



ADULT LEARNING
INSPECTORATE



Office for Standards
in Education

Hereward College

CONTENTS

[Basic information about the college](#)

[Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

[Quality of provision in curriculum and occupational areas](#)

[How well is the college led and managed?](#)

[To what extent is the college educationally and socially inclusive?](#)

[How well are students and trainees guided and supported?](#)

[Students' views of the college](#)

[Other information](#)

[Part B: The college as a whole](#)

[Summary of grades awarded to teaching and learning by inspectors](#)

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

[Part C: Curriculum and occupational areas](#)

[Information and communications technology](#)

[Visual and performing arts and media](#)

[Literacy and numeracy](#)

[Part D: College data](#)

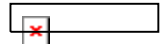
[Table 1: Enrolments by level of study and age 2002/03](#)

[Table 2: Enrolments by curriculum area and age 2002/03](#)

[Table 3: Retention and achievement](#)

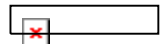
[Table 4: Quality of teaching observed during the inspection by level](#)

Basic information about the college

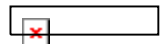


Name of college:	Hereward College
Type of college:	General further education
Principal:	Keith Robinson
Address of college:	Bramston Crescent Tile Hill Coventry CV4 9SW
Telephone number:	02476 461231
Fax number:	02476 694305
Chair of governors:	Michael Shattock
Unique reference number:	130474
Name of reporting inspector:	Joyce Deere
Dates of inspection:	24-28 November 2003

Part A: Summary



Information about the college

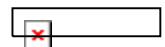


Hereward College is a national general further education (FE) college with specialist facilities for students with disabilities. It is located in Coventry. It was originally established to provide for students with physical disabilities, but now offers provision to students with a wide range of complex needs on a day or residential basis. The college also provides for local day students who do not

and has 16 governors, including the principal, one student and two staff representatives. It aims to be recognised as 'the national centre for excellence for inclusive education'.

Some 211 full-time and 133 part-time students are studying at the college. Of these, 117 residential students and 89 full-time and 49 part-time local students require additional support. There are 5 full-time students funded by other agencies and 84 local students without additional support needs; 24 residential students attend full-time courses in other local colleges. The majority of students are adults and 9% are from minority ethnic backgrounds; 53% of students are female. Residential students come from all parts of the United Kingdom and the majority attend the college for three years. The college offers provision in nine areas of learning from pre-entry level to level 4. Three areas of learning were inspected.

How effective is the college?



The quality of provision at Hereward College is good overall. The quality of teaching and learning in information and communications technology (ICT) and in visual and performing arts and media is good. The quality of teaching and learning in literacy and numeracy is satisfactory. The standard of specialist support for students is outstanding and the standard of care and support for residential students is good. The college's key strengths and areas that should be improved are listed below.

Key strengths

- clear communication of the main aims of the college

- high pass rates on the majority of courses

- outstanding specialist support to enable students to access the curriculum

- good teaching and learning in ICT and visual and performing arts and media

- highly effective focus on supporting students to develop self-confidence

- very good staff development programme

- rigorous self-assessment report

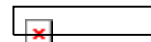
- o good operational management of programme areas.

What should be improved

- o employment-related activity on vocational courses
- o the effectiveness of the revised arrangements for tutorial support
- o aspects of key skills provision
- o the standard of some accommodation and facilities.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

Quality of provision in curriculum and occupational areas



The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).

Area	Overall judgements about provision, and comment
Information and communications technology	Good. Pass rates and rates of progression to higher education (HE) are high. Much of the teaching is good, with thorough checking of students' progress and effective support from specialist staff to meet individual needs. However, there is insufficient focus on industry requirements on full-time courses and lack of clarity about key skills provision. Operational management is good overall, although there are very low enrolments for many classes.
Visual and performing arts and media	Good. Pass rates and rates of progression to HE are high. Students develop very good communication, independent learning and practical skills. Students are inspired and motivated by a very effective disability arts programme. In a minority of classes, students' needs are not fully met. Much of the accommodation is well equipped, but there is insufficient performing arts space. Specialist support is outstanding.

Literacy and numeracy	<p>Satisfactory. There are high pass rates on certificated courses, and good design and choice of projects to motivate students. Students with more complex communication needs are not always taught well when in large groups. The teaching of spelling is not always effective and material for vocational support is not always relevant. Participation rates are very high, and the standard of educational support is good. Leadership of provision for literacy and numeracy across the college has a clear focus.</p>
-----------------------	--

How well is the college led and managed?

Leadership and management are good. Senior managers and governors promote a shared sense of purpose and mission. A culture of continuous improvement is achieved through open consultative management and effective target setting. Strategic planning is good and quality assurance procedures are sound. Rigorous self-assessment leads to continuous improvement. Management information systems are satisfactory, but are not used to effectively track and record students' progress in a variety of areas. Arrangements for staff action planning and professional development are good. The college's response to the promotion of equal opportunities and widening participation is good. Governors are highly committed to the work of the college, with an effective focus on students' achievements. Recent improvements to the residential accommodation have enhanced the provision although more improvements are required to meet the requirements of the National Care Standards Commission. Financial management is sound. The college provides value for money.

To what extent is the college educationally and socially inclusive?

