

Huntingdonshire Regional College

General further education college

Inspection dates		17 – 21 November 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This college requires improvement because:

- too few learners aged 16 to 18 on study programmes achieve their qualifications and too few apprentices achieve their qualifications in the planned time
- the proportion of learners who successfully achieve functional skills qualifications in mathematics is low
- teachers do not take sufficient account of individual learners' starting points to plan learning that is sufficiently challenging for all to make good progress
- teachers do not adequately check learners' progress and the pace of learning is often too slow
- in their observations of lessons, observers do not provide a sufficiently detailed evaluation of teachers' development needs and they do not plan actions with teachers well enough to bring about rapid improvements in standards.

This college has the following strengths:

- the proportion of adults who successfully complete their qualifications is high
- learners develop good skills to prepare them for work, in particular through well-planned work placements
- staff have very successfully introduced programmes to encourage those who are not in education, employment or training back into learning
- managers work highly effectively with employers and local agencies to provide training for those who are unemployed
- managers have formed very strong links with partners and the local enterprise partnership to understand regional employment trends, and to shape the curriculum to meet employers' needs.

Full report

What does the college need to do to improve further?

- Teachers need to ensure that learners gain the skills and knowledge they need to make good progress, by planning learning with close reference to individual learners' starting points. Teachers should use tasks and activities that meet the different needs of all learners, in particular those who are more able. Teachers need to use a wider range of activities and quicken the pace of learning to maintain learners' interest and make better use of the time available in lessons.
- Teachers need to use a wider range of strategies to check learners' understanding in order to assess the progress learners make in taught sessions and use this information to plan the further development of their learning.
- Teachers and assessors need to plan more precisely how they will integrate themes related to social equality and cultural diversity into learning programmes. They need to develop learners' understanding of the diverse nature of contemporary society, so that learners know how the products and services they provide can meet the different needs and expectations of groups and individuals.
- In their evaluation of the provision, managers need to focus more precisely on the skills that teachers need to improve. They need to make better and more systematic use of the observations of teaching, learning and assessment, the appraisal process and staff development to improve rapidly teachers' skills by specific target dates.
- Teachers and assessors need to increase the success rates for learners aged 16 to 18 on study programmes and improve the timely success of apprentices, by rigorous and more frequent monitoring of all learners' progress, and implementing prompt actions to provide support for learners who fall behind with their work.

Inspection judgements

Outcomes for learners	Requires improvement
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- Approximately one fifth of learners at Huntingdonshire Regional College are aged 16 to 18 and on full-time vocational study programmes at levels 1 to 3, which accounts for nearly two thirds of the teaching hours on courses taught at the college. A small number of learners aged 16 to 18 complete short courses. The majority of learners are adults, of whom many are on very short courses, with a minority taking courses over a whole year. These courses account for just over one third of the teaching time. The college has a large and growing number of advanced and intermediate level apprentices and workplace learners, of whom the large majority are completing training with subcontractors.
- Outcomes for learners require improvement because the proportion of learners aged 16 to 18 who successfully complete their course is too low, especially at level 2. Although improving, not enough learners achieve A* to C grades in GCSE English and mathematics and too few achieve functional skills qualifications in mathematics. In too many subjects, the proportion of apprentices who complete their qualifications in the planned time is low. Of the large number of learners that undertake training in the workplace, the proportion that achieve their qualification has declined and this requires improvement.
- The proportion of adults on both long and short qualifications who successfully complete their qualifications has risen and it is now high, as is the proportion of learners who successfully achieve functional skills qualifications in English. Just under half of apprentices are training in

hospitality, catering and hairdressing and they make excellent progress, with very high success rates.

