

Havant College

Inspection report

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Background information

Inspection judgements

Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management.

Description of the provider

1. Havant College is a sixth form college located on a single site near the centre of Havant in south-east Hampshire. It attracts students from a wide area. Five other colleges are located within a 12-mile radius. The proportion of students who gained five or more GCSEs grade A*-C in 2008 in the schools from which the college attracts most of its students ranges from 39% to 69%. Some 11% of students are from neighbourhoods designated as areas of deprivation. Employment in the area is mostly in the service industries and unemployment is around 4%. Some 10% of young people in the borough are not in education, employment or training.

2. Most students are aged 16 to 18 and follow General Certificate of Education (GCE) AS and A-level programmes. In 2007/08 there were 2,771 students on roll and 93% of them were 16 to 18-year-olds. Almost 13% of students are from minority ethnic backgrounds compared to 1% in the local population. Around 55% of full-time students are female.
3. The mission of the college is 'to ensure the maximum achievement and fulfilment of all its students by providing high-quality education and training opportunities for all in the community, thereby sustaining and enhancing the college's reputation for excellence'.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory : Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
<i>Equality of opportunity</i>	<i>Satisfactory: contributory grade 3</i>

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. Overall effectiveness is satisfactory. Achievement and standards have declined since the last inspection and are now satisfactory. GCE AS-level students make satisfactory progress relative to their GCSE qualifications on entry whilst the progress made by GCE A-level students is good overall but variable across subjects. The proportion of GCE A-level students achieving A or B grades is high. Students generally produce work of a high standard. Teaching and learning are satisfactory. The extent to which the college meets the needs and interests of students is satisfactory. A broad range of GCE AS and A-level subjects are offered but attempts to broaden the curriculum to better meet local needs has not been fully successful and few students opt for vocational programmes. Educational and social inclusion and equality of opportunity are satisfactory. Whilst pastoral support is good and support for those progressing to higher education is excellent, support and guidance for students overall are satisfactory. The use of targets and the role of tutors in helping students achieve their potential are underdeveloped. Leadership and management are satisfactory and appropriate actions are being taken to bring about improvement. Governance is good. Quality assurance arrangements have not been effective in addressing weaknesses in provision at an early stage, necessitating intervention by senior managers. These interventions are beginning to have an impact. Financial management is good and the college provides satisfactory value for money. Accommodation is satisfactory.

Capacity to improve

Satisfactory: Grade 3

5. Capacity to improve is satisfactory. High staff turnover has resulted in the loss of experienced teachers and management changes. Self-assessment is extensive but often too descriptive. Weaknesses are identified but they are not always made sufficiently explicit. Quality assurance arrangements, although extensive, have not been effective in preventing a decline in performance. However, senior managers have intervened where performance is of concern. Improved support for teachers together with a more differentiated approach to teaching are beginning to have an impact as indicated by students' assessed work. Management information is accessible but not yet always used to best effect at different management levels. New performance management procedures have been developed and are being implemented systematically across the college. Senior managers and governors are clear about the strategic direction of the college but have not yet been fully successful in broadening the provision in response to local needs. Financial management is good.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

6. The college has made inadequate progress since the last inspection. Accommodation, information technology facilities and access for people with

limited mobility have improved. There have been significant improvements in staff deployment. However, the college has made little progress against many of the key areas for improvement identified at the last inspection. Success rates have declined at both levels 2 and 3 and are now below national averages for sixth form colleges. The progress made by GCE AS and A-level students has also declined. Students' performance in key skills qualifications continues to be poor. Improvements in the quality of teaching and learning have not been achieved.

Key strengths

- high proportion of students who complete their courses
- high proportion of GCE A-level students who gain A or B grades
- excellent support for the high proportion of students who progress to university.

Areas for improvement

The college should address:

- success rates, particularly at GCE AS-level
- progress made by students relative to their GCSE grades on entry
- inconsistencies in the quality of provision between different subject areas
- the effectiveness of tutorials in raising standards
- the effectiveness of middle managers and teachers in implementing quality assurance procedures in order to raise standards.

Main findings

Achievement and standards

Satisfactory: Grade 3

7. Achievement and standards are satisfactory. This agrees with the college's judgement, although this is not clearly expressed in the self-assessment report. Retention rates are good but success rates at level 3 have declined over the last two years and in 2007/08 were below the 2006/07 national average for sixth form colleges. The decline in success rates in 2007/08 was due primarily to below average pass rates on GCE AS-level courses. Despite the overall decline in pass rates, the proportion of students who achieve A or B grades in GCE A-level subjects remains consistently high. High grade pass rates for GCE AS subjects declined in 2007/08 and are now satisfactory.
8. The progress that GCE AS and A-level students make relative to their GCSE grades at enrolment has declined since the last inspection but continues to be good overall for GCE A-level courses and satisfactory for GCE AS-courses. However, the overall progress made by students across these qualifications masks significant variation, with students making unsatisfactory progress in four subjects at both GCE AS and A-level.
9. Students following level 2 courses achieve success rates well below the average for similar colleges. Most level 2 students follow GCSE courses and many fewer students than is the average for similar colleges achieve A* to C grades. In GCSE mathematics, A* to C success rates are good but they are low in English. The number of students who enrol on level 1 programmes is low but they achieve well. High numbers of students study a key skill qualification but success rates are very poor. Success rates for students from minority ethnic groups are in line with rates for similar groups nationally and for the college overall. Students generally produce work of a high standard but standards vary across the college.

