

# Henley College Coventry

## General further education college

<b>Inspection dates</b>		<b>20–24 January 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Learners are now largely successful in achieving their qualifications. Success rates in most subject areas have improved consistently for the last three years.
- Enthusiastic learners acquire very good employability skills and teachers help them to develop impressive confidence and the ability to communicate clearly.
- Teachers use their vocational experience well, creating purposeful and lively lessons, embracing the college's ambition to improve learning and to make it fun and effective.
- Most assessment of learning is rigorous and highly effective.
- Learners' behaviour around college is exemplary; the vast majority work hard and learn.
- Managers gather and respond well to learners' suggestions for further improvement.
- Strong leadership has established a thriving learning environment and culture allowing learners of all abilities and backgrounds to flourish in an atmosphere of mutual respect.
- The very well managed professional development of staff has significantly improved teaching and learning.
- Leaders, managers and staff have improved the majority of the college's work, dealing well with under-performance.
- Managers and staff work very well with partners to ensure a growing range of provision provides learners with the appropriate education and training to meet the skills' need of local and regional employers.

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

- Managers and staff do not use their extensive information on learners effectively enough to tailor programmes and lessons to both help and extend individual learner's performance.
- Teaching and learning in mathematics is not good enough and too few learners gain a relevant mathematics qualification.
- While learners succeed well at levels 1 and 2, they do not necessarily progress to the higher-level qualifications that they may be capable of achieving.

## Full report

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

- Make certain that every learner is clear on the relative merits of employment, training or further courses and more effectively assist them in progression to appropriate learning or employment.
- Make better use of all the information available on learners so that teachers can plan and implement learning, with appropriate challenge, that makes learning more personal.
- Improve the embedding of mathematics teaching in vocational courses and ensure that learners gain appropriate qualifications, including higher-grade GCSE qualifications where applicable.
- Ensure managers and staff fully implement and closely monitor the relatively recent changes to the management and procedures for apprenticeship provision and if these are not effective, promptly revise them to ensure a consistent level of good performance in apprentice provision.
- Build on recent improvements and the current enthusiasm of staff by further raising the standards of teaching, learning and assessment and continuing to persist in providing robust leadership to improve provision.
- Improve the strategy for engagement with employers by taking a more coherent approach that identifies more measurable objectives, defines realistic performance indicators, annually revises strategic objectives and aligns them with the specific needs of employers.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- A good proportion of students at Henley College achieve the qualifications they are studying for, particularly those aged 16 to 18, where performance at all levels has improved over the last three years. For adult learners their results improved well in 2011/12; they levelled off in 2012/13 but are still satisfactory.
- Success rates for short courses are particularly good and have also improved consistently over the last three years. The increasing number of learners taking short qualifications at level 1 and 2 is very effectively increasing their vocational skills to meet employers' needs.
- Learners' work is good, particularly practical skills. Examples of good practice include complex hair cutting or designing safeguarding materials in childcare courses.
- Apprenticeship success rates declined in 2012/13 to satisfactory levels following two years of good performance. Success rates are variable, with low rates in hospitality and catering, but high rates in accountancy and administration.
- Learners from local areas of high deprivation succeed at a better rate than may be anticipated. Managers pay particular attention to the progress of learners from groups that could underperform; although not enough of these learners stay on to complete their course of those who stay nearly all achieve their qualifications.
- Managers and staff place a strong emphasis on the development of English and mathematics skills. Results for English at all levels and entry level mathematics are good, but they are poor for mathematics at level 1 and 2.
- A particularly encouraging aspect of life at Henley is the high energy and commitment shown by learners and staff, particularly on lower level courses. Teachers develop the employability skills of these learners to a very high standard. Experienced staff make significant and successful efforts, over and above course requirements, to ensure that they prepare learners for

employment on vocational courses through hints, tips, practical exercises and helpful feedback on industry requirements.

- Entry into employment is generally satisfactory with some areas, such as hairdressing, having a good record of employment after training. Progression by foundation learning students to further education, employment or apprenticeships is good. However, for several subject areas progression into higher levels of learning at, or outside the college, needs improving. Managers have set challenging targets to increase progression onto level 3 courses. They have put in place a wide range of interesting initiatives to help that change.
- Attendance declined in 2012/13, but this did not obviously affect outcomes. Managers are taking action to resolve this issue. Although poor attendance still exists, for instance in sports courses at levels 1 and 2, the college overall rate has improved to a just satisfactory level. Punctuality is a routine problem, exacerbated by such things as poor selection of rooms for consecutive lessons, insufficient time for changeovers or early starts for classes where many learners have childcare responsibilities. This poor punctuality affects the organisation of a lesson and the learning for the majority of learners.