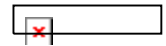
The college's response to educational and social inclusion is good. The college accepts students nationally with a wide range of disabilities, as well as local people with or without disabilities. Staff and student numbers are monitored in respect of race, disability and gender, and the publicity material is available in a range of alternative formats. The college has responded in a timely fashion to the requirements and duties under the Race Relations (Amendment) Act 2000 and to the Special Educational Needs and Disability Act 2001 (SENDA). The equal opportunities policy makes detailed reference to all areas of equality of opportunity and sets out the college's position in relation to these. Aspects of diversity and gender are included in many formal areas of the curriculum, and the enrichment programme and youth work activities also include relevant topics. The accommodation has been improved significantly since the previous inspection to meet the needs of wheelchair users, although there are still areas that need upgrading. The college has responded well to the national agenda to improve literacy and numeracy skills, and there are high levels of participation in these programmes. Specialist support, to enable students to take part in educational programmes at all levels, is a major strength of the provision.

How well are students and trainees guided and supported?

Support and guidance for students are good, and specialist support is outstanding. Pre-entry

team to ensure needs of students are identified. High-quality information and advice are given to students and parents or carers at the application stage. There are very productive working relationships between all specialist staff to support students. External specialists provide valuable support for students' progression. Staff are well informed of students' support needs. Personal support for students is good and is provided by enablers, mentors and personal tutors. The tutorial system has very recently been restructured, and as yet is not well implemented. There are satisfactory arrangements for the recording and challenging of poor punctuality and attendance. Partnership links with the local Connexions service are effective.

Students' views of the college



Students' views about the college were taken into account and a summary of their main comments is presented below.

What students like about the college

- being treated like an adult

- support to become more independent

- the social life

- lecturers, support staff and enablers

- positive attitude to disability

- gains in confidence

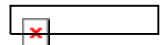
- mostly good teaching

- good access to IT.

What they feel could be improved

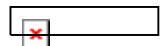
- o personal progress files that are patronising for general certificate of education advanced level (GCE A-level) students
- o the quality of the food
- o too few staff for personal care in the morning and at meal times
- o residential rules that are too strict for adult students.

Other information



The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local Learning and Skills Council (LSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

Part B: The college as a whole

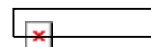


Summary of grades awarded to teaching and learning by inspectors

Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18 and 19+	66	25	9
Learning 16-18 and 19+	61	32	7

Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).

Achievement and standards



1. There are no differences between the provision for students aged 16 to 18 and the provision for adults. The number of students in the college is small, and students of all ages are taught together in most classes. The majority of students are aged over 19 years.

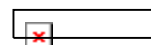
2. The college's performance has been consistently high and improving in all areas for the last three years. Many pass rates are currently 100%. In visual, performing arts and media, pass rates are high for all aspects of the provision. On Open College Network (OCN) courses pass rates are all above 90%, with high retention rates. In ICT, results are good on most courses, although the numbers of students on many of these courses is low. Computer literacy and information technology (CLAIT), the course with the highest number of entries, has pass rates well above national averages at 87% in 2001/02 and 82% in 2002/03. All completing students on the general national vocational qualification (GNVQ) foundation and intermediate information technology (IT) courses passed the qualifications. In literacy and numeracy, the pass rates are high on all certified courses from entry level to general certificate of secondary education (GCSE) mathematics and English. On key skills levels 1 and 2, pass rates for communications in 2002/03, at 78% and 77%, respectively, are above national averages, but pass rates are low on application of number at 38% at level 1 and 57% at level 2.

3. In visual and performing arts and media, students develop skills of criticism and independent learning. Across all of the disciplines, the work is creative, confident and lively. Students participate in arts activities locally and across the country, and run and design a fashion show every year. Standards of students' work are high in ICT. Work is accurate and well presented, with the quality of national vocational qualification (NVQ) portfolios particularly good. However, students do not develop sufficient work-related skills, as they have very little work experience outside the college. In literacy and numeracy, the development of skills is satisfactory overall, but the development of spelling skills is not satisfactory.

4. Progression rates within the college and to HE are high. Students can, and do, progress from foundation or entry levels to higher levels within the college. Of the 43 leavers in 2002 and 2003 who applied for HE places, 40 were successful.

5. Across all areas of the curriculum, students' gains in confidence contribute to the ethos of success in the college. Students develop well in terms of personal and social confidence. The enrichment curriculum and the specialist support to develop greater independence in mobility enable students with disabilities to develop confidence in everyday activities. For example, as a result of the conductive education support, one student with severe neurological impairments learnt to walk a few steps so that he could participate more effectively when going to restaurants. Another student developed fine motor skills so that he could pour a glass of wine for his girlfriend.

Quality of education and training



6. There is much good, well-planned teaching across the college, which fosters a climate of achievement at all levels. In the best lessons in ICT, teachers encourage students to use their imaginations and carry out independent research. Teachers use strategies that help to develop students' confidence and social skills. Team teaching is effectively used. In an NVQ level 1 lesson, three teachers took different roles to present a new topic, facilitate understanding and assess skills

visual and performing arts and media, students develop their confidence by undertaking a range of creative activities and projects. Students are interested and challenged by the work, and have a sense of achievement when completing demanding projects.

7. Issues of discrimination and diversity feature in many projects. Students are encouraged to work together. In a media class, students produced a video jointly, complementing each other's strengths. In literacy and numeracy, teaching is mostly satisfactory or better, and students are encouraged to develop their skills through projects. Teachers select material related to students' lives, such as Benjamin Zephaniah's *Face* which is about race and disfigurement. Displays of famous people with dyslexia decorate the dyslexia support room. Support for dyslexia is good. However, in both ICT and in visual and performing arts and media, low enrolments at level 3 have had a detrimental effect on the experience of the students, with too little opportunity to discuss and compare ideas with peers. In literacy lessons, spelling is poorly taught and the liaison with other sections of the college is not always effective in ensuring that the materials used in key skills are vocationally relevant.

