

Hereward College

General further education college

Inspection dates		27 – 30 January 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This college is good because:

- highly skilled teachers work well with learning support workers in the classroom to support students with complex and multiple learning difficulties and disabilities
- students develop good personal, social and employment skills which help them to progress into further or higher education, training, employment or independent living
- students work well together; they gain confidence and develop good skills in interacting with others
- most students now benefit from good teaching by enthusiastic staff; they provide a wide range of stimulating classroom activities which enable students to achieve high standards
- students and work-based learners receive good information, advice and guidance to support their progress and career development
- leaders have taken bold steps to re-structure the college and to develop a curriculum that meets closely the needs of the increasing proportion of students with multiple and complex barriers to learning
- managers have taken very effective steps to improve the quality of teaching, learning and assessment
- managers have successfully designed high-standard study programmes and developed productive links with employers that meet the needs of students and the regional economy.

This is not yet an outstanding college because:

- success rates for students on study programmes dipped in 2013/14 and too many variations exist in the performance of different groups of students
- students and work-based learners do not make sufficient progress in the development of their skills in English and mathematics; teachers often lack the confidence and expertise to integrate these skills with the curriculum
- work-based learning requires improvement; recent actions to improve provision in this area have not yet had sufficient impact.

Full report

What does the college need to do to improve further?

- Identify the reasons for the poor performance of students on study programmes in 2013/14 and for the disparities in performance between different groups of students. Carry out detailed analyses of performance data to understand why particular groups of students under-achieve and take decisive action to narrow the identified achievement gaps.
- Improve the support and resources available to teachers and assessors to help them develop confidence and skills in integrating English and mathematics with the curriculum.
- Improve the quality of work-based learning provision by reviewing the reasons for learners' historically poor performance and taking swift improvement actions. Ensure that managers receive support to help them take decisive actions to improve learners' experience.

Inspection judgements

Outcomes for learners	Requires improvement
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- Hereward College provides full-time, classroom-based courses for around 260 students with learning difficulties and/or disabilities. About two thirds study courses from entry level to level 1, and around a fifth at level 2. The remainder are on courses at level 3. Most of these students are on a study programme. The college's centre to provide direct training for employers, Hereward Training, offers health and social care apprenticeships for 36 learners at intermediate level and 21 learners at advanced level. Hereward Training's courses account for just under a fifth of overall provision.
- Students progress well with their ability to manage their anxieties and barriers to learning, such as meeting new people, encountering unexpected situations and coping in group settings. Students who previously relied heavily on others for transport to and from college gain the confidence and skills to travel independently. Foundation-level students improve the skills needed to wash their own clothes, cook simple meals and manage their money.
- Students develop their personal, social and employability skills well. They improve their readiness for work by taking part in useful enterprise activities and internal and external work experience. Job coaches closely monitor students' progress to ensure that they achieve their specific developmental targets. Several students who initially found contact with others very difficult and were reluctant to take part in any form of social interaction have now successfully applied for an internal work placement.
- Students improve their ability to communicate particularly well. For example, those who were previously very withdrawn now have the confidence to make their views known. However, students do not all make similar improvements with their ability to use English and mathematics skills in their everyday lives.
- Progression into a positive outcome for leavers is good. The great majority move on to their intended destination. Managers track leavers for three years and data indicate good, sustained progression. However, current information on those who move into a general further education college does not indicate whether leavers have progressed to a higher level of study.
- Students become more able to live independently. Simplified booklets such as one entitled 'All about me' provide a clear and accessible means of sharing information about students to direct those involved in their care more effectively.