- Managers monitor the performance of different groups of learners effectively and implement suitable actions to narrow performance gaps. Learners from different backgrounds perform equally well, and those who need extra help with their studies achieve at the same rate as their peers. Areas for improvement remain in ensuring those aged 16 to 18 perform as well as adults, both on apprenticeships and college-based courses. On apprenticeships, male learners achieve better than females and the performance of white British learners requires improvement.
- Managers have been successful in working with partners and local agencies to encourage learners from black and minority ethnic backgrounds into learning, for example in a highly successful apprenticeship programme which recruits a large number of Bangladeshi learners.
- Staff have successfully instilled in learners a positive attitude to learning. Learners are punctual, attend well and have a strong determination to complete tasks to a high standard. They develop their practical skills well on most courses. Teachers across a range of subjects at all levels of learning make good use of competitions to motivate learners. In an excellent motor vehicle project, learners provide the technical support for a team in a national motorsport championship, which they won this year. This gives them the skills and experience to progress into the motorsport industry.
- Managers have implemented study programmes well and around half of the learners taking qualifications in English and mathematics enrol on GCSEs. Managers have planned the curriculum with close attention to preparing learners for jobs. Staff have successfully organised work experience for the large majority of full-time learners at all levels of learning, which gives learners valuable skills for future employment.
- Learners take part in a range of activities with local organisations and charities through which they develop a commitment to their community. For example, art and design learners devise shop window displays for a humanitarian charity to help boost sales, and create artefacts for sale in the shop. These learners also gain an understanding of commercial opportunities in the creative industries.
- Through highly effective collaboration with Jobcentre Plus and local business partnerships, managers have successfully implemented training for people who are out of work. Many have achieved vocational qualifications in subjects including information and communication technology and customer service, as well as gaining letter-writing, interview and job-search skills. The proportion of learners who find employment is high.
- Managers and staff have formed excellent links with local agencies and they play a key role in helping to encourage young people who are not in education, employment, or training (NEET) back into learning. Teachers and support staff give these learners renewed confidence and self-esteem. Through a well-designed programme with strong links to the college's vocational subjects, a high proportion of learners move on to further training or into employment.
- Managers have recently implemented improved systems for collecting information about what learners do when they complete courses. The most recent data show a steadily improving picture with the vast majority of learners continuing in further education, going to higher education or gaining jobs.

The quality of teaching, learning and assessment

Requires improvement

- Since the last inspection, managers and teachers have worked to resolve inconsistencies in the quality of teaching, learning and assessment. Although these actions have had some success, too many learners experience teaching, learning and assessment that are not good enough.
- In too many cases, teachers do not have high enough expectations of their learners, especially classroom-based lessons for learners aged 16 to 18 on study programmes where learning and

learners' progress are too slow. Teachers do not make enough use of information about learners' starting points to plan tasks or activities appropriate to meeting the needs of all learners, especially the more able. Too few teachers set additional or more challenging work for the more able learners or those who finish their work quickly.