8. The majority of staff are suitably qualified and experienced. Many hold specialist qualifications relevant to their area of learning. All teaching staff have or are working towards teaching qualifications. Most staff have extensive experience of working with students with learning difficulties and/or disabilities in a range of settings. In visual and performing arts and media many, staff are practising artists and designers. However, in ICT some staff lack up-to-date industrial or commercial experience. There is good professional development for staff. Staff take part in a range of training courses both within the college and outside to update their skills and knowledge. Courses range from one-day events, for example, managing challenging behaviour, to a masters degree. Some new members of staff are working towards teaching qualifications.

9. The college has made significant improvements to its accommodation since the previous inspection. The college has installed many environmental controls to enable students to operate lifts and doors, using hand-held sensors in much of the accommodation. Many classrooms have recently been refurbished and re-equipped. These classrooms are well decorated with relevant learning materials displayed prominently. Facilities for visual arts and media are good. Electronic whiteboards have been installed in 30% of core classrooms together with additional IT resources and up-to-date software. The ratio of students to computers is very good at 2:3. The refurbishment of the business administration area is recognised by staff and students to be of a particularly high standard. The resource centre is satisfactory and is equipped with ICT facilities and recreational software for the residential students to use in their own time. The well-stocked careers library contains appropriate information on careers and HE opportunities. However, there are teaching rooms which are poor. In some rooms, wheelchair users are unable to open the door themselves. The accommodation for performing arts and sports is not adequate. The refectory has recently been refurbished and is satisfactory. However, there is pressure on space during peak times.

10. The college has recently upgraded parts of its residential accommodation as part of a planned programme of improvements. However, many of the existing bedrooms do not fulfil the requirements of the National Care Standards Commission. The accommodation strategy addresses these issues and those in SENDA. There is a comprehensive and well-implemented health and safety policy, and detailed individual risk assessments are completed for all students before the start of their course of study.

11. Initial pre-entry assessment is extremely thorough and is carried out as part of the applicant's initial interview. It includes initial assessment of literacy and numeracy needs and assessments by specialist staff, and takes account of previous information provided about the student from a range of sources. Any student identified as requiring additional support has a further assessment, including a dyslexia assessment where required. The assessment provides staff with an accurate baseline from which to review future progress. Once the assessment is complete, a panel of staff meets to determine whether or not the college can meet the students' needs.

12. Progress is reviewed regularly and recorded on the statement of curricular achievement. This is generally well done in all areas of the curriculum. Formal reviews of students' progress take place twice a year and are well attended by parents and other external agencies. The formal review document is comprehensive and detailed, with objectives and progress towards students'

achievement clearly recorded. Students are actively involved in the review process. The review includes progress in all aspects of a student's programme, including any behavioural plans and aspects of care, as appropriate. Personal progress files have been introduced this year to provide a daily record of progress against six generic targets for each student. However, the system is new and has had little impact to date on identification and recording of students' overall progress. Staff and students find the personal progress files inappropriate for more academically able students.

13. Assessments of students' work towards their chosen qualifications is generally good. Target setting and the tracking of students' progress are good. There is careful assessment and prompt marking of students' work and constructive feedback given to students on ICT courses. In visual and performing arts and media, there are some inconsistencies in the quality of assignment briefs. In ICT provision, insufficient account is taken of students' previous studies and experiences. Feedback following moderation and verification visits is generally positive. Moderators and verifiers recognised the range of innovative and alternative approaches to assessment that teachers use to take account of the diverse needs of students. The annual review of the moderation and external verification reports is useful and clearly identifies areas for improvement and areas of current good practice. There are no arrangements for the moderation of internal certificates in literacy and numeracy provision.

14. Students have access to a wide range of full-time and part-time programmes from pre-entry to level 4. The college has an agreement with a local FE college which provides an extended choice of programmes such as health and social care and working with animals. However, advanced level students are often taught in classes where numbers are too low for meaningful discussion. The curriculum is socially inclusive. The college has an open enrolment policy for all students with or without disabilities. Individual programmes of work, care and support enable students to access a wide variety of appropriate qualifications. Accreditation is well planned to provide for progression and cohesion across the curriculum. The college has been proactive in taking initiatives to widen participation amongst its local community, although these are in the early stages of development.

15. Enrichment modules are offered to all students and take place mainly on Friday afternoons. They include creative studies, music, photography, drama and lifestyle modules such as 'you are what you eat' and 'breaking into social scenes and making friends', as well as a range of IT and sport activities. A Connexions personal adviser offers a number of modules on careers and HE. Students have access to an expansive range of social activities. Youth workers co-ordinate many social activities and organize external speakers to deliver workshops on topics such as personal relationships. A number of students have completed some activities of the Duke of Edinburgh award scheme prior to joining the college, so the college is introducing the scheme to enable students to complete the full award.

16. The independent living skills programme for residential students places emphasis on developing confidence, so that students can direct enablers where they are unable to complete tasks for themselves. The development of social confidence to do this effectively is fundamental for students with severe neurological disabilities. Students choose to take modules related to independent living skills, but the college has only one member of staff to teach all students. Care enablers help students to practise these skills, but it is not always possible to practise these skills in realistic settings. This area of work is not well recorded.

