Hartpury College
Inspection report

Unique reference number:	130687
Name of lead inspector:	Gloria Dolan HMI
Last day of inspection:	27 November 2009
Type of provider:	Specialist college
Address:	Hartpury House Hartpury Gloucester GL19 3BE
Telephone number:	01452 702100

Information about the college

1. Hartpury College is located in Gloucestershire. It has grown steadily and is one of the largest providers of land-based courses in England. The college is in an area with low levels of social deprivation and unemployment. There are courses in agriculture, game keeping, countryside, horticulture, animal care, veterinary nursing and equine studies, together with sport and leisure. Sport and leisure courses account for 45% of college provision. An A-level centre was established in 2007/08 for students with very good levels of sporting proficiency. The college has a – previously designated – Centre of Vocational Excellence in Equine Studies, which is a major part of its provision. There are many excellent facilities. The college has invested £41 million in its estate over the last 15 years.

2. There are 1,313 full-time students taking further education courses, and a similar number of students taking degrees and masters programmes in association with the University of the West of England. One hundred and six students aged 14 to 16 from local schools study engineering and land-based courses. The proportion of students from minority ethnic heritage, at five percent, is much higher than in the local population. The college attracts many students from outside Gloucestershire, including 19 international students who study on further education courses. Over 90% of students on full-time courses are aged 16 to 18 and 75% of them study at level 3. Two per cent of students are on work-based learning apprenticeship and Train to Gain programmes. Forty per cent of full-time students live on site in college accommodation.

3. The subject areas included in the inspection were animal care and veterinary nursing; and sport, leisure and recreation and outdoor adventure.

The following organisation provides training on behalf of the college:

■   Summerhouse Equitation Centre (horse care)
■   Rugby Football Union (rugby coaching)
■   Gloucestershire Football Association (football coaching)

Type of provision	Number of learners in 2008/09
Young learner provision: 14–16 Further education (16–18) Foundation learning, including	106 learners 1,238 full-time learners 276 part-time learners 55 full-time learners 1,528 part-time learners
Adult learner provision: Further education (19+)	75 full-time learners 2,439 part-time learners
Employer provision: Train to Gain Apprenticeships	483 learners 98 apprentices
Informal adult learning:	

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 1

Capacity to improve	Grade 1

	Grade
Outcomes for learners	1
Quality of provision	1
Leadership and management	1
Safeguarding	2
Equality and diversity	2

Subject areas	Grade
Animal care and veterinary nursing	2
Sport, leisure and recreation, outdoor adventure	1

Overall effectiveness

Hartpury College is an outstanding college. Students enjoy their time at college and achieve well. Outcomes for students are outstanding, including their preparation for economic well-being. Students make very good progress. Success rates and attendance rates are high but they make insufficient progress on the small number of advanced subsidiary courses. Teaching and learning are good and students generally make good progress in lessons. A small proportion of lessons do not provide appropriate challenge for all students. Teachers have good industry experience and vocational credibility in the eyes of students.

4. The range of courses and enrichment activities is outstanding and meets the needs and interests of students very effectively. Progression routes are clear and a high proportion of students progress to higher-level learning at college. Partnership work is outstanding. The college engages with employers, schools, the community and other partners very effectively to widen participation and enhance provision. Care, guidance and support for students are outstanding. Students feel safe and recognise the importance of taking responsibility for their own safety and that of others. Academic and pastoral support are of high quality and readily available for students. Students receive excellent advice and guidance on their next steps in education, training and employment.

5.   Leadership and management are outstanding. The college has a strong record of bringing about improvements. Self-assessment is robust. The £41 million investment over the last 15 years has ensured that most facilities for learning are outstanding or good, with a very small proportion that are satisfactory. Staff and students have a strong awareness of safety, and accommodation for 16 to 18-year-olds is secure. The college promotes equality and diversity effectively and has successfully closed the achievement gap between students of different ethnic heritage, but the gap between male and female adult students is variable.

Main findings

■   Outcomes for learners are outstanding. Success rates and attendance rates are high and they have improved well. Students generally make good progress and many students make exceptional progress. The college has taken effective steps to ensure that all minority ethnic heritage groups of students achieve well. The previously lower success rates of the small proportion of adult students on long courses has been addressed very effectively.

■   Students work to high standards and develop at least good and often excellent skills. Their practical and vocational skills are enhanced by students' strong focus on adopting good health and safety practices and good awareness of potential risks. Teamwork is well organised, students feel safe around college and they take responsibility for their own safety and that of others.