- Teachers do not check well enough learners' understanding or encourage them to think deeper about topics that they are learning. They rely too heavily on questioning that allows individual learners to dominate and reduces for other learners the opportunity to apply themselves to finding answers and resolving problems.
- Teachers' expectations of learners in practical sessions are high and learners rise to the challenge. For example, in construction workshops, learners work hard to apply the skills and techniques they have developed, particularly in plastering, electrical installation and bricklaying, where they have good skills. Learners willingly attend extra practical sessions to practise their construction skills, demonstrating their motivation and enjoyment of their work.
- Examples of outstanding teaching exist on adult access to higher education courses. Teachers' expectations are extremely high and learners make rapid progress. In health science, teachers manage group activities expertly and their very clear explanations of scientific concepts help learners develop their confidence and skills quickly through practical activities.
- Staff assess learners' skills accurately at the start of their programme. They provide good support for those identified as having additional learning needs, including those with complex needs. Learning mentors provide effective support in lessons and one-to-one sessions to learners requiring further assistance.
- Teachers ensure that learners develop their use of mathematics well in vocational areas where this is a requirement, such as sports science, engineering and construction, but less well in other subjects. Teachers help learners to develop specialist subject and vocational vocabulary, but do not prioritise enough the development of learners' broader English skills such as proof reading and oral presentations.
- Although better than at the last inspection, the assessment of learners' work requires further improvement. Staff have improved the planning and timing of assessments and in areas such as sport and music, it is good. Staff provide appropriate verbal and written feedback to learners about how they can improve their work, although this is not always sufficiently detailed and is not always followed up effectively to check that learners develop their skills. In a small minority of subjects, teachers plan assignments that have limited vocational relevance and unrealistic deadlines.
- Assessors and teachers provide good encouragement and support to learners, but their use of targets and their monitoring of learners' progress are not rigorous enough across all areas. Too many learners fail to complete courses, and too few apprentices achieve their qualifications in the planned time. Their use of new electronic monitoring systems on both college-based courses and apprenticeships is bringing about improvements in the current year.
- In the majority of subjects, teachers do not fully exploit the potential of information learning technology (ILT). A minority of teachers make effective use of ILT in lessons, such as in engineering where learners use a software package to simulate and test a circuit. Most learners use the college's virtual learning environment (VLE) to access notes and assignments relevant to their course, but teachers provide few resources for interactive learning to help learners develop their knowledge further.
- Teachers and support staff provide good information and advice about study programmes, apprenticeships and career paths. Staff place most learners on appropriate courses and learners receive sound advice about progression opportunities. Learners on 16 to 18 study programmes understand the importance of their separate mathematics and English qualifications and they generally value these.
- Staff ensure that learning takes place in an inclusive and safe learning environment. Learners from varied backgrounds build good relationships and show respect for their teachers and peers. Staff do not plan carefully enough how they will develop learners' understanding of social and cultural diversity. Where this is a formal requirement of qualifications, staff teach it adequately,

but elsewhere they do not do enough to develop learners' understanding of the diverse nature of contemporary society and the different needs and expectations of groups and individuals.

Health, social care and early years

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement, which reflects the low success rates on the majority of study programmes for health and social care, early years and playwork for learners aged 16 to 18. Adult learners on a counselling course achieve very well, as do learners on the childcare study programme at level 3.
- In too many lessons, teachers do not plan learning well enough to take into account the different abilities of all learners in a group. Learning is slow; teachers spend too much time on individual activities, or allow learners to work for too long unsupervised without checking the quality of their work sufficiently. Subsequently, learners lose interest, and teachers do not challenge them to make quicker progress or work to higher standards.
- Teachers' skills in checking learning are too limited. They rely too heavily on questioning where the more able learners provide most of the answers. Less able learners often do not apply themselves to think of answers and therefore do not develop a deep enough understanding of topics taught. Teachers' marking of learners' work submitted for assessment is accurate and most written feedback helps learners make further progress.
- Teachers have established good links with employers in childcare. Learners undertake valuable work placements through which they gain the practical skills required for employment in the sector. On the new programme in health and social care at level 3, teachers' management of learners' work placements is less effective and requires further improvement.
- During lessons, teachers focus well on helping learners develop skills for employment. They make good use of visiting professionals, including health care assistants, speech and language therapists and midwives, to give learners an insight into the day-to-day demands of various jobs.
- Most learners relate their theoretical understanding well to future jobs. Counselling learners evaluate the inter-personal skills required in their profession, and early years learners use experience from their work placements to explore the principles and definitions of playwork. Learners also gain a good understanding of legal frameworks that affect their subject areas. For example, health and social care learners at level 2 research employment law then present their findings to the rest of the class.
- Teachers' use of targets for learners to challenge and pace them to achieve their qualifications requires improvement. Targets are often too vague and do not clarify for learners what they need to do to achieve higher grades.
- Learning mentors provide effective support in class to those learners who need extra help to succeed. Staff know their learners well and provide good support and guidance to help learners resolve individual concerns, such as for mature learners with care responsibilities. Tutors manage discussions confidently with learners on challenging issues such as bullying, to which learners contribute maturely.
- Teachers do not consistently plan for the development of learners' skills in English and mathematics within their vocational learning. Learners mostly have good skills in presenting their ideas in class and are confident to take part in discussions. In their written work, teachers do not support them enough to correct errors in spelling and punctuation. Teachers do not help learners sufficiently to apply the skills they learn in mathematics, such as calculating areas and perimeters, to work settings.

