

Hackney Community College

General further education college

Inspection dates		3-7 March 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Outcomes are not yet good enough, particularly for younger students on level 1 courses and on A levels.
- Students on English and mathematics functional skills courses do not progress to the next level sufficiently rapidly.
- The large majority of lessons are good, but not enough are of sufficiently good quality to enable students to make the progress of which they are capable.
- Too many teachers make insufficient use of information on students' starting points to plan learning and assessment to meet their needs well enough.
- Students' targets and the feedback students receive following assessments are not related closely enough to actions that they can take to improve their work.
- Teachers do not undertake reviews with students often enough, so students are not always clear how well they are doing.
- Managers' actions to raise the standard of teaching, learning and assessment have not yet been fully effective.
- Managers do not fully identify the cross-college areas for improvement in development plans or have targets that focus strongly enough on raising standards.

This provider has the following strengths:

- Outstanding collaboration with partners to deliver courses that meet the needs of the community and provide access to learning, raise the life chances of local residents and support businesses to thrive.
- Good quality training on traineeship and apprenticeship programmes, which leads to employment.
- Good quality personal support for the most vulnerable students to ensure they stay on their courses and succeed.
- A wide range of opportunities for students of all abilities to develop skills for employment and progress to higher level courses.

Full report

What does the provider need to do to improve further?

- Raise the quality of lessons so that more students make the progress of which they are capable by:
 - using information on students' starting points more effectively when planning learning and assessment, including in mixed-level functional skills classes
 - providing more examples of how English and mathematics are applied in vocational, work-related contexts in functional skills classes
 - setting students clear and measurable targets and goals which are monitored regularly so that they know how well they are doing and what they need to do to improve
 - ensuring the feedback students receive on written work is sufficiently detailed to help them improve
 - recording the progress students make more systematically so that students, teachers and managers are better informed about whether they are on track or not
 - ensuring that students are punctual to classes and attend regularly.
- Move more students on to the next level of functional skill than is currently the case, so that they develop their English and mathematics further and progress to higher level courses and employment more rapidly.
- Identify, more precisely, cross-college themes and priorities in self-assessment and development planning, and link success criteria on action plans to improvements in students' performance and experience.

Inspection judgements

Outcomes for learners	Requires improvement
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- The proportion of students on substantial courses who successfully complete their qualifications has risen from a low starting point, but remains below the national average for similar colleges. Outcomes have improved across most levels of qualifications, most markedly at level 2 where success rates for students aged 16 to 18 are in line with students from similar backgrounds and where for adults they are above average.
- For the substantial number of younger students on level 1 courses, achievement rates are below those for students from similar backgrounds. This is due to poor performance on a minority of courses, such as in construction, engineering and hospitality and catering, and on a few additional qualifications that students take alongside their main course, most of which are no longer offered.
- Students' success on vocational level 3 courses is in line with those from similar backgrounds. A-level success rates remain below average, but those students who remain at the college make the progress expected of them on most courses. High grade achievement improved in 2012/13.
- Where a significant proportion of short courses is offered in a subject area to promote students' employability, almost all areas have improved and outcomes are above those of similar colleges.
- For the 68 apprentices, success rates recovered from their dip in 2012 and are now above average. Outcomes for students on the traineeship programme are good, with most progressing to apprenticeships or employment.
- Where courses are offered through subcontracting arrangements, success rates are high in almost all cases.
- Students' attitudes to learning are very positive in a culture of respect in the college for students and staff alike. Students value the high quality resources, such as access to computers and support

sessions, to help them achieve. Attendance is improving, although it was low on some courses during inspection. Students are not always punctual to lessons, which disrupts learning.

