

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Hackney Community College
Date of visit: 14 June 2007

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

Achievement and standards

Strategies to improve learners' success rates, particularly achievement rates

- Following the appointment of a new Principal, a new mission statement and revised values and priorities have been agreed by staff. The process has engaged staff and they feel ownership of the outcomes. There is an improved focus on the curriculum and on raising success rates.
- The post-inspection action plan (PIAP) is detailed with clear actions at college level to improve success rates. New processes have been introduced to hold curriculum managers to account for under-performance. In particular, success rate action plans have been introduced for courses with success rates below 60%. There is an appropriate focus in the PIAP on improving teaching and learning to raise (primarily) achievement rates. Additional resources have been allocated to support learners by providing more open access IT facilities and support for improving study skills and revision techniques.
- In-year retention in 2006/07 has risen by 2%. There has also been some improvement in key skills pass rates, from a low base.

Quality of education and training

Strategies to improve attendance and punctuality

- A number of measures have been implemented to improve students' attendance. A clear lead has been given by managers and there is more ownership of data relating to attendance at curriculum team level. Policies and procedures are clear and have recently been reviewed and revised. Information is more accurate and more consistently used.

- A well planned electronic registration system has been piloted successfully in two curriculum areas and will be phased in during 2007/08 and fully implemented across the college from September 2008. Training for staff to use the new system is underway and has already led to some improvements. There has been an increase in the number of 16 to 18 year old learners who receive educational maintenance allowances (EMA) and a level 2 motivation project is in place. Students feel that both the EMA and the motivation project have helped to improve their attendance and attitude to their studies. It is too soon to judge the impact of these developments.

Strategies to improve the quality of teaching and learning

- The scheme to observe lessons has been revised and is more robust. Moderation of outcomes is more extensive and external moderators are used to support the scheme. Procedures to address inadequate lessons are clear and more timely. Any teacher whose lesson is judged inadequate is well supported by a programme that includes observation of good practice and work with a 'critical friend'. Capability procedures are being used more effectively, when required.
- Outcomes to date during 2006/07 show that 55% of lessons are good or better and 5% are inadequate. The profile is likely to improve because a number of good curriculum areas have not been observed yet. The proportion of inadequate teaching has halved compared to the previous year. Overall, the profile is broadly accurate compared to current success rates for learners.

Strategies to improve the quality of provision in the visual and performing arts and media

- A more focused management structure will be in place from September 2007. In order to improve students' success rates, the quality of teaching and learning is the main area for improvement. In service training has focused on broadening styles and techniques of teaching, assignment writing and improving schemes of work and lesson plans.
- Curriculum teams have greater ownership of information about the success, retention and attendance of their learners. More realistic

targets are being set and monitored. A number of poorly performing courses have been removed from the provision. Plans are being developed to change the timetabling of tutorial sessions in order to improve students' attendance and motivation. Internal verification procedures have been reviewed and good practice is being shared more effectively.

Leadership and management

Strategies to support quality improvements

- There have been a number of improvements since the last inspection, notably success rate action plans, improvements to the lesson observation scheme and improved professional development opportunities for staff.
- Success rate action plans effectively provide regular monitoring of performance. However, course reviews and area self-assessment reports are insufficiently evaluative and do not make clear what is being done to address under-performance. Plans are in place to improve both these aspects next year.