### The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are now good, which has increased success rates and improved most learners' progress to good. Since the previous inspection, the principal and senior managers have focused vigorously and effectively on improving teaching and learning, supported well by enthusiastic staff. Teachers' confidence and practice has improved through careful mentoring, appropriate staff training and the introduction of new teaching and learning methods to promote innovation and dissemination of good practice. The large majority of lessons are now good with very few requiring improvement.
- Teachers use their vocational experience well and create purposeful and lively lessons. Learners are enthusiastic and enjoy their learning. Staff motivate learners successfully, for example, linking their learning to future employment or career progression. Celebration and promotion of learners' success and increased use of competition work, such as the World Skills Challenge and participation in elite sporting events, inspires and motivates learners. Behaviour around college is exemplary and is aiding the culture of learning.
- The aspects of learning and assessment that still require improvement are characterised by teachers failing to sufficiently plan for how they can make, where appropriate, learning more personalised for each learner. While teachers know their learners well through thorough profiling and pre-course testing, they do not successfully use this information fully to organise learning and assessment or to provide sufficient challenge.
- Managers and staff have worked hard to ensure assessment is rigorous and highly effective. Where teachers are successful, they use a wide range of approaches to make assessment enjoyable and fun, from cooperative learning to games and quizzes. Their use of targeted questioning is particularly effective in checking understanding and learning. While verbal feedback is good, formal recording of assessment and ensuring all learners measure and understand their individual progress remains underdeveloped across the college.
- The recent introduction of online recording of learners' targets and progress has improved monitoring and tracking of learners' progress. Learners receive regular and helpful reviews and targeted improvement plans. The use of technology to support learning varies considerably. A minority of subject areas are slow to keep pace and embrace technology fully to extend and promote assessment and independent learning in its widest sense.
- Initial advice and guidance ensure learners are on the most appropriate course. Learners receive tailored skills development activities that are inspiring and enable them to make good progress towards their future career and aspirations. Most of the high number of learners needing

support receive good initial assessment and help to progress. Teachers understand well the barriers faced by learners. However, because they do not make the best use in lessons of support from learning mentors teachers do not ensure learners receive the most from learning.

- Teachers plan and develop learners’ skills in English well in vocational lessons. Most teachers are confident, well-qualified, and able to make good use of relevant information and materials to further improve the understanding of learners. Nevertheless, ‘stretch, and challenge’ for learners with good prior attainment at GCSE grade A-C is insufficient and many of these learners do not take their learning further in preparation for higher study. The promotion and teaching of mathematics requires further improvement. The majority of learners are not making sufficient progress in understanding and correctly applying mathematical concepts.
- Support arrangements for learners are very good and this improves learners’ retention and learning. Highly knowledgeable staff provide dedicated, specialist care and attention for all learners, in particular for the most vulnerable. A very good range of college wide events, such as comparing religions or investigating the impact of cyberbullying, help individual knowledge and add to the general ethos of the college being a place of learning. Strong, effective arrangements gather learners’ views and managers act upon their concerns. Learners speak positively of the improvements to learning resulting from their student council meetings and surveys, such as establishing electronic confirmation of delivery of online assignments or provision of clocks in classrooms.
- A very harmonious culture of mutual help and respect for others pervades every level of life at the college. Managers and staff successfully promote equality, tolerance and success through academic achievement irrespective of a learner’s prior attainment or background. In most subjects, teachers promote diversity well.