17. Links with industry and local employers are in the early stages of development. The college undertakes to provide work experience on the college campus, but not all students have opportunities to find out for themselves how industrial or commercial standards link to their programme of study. The college hosted the Coventry Cares challenge day in June, where a number of companies ran a variety of workshops. However, few students are currently on external work placements, although there have been some external placements in the past. The college recognizes that this is an area for development and has appointed a work placement co-ordinator, who is working with one of the Connexions personal advisers to identify and arrange appropriate industry links and placements.

18. Specialist support is outstanding. A very wide range of adaptive technologies and equipment is available for students. Great emphasis is placed on seeking solutions for individual students' needs.

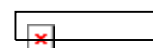
Specialist equipment is ordered specifically for individual students once they confirm their intent to enrol. Equipment is constantly updated as students' needs change or better equipment becomes available. The technicians work closely with the speech and language therapist and the physiotherapist to ensure that the most appropriate communication equipment and adaptations to wheelchairs, for example, meet individual students' needs. Educational enablers support students in the classroom whilst care enablers provide concentrated support within residential areas on personal day-to-day care and independent living skills. However, at peak times, such as lunchtimes, there are inadequate care enablers available to support students in the residential blocks. A team of mentors assist and support students who have social and emotional needs, working closely with other key staff such as the personal tutor and enablers. There is good provision of medical, physiotherapy and speech and language therapy services within the college, and occupational therapy is accessed externally. Students are able to access counselling services within the college, where required. A team of care enablers specifically support and work with day students from the local area, many of whom have diverse needs. There is good specialist dyslexia assessment and support. A very effective link has been made with the Institute for Conductive Education. A team of conductors visits the college one day a week to work with students. Care enablers are often involved to ensure strategies can be reinforced effectively outside lessons. For example, students learn how to move from their wheelchair to an armchair and maintain their balance, or they may have acquired skills in hand-eye co-ordination and the ability to eat without assistance or to pour drinks unaided.

19. There are thorough pre-induction and induction programmes and information for students. New students receive a variety of information prior to enrolment. Continuing students agree to act as guides during induction week, assisting new students settling into college life. If day students miss any areas they are encouraged to attend another time. Students' views of the induction process is sought and recorded. There are satisfactory arrangements in place to record and challenge poor punctuality. Teachers record lateness both on the register and on the management information system. Personal tutors access the database to review students' punctuality and attendance.

20. The college has very recently introduced a new system of personal tutorials. A senior personal tutor manages a team of five personal tutors. Case loads of 50 students for each tutor are very high. Arrangements are made to see students on a weekly basis, mostly in small groups. During the week of inspection, many tutorials did not take place as students failed to keep their appointments. Whilst some staff and students welcome the new system, it is too new to compare with the previous system. A new personal progress file has replaced the individual learning plan. Whilst some students have positively embraced the new system, staff and students on level 3 and level 4 provision feel that the personal progress file is inappropriately structured for them. The college is reviewing this.

21. There are good partnership arrangements with the local Connexions service. Two personal advisers are allocated to the college part time. One is mostly concerned with the delivery of careers advice and guidance and attendance at students' reviews. The other personal adviser works closely with the college's newly appointed work experience co-ordinator to assist with securing work experience placements, and also attends student reviews. There is a good selection of careers literature and multi-media software programmes to support students in their careers research and applications to HE.

Leadership and management



22. Leadership and management are good. The college has responded well to issues raised in the last inspection report in June 2000. Examples include improved governance, the effectively managed residential building programme and improved measures of student achievements. The Principal, recently in post this term, the management team and governors provide clear direction. The mission and values of the college are well communicated and understood by the majority of staff. The recent major review, and detailed analysis of the provision, resulted in a rigorous,

Strategic and operational plans are detailed. Targets to bring about improvements in students' achievements are successfully set at department level, monitored by the executive team, academic board and curriculum heads and approved by governors on the standards committee.

23. Staff communication is generally good. An open and transparent policy of communication is promoted through the college monthly newsletter, diary, intranet, e-mail, regular formal and informal meetings and many cross-college groups. However, there is insufficient liaison between basic and key skills staff in a few curriculum areas.

24. Quality assurance procedures, covering all aspects of the college, are robust, well established and enjoy widespread staff support. College policies and procedures are effectively publicised and regularly reviewed by the quality working group and governors. High quality standards are set and monitored for all areas of the provision. A clear protocol is successfully implemented for working with external providers but there is a lack of rigour in the quality assurance procedures for this area of work. Course reviews are effective in identifying areas for improvement, and the outcomes lead directly to the self-assessment process. Improvements and innovations are continuously sought, such as the development of a proposal for Centre of Vocational Excellence status in assistive technology and the widening participation project in HE. Staff are very responsive to the comments of students, staff, families, and stakeholders whose opinions are sought regularly and systematically. Where complaints are received, managers take prompt and effective action. A comprehensive annual lesson observation scheme is well established and outcomes are rigorously analysed to bring about improvements in teaching and learning. For example, teamwork has been enhanced between teachers and educational enablers since the curriculum area manager has become an active member of the curriculum heads group. The consultative self-assessment process is rigorous, comprehensive and successfully leads to improvements. In most instances, inspectors agreed with judgements made by the college.

