

# Havant College

Sixth form college

**Inspection dates**

17–19 November 2015

**Overall effectiveness****Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Overall effectiveness at previous inspection	Good
16 to 19 study programmes	Good

## Summary of key findings

### This is a good provider

- Most learners make good or better progress and achieve better than expected, given their starting points.
- The college's excellent analysis of learners' destinations shows that many successfully progress to higher education or employment.
- Teaching, learning and assessment are good and teachers use a variety of effective learning activities and resources to ensure learners' interest and rapidly develop their skills.
- Teachers challenge learners to achieve their full potential very well and they provide very good academic and pastoral support.
- Learners are very ambitious for what they can achieve and because of teachers' effective monitoring and feedback they know what they need to do to improve their work.
- Learners attend well, are punctual and arrive at lessons prepared to learn well.
- Through a very good range of course enrichment activities and additional qualifications, learners develop the skills that will help them to be valued citizens in modern Britain.
- Learners behave well and have high levels of respect for the beliefs, cultures and lifestyles of others.
- Leaders and managers have ensured the continuation of good-quality provision during a period of significant financial challenge for the college.
- Senior managers are driving forward improvement well towards the college's overall target of becoming outstanding.

### It is not yet an outstanding provider

- The college's comprehensive overhaul of quality improvement arrangements has not yet led to the quality of teaching, learning and assessment being outstanding overall.
- Too few apprentices successfully complete their apprenticeship.
- In a significant minority of GCSE subjects, learners make insufficient progress and too few achieve high grades in their examinations.

## Full report

### Information about the provider

- Havant Sixth Form College is located on a single campus in the borough of Havant in south-east Hampshire near to the City of Portsmouth. The college attracts learners from a wide area, including many from West Sussex. The number of pupils in Hampshire schools attaining five GCSEs at grades A\* to C, including English and mathematics, is just above the national figure. Employment in the local area is mostly in the service industries, with retail and health the largest employment sectors. Unemployment in Havant is higher than for the rest of Hampshire.
- The college offers provision in 13 of the 15 subject areas of learning. Nearly all learners are aged 16 to 18 and study full time for AS- and A-level subjects. A small minority undertake advanced vocational courses in sport and art. The college has a small number of adult learners and a relatively small, but growing, number of apprentices. The college does not offer traineeships and has no learners aged 14 to 16.

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

- Improve teaching and learning to the highest level, by ensuring that all teachers:
  - inspire and challenge every learner and comprehensively meet their different needs
  - plan and deliver challenging and stimulating activities that make maximum use of the time and resource available in every lesson.
- Improve apprentices' success, by ensuring that managers and teachers fully implement their planned changes to the teaching and learning of functional skills on apprenticeship programmes.
- Ensure that learners' progress, and achievement of high grades, is consistently good on all GCSE courses.