■   Many skills are developed which help to prepare students for their economic well-being, including running shows, competitions and events. Students make a positive contribution to the college and external communities. They readily work with local school children, participate in local and international charitable activities and act as course representatives.

■   Teaching and learning are good. Students enjoy their lessons and make good or better progress. Practical lessons are especially effective and the very good specialist accommodation and resources are used well to support and enhance learning. There is very good use of small group and paired work in lessons, which ensures that students learn from each other and are developing team-working skills.

■   Meeting the needs of the whole range of students' abilities in a teaching group is not always done well. A few lessons include overlong explanations and expositions from teachers, and students lose interest. Teachers' use of questions to check learning and generate discussions is not always effective.

■   Assessment is good, with clear assignment briefs. Teachers generally provide detailed feedback to students. Teachers mark students' work fairly. There are good approaches used across the college to monitor and maintain standards of students' work.

■   The range and suitability of the curriculum is outstanding. The very broad range of specialist provision enables good progression routes at all levels. Courses have a strong focus on the development of employment skills. Students have

excellent opportunities to gain additional qualifications. Enrichment activities are planned to develop students' social skills and health and to promote equality and diversity.

- Partnership work is outstanding with schools, community organisations and employers. All students on vocational courses have work experience. Employers are fully involved in planning work-based programmes and are well informed about learners' progress. Employers are not systematically involved in evaluating provision. Partnership arrangements are very productive. They expand and enhance provision very effectively.

- Individual care and support to promote learning and development are outstanding. The college has a comprehensive range of student support services which are well known about and used by students. Students' health and welfare are a high priority and pastoral care is outstanding. Wardens help care for students who are homesick and registered welfare dogs, which act as petting dogs, are provided to help students settle in.

- There are excellent arrangements for learners to receive appropriate and timely information, advice and guidance on their next step in training, education and employment. Very effective use is made of external speakers and sector contacts to provide expert information on relevant progression and career opportunities.

- Outstanding leadership over many years has enabled significant growth while ensuring steady improvement in the quality of provision. The strong vision of the principal is shared by governors, managers and staff. Curriculum, pastoral and administrative staff are highly motivated to achieve excellence, and this goal is shared by students. Self-assessment is robust, self critical and comprehensive.

- The college gives a high priority to protecting and caring for students. Students feel safe on campus and the college carefully risk-assesses the role of teaching, caring and ancillary staff to ensure that students are well protected. Halls of residence for young students are enclosed and electronically checked. Employers' understanding of their safeguarding responsibilities is systematically checked and developed.

- Sound financial planning and imaginative sourcing of funds have been well used to develop outstanding resources for many students, particularly in sport and equine studies. However, a small amount of satisfactory accommodation is becoming outdated and is planned to be replaced.

What does Hartpury College need to do to improve further?

- Raise the standard of teaching, training and assessment to match the outstanding quality of other aspects of the quality of provision. Ensure that lessons are appropriately challenging for students of all abilities. Increase the proportion of outstanding lessons.

- Raise success rates at foundation level and on the small number of apprenticeship programmes. Ensure that timeframes for completion are appropriate for individual learners.

- Ensure that equality impact assessments are used more systematically to inform policy developments.

Summary of the views of users as confirmed by inspectors

What learners like:

- Being treated with respect and like an adult

- Good teaching

- Very supportive staff who are readily available to help students

- Good rapport with staff and fellow students

- The wide range of courses and enrichment activities

- Safe and friendly environment

- High standard and well-maintained facilities

- Excellent sporting opportunities

- Good careers guidance and help with university applications

- Good opportunities for work experience

- Frequent tutorials.

What learners would like to see improved:

- The location of car parks so that some students would not have to walk as far to lessons

- A reduction in the cost of food in refectories

- Better cutlery at the farm refectory.

What employers like:

- The good working relationship with the college

- The flexible arrangements for learning to minimise disruption in the workplace

- Very approachable college staff

- Participating on the college's vocational panels

- That students have the opportunity to evaluate their courses

- That work experience students are well prepared for their placements

- The very good communications with the college.

What employers would like to see improved:

- The amount of paperwork for employers to complete

■   The stage in the course when learners are informed who will be their assessor

■   The distance that learners on chain-saw courses have to travel.

Main inspection report

Capacity to make and sustain improvement   Grade: 1

6.   The college's capacity to make sustained improvement is outstanding. A strong, clear vision to be an outstanding land-based college is shared by governors, managers and staff. Staff and managers at all levels strive for excellence. The college has, over several years, maintained and improved high standards of student success while student numbers have increased very substantially year on year. Governors are appropriately challenging and fully involved in setting the priorities for the college. Strategic planning is robust and responsive. Following the cancellation of a major building project, plans have been revised to meet the needs of students in other ways. Investment in high quality accommodation and facilities has been substantial and to the significant benefit of students. Sound financial management has ensured there are appropriate contingency plans should funding be restricted in the sector in the near future. Quality assurance and self-assessment are rigorous and well used to plan and implement improvements.