- Success rates for students on study programmes in 2013/14 were low in courses for visual arts and media, which does not reflect the high standards of work seen during the inspection, and in functional skills English and mathematics. In 2013/14, the number of work-based learners successfully gaining their qualification was low, as was the number achieving within the planned period of study. Achievement of outcomes in non-accredited courses is high, but the college's procedures for measuring and recording these outcomes are insufficiently robust.
- Too many differences exist between the achievements of groups of students. Female students, those aged 16 to 18, and students on long courses at level 3 do not achieve as well as their peers. Managers are aware of these differences and they have introduced several, well-designed measures to tackle the problem; however, it is too early to assess their impact. Attendance has improved over the last year and it is now good.
- Students work well together. A team of students works as 'peer supporters' and as part of their role, help to settle new students into the college. A peer supporter took the initiative to interpret a non-verbal student's vocalisations to the rest of the group, which enabled others to hear and value his contribution. Peer supporters take great pride in the work they do and enjoy wearing the bright green shirts that identify them to others.

The quality of teaching, learning and assessment	Good
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- Although outcomes for learners dipped in 2013/14 to around national rates from a previously high level and now require improvement, the college has made good progress since the last inspection, resulting in a good learning experience for most students. As a result, most students now benefit from good teaching, improved setting of individual targets and good development of personal, social and employability skills. Current learners make good progress.
- Good teaching by enthusiastic staff and the wide range of stimulating activities encourages students to reach the highest standards. Performing arts and media students produce consistently high standards of work. For example, performances devised by performing arts students in response to poems about the Holocaust, showed sensitivity and creativity, as well as demonstrating thorough planning, teamwork and communication skills.
- Students with complex and multiple learning difficulties respond well to very effective teaching and learning strategies, which skilled teachers and independence learning support workers use. Over time, these students improve their concentration and involvement in learning, and their ability to make choices and express themselves.
- In a small minority of lessons, teachers do not clearly identify students' individual needs and they do not provide teaching and learning that meet each student's particular requirements so they can make the progress expected of them.
- Initial assessments for personal development and independence have improved since the last inspection and these are now good. Tutors and assessors know their students well and can evaluate the progress they make and the standards they are achieving. In a few cases, tutors do not review the targets set at initial assessment effectively, and a minority of these are too generic and difficult to measure.
- Good information, advice and guidance for students and work-based learners support their progress and development. Job and progress coaches are particularly effective in helping students understand the opportunities available to them and what they need to do to progress into other qualifications or into employment.
- Students planning to go on to university benefit from very good practical advice and support, enabling them to make informed choices and explore the learning support available at their intended destinations. Students with significant emotional difficulties or poor mental health respond well to guidance that is sensitive to their needs and helps them to plan their future.

- Assessment is good. Tutors assess students' work accurately and provide them with detailed and specific guidance on how to improve. The quality of written feedback is particularly good. Work-based assessors carry out regular assessment in the workplace that helps learners to build their portfolio and record the skills they are developing. However, written feedback is not always sufficiently detailed or evaluative.
- Education, therapy and residential staff work together very effectively. They provide a co-ordinated approach to meet the needs of students with complex learning difficulties and disabilities. Therapists provide specific training to staff and work alongside them, developing their skills and improving their effectiveness. The good joint working between physiotherapists and speech and language therapists on a programme that uses a trampoline to facilitate movement and improve balance and fitness, helps students with significant difficulties in these areas.
- The promotion and reinforcement of equality and diversity are good for college students, but work-based assessors for the health and social care provision do not always use the diverse range of clients' needs to improve fully apprentices' understanding of this area. The high levels of respect college students demonstrate for each other, together with their sensitivity and tolerance creates a safe environment where students feel their individuality is valued. The imaginative and creative approaches leaders, managers and staff use to celebrate diversity encourage students to feel positive about their disabilities.
- The development of English, mathematics and functional skills in lessons requires improvement, including for work-based learners. In the best lessons, teachers use relevant examples to reinforce and develop students' mathematics, English and functional skills. Most students with learning difficulties and/or disabilities become more confident over time and improve their mathematics and English skills, though teachers do not always record these achievements. Where teaching and learning are less effective, teachers lack the expertise and confidence to integrate English and mathematics skills into the curriculum successfully.