- Gaps in achievement between different groups of students are reducing. Actions are being taken to raise the achievement of adult females specifically, high proportions of whom are on courses in English for speakers of other languages (ESOL), of younger Bangladeshi students and of younger Caribbean students on construction courses. It is too early to measure the full impact of these actions.
- Students with a declared learning difficulty and/or disability achieve at a higher rate than those without. Success rates have improved well for students with mental health difficulties, who form a significant proportion of those with learning disabilities. Most students who receive personal support from the college, such as those who receive a college bursary, achieve well on their courses.
- The large majority of students who take Entry-level and level 1 functional skills qualifications in English and mathematics succeed at rates above the national average for similar providers, although students do not make rapid progress to the next level of study. Improvement in level 2 functional skills has been significant over the past three years, with students aged 16 to 18 now achieving in excess of the national average. GCSE English and mathematics outcomes are slightly above the borough and national averages.
- Standards of practical work are good and enable students to gain related employment, such as in sport and hospitality. Increasingly, students have good opportunities to develop employability skills through cross-college and subject area events, many of which are offered in conjunction with external partners and employers. Plans are underway to increase the range of experience of work across study programme subjects, including for students with learning difficulties and/or disabilities, as not all students have a similar entitlement across the subject areas currently.
- Students demonstrate and develop their skills with increasing confidence, such as presenting product and business ideas to an employer panel, undertaking a five-week fashion project, taking products to market, A-level entrepreneur groups, and responding to business briefs from employers within agreed time limits.
- Outcomes for young people who were previously not in education, employment or training on 'Route to Work' and 'Workskills' courses are increasingly positive, with a significant proportion of such students finding employment, including ex-offenders. Staff work very effectively in conjunction with Jobcentre Plus to recruit locally, reducing the proportion of benefit claimants in the borough successfully. Most students progress to higher level courses, including those in local authority care, and an increasing number are applying to, and achieving places at, university.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment are not yet consistently good across the college. This is reflected in students' outcomes which require improvement. Well-motivated teachers and support staff have appropriate expectations of their students. They provide exceptionally high levels of care and support for those with specific learning difficulties and/or disabilities which lead to success in many cases for these students.
- Teachers are well qualified and have good up-to-date industrial experience and knowledge, which most use effectively in preparing students for employment. For example, in one traineeship lesson at a partner organisation, students discussed using social networking sites safely and the potential impact on future employment prospects for not doing so.
- The large majority of lessons are effective. Teachers plan learning activities carefully to ensure their students' needs are met from their starting points. Consequently, students make satisfactory or better progress. Teachers use questioning well to check and develop learning and a wide range of teaching strategies to promote good levels of learning. They develop students' confidence in expressing their views and ideas well. For example, in one ESOL class, a lively debate on where to

house historical artefacts was skilfully managed by the teacher to enable students to express opposing views, respectfully, while developing language skills.

- In the small minority of weaker lessons, teachers do not monitor students' progress adequately and do not check learning sufficiently well. While teachers know their students well through pre-course testing and gathering information on them, they do not use this information effectively enough to plan learning and assessment in ways that provide appropriate challenge, so that all students reach their full potential.
- The majority of teachers make adequate use of information and learning technology (ILT) and the college's virtual learning environment (VLE) to support learning, both inside and outside of the classroom. Few teachers use ILT to show video clips to illustrate skills or learning packages to improve students' progress and promote learning outside of the lesson.
- Students receive timely and helpful advice and guidance that enable them to make informed choices about their courses. Staff provide students with effective advice to ensure they are aware of future career opportunities and further study. They support students well to find employment and apply to university through informative cross-college events, including an apprenticeship awareness day, and higher education, jobs and volunteering fairs.
- Students' progress is not yet assessed or recorded sufficiently well or consistently across all subject areas. A minority of teachers provide students with very regular and constructive feedback on their work. Too many students receive written feedback that lacks detail and fails to inform them of what they have done well and what they need to do to improve.
- Teachers do not always undertake sufficiently frequent reviews with students to inform them of how well they are doing. As a result, students are not always sure of where they are in their course. Students' personal and academic targets are not specific or detailed enough to promote improvement effectively. Students do, however, develop good personal, social and employability skills effectively in tutorials.
- Most students understand the importance of developing their English and mathematics. Most teachers improve students' skills in these subjects effectively through their vocational teaching, promoting their importance for further study and employment well. For example, in one level 2 health and social care lesson on diets, students calculated the food proportions and the calorific intake of each, whilst also developing good vocational language skills. However, in too many functional skills classes, teachers set work that is not sufficiently challenging for the more able students. Nor do they use vocationally relevant activities well enough to capture students' interest and relate the development of English and mathematics to future careers.
- A committed and highly trained support staff team works closely and effectively with local agencies to ensure that even the most vulnerable students complete their courses and achieve their qualifications. Students with additional learning needs and who require extra assistance to achieve their qualification receive exceptional support, which has resulted in many of them succeeding, and developing confidence and independence to help them progress further.
- Teachers refer students with poor attendance and low levels of motivation to the 'Ambition' programme, which provides students with mentoring and the opportunity to develop employability skills. As a result, students' attendance and performance have improved. The mental health and welfare teams work closely with external partners to provide high levels of support, and financial and accommodation assistance to students. The college has recently won a national award in recognition of this work.
- Most teachers and staff promote equality and diversity in lessons well. Students work collaboratively in lessons, showing respect and tolerance for each other's backgrounds and diverse cultures.