25. A culture of continuous improvement is further promoted through the development of staff-negotiated action plans. The staff-negotiated action planning system is comprehensive, successful and valued by staff. Line managers effectively monitor progress against these targets and job descriptions, and assist individuals to set realistic and relevant objectives linked to the needs of students. New members of staff value their induction to the college and, although there is no formal mentorship programme, staff are encouraged to identify a colleague to act as a critical friend. An extensive staff development programme, with significant contributions from the multidisciplinary professional teams, is well managed and monitored. Staff development opportunities are linked to strategic planning and key priorities, for example, that all staff are suitably qualified.

26. Operational management is effective overall. Decisive and timely action is taken by senior managers to address weaknesses. However, the tracking and recording of independence skills is not effective for a minority of students. The schedule and purchase orders for residential students are not always amended to reflect changes in students' needs. There are insufficient levels of care staff available at certain key times during the day, when practical support needs are high. Enrolments on level 3 courses are often too low for the level of debate and critical discussion required at this level. The college has appropriate policies relating to the care of students and health and safety, and the residential aspects of the provision are well co-ordinated with the teaching provision.

27. Management information systems have improved since the previous inspection and are able to provide adequate reports, such as details of course retention, achievement, withdrawals, transfers and benchmarking by course. However, some managers find the system overly complex and are unable to produce the information needed in a useful format.

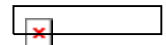
28. Cultural diversity is recognised in all areas of the college. Equal opportunities issues are very well promoted in the visual and performing arts and through the enrichment programme, as well as through the choice of projects in literacy and numeracy provision, but race and gender issues are not overtly promoted in ICT provision. There are clear and comprehensive policies with rigorous monitoring and analysis of data. Individual reports on ethnicity, gender, age and disability for both students and staff are easily available and are published in the strategic plan. The college has made an effective response to SENDA and the Race Relations (Amendment) Act 2000. Very good

strategies are in place to promote awareness of disability. These include the disability arts projects and the work of the conductive education section in challenging stereotypes about neurological impairments. Compliments and complaints are collated through 'points of view' forms and effective procedures are established to address complaints. Unacceptable behaviour, such as bullying or harassment, is not tolerated and swift action is taken to eradicate such behaviour.

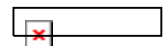
29. Governors have a thorough knowledge of the key issues facing the college, monitor its performance closely, and have a strong interest in the success and welfare of students. Governors carefully and regularly assess progress against targets and review the strategic direction of the college. The introduction of link governors has been successful in increasing governors' understanding of the work of the college. The board performs its strategic role well and appropriately delegates powers to committees. An effective committee structure has been strengthened by the introduction of a standards sub-committee that meets regularly to monitor and evaluate the college's performance. As well as that of the college, governors diligently monitor their own performance and participate in a governance health check. New governors have an effective induction and all participate in regular training opportunities. The board of governors was instrumental in prompting the creation of the development and research unit in the college as a means of building on the expertise in disability.

30. There is sound financial management and active pursuit of value for money. Managers and governors have made significant efforts to monitor and promote procedures to secure effectiveness and efficiency. Over the past three years, the college has moved from financial category C to category A. The college provides value for money.

Part C: Curriculum and occupational areas



Information and communications technology



Overall provision in this area is **good (grade 2)**

Strengths

- high pass rates

- high rates of progression to FE and HE

- much good teaching

- thorough checking of students' progress

- effective specialist support
- good operational management.

Weaknesses

- insufficient focus on industry requirements on full-time courses
- lack of clarity about key skills provision on full-time courses.

Scope of provision

31. The curriculum area offers a broad range of full-time courses including NVQ and GNVQ courses at levels 1 and 2 and AVCE courses at level 3. A range of part-time courses is available during the day and evening and most students on these courses are adults who live or work locally. The part-time provision is mainly at introductory and intermediate levels and includes CLAIT and European computer driving licence qualifications. Several employees of local organisations study advanced level NVQ qualifications. There are 28 full-time and 99 part-time students on ICT courses plus an additional 79 students on a range of business courses from introductory to management levels where IT is an integral part of their studies.

Achievement and standards

32. Over the past three years, both retention rates and pass rates on most qualifications have been good and are above national averages. For example, in 2003, all completing students on the GNVQ foundation and intermediate courses in IT passed the qualifications. Many full-time students with more complex needs take longer to complete than non-disabled students. Learners use a range of software applications with ease and regularly use the learning resource centre in their own time to research on the Internet, and to send and receive emails. Portfolios for NVQ qualifications are very well presented, with very high standards of work from employees who study through workshops with tutorial support. Students attend well and are punctual.

33. Students successfully progress to HE or to other courses within the college. A few students are supported through work-related studies with employers or in the college's business studies centre reception. For example, one student gained considerable confidence and skill through his work experience at Birmingham Airport. A level of fluency in Spanish and French supported his business and ICT studies, and these skills were valued by the employer. However, most ICT students have too few opportunities to experience a real business. They find it difficult to articulate the value of the IT skills they acquire as they do not practise them in realistic work situations or through work-based projects.

A sample of retention and pass rates in information and communications technology, 2002 to 2003

Qualification	Level	Completion year:	2002	2003
CLAIT	1	No. of starts	57	53

		% retention	93	92
		% pass rate	87	82
GNVQ IT	1	No. of starts	7	6
		% retention	57	100
		% pass rate	75	100
IBT	2	No. of starts	35	11
		% retention	83	100
		% pass rate	79	100
GNVQ / AVCE IT	3	No. of starts	6	4
		% retention	67	100
		% pass rate	50	100

Source: college, including residential students (2003)

Quality of education and training

34. Teaching is good, and some is very good. The best teaching captures the students' imagination and encourages them to draw their own conclusions or do further independent research. Lessons are well planned and have clear objectives that are communicated to students. Teachers use strategies to help develop students' confidence and personal and social skills. However, the number of students in level 3 lessons is very low, which restricts opportunities to draw on a broad range of students' own experiences and views to enliven discussions and stimulate learning.