<b>Public services</b>	
<b>16-19 study programmes</b> <b>19+ Learning programmes</b>	Good

- Good teaching, learning and assessment have improved success rates over the last three years particularly for level 2 courses, although success rates for level 1 courses require further improvement.
- Particularly effective teaching and learning motivate learners and promote good progress. Learners are enthusiastic, have a good attitude to learning and are keen to do well. Lessons are lively and interactive and learners enjoy a variety of challenging activities. However, in a few longer lessons learners’ interest diminishes towards the end of the session because of reducing pace and challenge.
- Where group work is used it is effective, encouraging collaboration and teamwork, for example when carrying out fitness testing procedures and evaluating the results. In another example, a stimulating case study on legal procedures encouraged learners to contribute to group discussions, improving their understanding of factors affecting changes to the law. In a few lessons, teachers’ eagerness to intervene in-group work and lead on discussions reduces learners’ engagement in learning.
- Teachers are passionate and have high, but realistic expectations of learners. Most use their relevant experience of employment in the uniformed services to provide excellent context to subject theory, bringing many topics to life, improving understanding and earning the respect of learners.
- Discipline is excellent and learners’ behaviour reflects the high standards expected of those working in uniformed services. In an outdoor practical drill session, the teacher led by example

to ensure the standards were high and learners worked well to support each other to make excellent progress.

- Teachers use probing questions to check learning. Attainment is good. Learners have a considerable depth of understanding gained from previous lessons to enable them to make informed contributions in-group tasks and to extend their learning further.
- Learners develop good employability skills, particularly in confidence, public speaking and teamwork. However, teachers do not emphasise these and additional transferable skills in the clearly referenced lesson objectives; learners are often unaware how they might develop these and skills even further.
- Feedback on assignments is timely and advises learners well as to where they can improve. Teachers expect high standards of English from learners. They highlight spelling and grammatical errors that need correcting. Learners make effective use of the virtual learning environment (VLE) to access learning resources to support them with their assignments and for return of work for marking.
- The use of targets is effective, particularly in improving attendance, punctuality and behaviour. Teachers use initial assessment well to set academic targets, plan group work in lessons and to focus individual support. Teachers and learners regularly review and update these targets.
- Teachers take good advantage of opportunities in the curriculum to improve learners' understanding of equality and diversity and to illustrate the many challenges and benefits diversity brings to the uniformed public services. In one lesson learners discussed how being different resulted in them being bullied or treated unfairly and how this should affect their behaviour. Learners show respect for each other and their teachers.
- Advice and guidance on the requirements of a learning programme are good, and learners are clear about the level of workload and standards expected. The course induction reinforces high expectations and helps learners to bond better to improve teamwork. Visiting speakers from uniformed service organisations provide further guidance, which learners find valuable in determining career options.

<b>Early years and playwork</b>	
<b>16-19 study programmes</b>	Good
<b>19+ Learning programmes</b>	

- Teaching, learning and assessment are good which leads to the majority of learners successfully completing their childcare courses. Learners are able to choose their own work placements, which often leads to permanent and full time employment. Learners make good progress through the different childcare course levels and into higher education. Learners' attendance and punctuality are good. They develop strong communication and employability skills, are keen to learn and enjoy their courses.
- Learners receive excellent care, guidance and support which helps them make good progress. Teachers have an appropriate range of qualifications and experience which they use effectively to engage learners in lessons. Well-planned activities help learners link theory to practice very effectively and apply it to employment in the childcare sector. Learners produce good written and practical work designing child development and playwork resources that they can use in caring for children. However, teachers do not always successfully close lessons or consolidate key points to reinforce learning that has taken place during the lesson.
- Learners also attend additional short occupational courses and qualifications, such as paediatric first aid, which improve their workplace skills and technical knowledge. Facilities are good and learners appreciate the quality and availability of the technology, which helps them access research sites and critically analyse information to contribute to assignment work. For example,

groups of learners used the internet effectively to research and use information relating to safeguarding when considering how to effectively safeguard children and apply child protection legislation to their workplace.