# Inspection judgements

## Effectiveness of leadership and management is good

- Since the previous inspection, leaders and managers have continued to secure good-quality provision and outcomes for the college's learners. During the same period, they have successfully tackled significant financial challenges facing the college, without prejudicing the high-quality experience of learners.
- Leaders, managers and governors successfully promote a clear vision and mission for the college, emphasising excellence, high standards and strong support for learners. The college has a good reputation within its local community and further afield, as evidenced by its successful recruitment over a wide geographical area. The relatively new senior management team works tirelessly to further improve the quality of teaching, learning and assessment, and outcomes for learners but has yet to achieve the college's target to be outstanding.
- Leaders and managers have a clear and accurate view of what needs to be done to improve the quality of the college's work further, and their action planning for improvement is good. Their systematic and frequent review and analysis of learners' performance, and their timely interventions to improve, are driving up performance. However, some weaker aspects of provision, noted at the previous inspection, remain, such as a poorer proportion of learners achieving high grades in a minority of GCSE subjects.
- Senior managers' effective performance management of teachers, their reliable observation of teaching and learning and the excellent coaching of teachers have ensured the removal of the poorest teaching and are driving up the quality of lessons. However, managers acknowledge that the quality of teaching and learning in a small minority of subjects has not improved sufficiently.
- The college's key focus for the curriculum is its broad range of AS- and A-level subjects, enabling good progression to higher education. Together with a small amount of level 3 vocational work, the A-level provision is now well contained within the overall study programme package. Leaders and managers pay good attention to learners' further development of English and mathematical skills but do not yet sufficiently ensure access to well-planned work experience for the small number of vocational learners. All learners receive good, impartial careers information and guidance.
- Managers ensure good and fruitful partnerships with a large number of local schools and many further afield, enabling learners to progress, without barriers, to the college. Links with local universities enhance the curriculum and learners' progression. One initiative, with a local university and a multinational computer software company, is expected to provide learners with much-enhanced learning. Partnerships with employers enrich learners' curriculum and many learners progress to higher education courses in subjects highly relevant to local and national needs. Highly effective partnership work with specific employers is evident in the growth of apprenticeship provision.
- Learners are well prepared for life in modern Britain and within their own local communities. Equality and diversity are successfully promoted within the inclusive and supportive culture of the college. Staff integrate learners' understanding of fundamental British values skilfully into their courses and wider life at the college.
- **The governance of the provider**
  - Governors use their knowledge well to ensure the relevance of the college to its local communities. They know very well what the college does best and are successfully building on its strengths.
  - Governors have strengthened their monitoring of the college's academic performance since the previous inspection. They work closely with managers to ensure that action is taken to address areas for development.
  - Governors have played a vital role in ensuring the college's current financial well-being, but they recognise the significant additional future financial pressures facing colleges.
- **The arrangements for safeguarding are effective**
  - As at the previous inspection, the safeguarding of learners has a high priority in the work of all staff and governors and they continue to work to improve what they do.
  - The college manages all aspects of safeguarding well. Managers make excellent use of early analysis of risk for particular learners to avoid potential safeguarding issues. The college carries out comprehensive recruitment checks on staff and keeps accurate and up-to-date records.
  - Learners have a very good awareness of safeguarding and feel safe in their lives at college. The students' union, as in many aspects of college life, is closely involved with managers in ensuring that learners understand how to keep safe and how to promote safety.
  - Leaders and managers have a sound understanding of the 'Prevent' duty and are making progress in responding to it. Training for staff and governors is underway, and learners are particularly well informed.

## **Quality of teaching, learning and assessment** is good

- Most teachers and assessors provide high levels of support to learners and apprentices and challenge them well to achieve to their full potential. As a result, the large majority of learners make rapid progress and achieve better than predicted at the start of the course.
- Most teachers are enthusiastic and they plan and facilitate good learning skilfully. They use a wide range of well-prepared activities and resources, including information technology, to capture learners' interest. When teachers ensure that learners complete more routine tasks before coming to lessons, learners make particularly rapid progress because they focus in the lessons on improving their skills, deepening their understanding and learning from their mistakes. Teachers often encourage learners to work on tasks together. In helping one another, and in assessing the quality of each other's work, they develop the skills of analysis and evaluation and gain a thorough understanding of assessment for their final examinations. In most subjects, learners make good use of the wealth of stimulating material on the virtual learning environment to help them to deepen their understanding and extend their knowledge.
- A few teachers give learners tasks to complete during lessons that do not make best use of the time or resources available. These lessons are uninspiring and, as a result, learners do not make sufficient progress.
- Most teachers and assessors track and monitor learners' and apprentices' progress extremely well. They have high expectations of what their learners and apprentices can achieve and ensure that they work towards achieving challenging targets. Learners know what they need to do to improve because of the feedback that most teachers provide and the valuable opportunities to evaluate their own work. Teachers encourage learners very effectively to strive to achieve at levels higher than their prior attainment might suggest.
- A minority of teachers do not assess learners' learning and progress well enough in lessons. For example, these teachers rely on the written or oral responses given by a small proportion of learners without checking properly that all other learners have understood or successfully completed the task. A small minority of teachers do not successfully develop learners' fundamental mathematics skills relevant to their subjects. Apprentices do not all develop the functional skills that they need to successfully complete their apprenticeships.
- Teachers ensure that study programmes are challenging and reflect individual learners' starting points and their future career or higher education plans. Study programmes include good access to enrichment activities and additional qualifications such as the extended project that develop learners' wider skills well. Most teachers develop learners' English skills well in their lessons; those learners who have yet to achieve a high-grade pass in English and/or mathematics GCSE benefit from high-quality teaching.
- Adult learners benefit from high-quality teaching that enhances their employment prospects well. Teachers match their planned activities very well to the existing knowledge of learners and as a result, adult learners gain rapidly in confidence and enjoy their learning.