35. There is good liaison between educational and technology enablers, vocational teachers and basic skills specialists to support students with learning difficulties and/or disabilities and make sure that they have effective equipment, and that enablers also know how to use it. Team teaching is effectively employed to ensure that practical activities using IT are assessed as they occur. In an NVQ level 1 lesson, three teachers each took different roles to present a new topic, facilitate understanding and assess skills as students considered the use of colour, graphics and text in a visual presentation. Teachers use question and answer techniques very well to check what students are learning. In a tutorial session, the teacher used effective prompts to encourage a student to form judgements and marshal evidence to support her views.

36. Assessment of students' work is rigorous and students receive constructive written and oral feedback on their work. Students know what they need to do to be successful in gaining their qualifications and most work well to assessment deadlines. Internal verification procedures, including the comparison of standards of assessment with a neighbouring college, are effective. Although teachers give very good support to individual students by devising strategies to meet their personal aims statements, they do not always recognise previous learning. Students who study a range of qualifications at the college, perhaps over three or four years, find that there is sometimes repetition in content.

37. Classrooms are well furnished with a suitable range of audio-visual equipment, computer hardware and industry-standard software. Teachers and students show a high standard of care and pride in the learning environment. The business studies centre is well organised and welcoming. It is mainly of an open-plan design, with zoned areas for group studies that reflect the atmosphere of a modern business. Students enjoy studying in the centre and the overall atmosphere is conducive to sharing good practice, building teamwork and developing good communication amongst staff and students. Teachers are qualified in their teaching and vocational specialisms and take good advantage of staff development opportunities. However, most IT teachers have no recent relevant professional experience in the industry.

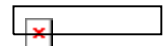
38. Students are unclear about requirements and their progress in key skills. Teachers often miss

opportunities to develop and assess key skills in lessons, particularly application of number. Relatively few students achieve key skills qualifications, though those students who choose to work towards a qualification are given effective support to do so. Several students on level 3 AVCE qualifications have not yet achieved GCSE grade C or equivalent in mathematics and English and have not progressed their studies in key skills application of number and communication to level 2.

Leadership and management

39. Courses are well managed and the overall operational leadership of the curriculum area is effective. Enthusiastic staff work well together to meet local needs as well as the needs of full-time residential students. Curriculum developments to widen participation in learning amongst local adults have had some success. Quality assurance arrangements are sound and managers ensure that students' views are recognised in initiatives to improve the curriculum. Self-assessment processes involve all staff and the resulting report and action plan focuses carefully on learning processes and strategies to ensure students' success. Although the support for students with disabilities is very good, there is little overt promotion of other aspects of equal opportunities.

Visual and performing arts and media



Overall provision in this area is **good (grade 2)**

Strengths

- high pass rates
- high rates of progression to FE and HE
- very good development of skills of critical analysis
- effective disability arts programme
- very well-equipped studios in most areas
- excellent support from enablers
- well-managed provision.

Weaknesses

- lack of dedicated performing arts space
- inconsistencies in assessment practice.

Scope of provision

40. Courses are offered from entry level to level three in art, design, media, performing arts and music, as well as a higher national diploma in media. There are currently 171 enrolments in this area, including residential and day students with disabilities. A small number of students from the local community attend courses, mostly evening OCN classes in art, media, and photography.

Achievement and standards

41. Students make good progress in achieving their learning goals and fulfilling their potential, and many progress to further courses. College data for the last three years shows high pass rates. The majority of courses have 100% pass rates and are consistently above 80% on most courses. The average pass rate for the area was 98% in 2002/03. Most students with complex learning support needs take longer than is usual to achieve a qualification, usually a year extra on one-year or two-year courses. There is excellent progression from level 3 courses to HE. Of the 27 students who left in 2002 and 2003, 26 were successful in finding places. Few students achieve key skills qualifications.

42. Students' work across all disciplines is creative, confident and lively. Art and design work, experimenting with a range of media, is displayed around the college, Exhibitions of students' work have been held elsewhere, in museums and galleries. Students design and run an annual fashion show, and performing arts students regularly perform outside College, including a dance performance at a HE performing arts conference last year.

43. Students develop the confidence to participate in discussions, and develop good analytical and critical abilities. In an advanced level performing arts lesson, students watched a performance by entry level students and made perceptive, sensitive and constructive comments on how the work might be further developed. However, in other level 3 lessons, the small numbers of students reduce the opportunities for critical debate and discussion and individual needs are not fully met.

A sample of retention and pass rates in visual and performing arts and media, 2002 to 2003

Qualification	Level	Completion year:	2002	2003
GNVQ art	1	No. of starts	8	10
		% retention	75	90
		% pass rate	83	100
OCN life drawing	1	No. of starts	34	47
		% retention	97	44
		% pass rate	100	98
OCN photoshop	2	No. of starts	9	19
		% retention	100	17

		% pass rate	100	100
GCE media	3	No. of starts	4	5
		% retention	100	100
		% pass rate	100	100
Practical TV/video access	3	No. of starts	23	15
		% retention	96	80
		% pass rate	100	100
OCN life drawing/water colour/photoshop	3	No. of starts	3	35
		% retention	67	94
		% pass rate	100	94

Source: college, including residential students (2003)

Quality of education and training

44. Courses and lessons are well planned, with good co-ordination of teaching, enabling, and technical support staff to ensure full engagement of all students. Students are interested and challenged by the work, and over time develop good communication, expressive, and practical skills through the creative projects set. Opportunities are taken in course content to address issues of cultural diversity and discrimination. Students express a sense of achievement and empowerment through the development of the creative work, and often work co-operatively on projects. In one media class, students worked as a self-directed production team, co-operating to use their combined abilities in a complementary way to produce a video.