Quality of provision

Satisfactory: Grade 3

10. The quality of provision is satisfactory. Teaching and learning are satisfactory, although the college judged teaching to be good in its self-assessment report. College evidence indicates that many lessons are good and a small minority outstanding. In joint lesson observations inspectors agreed with the judgements of college observers. However, as the college recognises, the proportion of lessons that are no better than satisfactory is higher than would normally be seen in a sixth form college. Most lessons are well planned and include a suitable range of learning activities to engage and motivate students. Although most students report that they enjoy their lessons, this is not the case for some students on a minority of courses. Inspection evidence, including the progress made by students, indicates that on some courses students do not find the work they are set, both inside and outside the classroom, sufficiently challenging for them to achieve their full potential. The quality and usefulness of learning resources vary between subjects. The use of information and

learning technology to benefit learning, both in lessons and through the college's virtual learning environment, is at a relatively early stage of development. Individual teachers are encouraged to seek appropriate development opportunities to improve their practice but strategic staff development designed to improve pedagogical practice across the college is less well developed. The assessment and monitoring of students' progress are satisfactory. On many courses students are set appropriate amounts of work and feedback is comprehensive and effective in bringing about improvement in standards. However, on a minority of courses students are set insufficient work and feedback is on occasions cursory. Communication with parents is good.

11. The extent to which programmes and activities meet the needs and interest of students is satisfactory, as is the college's approach to educational and social inclusion. The college provides a very good range of GCE AS and A-level courses and these constitute the vast majority of the college's provision. These courses are to be supplemented by the introduction of the International Baccalaureate in 2009. The college works hard to respond to local need but efforts to introduce a more vocational curriculum in recent years have met with limited success. Vocational options at levels 2 and 3 have recruited small numbers of students. The college is actively involved in the development of 14-19 Diplomas, although these are unlikely to feature in the college's curriculum until 2010. Too many weak students are enrolled on the college's GCSE programme. They have little chance of achieving higher grades. The college is in the process of reviewing its employer-based provision and a small number of adult learners benefit from basic skills provision and a few vocationally-related courses. The provision of key skills in information technology and improving one's own learning and performance are not popular with students. Students often fail in these areas. Enrichment opportunities for students in many subjects are excellent, although in performing arts they are more limited. Cross-college enrichment activities have limited take-up, with the exception of a recently established programme of sports academies.
12. Guidance and support for students are satisfactory. Despite the college's best efforts, the proportion of Year 11 students recruited from local partner schools is relatively low but enrolments remain buoyant because of the college's effective links with a wide range of schools outside the local area. The college is taking appropriate steps to attract more pupils from local schools. Students applying for GCE AS and A-levels receive high quality advice and guidance but this does not apply to the small minority who are inappropriately accepted onto GCSE courses. Students who are in need of additional learning support are identified effectively and receive good quality support throughout their time at college. The arrangements that the college has for supporting students who are applying to higher education are exemplary.
13. The college is a caring community and pastoral support for students is good. Coverage of the Every Child Matters themes in tutorials is effective and students receive sound advice on being healthy, staying safe and preparation for their future lives. However, tutorial work is less effective in raising academic standards across the college. Although tutors conscientiously support students at risk of leaving college or not succeeding on their courses, their role in

monitoring the progress of all students to ensure they maximise their potential is underdeveloped. The use of meaningful targets by both personal tutors and teachers as a mechanism to raise aspirations and help students to improve is inconsistent. Although college procedures for tracking each student's academic progress have improved recently, these are not yet implemented consistently by all staff.