Health, social care and early years**16-19 study programmes****19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment require improvement and this is reflected in the need to improve outcomes for students in health, social care and early years programmes. Outcomes for students are improving, but success rates are below the national average.
- Teachers provide relevant practical activities that develop students' knowledge appropriately. Through classroom discussions, students demonstrate how to apply these activities effectively to their work placements. Students are motivated and interested as they work well in groups to plan a range of activities for children in music, drama or arts and crafts. The standards of work produced by students in lessons and in portfolios are no more than satisfactory and require improvement.
- In the better lessons, students demonstrate strong independent learning skills, which prepare them well for employment and progression to the next level. The pace of learning in these lessons is brisk, students are motivated well and they work towards clear goals and targets with a distinct purpose. For example, in a childcare lesson, students demonstrated, through role play, how different body language techniques can convey messages to young children and how these messages can affect children's self-esteem positively and negatively. Staff make good use of their vocational experience to broaden students' experiences by enriching lessons with work-related examples and explanations which enliven the discussion.
- In the less effective lessons, teachers' questioning does not always result in in-depth checks on learning, the pace is slow and teachers do not enable students to fully develop their learning, as information on their starting points is not used well in lesson planning. As a result, learning activities are not sufficiently challenging for the more able students. Learning support assistants do not communicate or interact sufficiently with teachers or students and are not always used effectively to support learning.
- ICT is used effectively to support learning in most classes; however, in a few instances, the text displayed is far too small for students to read.
- Teachers track the progress students make in completing individual units from their qualification adequately, but they do not monitor the progress students are making overall thoroughly enough. Consequently, neither teachers nor students have a sufficiently comprehensive overview of how well they are doing, which hampers the rate of students' progress and achievement.
- Teachers' feedback to students requires improvement. A minority is very detailed and clearly identifies areas for further improvement, which helps students to attain higher grades. Verbal feedback in lessons highlights well how students can improve the standard of their work. However, in too many instances, feedback on formally assessed work does not provide enough detail. This does not help students fully understand what they have done well or what they need to do to improve.
- Teachers develop English and mathematics effectively through their vocational teaching. They use these strategies well to ensure that English and mathematics are relevant and meaningful in lessons. Students clearly benefit from the emphasis teachers make on using key words and phrases for employment, which is evidenced well in the work students produce and in their use of language and sector-related terminology in discussions.
- Teachers provide good initial advice and guidance to ensure students are on an appropriate level of course which meets their aspirations. Teachers provide an effective induction which outlines the requirements of the course well. Students are provided with appropriate information, advice and guidance on progression pathways throughout the year.

- Students and staff are generally respectful to each other. Equality and diversity topics are raised routinely in classroom discussions and effectively commented upon in students' written work.