45. Most teaching takes place in very well-equipped studios. The media studio is excellent, with good editing suites; the main music technology room is spacious and well laid out and art and design rooms are attractive and well resourced. The graphics room lacks surfaces to do work that is not computer-based. There is no dedicated performing arts space and teaching takes place in the gym, which is cold and has no creative ambience or displays. Students are not always able to complete work independently because of insufficient access to most studios, equipment and support in the evenings, although music technology students have good access and are supported by volunteer students.

46. Teaching and support staff are well qualified and skilful. Most lecturers are also practising arts and media professionals. Enabling support is excellent in all disciplines and students are encouraged to direct the enabler.

47. Assessment and monitoring of students' progress are inconsistent across the department. Project briefs and assessment sheets in music and performing arts are appropriate to the subject and level of the course. They are detailed, highlight marking criteria and provide positive, constructive criticism. However, on a few art and design courses, for example, GCSE, there are no written assessments or briefs and students are given only verbal feedback. Individual achievement records provide effective monitoring of progress across the department.

48. The college offers a wide range of programmes and local students integrate well with students with disabilities. Where students choose to do part of their programme at other colleges, they are not always encouraged to develop their confidence through participation in the same way as they are at Hereward. Key skills are not well integrated and communications between staff in the different departments are not always effective.

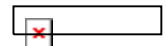
49. An excellent disability arts programme motivates students by bringing disabled artists into college to work with students, and to perform and exhibit. Former Hereward students who have progressed to degree programmes show their work and run workshops for current students. These

artists and former students act as effective role models for students. Hereward students perform and exhibit their own work in college and in other venues. Music students hold an annual music show, working with professional bands and musicians, and The Interactive Music Show was held in the college last June, developed with the aid of a Millennium Award to one of the students. Many students have gone on to employment in the media industry, or are practising artists.

Leadership and management

50. The curriculum area is well led and managed. Organisation and communications in the area are good, and regular formal and informal meetings are held. The self-assessment and course review system is effective in maintaining and improving quality. The self-assessment report was rigorous and identified many of the key issues. The head of media has introduced an effective system to use student feedback. The lesson observation system is well established. Staff and managers have difficulty getting information from the management information systems in an easy-to-interpret form. Staff work well together, both in subject teams and across disciplines. They share good practice, and major projects, performances and shows involving the whole area are produced. Access to staff development is good. Lecturers provide training for enablers in their subject, for example, music technology training is provided to enablers so that they can support the students studying in this area. Teachers promote equality and diversity well through the curriculum.

Literacy and numeracy



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- high pass rates on most certified courses

- good use of projects and materials to motivate students

- high levels of participation

- very effective specialist support

- clear leadership and direction across the college.

Weaknesses

- unsatisfactory teaching of students with complex needs in large groups

- ineffective teaching of spelling

- insufficient access to vocational material in support classes

- insufficient moderation of the assessment of non-accredited work.

Scope of provision

51. The college provides daytime literacy and numeracy support from pre-entry level to level 2 by English, mathematics, key skills communication and application of number, in-class and dyslexia support. Discrete courses in adult literacy, everyday English, everyday mathematics, money management and spoken English are also offered. There is one evening course for local adults. There are 318 enrolments, representing 163 students. The programme has 6.5 salaried and four members of staff on part-time contracts.

Achievement and standards

52. Students achieve high pass rates on most certified courses. Pass rates for key skills communication at levels 1 and 2 are above the national averages. Pass rates on application of number at level 1 are low. Retention rates on most literacy and numeracy courses are high, but on key skills communication and application of number courses they are low. Students on most programmes develop the confidence to try things out for themselves and these gains help them to make progress. However, whilst the development of many skills is satisfactory, students do not develop effective spelling strategies.

A sample of retention and pass rates in literacy and numeracy, 2002 to 2003

Qualification	Level	Completion year:	2002	2003
Various entry	E	No. of starts	39	43
		% retention	100	93
		% pass rate	95	98
Numberpower	1	No. of starts	4	7
		% retention	100	100
		% pass rate	100	71
Wordpower	1	No. of starts	7	8
		% retention	100	100
		% pass rate	86	88
Key skills application of number	1	No. of starts	*	15
		% retention	*	53
		% pass rate	*	38
Key skills	2	No. of starts	*	21

communications	% retention	*	62
	% pass rate	*	77

Source: college, including residential students (2003)

* data unavailable

Quality of education and training

53. Teaching is satisfactory overall; lessons range from very good to unsatisfactory. Teachers make good use of projects and materials to motivate students. They design specific projects such as research into joining a community group or writing about a sports personality of the student's choice. They select material related to students' lives, such as Benjamin Zephaniah's *Face* which is about race and disfigurement. Displays of famous people with dyslexia decorate the dyslexia support room. Teachers choose software programmes for students with complex needs which unlock their skills in matching sounds to symbols. They take digital photographs of students on outings which students match to each other's names. All lessons involve the use of ICT, which is used effectively. In English, for example, it is used as an editing tool as students work on creative writing tasks. However, the teaching of spelling is often ineffective. Many teachers have insufficient understanding of the complexities of learning to spell. Spelling strategies are often introduced all at once and are insufficiently illustrated or reinforced. Spelling items are seldom selected from students' own writing or from vocational material. Where individual spelling programmes are introduced, students' progress is not regularly checked. Some teachers use online materials which are attractively produced, but reinforce existing confusion over spelling. The teaching of students with complex needs in large groups is unsatisfactory, even when two members of staff are present. There is insufficient matching of activities to needs. The work is undemanding for some students and above the level of others. The tone and vocabulary used to address students is insufficiently adult. Some activities are more suited to children than to young adults.