- Teachers accurately identify learners’ starting points, which they use effectively to plan learning and agree targets that challenge individuals to extend their knowledge and their ability to apply knowledge to a variety of childcare workplaces. Where learners require additional learning support, staff provide extra lessons and individual support to help individuals make good progress.
- Assessment of learning is good. Teachers mark learners’ work efficiently and they provide regular, clear written and verbal feedback that enables learners to make good progress and help many to achieve the higher grades for entrance to university. Tutors review targets effectively, using an online system, during tutorials and progress reviews to ensure that learners make good progress measured against their learning aims and personal goals.
- Learners’ level of English in written work is good with teachers providing regular opportunities for improvement of reading and writing skills. Learners develop effective presentational and strong communication skills when presenting their work to other group members. Learners’ mathematics skills are not as well developed during lessons and teachers miss opportunities to help learners develop new mathematical knowledge when focusing on work placement activity.
- The good pastoral and enrichment programme benefits learners. All learners attend regular tutorials and additional lessons. Enrichment activities including helping learners to write curriculum vitae (CV) and undertake job search activities help improve the chances of gaining employment.
- Learners develop a good understanding of diversity and use their knowledge well to consider how best to care for children in nurseries and schools. Teachers do not always provide learners with opportunities during lessons to consider cultural differences between groups of children and parents or cater for their individual needs. Teachers do promote equality and diversity statutory requirements well in lessons through thorough group discussions.
- Learners have an excellent understanding of safeguarding legislation, child protection statutory requirements and procedures and the importance of adopting safe practice when caring for children.

<p><b>ICT for practitioners</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ Learning programmes</b></p>	<p>Good</p>
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- Teaching, learning and assessment are good. This is reflected in the high proportion of learners achieving their qualifications and the good progression to further and higher education. Learners are clear about the progress they are making and what they need to do to achieve their goals. Attendance and punctuality are mostly good, although poor attendance and punctuality of a few learners affects their and other learners’ progress.
- Teaching is engaging, active and purposeful. Teachers have very high expectations and are passionate about information and communication technology (ICT) which inspires learners. They link theory and practice effectively in lessons. Learners’ attitudes and behaviour are of a very high standard.
- Teachers are adept at using their expert vocational knowledge, computing skills and enthusiasm to develop the curriculum and resources to meet the needs of learners and employers. Learners are articulate and have confident communication skills. They use their computing skills well in real-life contexts. For example, learners are able to link database design with meeting the needs of a user with visual impairments. Assessment covers the attainment of the criteria for the



qualification, but does not sufficiently reinforce the development of learners’ wider personal thinking and social skills.

- Learners enjoy their learning and participate with enthusiasm. They develop high levels of independence in their learning and apply their computing skills well, for example in work placements and project activities, including one where rebuilt computers are sent to underdeveloped countries. Learners recognise and appreciate the benefits of the breadth of topics included in their programme that support the development of their vocational skills and employment chances.
- Enrichment activities for the subject area are good. They include work experience with Coventry Council, trips to industry shows, visiting guest speakers and workshops on simple computers used for coding practice.
- Support for learners is very good. Learners attribute much of their success to the care and subject and technical expertise of staff, which has motivated them to achieve far beyond their expectations. Learners see staff as role models for their profession.
- The assessment of learners’ work is good. Learners receive detailed feedback, with clear references to the assessment criteria and how to improve their work further. They are motivated to aim for a high grade each time, and many are successful in achieving this. Teachers’ feedback to develop learners’ literacy has insufficient detail to improve spelling, grammar and punctuation. Development of mathematical concepts requires improvement.
- General support for learners is good. Learners value the high-standard support with many choosing Henley College because of the caring and supportive learning environment. Staff identify strategies for supporting learners in the learners’ profiles. However, support in lessons is not sufficient to enable all learners to reach their full potential, particularly those on level 2 courses with a diverse range of learning difficulties.
- Initial assessment is adequate. Teachers negotiate targets with learners and they record these in learners’ online plans. The use of the system is at an early stage and the quality of the targets is inconsistent. Teachers do not use diagnostic assessment well to plan how to cover learners’ gaps in knowledge and to provide challenge for those that are more able.
- Course advice and guidance is good. Learners receive appropriate and effective guidance when joining their programmes and throughout their course. Learners receive accurate and detailed guidance about the progression routes available at the end of their course. The courses and pathways available meet the needs of learners well and most go on to study further ICT courses at university or into jobs where they can make the most of their knowledge and skills.
- Teachers create an inclusive and respectful learning environment, which learners respond to very positively. Learners from a diverse range of backgrounds work well together and show respect for each other’s views in lessons. Staff encourage and value all learners’ contributions in lessons and across the subject area. However, teachers could make better and more imaginative use of topics to promote diversity further.

<p><b>Hairdressing and beauty therapy</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ Learning programmes</b></p>	<p>Good</p>
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- Teaching, learning and assessment is consistently good for all learning programmes, and this is seen in the broadly good success rates and increased retention rates. Progression to higher-level programmes is good. Work experience is of a high standard and is one factor in helping a significantly high numbers of learners gain employment in hairdressing or beauty therapy on completion of their programmes. However, attendance in a minority of lessons is low and this does not meet the standards employers will have.

