achieve by the next assessor visit. Most targets for apprentices lack challenge, as they do not sufficiently extend their knowledge and skills. They are not encouraged to pursue independent learning, for example, through research in between visits and guidance for apprentices about how to develop their skills to higher levels is insufficient.

- The majority of apprentices’ work is of a good standard, but assessors do not routinely correct spelling and grammar to identify where they can improve. Assessors focus insufficiently on apprentices developing and applying functional skills, particularly in English and mathematics within their learning programme and work-place practice.
- Learning resources are satisfactory. Assessors demonstrate appropriate knowledge of the sector. Assessors do not use information learning technologies effectively to support the recording of professional discussions. Handouts used by assessors are of a satisfactory quality.
- The use of initial assessment to plan learning requires improvement. Apprentices undertake literacy and numeracy assessments and an occupational skill scan helps assessors to match programme units to the apprentice’s job role. Assessors do not use the results of these assessments, sufficiently to personalise the apprentice’s programme and set challenging targets for progression. For example, assessors do not expect apprentices with experience and knowledge within the customer service sector, to develop higher-level skills or progress faster.
- The large majority of apprentices do not receive the support required for them to complete their programme within planned timescales. While apprentices are keen to complete their programme, most receive insufficient guidance from their assessor about what they need to do next to progress and how to improve. Personal support for apprentices from assessors is satisfactory. Assessors are approachable and friendly and provide details for apprentices to contact them in between visits. Response to apprentices’ requests for help, if made, is usually prompt.
- Inadequate initial information and advice has resulted in a minority of apprentices being on the incorrect level of programme. Managers have taken action to improve this, but advice and guidance about apprentices’ progression opportunities still requires improvement. Most apprentices receive too little advice and information from assessors about how to progress within their chosen career area, how to explore other areas of work or what they need to do to progress to higher levels of learning. Sometimes employers provide this advice and information.
- Assessors do not integrate equality and diversity sufficiently in learning sessions with too few opportunities planned by assessors for apprentices to extend their learning and broaden their understanding of topics and issues pertinent to the sector through, for example, extended discussion.

The effectiveness of leadership and management	Requires improvement
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- Senior managers have an ambitious vision, values and clearly stated strategic priorities for the college. During the last two years, the principal, supported by governors, has effectively restructured the senior and middle management of the college to rectify significant areas of weakness. The new team show a good capacity to implement change and they have started to bring about necessary improvements. However, in several areas improvements are too recent to have had significant impact.
- Managers’ emphasis on good communication and collaboration is part of a culture of encouraging the sharing of ideas for improvement and is highly valued by staff and learners. Strategic planning and self-assessment align closely and governors and the leadership team receive regular reports on progress towards targets. Staff have a much clearer understanding of their responsibilities and particularly appreciate the greater efficiency in decision making.

- Governors know the college well and are aware of the need to monitor its performance and quality to raise standards. They receive helpful reports on the quality of provision and performance targets. They use a good range of skills and knowledge of local enterprise to support curriculum development and college participation in partnerships. Student governors confidently bring their concerns and ideas to the board and meet regularly with senior college leaders.
- The curriculum meets the needs of most learners and regional communities well and participation by managers in local networks is increasing opportunities to develop employability and enterprise.
- Managers prioritise the improvement of teaching and learning. Observers have an active, developmental role and are able to demonstrate best practice. This is a key part of planned actions to improve teaching quality. Staff value observers' expertise and the opportunity to contribute their own ideas on how they can improve. Teachers are becoming more confident in the use of a wider range of learning methods.
- Although too much teaching still requires improvement, its quality is steadily improving in most areas. However, for example, a minority of teachers do not have the ability to enable all learners to make good progress in mixed ability groups and some apprentices have made slow progress due to poor assessment practice. Assessment is weak in several other areas of the college. A revised performance management system supports more rigorous monitoring of staff performance and progress in meeting their targets throughout the year.
- Self-assessment is inclusive and draws on useful evidence from course reviews, teaching observations and outcomes data. Self-assessment is broadly accurate and shows that staff and managers have a good understanding of what the college needs to improve. Progress, however is slow in a minority of areas that adversely affect learners, such as the need to accelerate improvements in learners' outcomes, and extending learners' opportunities for enrichment. Managers have taken action to improve initial advice and guidance, but this was not in time to benefit current learners.
- Managers and staff make effective use of learners and employers' views when evaluating the quality of provision. Concerns about how well subcontractors were performing led to a management review of practice and consequently some contracts were not renewed.
- Subject management is improving, but a minority of current learners have suffered from a legacy of poor planning and organisation. Already new managers and coordinators are starting to resolve areas of concern, but considerable variation in the quality and consistency in a few subject areas remains. Full-time staff are appropriately qualified and participate well in professional development activities. A smaller proportion of part-time teachers attend college training.
- Leaders and managers analyse most equality and diversity data well across the college and at course level to identify performance trends and any areas of concern. Currently few significant differences exist between the performances of different groups of learners. For example, Black African learners do not achieve in line with other groups. They do not do well in exams, but perform better in course work. The college attracts a high proportion of minority ethnic learners and one successful initiative has led to the recruitment of over 50 Bangladeshi apprentices.
- Managers investigate complaints thoroughly and do not tolerate bullying or harassment. Some good practice is in place to extend learners' understanding of equality and diversity in lessons and reviews, but not all teachers make the best use of opportunities. The college recognises this as an area for improvement along with the need to improve the effectiveness of cross college activities to encourage learners to explore wider equality themes.
- The college meets the statutory requirements for safeguarding learners. The vast majority of staff have received training in safeguarding. Managers are increasing the number of staff who are trained in mental health awareness. The overall monitoring of risk assessment is appropriate. While the number of reported bullying incidents is relatively low, the categorising and reporting of bullying incidents over time are insufficiently detailed.

Record of Main Findings (RMF)

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Hairdressing and beauty therapy	2
Visual Arts	3
Independent living and leisure skills	2
Customer service	4
Administration	4

Provider details

Huntingdonshire Regional College	
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 957
	Part-time: 5,320
Principal/CEO	Susanne Stent
Date of previous inspection	October 2010
Website address	www.huntingdon.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	165	117	242	42	304	126	0	0
Part-time	88	903	354	2,013	93	595	5	136
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	103	436	50	394	0	2		
Number of learners aged 14-16	36							
Number of community learners	0							
Number of employability learners	0							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Constructive Assessment and Training Services ■ Intrinsic Training Solutions Limited ■ The Number 4 Group ■ Health and Safety Consultants Limited ■ Vocational Assessment Services Limited ■ Training 4U Services Limited 							

Additional socio-economic information

Huntingdonshire Regional College, which appointed a new principal in January 2011, is a small general further education college with a main site in the town of Huntingdon, a training venue in the local Enterprise Zone and several community sites within the local area. Approximately one third of learners are aged 16 to 18. The number of learners from a minority ethnic background is higher than the proportion in the local area. The proportion of the local population who hold no qualification is lower than the national average and about three quarters have achieved intermediate level qualifications. In 2012, the proportion of pupils achieving five GCSEs at A*-C, including English and mathematics, was around the national average. Huntingdonshire is a relatively prosperous area, although there are areas of greater deprivation within the town and unemployment is below the national average.

Information about this inspection

Lead inspector	Richard Pemble HMI
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Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal for learning and standards 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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