Science and mathematics

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good. This is reflected in the increase in success rates for sciences over the past three years; they are now at the national average for similar colleges. Although success rates to date in mathematics remain low, current in-year retention data and present students' progress against their targets show clear signs of improvement. Success rates are consistently high in A-level chemistry. Most students make the progress expected of them. Managers have taken robust actions to bring about improvements and their impact is evident. However, attendance remains low.
- Teachers use their skills well to plan lessons based on their knowledge of their students. Most students make good progress in their learning. Well thought out activities deepen their knowledge and extend their understanding, for example through practical work, thought-provoking discussions, group exercises and giving presentations. Students work well together. They are confident in using complex specialist terms. In a lesson on conservation and biodiversity, students taught their classmates, giving accomplished presentations using the interactive whiteboard. In mathematics, students learned how eigenvectors were used to develop a well-known internet search engine.
- In most lessons, carefully planned activities challenge all students to achieve their potential, whatever their starting point. For example, in chemistry, students worked in carefully allocated groups to prepare presentations about chemical reactions of differing complexity. However, in a few lessons, teachers provide tasks that are too easy for some students but too hard for others. The more confident students occasionally answer questions immediately before others have had the opportunity to consider their response.
- Teachers have high aspirations for students. They set suitable targets for achievement and continually review students' progress. Students know how well they are doing and what they need to do to improve.
- Teachers assess students' learning throughout lessons in a variety of ways, for example using questions skilfully and checking progress in completing tasks. Students' work is usually well presented and of an appropriate standard. Most teachers give useful written feedback and often review homework tasks in class to reinforce learning. However, on a small minority of assignments, marking is insufficiently detailed to be of use in helping students know what to do to improve.
- Teachers are alert to the need to develop students' English and mathematics. Students refer to lists of key terms to reinforce their use. For example, in a psychology lesson, the teacher made sure students could use 'confederate' correctly. Students benefit from the help teachers offer outside lesson times; students who fall behind with their work or miss classes are required to attend workshops to catch up.
- Teachers make sure that students are on the right course and have the qualifications needed to be successful. Students report that they received useful information and advice to help them choose their course and that guidance about their next steps is helpful. The well-planned enrichment programme widens students' horizons, for example through talks from outside speakers, trips, visits to universities and taking part in internships with prestigious companies. Progression to further study or higher education is good for those who successfully complete their courses.
- Teachers prepare students well for their future in a diverse community. Teachers and students treat each other with mutual respect. Students feel they are treated fairly and are confident that

any bullying or harassment would be dealt with promptly. Poster displays and topics covered in tutorials promote equality and diversity well. Staff provide good role models for students. Teachers incorporate relevant themes into lessons, such as the diverse nature of the international scientific community.

Construction

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good. This is reflected in the steady improvement in the overall success rate over the last three years; it is now above the national average. Most students progress to higher level qualifications and to employment, particularly from painting and decorating courses, with the vast majority of students progressing from level 1 to level 2 courses.
- Teachers use their vocational experience well to create a productive learning environment for students and promote high standards of work during practical sessions. Many students produce work to a higher standard than required for the level of the course. For example, level 1 carpentry students took great care in measuring and marking out their work and confidently used hand tools to prepare halving joints to a very good standard.
- Teachers have good working relationships with students and they support students well during lessons. Teachers use good questioning techniques to check individual students' progress. In classroom-based lessons, teachers use a wide variety of activities to stimulate and maintain students' interest. Teachers plan learning well to ensure activities are suitable for students' abilities. For example, Entry-level painting and decorating students worked well to identify accurately the sequence of how to prepare their work environment safely. Students received good quality coaching and support from a learning support assistant and, as a result, all students progressed well.
- Teachers link practical and theory-based lessons well to the real working environment. They pay good attention to health and safety in the well-equipped workshop areas. Teachers promote a good work ethos which contributes well to students' employability skills. All students wear appropriate personal protective equipment and use tools in a safe manner.
- Induction arrangements and assessment of their starting points inform students' placement on the most appropriate course. Those students identified as requiring support are well monitored to ensure that teachers meet their needs. Vocational teaching staff are well informed of students' starting points and use this information effectively in planning appropriate learning activities.
- Teachers set and monitor students' long-term targets effectively. However, the setting, recording and monitoring of students' short-term targets are less effective, resulting in students too often unaware of how to improve. Teachers' feedback on students' written work is not always sufficiently clear or detailed to inform students what they have done well or what needs improving. Consequently, not all students understand how well they are progressing.
- The promotion of English and mathematics by teachers in lessons is not always effective. A minority of teachers support students well in the development of these skills by correcting spelling mistakes in written work and assisting students in the spelling of technical words. In practical sessions, numeracy is promoted well and students are able to measure and mark out door frame dimensions, for example. However, teachers do not develop English and mathematics routinely in all theory and practical lessons.
- Information, advice and guidance are coordinated well, with the vocational teachers undertaking helpful initial interviews. Arrangements for staff to offer students conditional places and alternative courses to meet their needs are effective in ensuring more students are on the most appropriate level course.

- Good arrangements are in place to meet the specific needs of minority groups, for example, dispensation for a student to go the mosque and prayer rooms. However, teachers do not promote equality and diversity themes routinely in lessons.