- Teachers have high expectations of learners. They challenge learners through very effective questioning. Teachers use a wide range of techniques very well to assess progress and to confirm the extent of knowledge. Learners highly value the college VLE, particularly for accessing useful additional information, catching up on missed work and using it to support examination revision. This revision helps with the very high first time passes for externally examined assessment.
- Teaching and learning is fun and interesting, and teachers maintain high degrees of enthusiasm in learning sessions. Teachers frequently change activities to maintain interest, concentration and improve learning. They carefully monitor progress in lessons through the use of enjoyable games and quizzes. Teachers use their good and relevant hairdressing and beauty therapy expertise to expertly link theory with practice. In a few theory lessons learners work on mundane tasks, which fail to support a deeper understanding of the lesson topic.
- Learners develop good employability skills. Frequent competition work supports the development of creative talent, good teamwork and increased skills and initiative. Salon sessions are busy with a wide range of diverse clients. Practical skills are good, particularly at level 2. For example, foil application is very neat, with even weaving and sectioning. Hand and facial massage is fluid and enjoyable for clients. Client care and communication skills are very good. Learners confidently complete effective consultations and conduct articulate conversations. Learners work safely in the salon. However, some level 3 hairdressing learners are slow to develop the more creative and innovative skills required at that level.
- Assessment is fair and timely. Most learners make good progress. Those with previous experience begin assessment promptly. Written assessments are completed appropriately early. Teachers gather a wide range of very informative initial assessment information based on the starting points of learners to provide comprehensive group profiles. However, they do not use the information routinely to develop individual learning targets or to support learning further. For example, teachers have not taken action on a suggestion that a dyslexic learner should use a recording device. Targets set with learners are too broad and a minority are not measurable. Teachers often postpone review dates stopping timely reviews of learning targets.
- Learners are very clear about what they have to do to complete their programmes through careful monitoring of assessment activities. Feedback to learners in practical sessions is good with learners whose skills require development receiving constructive advice to improve a piece of work. However, teachers do not provide learners who perform well further support to extend their good skills. Written feedback frequently lacks evaluative and constructive guidance for improvement.
- The use of English in learning sessions is good. Teachers frequently correct spelling and grammar. They support learners well to understand vocational spelling. For level 1 learners the particularly effective use of a 'dictionary champion' helps improve spelling. However, teachers do not promote well the application of mathematics skills during learning sessions. For example, all hairdressing learners use ratios and fractions when mixing chemicals, but learners do not use this practical experience to further their understanding of how to use ratios in other contexts.
- Information advice and guidance are good. Learners are clearly aware of their next stage in training. Staff carefully select learners for an appropriate programme depending on individual ability. Learners are able to transfer from one programme to another to ensure successful completion of a qualification.
- The promotion of equality and diversity is good. Learners and teachers have a good and mutual respect for each other. Teachers use the naturally occurring opportunities within learning sessions to raise awareness of the equality and diversity themes and the values that underpin them, for instance through the modification of treatments and services for clients.