Outcomes for learners   Grade: 1

7.   Outcomes for students are outstanding. Success rates have increased well since the last inspection and are high. Success rates on long courses are good for students of all ages, including 14 to 16-year-olds who attend college courses from local schools. Success rates are good at intermediate and advanced levels. They are broadly average for the very small proportion of full-time equivalent students who study at foundation level and for work-based learners. Students at all levels are making generally good or exceptional progress. Students from minority ethnic groups have good success rates. Students who receive additional learning support make very good progress. Male and female students aged 16 to 18 on long courses have very similar success rates but they are variable for adults.

8.   Good progress is made by students on many courses and they make particularly good progress on BTEC courses and on key skills at foundation and intermediate levels. They made insufficient progress on the small number of advanced subsidiary subjects last year. Success rates for work-based learners are satisfactory but they are making good progress. Success rates on short courses are good. A high proportion of students progress to higher-level courses at college. Student destination rates to employment, further and higher education are very good.

9.   The standard of students' work is good and it is outstanding in many practical lessons. Adopting good health and safety practices is a high priority for students and they recognise potential risks. Students take responsibility for their own

safety and that of others when on the sports field, in the laboratory or on the farm. They feel safe, enjoy learning and achieve well. Students participate in many interesting activities such as numerous sports, both competitive and recreational, educational visits and competition work. The college has a well-deserved reputation for achievement in sports competitions, including equestrian events, throughout the country. Common room activities include speakers and debates on hot topics such as immigration, political correctness and relationships.

10.   Students develop many skills which help them prepare for economic well-being. They frequently contribute to shows, competitions and events. Teamwork, budgeting, problem solving, social and leadership skills receive strong focus in these activities. Undertaking group assignments and developing presentation skills build students' self-confidence well. Tutorials very appropriately cover health issues and substance abuse. Students have frequent access to a nurse and counsellor at college and to advice on sexual health. They make informed choices about healthy lifestyles and have good awareness of healthy eating. There are many opportunities to be active and to eat healthily, and take-up is high. Students make a positive contribution to the community. They readily act as course representatives, participate in national and international charitable activities and work regularly with local school children. Students support sustainable development effectively through planting trees, practising conservation and recycling.

The quality of provision   Grade: 1

11.   The quality of provision is outstanding. Teaching and learning are good. Learning is well planned across students' programmes. Teachers are knowledgeable and have a good range of experience in their vocational field. They have vocational credibility in the eyes of students and provide effective role models of professional practice for students to emulate. Teachers are enthusiastic about their subjects and motivate students well. They have generally good technical teaching skills and classes are well organised and controlled. Teaching in practical lessons is especially strong. Information learning technology is used well in most lessons, especially to access web-based videos to exemplify explanations, enliven lessons and stimulate student discussions.

12.   Students' attendance at lessons is high and the overwhelming majority clearly enjoy their lessons. The majority of students find their work to be challenging and interesting. As a consequence, they make good progress in lessons. In many lessons, students are organised to work together in pairs or small groups and this is effective at helping them to learn from each other. Where students need extra help with their studies, this is effectively supplied either by learning support assistants or through additional evening or workshop sessions. Accommodation and resources to support learning are of a very high standard

in many areas of the college. The facilities are of a professional standard and are very well used by staff to support and stimulate learning.

13. Assessment is good. Assignment briefs are well laid out and clearly show students what is to be done and how high marks can be achieved. Assessment techniques in work-based learning are good. Students generally receive detailed feedback about their work, with encouraging comments that explain how they can improve. Marking is fair and internal verification is used well to maintain standards. Teachers value the regular cross-college meetings where they review each other's assessments and offer comments to help each other to improve.

14. In a minority of lessons, learning is satisfactory as opposed to good or better. Some teachers talk too much or make overlong explanations and students lose interest. Sometimes teachers do not adequately check students' learning. Questions are not always well directed and stimulating. In a few lessons, activities are not sufficiently closely linked to the abilities of the whole group. In these lessons, the more able and the weaker students are not well served.