Hospitality and catering

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good, as reflected by the good development of students' skills and the significantly improved retention in the current year.
- Students improve their performance well, receiving good support from staff who set high standards for the quality of work they require to meet the demands of the industry. Students demonstrate strong motivation to learn, develop good teamwork skills and build confidence well. The high expectations of staff result in students raising their career aspirations significantly.
- Students benefit from good teaching and learning. Teachers have very good subject knowledge. They use good coaching skills to challenge students to raise standards, particularly in practical lessons where students develop very good work skills in the preparation and cooking of a wide range of dishes and the ability to serve different types of coffee. The commercial kitchen and restaurant provide very good learning opportunities. Students are very attentive, participate well and make good progress in learning.
- The better performing students progress onto the 'Ambassador Programme', where they learn the skills to deliver master classes of various dishes to external customers. Private events provide additional paid work experience for students, who also attend good quality work placements to broaden learning. In a small minority of instances, ineffective planning by teachers slows achievement; for example, students occasionally fail to achieve all objectives set in theory lessons or, in the case of ESOL students, insufficient time is sometimes spent in restaurant service.
- Staff identify students' individual support needs and arrange specialist support effectively. Teachers' three-monthly reviews of students' progress, whilst providing a useful overview of students' performance, are quite brief and do not give a sufficiently full review of their progress. Students' targets, particularly for those in the first year of study, are not helpful or clear enough in terms of the actions they need to take to help them improve and make better progress.
- Students receive very good verbal feedback on their practical skills, with clear praise and guidance on how to improve their performance. However, the recording of assessment is often too brief, particularly in students' early stages of development, where students do not receive a sufficiently clear record of what they have done particularly well, and what they need to do to improve.
- Students develop their English and mathematics effectively. They become more confident and improve aspects such as spelling and grammar, as well as being better able to cost, control portion sizes and measure for recipes. Teachers introduce aspects of English and mathematics in both practical and theory lessons effectively. However, attendance at specific functional skills classes is low; the timing of lessons during the day is often unsuitable and the lesson content does not relate closely enough to the work environment of hospitality and catering students.
- Information, advice and guidance are good. At the start, students receive a good introduction into their options, future progression opportunities and the college generally. Staff focus well on progression towards the higher level professional cookery course. However, the college does not currently provide an alternative advanced-level hospitality qualification for students.
- The promotion of equality and diversity is good. Students from a diverse range of cultures introduce their own knowledge and experience into lessons well, sharing food items and recipes with other students. Teachers also introduce topics for discussions in lessons, such as the latest

food trends from different cultures. All students feel very safe in learning and know what to do if they have any concerns.

Sport

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement and this is reflected in students' success rates, which are below average. Teaching, learning and assessment do not always challenge students enough to ensure that more stay on their courses and achieve.
- Recent initiatives, including an electronic learning plan, course restructure and a strong focus on improving attendance and retention rates, have been introduced. However, the impact of staff's recent actions is limited because attendance is still low and does not reflect the standards required in the sport and leisure industry. For those students who do achieve, most progress on to higher level sports-related degree courses at universities or into employment.
- In the better lessons teachers relate topics to the sport and fitness industry effectively. Students enjoy their practical lessons and benefit from well-qualified and enthusiastic staff. Teachers do not always use information on students' starting points to plan effective sports theory lessons which meet their individual needs. Consequently, students work at the same pace on tasks and assessments, with the result that learning activities are not sufficiently challenging for more able students and opportunities to support the less knowledgeable students are not always fully exploited.
- Standards of practical work are good. Students coach and instruct sports and fitness skills correctly using safe warm-up and relevant flexibility exercises. In practical fitness sessions, health and safety are correctly reinforced and checked, and students show improvement after accurate feedback.
- Teachers do not use or promote ILT effectively in many lessons, and technology is not used to demonstrate, analyse or evaluate sports performance to improve learning. In this respect, students are not fully prepared for the ways in which technology is used in the sports and fitness working environments.
- Study programmes provide clear employment progression routes in coaching, stewarding and fitness instructing. Training and learning take place in commercial facilities and students respond positively to the professional environment and excellent facilities.
- Support and guidance are good and most students value the individual support they receive from their teachers. Although tutors check attendance regularly, students' targets are not specific enough to improve poor attendance.
- The assessment of marked work is good. Feedback is detailed and constructive, and students benefit from knowledgeable industry-qualified teachers on how to improve their skills. Spelling, punctuation and grammar are routinely checked and English and mathematics are developed satisfactorily. However, students do not always see the necessity or importance of studying and extending English and mathematics, nor their relevance to their employment pathway.
- Initial advice and guidance and the assessment of students' starting points are appropriate to ensure that students are placed on the right level of programme. Learning support is used effectively to support and help individual students achieve and develop independence.
- The promotion of equality and diversity is good. In practical lessons the requirements of different client groups are correctly identified and adaptations are made. Mutual respect and friendship are very evident and behaviour and conduct are very good.
- Course enrichment activities are used constructively to introduce students to the sport and leisure industries and provide aspirational experiences at local universities. Links with national governing