- Learners receive appropriate advice and guidance to enable them to make informed choices at the beginning of their courses to meet their employment aspirations. Tutors also provide effective careers advice and support during their tutorial sessions to help learners plan their future job and study options.
- Teachers ensure that learners have an appropriate understanding of equality and diversity as it relates to the subjects they are learning. However, they do not plan learning that goes beyond these requirements and the promotion of diversity is limited. For example, in discussing dietary requirements associated with specific religions, teachers do not extend learning to go beyond the information required as part of the course. Similarly, learners gain a valuable insight about equality from a talk by someone who has learning difficulties, but teachers do not integrate these themes more widely into all aspects of learners' programme of study.

Motor vehicle, transportation operations and maintenance

Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement and this reflects the success rates on apprenticeship programmes, which are low. Too few apprentices achieve their qualifications within the planned time, and too many leave without achieving the qualification. College data for the retention of apprentices in the current year show improvement. The success rate for workplace learning overall is similar to that of other colleges. Apprentices currently in learning enjoy their training and develop good industry-standard skills to support their workplace activity.
- Teachers do not use a sufficient range of strategies in class to maintain the interest of learners. They do not encourage them adequately to explore in detail the subjects taught, to develop their own ideas further, and to reflect on what they have learned. Teachers rely too heavily on questioning to check learning, and this often only brings out responses from the more vocal or more able learners in the group. Teachers subsequently do not have an adequate overview of the extent to which all learners make progress in training sessions and they do not plan further learning sufficiently to take this into account.
- Teachers' planning of training sessions is often weak and they fail to present topics with sufficient information for learners to understand their context within the work environment. For example, teachers do not plan activities related to understanding risks and hazards at work with enough relevance to specific scenarios, so that learners know how to apply these in a real setting.
- Teachers and assessors draw on their industry experiences effectively to ensure apprentices' practical work is to the standard expected in employment. In practical sessions apprentices undertake activities similar to those routinely undertaken in a high street garage, using hand tools and equipment with confidence. Apprentices use ILT competently to present a well-constructed presentation using imagery, graphics and text to add interest and enhance fellow apprentices' understanding of vehicle geometry relating to suspension and steering.
- Staff provide good guidance to learners to place them on suitable programmes to match their career goals, and support given to help apprentices succeed is effective. The training apprentices complete has a positive impact on their jobs and meets the needs of employers well.
- Staff have recently overhauled the arrangements for assessing apprentices and for monitoring their progress and this is now well organised and timely. Assessors are flexible in their approach to meet employers' needs for workplace assessment and they allow apprentices time to demonstrate their skills to the best of their ability. At reviews, apprentices receive clear feedback on their progress, with measurable targets set to provide continuity of development between

visits. Assessors make good use of the electronic tracking system to identify those who fall behind with their work, and provide prompt support to keep apprentices on track.

- Teachers and assessors need to do more to raise the standard of apprentices’ written English skills to a level required in employment. Written English for many apprentices is unsatisfactory and where apprentices make spelling and grammatical errors, assessors do not always correct these or help apprentices make corrections themselves. Apprentices have good communication skills when talking with customers.
- Teachers and assessors help develop apprentices’ mathematical skills well, and ensure they apply them correctly within their vocational subjects. Apprentices routinely calculate capacities, compression ratios and vehicle geometry, and produce fully priced job sheets for completed tasks in the workshops. Apprentices who need to achieve functional skills qualifications in English and mathematics receive good guidance to ensure they are on the correct level of study.
- In training sessions and workplace reviews, teachers and assessors do not plan sufficiently to develop apprentices’ understanding of diversity so that they have a better appreciation of the diverse needs of customers and colleagues they will encounter at work. Apprentices collaborate well with other learners in training sessions, share ideas and help each other, and they relate well with colleagues in the workplace. Apprentices demonstrate a basic understanding of equality.