**Sport, leisure and recreation****16-19 study programmes  
19+ Learning programmes**

Good

- Good teaching, learning and assessment ensure most learners make good progress and achieve their qualification. This is illustrated in the marked improvement and now good success rates. Learners enjoy lessons and progress well due to the high expectations and good teaching. The majority of learners exceed their target grade. Learners' attendance is very good on sport academy and level 3 courses. However, the attendance and punctuality of level 1 and 2 learners requires improvement, particularly at the first lessons of the morning. Behaviour and attitude to learning are generally very good.
- Highly qualified and experienced teachers manage lessons well and engage learners through a variety of interesting activities. Teachers extend learning in the best lessons by skilful use of very effective questioning. They manage competitive activities effectively to inspire learners' engagement and maintain a brisk pace. In the less effective theory lessons, planning to take account of the different needs of learners, insufficient questioning and the poor utilisation of available resources slows learners' progress.
- In practical lessons, learners develop good vocational and employability skills. Learners compete in elite level competitive sport in rugby and football and gain a good understanding of the requirements of this level of sport. Learners have high-standard work placements. Both these are very effective in developing wider skills such as confidence, resilience and team work. Local partners value learners' volunteering contributions and the skills they bring to support a wide range of sporting activities that could not run without them. The large majority of learners undertaking work experience achieve their course aims and progress to further learning, apprenticeships or full time work in the sports and leisure sector.
- Teachers increasingly support learners in making good use of the VLE resources for research and independent study. For instance, as part of a supported teaching and learning experiment level 3 learners are currently completing an entire sport unit online. Learners are able to respond quickly to assessment feedback on their progress and receive further support when necessary outside of the classroom.
- Assessment is good. In addition to regular and effective checks on learning in lessons, well-designed written assessments provide opportunities for learners to develop and demonstrate occupationally relevant skills of leadership, customer service and coaching. Feedback to learners is accurate, comprehensive and develops them further. Marking clearly explains to learners what they have done well and motivates them to aim for higher grades.
- Teachers develop English skills to a satisfactory level. In the best lessons, teachers use competitions creatively to improve learners' vocabulary and grammar. However, the correction of spelling and grammatical errors is inconsistent in a minority of marked work. The teaching of mathematics is variable, ranging from effective and relevant sessions on manipulating data for a fantasy football league, to others where the level and relevance of the work is not clear.
- Pastoral and tutorial support for learners is very good. During individual tutorials, tutors make good use of the college online system to check learners' progress regularly against the challenging targets set for them and to review additional feedback regarding their individual needs. Learners highly value the support they receive. Careers advice and guidance are good. Learners undertake a useful pre-course qualification to learn about the sports industry and hear from industry experts to ensure they enrol on a course matching their career aspirations.
- The promotion of equality and diversity is good. Teachers routinely include equality and diversity themes in lessons and assessments. Functional English learners explore a wide range of equality

and diversity themes in preparation for their speaking and listening test. In practical settings teachers and industry partners enable most learners to take part in activities with a wide range of different groups, for example in 'Disability Games' and with the opportunity to work with the national blind football squad.

## Foundation English

### 16-19 study programmes

### 19+ Learning programmes

Good

- Teaching, learning and assessment are good and have improved success and retention rates across all foundation English programmes to a high level. Teachers are very focussed on the success of the learners and have high expectations, which motivate and encourage learners to achieve, gain in confidence and make good progress.
- Teachers are enthusiastic and competent, and they motivate learners well. Learners make good progress while having fun and working hard. Teachers use well a range of interesting resources and tasks relating to learners' vocational areas to develop learners' skills and understanding. For example, a learner on a childcare course is determined to improve her handwriting and spelling, as she knows she will have to write accurately in her nursery placement logbook. In the best lessons, learning from other learners is highly effective with learners taking responsibility for evaluating each other's work, particularly when developing speaking and listening skills. Learners develop very good employability skills.
- Teachers reinforce English skills well in routine vocational lessons, including correcting grammar, punctuation and spelling. However, teachers do not always take learning beyond this routine aspect. Often they do not give learners strategies to help them understand how to improve their spelling and they encourage few learners to keep their own personal dictionary, which means they do not focus on particular areas of concern. Teachers help learners link the skills they are developing in functional English to work taking place in their vocational area.
- Detailed initial and diagnostic assessments of learners' English skills ensure learners are on the correct course. However, teachers do not always use this information well to ensure individual learners are developing the skills and knowledge they require to make very good progress.
- Good support in lessons helps learners to fully participate and progress with their learning. Teachers are very aware of varying problems learners have which could prevent them from making progress. Teachers provide prompt and highly effective support when personal issues arise. Learners have specialist learning workshop for support, for instance if they are dyslexic.
- The monitoring and assessment of learning is variable. In the best lessons, teachers make good use of directive questioning and encouraging learners to evaluate and check their own work. Learners understand how well they have progressed in lessons from the immediate verbal feedback. However, teachers do not always keep this information systematically or in a useful format resulting in learners having little understanding of what they have achieved. Learners are unsure whether English is included when their progress is reviewed in tutorials.
- Learners receive clear advice and careers guidance to help them make well-informed choices about their next stage in learning. Invited speakers reinforce the importance of good English and communication skills, particularly its significance for different jobs. Learners are very clear about the standard of English qualifications they need to achieve in order to progress.
- Respect underpins all lessons enabling learners of all abilities and backgrounds to progress. The behaviour of learners in lessons is exemplary. Teachers carefully plan activities to increase learners' understanding of equality and diversity. For example, in an engineering lesson, the teacher used the country of birth of the diverse group of learners to generate discussions around culture. Teachers are confident to address issues arising during lessons, such as when

learners in beauty therapy were debating how to communicate with a visually impaired client in a salon.