bodies of sport provide good opportunities for progression into employment. Good partnerships with commercial fitness employers provide relevant work placement opportunities. Staff organise a wide range of sport academies and teams, and students are frequently involved in competitive sport, often with success at regional and national level, which promotes very good opportunities for players' development.

Foundation English

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement. This is reflected in the success rates which, although above the national average for most younger learners, are below average for a minority of adult learners. Teaching and learning are better in the specific functional skills lessons the college puts on for mainly adult students, than in those for younger students on vocational study programmes.
- Teachers are well qualified, enthusiastic and knowledgeable in their subject area.
- In the most effective lessons teachers use a range of resources, active learning and relevant activities to capture students' interest and motivate them. However, in the majority of lessons they do not plan sufficiently well to meet the needs of individual students, based on their starting points, and who are studying at different levels within the same class.
- In the less successful lessons, the pace of learning is slow and, as a result, students' interest and motivation lessen. Teachers do not use a range of tasks or activities to fully address individual needs where students with vastly mixed abilities are in the same class. In these sessions teachers put too much emphasis on only reaching the standards for the examination and not enough on addressing the individual skills needs of students to prepare them for employment. Students are not stretched and challenged consistently to ensure the more able achieve their best, and the less able are not supported sufficiently well so that their progress is more rapid.
- Teachers do not use the information on students' starting points sufficiently well. Teachers do not set challenging targets for students or adequately monitor their progress through good use of learning plans. Students' reviews are not planned sufficiently well nor recorded in sufficient detail to enable students to know how well they are progressing.
- Students feel safe and enjoy the learning environment. Respect between students and staff is good and relationships are positive in the large majority of sessions. Where students are making good progress they develop high levels of confidence and good social skills, enabling an increasing proportion of students to progress onto further study. For example, a GCSE English student has successfully progressed from Entry level and has aspirations of applying to higher education in the future.
- Most teachers mark work regularly, although not all marked work includes positive, constructive feedback to enable students to understand what is required of them to further develop their skills.
- Teachers and students use the VLE and on-line progress tracker to share notes and resources effectively, as well as review progress. However, this is not yet fully developed or used by all students and subject areas across the college.
- Teachers use ILT well in a minority of lessons to develop learning and assessment. For example, teachers use the interactive whiteboard to test students' knowledge and understanding in lessons, and students use their mobile phones to take pictures of whiteboard notes to load onto the VLE for others to refer to at a later date.

- Attendance varies and impacts negatively on the ability of some students to progress at the rate of which they are capable. Teachers do not systematically challenge students' punctuality in a minority of lessons observed.
- Equality and diversity are promoted well. Teachers use language dictionaries well in English classes. Teachers use resources with examples of cultural diversity in lessons well to ensure that all students are catered for. For example, students and teachers used a book produced by previous students which included case studies of former students to promote reading. Current students enjoyed reading about people they knew. Teachers manage students' behaviour very effectively.