Health and social care

Apprenticeships

Requires improvement

Teaching, learning and assessment in health and social care require improvement because:

- learner outcomes are poor and the proportion of learners that successfully complete within the planned period is too low, although college in-year data suggest that current learners are progressing well
- assessors' monitoring of progress is poor because they set targets and monitor learners only through their portfolio and do not keep a central record to help them identify promptly and support learners who are falling behind
- assessors do not use the results of initial assessment in English and mathematics sufficiently to prepare learning activities to meet learners' individual needs
- support sessions for functional skills are not frequent enough to be effective nor are they scheduled at times when most learners can attend; as a consequence, learners do not achieve the full apprenticeship framework within the planned period
- employers do not always provide sufficient opportunities or facilities for assessors to visit learners; in one residential care home, space for quiet discussion was lacking and in another, the learner's review meeting with the assessor took place in the same room which the home's elderly residents use

- assessors rely too heavily on workbooks and worksheets as learning resources, resulting in a dull experience for learners; they do not use online or interactive resources to enrich learning and to make it more interesting
- procedures for gaining learners' feedback on the quality of their experience are weak; managers do not provide learners with an opportunity to become course representatives, and the in-year survey of learners' views takes place too late in the year for managers to make improvements to benefit current learners
- assessors do not routinely and systematically use the diverse range of clients' needs to improve further learners' understanding of equality and diversity.

In health and social care, the college has the following strengths:

- assessors provide good personal care, guidance and support to help develop learners' vocational knowledge and skills; they are flexible, committed and well regarded by learners and employers
- the newly appointed manager has implemented a range of improvement measures which have already begun to have a positive impact on outcomes in the current year, but these measures taken have not yet had sufficient impact on all aspects of the provision
- employers provide a good range of short training courses which improves learners' employability
- information, advice and guidance provide learners with a detailed understanding of their programme, what they have to do to achieve and the opportunities for progression to other courses or to employment
- learners have a good understanding of equality and diversity and they understand the needs and rights of their clients.

Independent living and leisure skills

16-19 study programmes
19+ learning programmes

Good

Teaching, learning and assessment in independent living and leisure skills are good because:

- these students, accounting for around two thirds of all the college's learners, make good progress in developing their personal, social and employability skills through well-planned, personalised study programmes, although success rates in 2013/14 dipped to around national rates
- students are highly motivated, enjoy learning and are able to state clearly the benefits of their course and the progress they have made
- well-organised teachers, job and progress coaches, mentors and independence learning support staff have high expectations of students and work together effectively to identify and meet students' diverse needs
- progress coaches and job coaches carry out particularly comprehensive initial assessment of learners' wider skills to identify barriers to employment and to develop long- and medium-term goals to help students overcome them
- employability log books are very effective in guiding students to identify skills and to speak about areas for development and to evaluate their progress during work placements

- teachers use a range of effective strategies to assess, motivate and engage students; in one lesson, students reviewed and ticked their progress on a visual target wall and in another, the teacher used a highly effective pictorial road map which students completed at different stages of the lesson
- students benefit from the college's good employer and community links; they have visited the National Skills Show and the job shop in Coventry, and staff have organised a college job fair
- teachers promote equality and diversity well; for example, in a practical workshop, students developed their understanding of social issues affecting the wider community by looking at how to make shelters for the homeless from recycled materials
- teachers make good use of the results of initial assessment for students on courses at entry level 3 and above to plan activities to help them improve and practise their English and mathematics skills.

Teaching, learning and assessment in independent living and leisure skills are not yet outstanding because:

- the development of English and mathematics skills requires improvement, especially at entry level 1 and 2; target-setting in these subjects is not always precise enough for students or teachers to understand which skills students need to improve and how much progress they are making
- in a small minority of instances, students are unclear about the learning objectives of a lesson and teachers fail to check and reinforce students' understanding of what they have learned.