54. Resources and accommodation are satisfactory. The department has recently lost several experienced staff to promoted posts elsewhere. Some new staff do not have specialist qualifications in literacy or numeracy but are scheduled to train for the new specialist qualifications in the near future. Most classes take place in dedicated rooms in a well-located English and mathematics centre serving students at all levels across the college. There is a high ratio of computers to students and a reasonable range of software. However, there are insufficient high-quality paper-based resources. Teachers running separate support or key skills sessions for students on vocational programmes do not have always have enough information to plan effective work. New students sometimes arrive without previous consultation between departments on their immediate and longer-term coursework needs. Where detail about assignments, appropriate topics and vocabulary is not easily available, support work is not related to areas of greatest need. However, there are some very good examples of joint working between the basic and key skills and business and ICT departments.

55. Assessment is satisfactory. Dyslexia assessment is very detailed and supportively carried out. The majority of students entering college on courses up to level 3, studying in the daytime, undertake an initial assessment of their literacy and numeracy skills. Teachers make regular informal checks on progress and undertake termly reviews. However, not all students have targets which are sufficiently clear to measure their progress by. There is no system to moderate teachers' assessments of students' achievements on non-accredited college certificate courses.

56. Participation levels are very high: 91% of all college students receive some form of literacy, numeracy or dyslexia support or development. The college is beginning to offer courses in the local community, but there is currently little provision.

57. Students benefit from very effective specialist support. Classes are small and students receive a good deal of individual attention. Intelligent, discreet support is provided by educational enablers who liaise well with teachers. The enabling technology technician works closely with students to identify their needs for assistive technology. Seventeen hours weekly of high-quality dyslexia support

is available to students. Many students with complex needs receive dyslexia assessment for the first time in their education.

Leadership and management

58. The department is clearly led, and literacy and numeracy are well promoted across the college. Presentations on the significance for students of literacy and numeracy development have been made to the board and representatives from other curriculum areas and student services. Workshops promoting joint work on key skills have been run with staff from other departments. Strategic and development planning are realistic. Take-up of staff development opportunities is good. Communications within the department are good and staff value the support of the head of department and other colleagues. Staff often share successful teaching strategies and individually designed teaching material.

59. The staff show a strong commitment to disability empowerment. Individual members of staff develop students' race awareness through the choice of teaching material or projects, although this is not sufficiently shared. Quality assurance is satisfactory. Course reviews feed into a clear-sighted self-assessment report in which the grade matched that of inspectors. Student surveys show a high level of satisfaction with the service. However, too few recent teaching observations have been conducted to identify the areas of weakness in spelling noted during the inspection.

Part D: College data

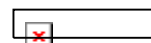
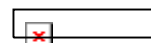


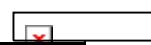
Table 1: Enrolments by level of study and age 2002/03



Level	16-18 %	19+ %
1	21	32
2	33	36
3	16	11
4/5	0	2
Other	30	19
Total	100	100

Source: provided by the college at inspection

Table 2: Enrolments by curriculum area and age 2002/03



Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	19	15	4

Land-based provision	0	0	0
Construction	0	0	0
Engineering, technology and manufacture	0	0	0
Business administration, management and professional	10	74	10
Information and communication technology	26	170	23
Retailing, customer service and transportation	0	0	0
Hospitality, sports, leisure and travel	16	20	4
Hairdressing and beauty therapy	0	0	0
Health, social care and public services	2	9	1
Visual and performing arts and media	52	202	32
Humanities	5	3	1
English, languages and communication	29	18	4
Foundation programmes	65	104	21
Total	224	615	100

Source: provided by the college at inspection

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year			
		16-18		19+	
		2001/02	2002/03	2001/02	2002/03
1	Starters excluding transfers	27	24	115	90
	Retention rate (%)	85	87	91	84
	National average (%)	76	*	70	*
	Pass rate (%)	73	71	92	88
	National average (%)	71	*	71	*
2	Starters excluding transfers	60	50	122	72
	Retention rate (%)	77	78	80	76
	National average (%)	72	*	68	*
	Pass rate (%)	84	97	80	96

	National average (%)	71	*	72	*
3	Starters excluding transfers	30	40	56	53
	Retention rate (%)	70	70	78	81
	National average (%)	77	*	70	*
	Pass rate (%)	95	85	80	86
	National average (%)	79	*	72	*

Note: summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).

Sources of information:

1. National averages: Benchmarking Data 1999 to 2001: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2002.

2. College rates for 2002 to 2003: college ISR.

* data unavailable

Table 4: Quality of teaching observed during the inspection by level

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	60	30	10	10
Level 2 (intermediate)	69	23	8	13
Level 1 (foundation)	67	33	0	6
Other sessions	67	20	13	15
Totals	66	25	9	44