Foundation mathematics

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement. Success rates for functional skills are above the national average for the large majority of courses, but are below average for younger students on a few Entry level courses for a small minority of students. For adults, success rates are below average on short courses at levels 1 and 2, which comprised the large majority of enrolments last year. Achievement of grades A* to C in GCSE mathematics are above average. Attendance and punctuality in a minority of lessons require improvement.
- In the majority of lessons, teachers plan an appropriate range of interesting activities that are well suited to ensuring most students make the progress expected of them according to their starting points. Teachers use their extensive experience and expertise to motivate students to perform well by providing clear explanations and instructions to increase students' understanding. Students are encouraged to develop their communication skills to aid their learning and progress well in these lessons. In one class, for example, students used linear equations to calculate the cost of food that they would need for a party, understanding how they could apply mathematics in everyday life.
- In the better lessons, teachers engage students well and motivate them to succeed. Students work well together and teachers make good use of students' backgrounds and interests to make resources relevant and interesting. In the majority of lessons teachers do not use the information on students' starting points sufficiently well to meet the individual needs of students or provide sufficient stretch and challenge for the most able, particularly in the mixed level classes. In a few lessons, teachers do not explain or link different activities clearly, which confuses students and results in them not being able to complete the activities set to the standard required.
- In a minority of lessons, teachers relate the theory of mathematics to real life practice well, which enables students to see the relevance of what is being taught. However, the majority of teachers do not use vocationally relevant teaching and learning activities well enough in lessons to ensure they capture students' interest, which slows the progress students make. Most teachers do not promote the usefulness of mathematics in the workplace sufficiently well. Teachers use ILT to extend learning infrequently.
- Staff assess students' starting points well to determine their level and skills when the students start their course. However, this information is not used well enough by teachers to identify what each student needs to do to progress more rapidly to the next level. Students' academic targets are not precise enough and are not sufficiently challenging, resulting in some students not achieving their potential.
- Few students on longer courses progress to a higher level qualification in year, as teachers do not enter them for external qualifications early enough nor move them up to the next level of learning. Teachers do not plan for students' progression sufficiently well.
- Students on mathematics courses benefit from teachers' positive verbal feedback and reinforcement. Most teachers use skilful questioning techniques in lessons, which help students

develop and extend their skills. However, teachers' written feedback on marked work is insufficiently detailed to enable students to know how well they have done and what they need to do to improve their work.

- Students work well together in lessons. Few teachers promote the wider aspects of equality and diversity, such as how mathematics is used in the wider world, in lessons.

The effectiveness of leadership and management

Requires improvement

- Leaders, managers and governors take pride in their students, staff, and community. In consultation with staff and students, they have developed a strong vision to raise the aspirations and life chances of local residents and support businesses to thrive. The success of their vision is evident in the perceptions of local authority, community partner and business leaders, who view the college as a leading organisation in the community and a place that has an ethos of tolerance and inclusivity.
- However, the extent to which leaders and managers are successful in raising standards of teaching, learning and assessment requires improvement. Since the last inspection the overall effectiveness of the college has declined because teaching has not improved enough. Leaders and managers rightly identified the need to commission a report on standards of teaching and learning, and are now more keenly aware of teachers' strengths and areas for development. They have been swift to implement staff training, but it is too early for the impact of this to be evident in classroom practice.
- Governors are passionate about the college and have a strong focus on improving outcomes for students. They provide appropriate challenge to senior managers and support them to set the strategic direction of the college by carefully evaluating the risks and benefits of new projects. A successful link governor scheme ensures that governors have a detailed knowledge of students' experience in all of the subject areas. Governors' and senior leaders' careful financial management and control have ensured that the college estate, vocational workshops and training resources are of a high standard.
- Staff review all aspects of the college's provision through self-assessment of performance, including that offered by subcontractors in partnership arrangements; staff accurately identify most of the strengths and areas for improvement and include students' views well in their analysis. Managers correctly identified the need to improve teaching, learning and assessment in science and mathematics, plumbing and business studies. In these areas they have been effective in tackling staff underperformance and providing training, including in a strong partnership with Hackney Learning Trust.
- Managers do not fully identify cross-college themes for improvement in outcomes for students. In their development plans they do not have targets that are focused strongly enough on improving students' performance or experience in this regard. Subsequently, managers are not sufficiently effective at implementing a concerted whole college drive on key priorities related to teaching, learning and assessment.
- Staff make good use of data to monitor the performance of different groups of students and have closed performance gaps in most cases successfully. However, leaders and managers recognise the need to have a better overview of all students' progress in-year and have implemented new systems to track and review this. These are not yet fully operational and leaders and managers recognise the need for further rapid development.
- Managers use appraisals well to identify the development needs of their staff, and training plans are closely matched to actions arising from observations of lessons. Advanced teaching practitioners are effective at helping teachers improve their skills and confidence. New staff receive good support during a well-planned induction programme.