Leadership and management

Satisfactory: Grade 3

Contributory grade:

Equality of opportunity

Satisfactory: Grade 3

14. Leadership and management are satisfactory. The college underestimated the significance of areas for further development in self-assessing leadership and management as good. During the last two years there have been significant staffing changes including the appointment of a new principal who, together with the governors, is setting a clear direction for future developments. Staff turnover has been high resulting in many experienced teachers leaving the college and management changes at different levels. There are well-established communication arrangements across the college and frequent opportunities for staff to express their views. However, there is still work to be done to ensure that all staff are fully committed to working together with senior managers to raise the consistency of standards and the quality of provision across the college.
15. Governance is good. Governors monitor the financial and academic performance of the college carefully and have set clear targets for the principal to raise standards. They are appropriately involved in setting the direction of the college and are committed to diversifying the curriculum in order to attract more local students and respond better to local needs. However, the college has not yet been fully successful in this endeavour.
16. Quality assurance arrangements are satisfactory. Management information is reliable and accessible. Quality assurance arrangements are extensive but their implementation at different management levels is not having a timely and consistent impact on standards across the college, necessitating remedial intervention by senior managers in priority areas. College assessment records indicate that these intervention actions are having a positive impact. Improvements to performance management arrangements are being implemented. Procedures for judging the quality of individual lessons are sound, although the high number of lesson observers makes consistency in judgements difficult to achieve and the college has recognised the need to conduct more unannounced observations. Many observers write perceptive and evaluative commentaries on teaching; a minority, however, are more perfunctory and do not clearly indicate the reasoning behind the grade awarded to the lesson. Lesson observers are less adept at making judgements about the quality and amount of work that students do; for example, through scrutiny of students' files during lessons. The college has identified the need to allocate roles to highly effective practitioners to help promote improvements in teaching

and learning. As recognised by the college, self-assessment is extensive but often descriptive. Weaknesses, although identified, are not always made explicit and analysis of cause and effect across the assessment framework is limited. The full effect of weaknesses on overall judgements is often underestimated.

17. Accommodation and facilities are satisfactory and essential improvements have been carried out successfully. Plans to rebuild the college to better meet local needs are currently on hold. Resources are well managed, staffing costs have been reduced and the college provides satisfactory value for money. Financial management is good.
18. Equality of opportunity is satisfactory. The college recruits well from the local ethnic minority communities. The college is committed to improving opportunities for local residents but, despite broadening the vocational curriculum, it has not been fully successful in attracting students to this provision. The role of tutors in monitoring the progress of all students to ensure they maximise their potential is underdeveloped. Few students achieve key skill qualifications and literacy and numeracy short courses for adults were inadequate and have been discontinued. The college meets its statutory obligations with respect to child protection, race relations and special educational needs and disabilities but recognises that policies and reporting procedures need to be rationalised to simplify the tracking and reporting of progress against key priorities.

Learners' achievement

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	05/06	145	92	71	21	47	45	57	-12
	06/07	150	34	73	-39	1	0	64	-64
	07/08*	40	78	N/A	...	8	38	N/A	...
GNVQs and precursors	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...	N/A	...	...	...	N/A	...
NVQs	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...	N/A	...	...	...	N/A	...
Other	05/06	145	92	71	21	47	45	56	-11
	06/07	152	34	72	-38	1	0	64	-64
	07/08*	40	78	N/A	...	8	38	N/A	...

* college data.

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	05/06	254	81	78	3	129	67	65	2
	06/07	279	71	82	-11	121	46	65	-19
	07/08*	436	71	N/A	...	106	40	N/A	...
GCSEs	05/06	175	79	82	-3	27	89	67	22
	06/07	221	73	83	-10	23	74	68	6
	07/08*	334	77	N/A	...	32	56	N/A	...
GNVQs and precursors	05/06	8	50	77	-27	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...	...	...	...	...	...	...
NVQs	05/06	2	50	...	...	58	78	69	9
	06/07	1	100	...	...	84	45	71	-26
	07/08*	...	...	...	...	...	...	...	...
Other	05/06	69	90	70	20	44	41	62	-21
	06/07	57	60	79	-19	14	7	62	-55
	07/08*	102	53	N/A	...	11	82	N/A	...

* college data.

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	05/06	4,572	87	84	3	73	71	65	6
	06/07	4,478	83	85	-2	53	87	69	18
	07/08*	4,492	80	N/A	...	110	71	N/A	...
A/A2 Levels	05/06	1,713	94	93	1	18	100	78	22
	06/07	1,581	91	93	-2	18	89	80	9
	07/08*	1,584	91	N/A	...	24	79	N/A	...
AS Levels	05/06	2,797	82	79	3	5	80	58	22
	06/07	2,869	80	81	-1	5	60	61	-1
	07/08*	2,864	75	N/A	...	27	48	N/A	...
GNVQs and precursors	05/06	36	89	77	12	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...	N/A	...	...	...	N/A	...
NVQs	05/06	...	...	...	...	41	61	64	-3
	06/07	...	...	...	...	25	88	72	16
	07/08*	...	...	N/A	...	45	80	N/A	...
Other	05/06	26	92	79	13	9	56	62	-6
	06/07	28	0	80	-80	5	100	66	34
	07/08*	44	48	N/A	...	14	71	N/A	...

* college data.