## **Personal development, behaviour and welfare** is good

- All staff have high expectations of learners and work collaboratively with them to enable them to succeed. Learners enjoy their learning, behave very well and demonstrate good levels of respect for others' ideas and views and for their teachers. They are well motivated to learn and arrive on time for their lessons. Although learners' attendance was not consistently good across all programmes in 2014/15, in the current academic year to date learners' attendance is much improved.
- Learners work well together, develop good skills and greatly increase their self-confidence. Teachers provide good opportunities for them to develop their speaking and listening skills and their ability to work independently. Learners develop good English and mathematical skills.
- Managers ensure that learners have a good range of employment-related activities, including an extensive academic enrichment programme by business leaders and those from the public and voluntary sectors. Learners also benefit from a good range of external visits, for example to the Royal College of Surgeons. However, managers recognise the need to ensure a more systematic approach to extending external work experience opportunities for learners, especially for level 3 vocational learners.
- Learners participate well in a wide range of enrichment opportunities. They take a range of additional qualifications, which are often tailored to individual learners' needs and which significantly enhance their learning and development.
- Staff provide very good personal and academic support for learners. Teachers know their learners well and learners benefit from a wide range of well-planned personal, welfare and academic support to help them succeed.

- Learners benefit from good information, advice and guidance. They make good use of careers guidance to make well-informed choices about their next steps, particularly with regard to their progression into higher education.
- Managers and teachers ensure the health and safety of learners, including their online safety. Learners have a good understanding of how to stay safe and how to raise any concerns. They also have a good understanding of fundamental British values and how to protect themselves from the risks associated with radicalisation. Learners feel safe at the college.

## Outcomes for learners

## are good

- Teachers ensure that most learners make very good progress in their lessons and on their courses, and that they achieve well in their assessments and examinations. The extent to which they make progress, based on their starting points, exceeds expectations for both AS- and A-level learners and for level 3 vocational learners. The progress made by AS learners declined slightly in 2014/15, largely due to the poorer performance of male learners, but their progress overall is still very good.
- No group of learners consistently underperforms. Managers are well aware of the recent poorer performance by male AS learners and are closely monitoring the impact of the actions they have taken to remedy this.
- The large majority of learners successfully complete their courses, with overall success matching the high national rates for sixth form colleges. Most learners studying AS subjects progress to A-level and a high, and increasing, proportion gain high-grade passes. Level 3 vocational learners do particularly well. In a small minority of subjects, AS learners' retention and pass rates are less good. Overall, the very small number of learners aged 19 and over do better than learners aged 16 to 18.
- In 2013/14, managers did not secure sufficiently good outcomes for apprentices. Too few successfully completed their full apprenticeship qualification, largely due to apprentices' poor performance in their functional skills qualification in English.
- Learners' overall success in GCSE subjects is good, with over a half achieving high grades. However, in contrast to good performance in mathematics and English, learners' success and high grades in a minority of subjects declined in 2014/15.
- Teachers ensure that learners' standards of work in lessons are good or better. Learners develop good skills, both study and work-related, to help them in their future studies or at work. Apprentices develop good levels of knowledge, skill and understanding at college, which they apply well at work.
- Learners' progression to higher education is excellent. The college's tracking of its learners' destinations is very thorough. A high and increasing proportion of learners join higher education institutions and around 20% of these go to Russell Group universities. An increasing proportion of learners successfully gain immediate employment on completion of their studies.

## Provider details

<b>Type of provider</b>	Sixth form college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	1,776
<b>Principal/CEO</b>	John McDougall
<b>Website address</b>	<a href="http://www.havant.ac.uk">www.havant.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
<b>Total number of learners (excluding apprenticeships)</b>	0	78	41	114	1081	10	0	0
<b>Number of apprentices by Apprenticeship level and age</b>	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	3	16	5	58	0	0		
<b>Number of traineeships</b>	16–19		19+		Total			
	0		0		0			
<b>Number of learners aged 14–16</b>	0							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	The college has no subcontractors							

## Information about this inspection

### Inspection team

David Martin, lead inspector	Her Majesty's Inspector
Stewart Jackson	Her Majesty's Inspector
Kathleen Tyler	Ofsted Inspector
Jill Arnold	Ofsted Inspector

The inspection team was assisted by the Deputy Principal, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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