

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Ms E McMahon
Principal
Hull College
Queen's Gardens Centre
Wilberforce Drive
Hull
HU1 3DG

Dear Ms. McMahon

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff during my visit on 05 November 2008 to look at success factors in promoting equality and improving the outcomes for learners, and in particular those from minority ethnic backgrounds.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included meetings with college staff, meetings with students, observation of teaching and learning, scrutiny of documentation.

The quality of provision to promote equalities for all students, including those from minority ethnic backgrounds, is outstanding.

Features of good practice and success factors observed

- The college's active involvement in community engagement has contributed to a consistent increase in its overall participation rates from disadvantaged areas, and particularly for learners from minority ethnic backgrounds, currently around 4.5%, which is above that for the local area. The college has links with a range of groups such as an African-Caribbean centre.
- Success rates for learners are high and for those from minority ethnic groups are higher overall than those for white learners. Learners from minority ethnic backgrounds study at all levels in the college and progress through the college.

- The Principal and senior staff have energetically promoted equality and diversity, and have implemented monitoring systems at every level to identify any shortfalls in performance. Each of the college's 'schools' of study has a performance review that specifically requires staff to report on their meeting of equalities targets, and to identify shortfalls or barriers and identify where further action is required.
- The college's response in meeting the requirements of BP/Angola in providing level 3 work-based training is outstanding, and has been internationally acclaimed. The college has successfully identified potential barriers that could face young people from Angola coming to study in England for 3 years. The learners have integrated well within the community of Hull and within the college community. The college has had 100% success rates in its training in chemical, pharmaceutical and petro-chemical operations.
- The college has an inclusive approach, and works well with individuals. Learning mentors in every college 'school' are employed full-time to work with learners 'at risk' and provide links with other sources of support where required. This has improved retention rates for all learners, and particularly for those from minority ethnic backgrounds. The number of learners who do not identify their ethnicity has significantly reduced, and is now around 2%. The college works well with learner consultative groups who scrutinise their policies.
- Both the informal and formal curriculum for all learners promotes equality and diversity. The enrichment programmes and the tutorial programmes include a focus on diversity. Celebration of learner success is an active process, where learners are encouraged to complete projects for presentation at the ceremonies, some of which focus on equality and diversity.

I hope these observations are useful as you continue to develop promoting equalities in the college.

As I explained previously, a copy of this letter will be sent to your local LSC and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Joyce Deere
Her Majesty's Inspector