## Administration and business management

### 16-19 study programmes

### 19+ Learning programmes

Good

- High-standard teaching, learning and assessment have led to good outcomes for most learners on administration and business management courses. Learners on level 2 and 3 long courses do particularly well in external exams and most progress to a higher-level course, to higher education or to employment. However, a few learners on text processing did not do well in 2012/13. Managers have recognised the issue and they have changed the curriculum and provided more support for learners to succeed. Work experience is used well on courses for full-time learners, but too much is based in college, which limits learners' exposure to the demands of the wider commercial and business world.
- Much teaching, learning and assessment is good and some outstanding. Teachers respond positively to observations of their teaching and they have improved provision. Teachers are well qualified and they have enthusiastically embraced new strategies to improve teaching, learning and assessment. Teachers have integrated these well into existing good practices to make lessons more exciting and learning more thorough. Lessons have high levels of energy and enthusiasm from both teachers and students.
- Demanding targets and high expectations of teachers push learners to achieve their best. Challenging activities are available in most lessons, but insufficient are available to suit all levels of learners. Assessment is good and aids learning. Teachers successfully use a range of techniques to check and consolidate learning. The best teachers use learners to provide feedback to other learners to reinforce learning. In a few lessons, teachers did not provide activities to involve fully learners or rushed explanations rather than allowing learners to develop their understanding and build their own knowledge.
- Teachers plan most lessons and courses well and they provide good opportunities for learners to develop their English skills. However, they do not develop learners' mathematical skills systematically. In all lessons, teachers make good use of learning objectives, sharing them helpfully with learners, referring to them during the lesson and using them as part of the concluding review of learning. Teachers develop learners' vocational skills and knowledge well and learners have a good understanding of business and administration concepts and practices. Teachers use well examples from current business practice to provide realistic contexts for learning. They also make good use of the experiences of learners in lessons. Teachers do not always use the comprehensive profiles of learners to adjust lessons to meet every individual need.
- Learners receive good support for their learning from tutors and teachers. Staff also use adaptive technology well to provide additional support for individual students. Advice and guidance about career pathways and next steps are good.
- Behaviour in lessons is good. Managers and staff quickly and effectively follow up absences with personal contact with learners. Learners appreciate this, and confirm it has a positive effect on their attendance. Attendance and timekeeping on courses for adult learners requires improvement.
- Relationships between learners and teachers are firmly built on very high levels of mutual respect, which allows learners to feel safe at college. Teachers and tutors promote equality and diversity well in lessons and in the tutorial programme. Learners have high levels of awareness of the issues of equality, particularly where linked directly to the curriculum.

