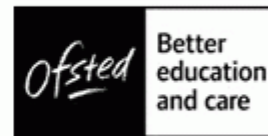




ADULT LEARNING
INSPECTORATE



RE-INSPECTION MONITORING OF HENSHAWS COLLEGE

Published December 2004

OUTCOME OF RE-INSPECTION MONITORING

The overall provision in the vocational and pre-vocational skills curriculum area is now good.

BACKGROUND

Henshaws College was inspected in December 2002. 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 vocational and pre-vocational curriculum area which was found to be unsatisfactory.

Ofsted and the ALI have particular duties in relation to colleges where their inspection report indicates that individual curriculum and/or work-based learning (WBL) areas are unsatisfactory or very weak or where leadership and management are unsatisfactory or very weak. Where a college has been judged to have less than satisfactory leadership and management, or less than satisfactory provision in solely WBL, inspectors from Ofsted or the ALI will visit the college to carry out monitoring inspections of the less than satisfactory areas. As a result of the re-inspection monitoring visits, inspectors may judge that previously less than satisfactory areas of provision, or leadership and management, are now satisfactory and that no further visits are required. Where leadership and management are satisfactory, but there is curriculum provision that is less than satisfactory, there will be no monitoring visits. All less than satisfactory provision will be re-inspected, normally during one week, within two years of the original inspection.

If, after approximately 24 months, the college has not made sufficient progress to justify a judgement that the curriculum or WBL area or leadership and management are satisfactory, the original grade for the area that continues to be unsatisfactory will remain on the college's record until the next full inspection within the cycle. Ofsted will inform the local LSC that provision remains unsatisfactory and the reasons why.

DATE OF THE RE-INSPECTION

In accordance with the above procedures, re-inspection of vocational and pre-vocational courses took place on 15 to 18 November 2004.

VOCATIONAL AND PRE-VOCATIONAL COURSES

In the December 2002 inspection, the quality of overall provision in this area was judged to be

unsatisfactory. The following strengths and weaknesses were identified in the inspection report:

Strengths

- Very effective work-experience programme.

Weaknesses

- Too much unsatisfactory teaching
- Insufficient monitoring of external college links
- Deficiencies in the assessment processes.

Following the re-inspection, inspectors judged that progress has been made in addressing the above weaknesses. The overall provision in this area is now **good**.

Students achieve well across a range of national awards which are offered primarily at entry and pre-entry level. A good recording system indicates that all of the 41 students entered for awards over the period 2003 to 2004 were successful in gaining qualifications. One student has been supported to make particular gains in music and has been awarded the Yorkshire Young Achiever of the year in recognition of his skills. Standards of achievements are good within the internally devised award system, known as the Henshaws Achievement Levels (HALS). All students follow an individually designed programme and progress at their own pace through the areas covered by HALS. Good attention is given to the achievement of appropriate personal objectives. Challenging termly pre-vocational goals are effectively set and monitored and enable students to demonstrate progression. Attendance and punctuality are good and are recorded and effectively monitored.

The quality of teaching was good or better in all lessons. Teachers plan effectively and enablers provide good and appropriate levels of support, which is well managed. Students work to relevant and individualised personal objectives, known as STAR goals, and staff regularly identify and record successes against session specific targets and termly goals. Students' behaviour is well managed and, where appropriate, effective behaviour management strategies are identified and shared among all staff. These are successfully linked to communication plans. There is an effective review at the end of all lessons and good attention is given to health and safety. Both individual and generic risk assessments are robust. Equal opportunity issues are well promoted across the curriculum. Individual learning plans are comprehensive and are regularly reviewed and updated. The link between the outcomes of each student's initial assessment, long term aims and individual programme is clear. The curriculum provides an effective and coherent framework for planning learning.

Procedures for pre-entry assessment are effective. A pre-vocational assessment has been introduced since the last inspection and is used to successfully identify preliminary levels within the HALS, as well as students' individual programme and support needs. The initial application form now collects data about prior achievements and future learning needs. Staff make good use of praise to help students recognise their achievements. There are detailed reviews of students work in all areas including work placements, and tutorials. Progress is well-tracked against termly short-term objectives. However, the collation of progress over time in summative reports does not always

capture all aspects of students' learning.

The monitoring of external college links is good. Partnership agreements have been established with all providers which clearly identify the roles and responsibilities for both parties. Effective arrangements are in place to allow for the monitoring of the quality of external provision through observation and partnership review meetings. There is appropriate sharing of information relating to students' needs. Henshaws College successfully provides Visual Impairment Awareness Training (VIAT) to all external providers.

Leadership and management have significantly improved since the last inspection. Quality assurance arrangements are rigorous and permeate all aspects of vocational and pre-vocational areas. The self-assessment process is comprehensive and the outcomes are successfully used to bring about improvement. All college processes are effectively reviewed by staff, students and stakeholders and appropriate and timely action is taken. The regular 'sharing of good practice' sessions are highly valued by staff. Validation panels include college managers and external professionals who identify and validate best practice. The college is effectively addressing its responsibilities in respect of child protection and the protection of vulnerable adults and is compliant with SENDA and the Race Relations Act.

There will be no further re-inspection of the college because there are no remaining unsatisfactory areas.