<p>Sport and public services</p> <p>16-19 study programmes 19+ Learning programmes</p>	<p>Good</p>
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- Teaching, learning and assessment are good in sport and public services. Success rates declined in 2013/14, but in previous years, they were consistently high and above the rate for similar colleges. Managers have taken swift action to resolve underperformance and as a result, learners in the current year are making good progress. Learners are highly motivated and their attendance and punctuality are good. Staff work hard to develop learners’ professional skills and theoretical knowledge and give them confidence in planning for the next stage in their careers.
- Teachers have high expectations of learners. For example, in sport, learners complete a coaching session that they record, analyse and compare to professional standards. Teachers spend time in lessons ensuring that learners understand the importance of higher-academic attainment, such as the clear understanding of how to evaluate and critically analyse information. This results in learners being confident to attempt the more challenging questions in their assignments. Teachers check learners’ progress and understanding very effectively. Learners clearly understand how their learning relates to their career choices and have plans they have developed with tutors on how they will progress.
- Teachers’ planning of learning is good and mostly meets the needs of all learners. Teachers use information about the additional support needs of learners well to ensure that they maintain learners’ interest and provide sufficient challenge. Learners make good use of their research and study skills sessions, where they receive focused help on their studies to develop their research, analysis and report writing abilities. Where additional support staff are present, they work effectively to help learners progress. Staff work hard to provide learners with good work placements, and this helps learners plan their progression into employment.
- The way in which tutors set targets for learners on programmes at level 3 requires improvement. Tutors do not consider sufficiently learners’ prior attainment to ensure that targets are individualised, challenging and motivate learners to achieve at the highest levels from the start of their programmes. Learners on programmes at level 2 receive good support

and guidance during tutorials. Most learners make good progress; they are involved in setting their own targets and regularly review their attainment on each unit with their tutor.

- Assessment practice is good. Teachers provide learners with a range of assessment opportunities throughout the year which feature written work, oral presentations and the demonstration of practical skills. Learners on sports courses at level 3 give detailed feedback to their peers on the standard of their assessed presentations. Learners accurately critique their colleagues' attainment of the assessment criteria, and comment on each other's use of oral and written English. Teachers provide good and detailed feedback on assignment work and learners use this well to improve their grades.
- Teachers check the standard of grammar and spelling in learners' written work and relate it well to professional standards and career development. For example, learners complete application forms and curriculum vitae relevant to the public services, and receive clear guidance and direction on the standard of written English for a successful application. Sports science learners apply mathematical skills with confidence in their research projects, where they take physiological measurements of athletes before, during and after exercise to build up data for analysis.
- Learners have a good understanding of equality and diversity. During sports lessons, learners reflect on how aspects of the professional services they are training for could require altering to meet the needs of different community members. For example, during a gym instructor session learners considered how to modify the use of gym equipment to meet different people's needs. Public services learners complete assignment work to examine contemporary issues relating to equality and they value this as part of their study programme.

Foundation mathematics

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement and this reflects the success of learners in GCSE mathematics and functional skills which, although markedly improved in the past year, requires improvement. The majority of learners currently make good progress in lessons, but the most able learners make insufficient progress. The standard of learners' work ranges from high to low across the subject. Learners are punctual, but their attendance is poor.
- Staff provide good information, advice and guidance to ensure that learners are taking the correct qualification, and in the current year, they have placed a much larger proportion of learners on to GCSE courses to raise their aspirations to achieve qualifications at a higher level. Staff very successfully ensure that learners aged 16 to 18 are fully aware that mathematics is an integral part of their study programme and this results in learners having a positive attitude to learning mathematics.
- In functional skills, where learners of different abilities and levels are in the same groups, teachers do not take sufficient account of information on learners' individual starting points when planning learning. Learners predominantly all work at the same pace and on the same tasks, with the more able not having sufficient opportunities to progress as quickly as they might. The most able learners in GCSE mathematics also do not make sufficient progress.
- Teachers' skills in checking learning are underdeveloped, with an over-reliance on the use of question and answer techniques, which are not sufficiently effective. This results in faster learners dominating and other learners not having sufficient opportunities to contribute and to demonstrate the extent of their learning.
- Teachers make good use of paper-based learning resources and of the interactive whiteboard to explain key concepts, such as how to work out mean and mode, and to enable learners to

