

MONITORING VISIT: MAIN FINDINGS

Name of college: Hereward College

Date of visit: 25 March 2009

Context

Hereward College (the college) is a general further education college located in Coventry. It offers inclusive provision with specialist facilities for learners with a wide range of learning difficulties and/or disabilities. The college is a charity by exemption led by a board of governors. Its key priority is to enable learners to achieve academic and vocational qualifications, and to develop the necessary independence skills to support a successful transition to adulthood and, where possible, employment. Learners attend the college on a full-time and part-time basis and can undertake a wide range of vocational and academic courses ranging from entry level to level 3. There are approximately 600 students, of whom 120 are residential. A large number have significant disabilities and/or learning difficulties. Approximately 14% come from minority ethnic backgrounds. The majority of learners are funded by the Learning and Skills Council. The college was last inspected in March 2007 and was awarded grade 3 (satisfactory) for its overall effectiveness.

Achievement and standards

Are success rates continuing to improve since the previous inspection? Does the college now identify and analyse underperformance of particular groups of learners successfully?	Significant progress
--	----------------------

The college has continued to improve its success rates since the previous inspection. The overall success rate for 2007/08 was 85% which showed a significant 6% improvement on 2006/07 results. The college now analyses achievement data in relation to gender, minority ethnic background, and disability. Curriculum departments are more rigorous at identifying underperformance at an earlier stage to enable immediate actions to be taken. Retention rates have increased by 4% as a result of the increased focus given to improving attendance levels and support to individual students to remain on course.

Quality of provision

Are lessons planned effectively and matched to individual learner needs? What progress has been made in developing the college's lesson observation scheme?	Reasonable progress
---	---------------------

The college has developed its lesson observation processes and provides more guidance and support to teachers in the planning of lessons. There is now a standardised format to ensure individual learning objectives identified within individual learning plans are incorporated into lessons. The extent to which teachers are observed and given feedback by the college observation team has increased and outcomes are both internally and externally moderated. This has led to a more realistic grade profile for the college to evaluate the overall quality of teaching and learning more effectively. Although there are a few examples of lessons in which different tasks are planned for students to complete, these are not always sufficiently matched to individual students' educational and development needs. Teachers' evaluations of lessons focus mostly on how well tasks are completed and do not record student progress against individual learning plans objectives well enough. Individual learning objectives are not identified in lesson plans in all cases and many are not sufficiently personalised.

Leadership and management

Does the college have effective policies and procedures in relation to equalities legislation? What steps have been taken in the effective promotion of equality and diversity?	Insufficient progress
---	-----------------------

The college has appropriate policies and procedures in place in relation to equalities legislation. Students' achievements are analysed in relation to race, gender and disability. Most impact assessments have been completed and an equality and diversity plan has been developed. The promotion of equality and diversity has been given a greater focus and higher status with the setting up of the Equality Champions Group, which is attended and chaired by the principal. An extensive programme of cultural events has been planned and staff and students are taking a more active role in raising cultural awareness across the college. Governors have been trained and receive more regular reports to ensure they meet their responsibilities in relation to equalities legislation. Although many staff have received training and coaching in relation to their roles and equality and diversity, a significant proportion (28%) have not yet received basic awareness training. There is insufficient formal analysis of how well learners' needs are met, such as, in the use of adapted resources, equipment or adjustments to the curriculum. Department self-

assessment is not sufficiently detailed as to how well equality and diversity is promoted within teaching and learning. The college recognise in their equality and diversity development plan the need to embed equality and diversity across curriculum areas.

Do all staff have training in safeguarding?	Significant progress
---	----------------------

The vast majority of staff have now received training in safeguarding of children and vulnerable adults. All staff have individual coaching and support and are inducted in safeguarding procedures on recruitment.

Have self-assessment processes improved since the previous inspection?	Significant progress
--	----------------------

Self-assessment is more rigorous. Processes involving all staff are internally moderated, and departmental self-assessment is much more based on substantive evidence. Curriculum departments have a standard format to present their evaluations which are much more based on data analysis and robust evidence. There is now a series of departmental meetings organised to evaluate progress, to gather evidence, and to support the evaluation of strengths and areas for improvement ready for the completion of the end of year self-assessment report. The Every Child Matters agenda is self assessed effectively using the Common Inspection Framework key questions and is now, as a result, fully integrated within the college's quality improvement planning. Students' views contribute significantly to the college's self-assessment through the annual perception survey, course level evaluations and focus meetings.

What progress has been made in improving residential and teaching accommodation?	Significant progress
--	----------------------

Students now benefit from the greatly improved teaching accommodation. Phase one of the college's building programme is now complete. The performing arts studio has been refurbished to a high standard and the new sports centre provides excellent facilities. Sports courses have seen a large increase in the number of students' enrolments as a result of the enhanced facilities. The newly refurbished Learning and Resource Centre provides an additional canteen, extended learning resource centre and staff accommodation, releasing valuable teaching space elsewhere. Phase two of the building programme has not yet commenced. This is intended to improve residential accommodation which the college recognise is in need of improvement.