

## RE-INSPECTION OF HACKNEY COMMUNITY COLLEGE

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### Outcome of Re-Inspection

- The overall provision in the curriculum area of information and communications technology (ICT) is now **satisfactory**
- The overall provision in the curriculum area of English for speakers of other languages (ESOL) is now **good**.

### Background

Hackney Community College was inspected in February 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 the curriculum areas of ICT and ESOL which were found to be less than satisfactory.

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 ICT and ESOL took place during the week 1-4 March 2005.

### **Information and communications technology**

In the February 2003 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**

- well-managed and effective work experience on the national diploma
- good progression from entry level to HE
- very good pass rates on the national diploma and GCE AS courses
- effective programme of additional subject-based lessons to support students.

#### **Weaknesses**

- poor pass rates on part-time courses
- poor retention and pass rates on some full-time and part-time programmes
- much poor and unimaginative teaching
- inadequate assessment of students' learning needs and weak monitoring of students' progress
- little sharing of good practice

- inadequate resources.

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**.

Overall, pass and retention rates are now satisfactory, although some weaknesses remain. Pass rates on most courses have improved. A small minority of pass rates at level 1 are below national averages. At level 2, most retention and pass rates for 2003/04 were good. At level 3, overall retention rates fell in 2003/04. For example, retention was below the national average for both the AS-level ICT and the BTEC national diploma. However, pass rates at level 3 were well above national averages for the advanced diploma for IT users and the AS-level ICT courses. They were below the national average for the national diploma.

The quality of teaching has improved. There was no unsatisfactory teaching observed, but the proportion of good or better lessons was lower than the national profile for ICT. Lessons are carefully prepared. Learning objectives are clearly identified, but not always shared effectively with students. Teachers use a good range of strategies to engage students. Handouts and teaching materials are generally of good quality. In many lessons students make good use of them to work at their own pace. Teachers support students well, but many miss opportunities to ask them questions about their work. There is too little checking of understanding. Some lessons end without a review of the work covered or preparation for the next session.

Assessment of students' learning needs is satisfactory. All students undergo initial assessment. Effective support is provided for those requiring it. An extended induction phase for full-time students helps confirm the appropriateness of a student's choice of course. Tutors use the results of initial assessment to assist short-term target setting. However, many targets do not provide students with specific enough challenges against which the success of their efforts can be measured.

Most students' progress is monitored and recorded in a satisfactory manner. Work is accurately marked and much bears constructive feedback that helps students to improve. In a small minority of classes, opportunities are missed to record students' performance in exercises and tests. The methods of recording students' progress vary. The best provide clear progress tracking and an in-depth record of performance. Less effective systems provide only 'tick-boxes' for indicating work completed. These fail to provide a qualitative record of a student's performance.

Sharing of good practice has improved and is satisfactory. Peer observation of teaching is well established, as is the pairing of skilled and weaker staff. Staff development sessions have provided time for expert staff to help the less experienced. Senior practitioners work well across the college to share good practice. Teaching materials are shared.

Resources for ICT are adequate. Staff are well qualified. Students have access to a large number of modern computers. A good range of adaptive technology is available for students with learning difficulties and/or disabilities. Substantial investment has resulted in a college computer network that is now largely reliable. The computer rooms are large, light and comfortable, although a minority becomes very hot. Staff make good use of the interactive boards and data projectors, but too many project images that are insufficiently bright, or too small. Some teachers position screens poorly. There are too few colour printers for student use.

### **English for speaker of other languages**

In the February 2003 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

- good retention rates on internally accredited part-time courses for adults
- good teaching on full-time courses
- highly responsive and innovative provision meeting community needs.

## Weaknesses

- weak teaching on adult part-time provision
- insufficient attention to students' prior learning, experience and achievement
- insufficient monitoring of part-time students' progress
- ineffective support for bilingual students on ESOL and vocational courses
- insufficient impact of recent management changes on adult students' experience.

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

Teaching on the adult part-time provision has improved significantly. A very high proportion of teaching observed was good and a fair proportion was very good. There was no unsatisfactory teaching. The lesson grade profile is well above the national average for the sector. The use of projects that relate to work and the community has made teaching more engaging and interactive. Language and numeracy skills are integrated into comprehensive schemes of work and well-planned lessons. Students are involved in short intensive activities to develop their skills.

Prior learning and achievement are now recorded and used to inform the development of comprehensive individual learning plans (ILP). However, skills for students with no qualifications are not routinely identified. Target setting is realistic and in language that students understand, with achievable steps for development including personal and academic goals.

The monitoring of students' progress is good. The use of ILPs is very effective. Thorough initial and diagnostic assessment provides a robust basis against which teachers accurately monitor their students' progress. Regular reviews and tutorials are used to renegotiate challenging, achievable

learning goals and to measure progress. There is comprehensive internal verification. Students understand the use of their ILP and are able to track their own progress.

There is much improved support for bilingual students on ESOL and vocational courses. Students receive good advice, guidance and support from teachers, learning support staff and the college support services. At present well over a hundred students receive learning support either in class or individually. The team-teaching of ESOL embedded within vocational courses, such as brickwork or motor vehicle engineering, successfully combines the development of both vocational and language skills.

Management changes at the time of the original inspection have now made a significant impact on learners' experience. There are clear strategies for the continued development of the provision to meet the needs of the community. Good communication and strong teamwork promote the sharing of good practice. Staff are well supported through a very comprehensive staff development programme. There is good integration of ESOL into some vocational areas. Teaching is carefully monitored. Those teachers deemed to be weaker are mentored effectively. Effective partnerships with community groups inform the development of new courses.

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