practise and develop their skills. The use of other learning technology is insufficient, except for an entry-level group of learners for whom the use of technology forms a significant part of their learning. Most learners do not use the VLE in order to continue their learning outside the classroom.

- Learners' behaviour and attitude in class are good. In a minority of lessons, teachers manage activities so that learners collaborate and share their learning. For example, in GCSE when recapping learning about fractions, learners explain to each other how to solve the set problems.
- In functional skills, newly introduced assessment projects enable teachers and learners to monitor effectively progress in learners' skill development. Learners have helpful individual meetings to discuss these results, although teachers' written feedback is not always sufficiently clear and helpful to learners. The majority of learners achieved low marks in the first assessment, showing only slow progress to date. Assessment in GCSE mathematics is good, with teachers providing useful feedback to learners on marked work on how to improve further.
- Learners receive good individual coaching from teachers when completing exercises and worksheets, such as when calculating area and perimeter in relation to compound shapes, which helps them to consolidate their skills development. The good level of effective additional support also helps learners to focus on their task and to overcome barriers to their learning. In a small minority of lessons, support workers do too much for learners, which does not promote learners' independence sufficiently well.
- Teachers do not use targets with learners well enough to help them focus on the specific skills in mathematics that they need to improve. Targets are often too general to be of much help to learners and teachers do not use these targets adequately to plan learning which focuses on learners' individual skill development.
- Learners behave well in classes and treat each other and their teachers with respect. They also feel safe and have a good understanding of where to get help and support should they need it. Teachers do not plan learning adequately to develop learners' understanding of issues related to living and working in a diverse society.

The effectiveness of leadership and management

Requires improvement

- Governors and senior managers have implemented changes to staffing, reporting structures and working practices to address the areas for improvement identified at the previous inspection. However, despite improvements in many areas, the pace of change has not been rapid enough to secure good outcomes or good teaching, learning and assessment for learners on all programmes.
- Since the last inspection, governors recognise the need to make key changes to help them to hold senior managers to account better. They have recently implemented monthly meetings of the whole board, have direct access to college data and strengthened their links to subject areas. As a result, governors have a better understanding of what the college does well and the areas of continued underperformance, but it is too early to judge the full impact of these changes on the college.
- As part of the management of staff performance, managers assess all teachers and assessors, which allows them to provide support according to their needs. Over the past two years, managers have been successful in reducing the amount of weak teaching, but they have not yet achieved the rapid improvement required to improve learners' experiences on all programmes.
- Managers have a well-designed process for the observation of teaching, learning and assessment, and for developing teachers' skills, but they do not use this well enough to improve all teachers' skills to bring about rapid improvement. Following observations of lessons, observers do not provide a detailed enough evaluation of teachers' development needs, and they do not report enough on the impact of teaching on learners' progress. Managers have

provided much training in managing learners' behaviour, but have given less attention to developing other fundamental teaching skills.