The effectiveness of leadership and management	Good
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- Leaders and managers have high expectation of all students regardless of disability or personal barriers to learning. Staff at all levels are passionate about the work that the college does to promote high aspirations and positive outcomes for some of the most vulnerable people in the community.
- Governors now receive regular, thorough reports on all aspects of the college's performance. They provide support and challenge for the senior leadership team and hold them to account when performance dips below the college's high standards.
- Leaders and managers have taken bold steps since the last inspection to re-structure the college and to develop a curriculum that more closely meets the needs of the increasing proportion of students who have multiple and complex needs.
- Senior managers have appointed several pathway leaders and successfully developed a range of high-quality study programmes from entry level up to level 3 to meet the diverse needs of students with a very wide range of physical, emotional and psychological disabilities. A team of progress coaches and job coaches effectively monitor and support students' progress and develop their capacity to move into employment, work placement or to participate as a volunteer.
- Senior managers have taken decisive actions to improve the college's work-based learning, but these actions have not yet had sufficient impact on the quality of this provision. Leaders and managers have helped the college to improve since the last inspection, but they rightly recognise that they need to improve outcomes, the quality of work-based training and the development of students' English and mathematics. Progress towards achieving these improvements is good.

- Senior managers have improved the management of teachers' performance and effectively aligned performance measures closely with the quality of teaching and learning. A significant minority of teachers have left the college in the last 18 months as a direct consequence of the decision to implement tougher management of staff performance. Senior managers have appointed a number of particularly able and enthusiastic teachers to replace staff who have left. As a consequence of these measures, the quality of teaching and learning has significantly improved.
- Self-assessment is inclusive and well established, and correctly identifies most of the judgements made by inspectors. The quality improvement plan effectively covers the key improvement actions necessary to raise standards at the college further. Managers now make better use of data to understand how well the college is doing on a wide range of performance measures. They have improved the observation of teaching and learning, and this is now an effective improvement process.
- Managers plan the curriculum well to meet local and regional needs. They have re-structured the learning programmes effectively. Learners have well-planned individualised programmes that prepare them well for employment and for greater independence in their everyday lives. Managers work closely with several local authorities to identify and meet students' needs, especially those of the increasing proportion of students with profound and multiple needs and those with mental health difficulties.
- The job coaches have developed very good external links with employers such as Barclays Bank and Sainsbury's. As a result, they have been able to offer students an innovative and successful supported internship initiative with the National Grid. Staff make excellent use of the college's own resources to provide a wide range of internal placements and volunteering opportunities that help to promote employability and self-confidence.
- Leaders, managers and staff promote an inclusive and supportive environment for vulnerable students, many of whom have profound and complex needs related to their disability, sensory impairment or mental health. Teachers promote diversity well in lessons and students are respectful to each other and to college staff. A well-understood e-safety policy helps to ensure that students remain safe when they are accessing online materials.
- Safeguarding arrangements are good. All staff, including agency staff, volunteers and contractors, receive security clearance before they can work at the college. Staff receive training in safeguarding practice. The college's human resources department maintains an accurate and up-to-date single central register. The designated safeguarding officers deal promptly and efficiently with safeguarding incidents. A senior staff member represents the college at the Local Safeguarding Children Board and maintains good links with the local authority social services. Senior managers are working towards developing a strategy for safeguarding students from radicalisation and extremism.

Record of Main Findings (RMF)

Hereward College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and Social Care	3
Independent living and leisure skills	2

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	666							
Principal/CEO	Ms Sheila Fleming							
Date of previous inspection	September 2013							
Website address	www.hereward.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+
	58	104	31	22	13	21	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	2	36	0	21	0	0		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	3							
Full-time	N/A							
Part-time	3							
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"> ▪ N/A 							

Contextual information

Hereward College is a very small general further education college located in Coventry. It offers residential and day provision with specialist facilities for learners with a wide range of learning difficulties and/or disabilities. The college is a charity by exemption. The college has a training centre, Hereward Training, which provides work-based learning programmes to employers predominantly within health and social care sector. Most learners who attend the college are from the Coventry, Warwickshire and Solihull areas. Some 34 learners are residential. Around a quarter of learners study on programmes at entry level. Since the last inspection, the proportion of learners with more complex learning difficulties and/or disabilities has grown and the proportion of students with Autistic Spectrum Disorders (ASD) has increased. Just over a sixth of learners are of minority ethnic heritage.

Information about this inspection

Lead inspector

Jai Sharda HMI

Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the Vice Principal for Quality and Curriculum 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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