- Managers' collaboration with partners is outstanding and ensures that the courses offered meet the needs of the community and provide access to learning for those not in education, employment or training. Managers work with a wide range of different organisations and their flexibility in approach and swiftness to respond to emerging needs are exceptional. The college is a key partner for the Hackney Learning Trust and the courses for students with learning difficulties and/or disabilities, together with a programme for educating girls within the Orthodox Jewish community, exemplify the benefits to students of their approach.
- The Principal played a leading role in working with the Olympic committee to train staff for the games in 2012, and retains that leadership for training projects in the post-games legacy developments. This has included managers working closely with sector specialists in designing higher-level digital media apprenticeships to meet the needs of the industries located in east London. Managers' effective approaches to collaboration are evident in other areas; for example, a partnership with a local circus arts trainer is giving performing arts students a unique opportunity to gain physical theatre skills to a high standard.
- Managers have made appropriate adjustments to the courses offered in response to study programme requirements. Good arrangements are in place to ensure students participate in events to develop their enterprise skills and to prepare them for work. However, managers have yet to ensure that all students make the progress they should in the further development of their English and mathematics during their time at the college. Managers recognise the need to make work experience available to more students and plans are in place to achieve this. Managers have successfully planned programmes under the new traineeship arrangements.
- Staff promote safety and well-being very well. The campus is a secure and welcoming environment and student behaviour is good. The college meets its statutory obligations with regard to safeguarding students. Staff use their well-developed links with external agencies to provide excellent training to staff and students, and are very quick to respond to emerging issues, such as a recent and successful campaign to tackle homophobic bullying. Managers' use of an innovative restorative justice programme to resolve conflicts among students is highly successful and has resulted in fewer students being excluded from learning.

Record of Main Findings (RMF)

Hackney Community College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	3	-	-	3	2	3	-	2	-
Outcomes for learners	3	-	-	3	2	3	-	2	-
The quality of teaching, learning and assessment	3	-	-	3	2	3	-	2	-
The effectiveness of leadership and management	3	-	-	3	2	3	-	2	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Science	2
Mathematics and statistics	2
Sport, leisure and recreation	3
Construction crafts	2
Hospitality and catering	2
Foundation English	3
Foundation mathematics	3

Type of provider	General further education college								
Age range of learners	14+								
Approximate number of all learners over the previous full contract year	Full-time: 1,288								
	Part-time: 5,971								
Principal/CEO	Mr Ian Ashman								
Date of previous inspection	May 2010								
Website address	www.hackney.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		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
Full-time	209	293	205	242	527	226	6	-	
Part-time	152	1,718	160	1,187	112	138	-	18	
Number of traineeships	16-19			19+		Total			
	123			N/A		123			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	139	67	6	42	-	1			
Number of learners aged 14-16									
Full-time	N/A								
Part-time	19								
Number of community learners	755								
Number of employability learners	737								
Funding received from	Education Funding Agency and Skills Funding Agency								

At the time of inspection the provider contracts with the following main subcontractors:

- 5e Ltd
- Free 2 Learn
- Get Set Girls (Beth Jacob Teachers' Seminary)
- Hoxton Trust Inspire Middlesex College Ltd
- Impress Ventures Limited
- Jamiatul Ummah
- Jtag Ltd
- Knights Training Academy Ltd
- Middletonmurray Limited
- Nordic
- Quest Training South East Ltd
- Squeaky Gate
- Staff Gb
- The Working Knowledge Group
- Waste Management Assessment Services Limited (Wamas)
- Yesodeh Hatorah Training Ltd

Contextual information

Hackney Community College is a large general further education college in the London Borough of Hackney. It is the only general further education college in the borough, operating from one main site, and offers provision at a range of other venues in and outside the borough through subcontracting arrangements, such as for traineeships and community learning. Around 40% of the students are aged between 16 and 19, just over half are female and the large majority are from minority ethnic backgrounds, the largest groups being from African, Bangladeshi and Caribbean heritage. Most students come from the 10% most disadvantaged wards in the country. Unemployment is above the London and United Kingdom average. Students' prior attainment when they begin their studies is below the average for level 3 vocational and A-level courses, with around half the students at the college having prior attainment at level 1 or below. The proportion of pupils achieving five A* to C grades at GCSE, including English and mathematics, in 2013 was slightly above the national average.

Information about this inspection

Lead inspector

Paula Heaney HMI

Three of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the deputy principal, curriculum and quality as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' 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 students and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. 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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