

## RE-INSPECTION OF HENLEY COLLEGE COVENTRY

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### Outcome of Re-Inspection

- The overall provision in the curriculum area of social sciences is now **satisfactory**
- The overall provision in the curriculum area of literacy and numeracy is now **satisfactory**

### Background

Henley College Coventry was inspected in November 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 social sciences and literacy and numeracy, which were 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 Visits

In accordance with the above procedures, a re-inspection monitoring visit of social sciences and

literacy and numeracy took place on 23 June 2003 and the re-inspection was undertaken in the week of 17 January 2005.

### **Social sciences**

In the November 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**

- high retention and pass rates on GCE A-level psychology
- good progression to HE from the access programme
- good assignments on the access to HE course
- good journal and video recording resources and computers for students' private study.

#### **Weaknesses**

- low retention and pass rate in GCE A-level sociology
- much unsatisfactory teaching
- inadequate feedback on marked work for GCE A-level and GCSE students
- students' poor attendance and lack of punctuality
- insufficiently rigorous quality assurance.

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

As a result of careful rationalisation of provision in this area, unsuccessful courses in GCSE, AS and GCE A-level psychology and sociology have been withdrawn from full time provision. Only a small

amount of social science remains. Psychology and sociology are offered as options within the Access to Higher Education (HE) course. GCSE, AS and GCE A-level psychology and sociology can be studied through the Homestudy and Distance Learning programmes, but take up is very low. However, those who completed an AS or GCE A-level course achieved a pass grade in 2004.

The quality of teaching has improved. Most teaching observed was good or better. In forensic science, teaching is lively and interesting. Students engage in a wide range of activities which effectively develop their knowledge, understanding and practical skills. Teaching on the Access to HE course is effective and leads to a good standard of achievement.

Assessment procedures and practices in the Access to HE course and in the national diploma in applied science (forensic) are sound. Assignments are well designed and enable students to demonstrate their knowledge and understanding at an appropriate level for the qualification. Work is carefully marked and verified to ensure consistency of approach. Students receive clear feedback on the standard achieved. Guidance is given on areas to be improved.

Attendance on the Access to HE and the national diploma in applied science (forensic) courses in 2004/5 is 89 per cent. This is well above the sector average. Punctuality is satisfactory.

Quality assurance is now satisfactory and contributes to more effective teaching and learning. There is an adequate framework to identify and address strengths and weaknesses. Course review is detailed and comprehensive. This informs the self-assessment report for the programme area. Documentation, however, is very lengthy and the most significant strengths and weaknesses are not clearly identified. Some schemes of work are detailed and link activities to learning outcomes. Others, however, do not provide an adequate basis for planning.

### **Literacy and numeracy**

In the November 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**

- widespread use of detailed schemes of work and lesson plans
- good achievement of learning outcomes in some classes for students aged 16 to 18.

#### **Weaknesses**

- much poor teaching
- insufficient focus on the identification of individual students' needs
- ineffective monitoring of students' progress on some numeracy courses

- slow progress in responding to national basic skills initiatives.

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

The quality of teaching has improved. Most teaching observed was satisfactory, with a minority good or better. There was only one unsatisfactory lesson. Teachers completing the Skills for Life level 4 training have brought in new ideas to improve teaching. Teaching materials have been updated and there are several examples of teachers using materials designed to meet needs of students of differing ability. Learning support staff are used effectively to support students. However, the amount of good or better lessons observed is significantly below the national average. There is still insufficient attention to individual students' needs and interests in many lessons. The internal observation system has not identified these weaknesses in teaching and learning.

Individual students' needs are now identified on learning plans. Students' long-term and short-term goals are recorded on these plans. Students complete diagnostic assessments which give feedback on areas for development. Their preferred learning styles are also recorded on their learning plans. Individual targets are mapped to the adult core curriculum and there are regular reviews of targets.

Monitoring of progress on numeracy courses is now thorough and rigorous. Students' understanding and work is carefully checked and learning is recorded on learning plans. Areas of difficulty are identified for further work.

The college has been active in responding to national Skills for Life initiatives. It has improved links with local and national learning networks. The college has been effectively involved with the Skills for Life Quality Initiative. There is a cross-college Skills for life strategy which has been successful in bringing Skills for Life provision together in the college, raising awareness and interest across the college, and developing provision in the community to widen participation. Five teachers have completed level 4 training. All vocational tutors have had some initial training in Skills for Life.

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