**The effectiveness of leadership and management**

Good

- Leaders, managers and staff have high aspirations for learners and successfully provide a positive environment in which they can flourish and develop their potential. Leaders, managers and staff have successfully improved provision particularly teaching and learning since the last inspection. Overall outcomes for learners have improved over the past three years and are good.
- Staff have a strong sense of ownership of the improvement strategy and work well with colleagues to achieve high standards. Leaders and managers set challenging improvement targets and most are met. In a small minority of cases where underperformance exists, leaders and managers are taking action to resolve these problems.
- Leaders and managers have put in place a particularly effective strategy to raise the standard of teaching and learning, which has improved learners' progress and achievement substantially. A stronger and rigorous management of staff performance and very good staff development effectively supports this strategy. Leaders and managers are implementing a particularly effective plan that is improving the physical resources, facilities and the overall college environment.
- Leaders and managers have resolved almost all areas for improvement from the previous inspection. For example, managers now use data effectively to set improvement targets. However, learners' achievements in mathematics still require improvement and staff are still not fully effectively using the information on learners' prior attainment to plan lessons.
- The governing body works effectively to support and challenge senior managers. They hold senior managers to account and provide strategic direction. Senior managers' reports for the board are thorough. They provide accurate data analysis and sufficient information on performance and objectives for governors to review with rigour.
- Managers and staff work very well with a range of partners in the community. They consider employers' needs and interests effectively and provide a range of suitable services, initiatives and work-based programmes to meet their needs. The college's 2011-14 strategic framework does not explicitly focus on activities to promote and develop engagement with employers. However, a strategic review has highlighted the need for a more coherent employer engagement strategy with more measurable objectives and impact measures.
- Managers and staff effectively use information on the needs and interests of students, labour market and economic analysis, funding body requirements and local and national priorities to develop curriculum and learning programmes. Managers and staff have significantly improved their use of economic data and information on skills needs to respond better and adjust the range of courses to provide provision more relevant to learners and employers' needs.
- Leaders and managers respond well to change. For example, with the new study programmes and the emphasis on mathematics and English across the college. The strategy and action plan to improve functional skills in mathematics and English is comprehensive and focuses appropriately on the teaching, learning and staff training and development. However, in not distinguishing between mathematics and English in the action plan's objectives the priorities for improvement and actions to take are not sufficiently explicit.
- Self-assessment is good overall and managers organise the process well to enable full involvement by staff and learners. The current self-assessment report is suitably self-critical, uses data well to support judgements with other supporting evidence to provide a mostly accurate appraisal of what is required to improve provision. Managers use a variety of effective methods to collect learners' views and make improvements in response to them.
- Quality improvement arrangements work well and have had a big impact on the standard of classroom-based learning. Managers recognised apprenticeship provision required improvement

and they have made changes to this area of work, although the full impact of this is not yet clear.

- Well thought through policies and arrangements to promote equality, diversity and widen participation enable learners of all abilities to engage in college life and flourish. The college has an inclusive environment for learning in which learners make good progress regardless of their background. Learners are protected from bullying and harassment. Behaviour is good and an atmosphere of mutual respect amongst students and staff exists. In the few instances where the success of groups of learners is different managers take appropriate action to resolve the problem. For instance, following poor performance by white males managers established a series of initiatives to increase success rates; the rates are now better than for females both in the college and when compared to national rates.
- The college meets its statutory requirements for safeguarding learners. The well-managed arrangements are comprehensive and managers routinely evaluate them to improve services. Staff are able to identify quickly any learners, or groups of learners who are at risk. Support for these learners is good. Staff promote health and safety effectively.

## Record of Main Findings (RMF)

### Henley College Coventry

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Public Services</b>	<b>2</b>
<b>Early Years and Playwork</b>	<b>2</b>
<b>ICT for practitioners</b>	<b>2</b>
<b>Hairdressing and beauty therapy</b>	<b>2</b>
<b>Sport, Leisure and Recreation</b>	<b>2</b>
<b>Foundation English</b>	<b>2</b>
<b>Business Management</b>	<b>2</b>
<b>Administration</b>	<b>2</b>



## Provider details

<b>Type of provider</b>	General further education college							
<b>Age range of learners</b>	16-18							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 1,783							
	Part-time: 4,476							
<b>Principal/CEO</b>	Ray Goy							
<b>Date of previous inspection</b>	December 2010							
<b>Website address</b>	<a href="http://www.henley-cov.ac.uk">http://www.henley-cov.ac.uk</a>							
<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>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	263	155	383	111	653	196	0	0
<b>Part-time</b>	52	662	16	528	15	70	1	43
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<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+		
	85	78	19	73	0	7		
<b>Number of learners aged 14-16</b>	66							
<b>Full-time</b>	0							
<b>Part-time</b>	66							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ Learning Curve.</li> </ul>							

## Contextual information

Henley College is one of three general further education (GFE) colleges in the city of Coventry. Across the city, 19 schools have sixth form provision. In 2012, the profile of previous GCSE results for students attending Henley College was well below other GFE colleges nationally although GCSE performance in Coventry was not much different from national averages. Courses are mainly vocational, with the majority at level 1 or 2. The college has one main site, in an area which has previously had much social housing, but which is now part of a regeneration programme. The central part of the college was built in the sixties, but it has had several recent additions including new engineering facilities, ICT and nursery provision, and at inspection a new area for learning resources, support and teaching, notably hairdressing and beauty therapy, was just being completed.

## Information about this inspection

**Lead inspector**

Andy Harris HMI

Three of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the college's vice principal standards and learning 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 and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions and assessments. The inspection took into account all relevant 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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