



North Warwickshire and Hinckley College

Better
education
and care

Re-inspection report

Audience Post-sixteen	Published TBC	Provider reference 130836
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Introduction

North Warwickshire and Hinckley College was inspected in November and December 2003. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in science and mathematics, engineering (work-based learning) and business administration (work-based learning) which were found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory curriculum and work-based learning (WBL) areas were re-inspected on 8-9 November 2005. The outcomes of the re-inspection are as follows.

Science and mathematics

Curriculum area	Original grade	Re-inspection grade
Science and mathematics	4	3

Context

Mathematics and human biology are offered at GCSE, AS and GCE A level on a full-time and a part-time basis. GCSE science (single award) is also offered to full-time students. Adults study mathematics and science modules within the access to higher education programmes. There are currently 198 enrolments on mathematics courses and 99 enrolments on science courses.

Strengths

- high pass rates on mathematics courses
- recent improvements in the use of ILT in teaching and learning
- effective strategies to improve students' achievements

Areas for improvement

- low pass rates on many science courses

Achievement and standards

The pass rates for GCSE and AS mathematics in 2005 were above national averages and the rate for GCE A level mathematics was similar to the national average. The pass rates on human biology courses in 2005 were similar to the national averages. The pass rates on other science courses, however,

were low. The unsuccessful courses in AS and GCE A level chemistry and physics have been withdrawn. AS students in these subjects have transferred to a local sixth-form college to complete their GCE A level programmes. The proportion of students achieving higher grades at AS and GCE A level is low, but most students on these courses achieve what would be expected based on their prior attainment. All of the students taking mathematics and/or science modules as part of the access to higher education programme were successful in progressing to higher education.

Quality of provision

All the teaching observed during the re-inspection was either satisfactory or good. Student attainment in lessons was satisfactory. Since the last inspection all the teaching rooms and laboratories have been refurbished and now provide a positive learning environment. All of the teaching rooms have recently been equipped with interactive whiteboards and teachers have begun to make good use of ILT in teaching and learning. In mathematics, the college intranet allows students to access homework and lecture notes at home, and teachers and students use the intranet to communicate effectively with each other. The college now collaborates with a local sixth form college to provide a wider range of AS and GCE A-level science courses than was available at the last inspection.

Leadership and management

The new curriculum leadership has successfully introduced strategies that have led to improvements in students' achievements. Entry criteria for AS courses have been harmonised with the local sixth form college and staff from both colleges benefit from joint development activities. Inspectors agreed with judgements made in the self-assessment report and good progress has been made in addressing the weaknesses identified in the last inspection.

WBL Engineering

WBL area	Original grade	Re-inspection grade
Engineering	4	3

Context

The college provides a range of apprenticeship training in engineering, motor vehicle maintenance and fork lift truck maintenance. There are 170 work-based learners. Sixty-four of these are advanced apprentices, 95 are apprentices and 11 are on an NVQ level 2 programme in fork lift truck maintenance.

Strengths

- Good tracking of learners' progress

- Good workshops and training facilities

Areas for improvement

- Slow progress for fork lift truck maintenance apprentices

Achievement and standards

At the last inspection, there was poor achievement of apprenticeship frameworks by work-based learners. Advanced apprentices are now making good progress on their NVQs and key skills and technical certificate achievements for these learners is satisfactory. Work-based learners who have been on programme for the longest are provided with additional guidance and support in order to complete their qualifications. Retention rates for all apprentices have improved since the last inspection. Apprentices on fork lift truck maintenance programmes make slow progress. None of the learners starting programmes since 2000-2001 have completed all aspects of the framework successfully. However, many of the learners who have been on programme for over a year are close to completion and are being provided with additional assessment opportunities to help them achieve their qualifications.

Quality of provision

Workshops are spacious and well equipped. The fleet of cars used by the motor vehicle apprentices includes a wide range of production vehicles, rally cars and race karts. Teaching on work-based courses has improved and is now satisfactory. Employers are more involved in training and most learning in the workplace is well-planned. Individual learning plans have been improved to set realistic targets for learners to help them complete their apprenticeship frameworks. Key skills are now introduced earlier into learners' programmes. Assessors have a good understanding of key skills and key skills assignments are vocationally relevant. Good tracking systems are used to monitor the progress of learners. Learners, employers and assessors have a good understanding of progress made and are able to quickly target areas for development to complete outstanding NVQ units or key skills assignments.

Leadership and management

The management of work-based learning has been reorganised and is now satisfactory. Action has been taken to address weaknesses identified at the last inspection but some of these actions have yet to impact fully on the achievement of apprenticeship frameworks. Co-ordination of training activities and sharing of information with employers have improved. The promotion and monitoring of equal opportunities in the workplace is satisfactory and learners have an appropriate understanding of equal opportunities.

WBL Business administration

WBL area	Original grade	Re-inspection grade
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Business administration	4	3
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Context

There are twenty-one work-based learners on administration programmes. One learner is an advanced apprentice and the other twenty are apprentices. All learners are employed and are visited in the workplace by college staff to carry out assessment and monitoring of progress.

Strengths

- Good tracking of learners' progress
- Effective implementation of strategies to improve learners' performance

Areas for improvement

None

Achievement and standards

The number of learners achieving the full apprenticeship framework has increased from 26% at the time of the last inspection to 53% for those starting in 2003/04. Some of these learners are still on programme and it is possible that framework achievement could reach a maximum of 64%. Learners currently on programme are making satisfactory progress towards all elements of the framework. Learners are also developing good employability skills such as time management and effective team-working.

Quality of provision

Staff have good commercial experience and hold appropriate assessor qualifications. Resources to support training in key skills and for the technical certificate are satisfactory. Off-the-job training was a weakness at the last inspection but is now satisfactory. Learning in the workplace is now carefully planned and employers are more involved in training. Learners are visited in the workplace by college staff every two weeks for the purpose of assessment and monitoring progress. An effective system to monitor the progress of learners was introduced in June 2005. The system has helped to improve learner and employer understanding of progress being made towards the target qualification. Assessors are able to quickly identify learners at risk of failing to complete their programme and to take appropriate action. Learners feel well guided and supported.

Leadership and management

Leadership and management are good. Managers have effectively addressed the key weaknesses identified at the last inspection. There is regular

monitoring of the strategies introduced to improve learners' achievements. Staff are clear about their roles and responsibilities. Good use is made of team meetings to communicate with staff and involve them in the self assessment process. Staff development is comprehensive with a strong focus on promoting quality improvement.