- Managers' evaluation of the college's provision is broadly accurate, but in the overall self-assessment report, they do not provide a sufficiently detailed analysis of learners' outcomes and aspects of teaching, learning and assessment. Subject area and subcontractor managers' ability to use data to report on teaching, learning and assessment varies considerably and requires improvement. Learners' views inform self-assessment appropriately, but employers' involvement in work-based learning self-assessment is underdeveloped. Senior managers are aware of the need to ensure that managers, staff and governors have easy-to-use data to improve provision for learners.
- Senior managers have restructured the management of work-based learning to remedy the poor performance identified at the last inspection. They now manage the performance of assessors more effectively and managers' use of data to monitor the progress of learners and the performance of subcontractors has improved. Managers recognise that achieving greater consistency in the management and performance of apprenticeships across all subjects is an area for further improvement.
- Senior managers and college staff respond exceptionally well to the needs of local employers and the local community, and work highly effectively with the local enterprise partnership (LEP) to identify the skills needs of the future. In recent years managers have carefully adjusted the curriculum to meet the priorities of the LEP, particularly in engineering, creative industries and computing. Managers have also introduced highly successful programmes to prevent learners from becoming NEET, and they work productively with local agencies to provide programmes to help unemployed adults back into employment.
- Leaders and managers have designed and implemented well the requirements for study programmes for learners aged 16 to 18. They have an effective strategy to raise the level of learning at which learners study English and mathematics. Staff focus well on developing learners' enterprise skills to prepare them for work. Almost all learners on study programmes undertake meaningful work experience and the proportion that progress to employment linked to their courses is high.
- Senior managers monitor the gaps in learners' achievements appropriately, but they do not routinely monitor different groups of learners' participation in other aspects of college such as enrichment activities. Managers and staff do not tolerate bullying and harassment and they deal swiftly with the very few incidences that arise. Whilst managers have implemented initiatives to raise learners' awareness of social and cultural diversity, learners understanding of these topics is still too limited.
- Safeguarding arrangements are good and learners feel safe. Staff receive good safeguarding training and managers have effective reporting procedures and designated staff with clear lines of accountability in place. Senior managers promote safety awareness well, including e-safety, and this also covers work experience. Managers carry out appropriate risk assessments of safety, for example of workshops and training areas. They use the good information from local schools to monitor young people at risk early in their programme. Managers have good links with local agencies and the local safeguarding children board. Subcontractors are closely managed regarding safeguarding. The recently updated safeguarding policy includes actions managers and staff need to take to protect learners from extremist ideology, but managers are in the early stages of implementing these actions.

Record of Main Findings (RMF)

Huntingdonshire Regional College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	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		3	3		
Outcomes for learners	3			3		2	3		
The quality of teaching, learning and assessment	3			3		3	3		
The effectiveness of leadership and management	3			3		3	3		

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and Social Care	3
Early Years and Playwork	3
Motor vehicle	3
Transportation operations and maintenance	3
Sport	2
Public Services	2
Foundation mathematics	3

College details

Type of college	General further education college							
Age range of learners	14+							
Approximate number of all learners over the previous full contract year	6,231							
Principal/CEO	Mrs Susanne Stent							
Date of previous inspection	June 2013							
Website address	www.huntingdon.ac.uk							
College 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+
	263	211	379	790	312	382	1	32
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	77	400	50	349	1	4		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	135							
Full-time	0							
Part-time	135							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the college contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ ABC Safety Training ▪ Beyond 2030 Ltd ▪ Civil Ceremonies ▪ Emerald Eagle ▪ Explicit Skills and Training Academy ▪ Intrinsic Training Solutions ▪ Mercury Training Services ▪ Synergy Personnel Solutions Limited ▪ The Number 4 Group ▪ Training 4U Services (UK) Ltd ▪ Whitewaters Training Ltd. 							

Contextual information

Huntingdonshire Regional College is a small general further education college in the town of Huntingdon. The college recruits its learners mainly from within Cambridgeshire, although apprenticeship training with subcontractors takes place around the country. The proportion of learners at the college from a minority ethnic background is higher than the proportion in the local area. The proportion of the local population who hold qualifications at level 2 or above is higher than the regional and national average. In 2012, the proportion of school pupils achieving five GCSEs at A*-C, including English and mathematics, was below the national rate. Huntingdonshire is a relatively prosperous area and unemployment levels are below the national rate. Employment in manufacturing technology and self-employment within the area are above the rates nationally.

Information about this inspection

Lead inspector	Rieks Drijver HMI
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Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Vice Principal Learning and Standards as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college. 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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To find out more go to www.learnerview.ofsted.gov.uk



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