15. The range of specialist provision is outstanding. Students have a particularly wide range of learning opportunities within curriculum areas. Arrangements for teaching and learning are flexible to ensure learners' needs and interests are met very effectively. Programmes have clear progression routes and provision is available from foundation to degree level. The college has grown its sports courses very successfully and maintained high standards. A well-planned foundation studies programme of rural-related activities and life skills very effectively supports the development of learners with special educational needs. Each course has a strong emphasis on developing students' employability skills. Students have many opportunities to gain additional qualifications in vocational skills. There is strong focus on the learner voice. Frequent and effective consultation with managers enables students to evaluate their courses and make suggestions for improvement. The college has recently introduced a development strategy for the introduction of functional skills.

16. The range of courses to meet the needs and interests of users is outstanding. The college engages with employers very effectively. Arrangements for work-placement activities are jointly planned with employers and well organised. All students on vocational courses have work experience placements. The number of adults taking Train to Gain programmes increased significantly last year. Recruitment on to apprenticeships is small. Arrangements for assessment and progress review visits to work-based learners are good. They are managed flexibly by college staff and minimise disruption in the workplace. Employers are fully involved in planning the learning programmes for their staff. They are kept well informed about their progress. The college consult employers very effectively about sector developments. The outcomes of consultations appropriately inform the planning of courses. Employers' needs are met very well. However, as recognised in the self-assessment report, systematic arrangements for employers to evaluate work-based provision are not yet developed.

17. Enrichment activities are very well planned and diverse. Activities are carefully designed to develop students' skills, particularly social skills, and to promote equality and diversity. Extended opportunities include overseas study trips, charity and voluntary work. Additionally, each curriculum area has a related enrichment programme specifically tailored to students' needs. Non-residential students and work-based learners have the opportunity to participate in the activities.

18. The development of partnerships is outstanding. Partnerships are productive and used to expand and enhance provision and to meet the needs of users and the community very effectively. The college has established strong links with a large number of local schools. It works actively with three consortia to develop Diploma delivery. The college's involvement in community projects is highly supportive of social inclusion. The college has very effective partnership arrangements with a wide range of employers, including those involved with work-based learning. Engagement with partners is constructive and based on sustainable development. Staff engage positively with partner organisations to support them.

19. Individual care and support to promote learning and development are outstanding. Students receiving additional learning support make very good progress. Student support services are comprehensive. The college has good links with external agencies to provide specialist support for students when needed. The identification of students' support needs is thorough. Close attention is given to disclosure of physical and mental health support needs and appropriate risk assessments are conducted. Many students participate in taster days prior to enrolment. Resources to support learners with physical impairment are of a high standard. Individual tutorials are used well to review the effectiveness of support for students. Students' health and welfare are a high priority and pastoral care is outstanding. Students are very supportive of each other. Attendance rates are high and monitored well.

20. Outstanding arrangements for learners to receive appropriate and timely information, advice and guidance (IAG) on their next steps in training, education and employment are well integrated within their programmes. There are comprehensive arrangements to provide IAG to full-time students. IAG is embedded into individual tutorials and staff collaborate very effectively to ensure students receive suitable guidance. Work-based learners receive IAG routinely at the start and end of their programmes. Two Connexions personal advisers are based at the college. Particularly effective use is made of external speakers, employers and sector contacts to provide information on progression and career opportunities.

Leadership and management   Grade: 1

21.   The Principal, senior managers and governing body have clear strategic plans
      for growth while achieving and maintaining high standards. They have
      succeeded in achieving their aims. Development has been prioritised to provide
      the greatest benefit for students. The college aspires to being the leading
      provider of land-based education and training and this vision is shared by
      college staff. Curriculum areas are well managed and ambitiously strive for
      excellence. Targets are set and used to improve and monitor provision. In some
      areas college targets for improvement are used rather than setting an individual
      target appropriate to each sector. National priorities and local needs
      appropriately inform planning. Governors have effective procedures to monitor
      all college activities and they challenge managers appropriately.

22.   Students feel safe on campus. There are strong procedures for safeguarding
      young students and vulnerable adults. Staff and governors are appropriately
      trained in safeguarding. The college works closely with the safeguarding board.
      A senior manager is responsible for safeguarding and students have a 24-hour
      phone number to access safeguarding support. Safeguarding is strongly
      embedded in the curriculum. The college risk-assesses work places used by
      students and systematically checks employers' understanding of their
      safeguarding responsibilities. Halls of residence for young students are enclosed
      and electronically monitored. The college telephones parents promptly if
      students have not returned to hall on time. Criminal Records Bureau (CRB)
      checks are made for college staff and appropriately recorded in a central
      register. The college has undertaken risk-assessments on all staff, including
      ancillary staff, in accordance with guidance from the CRB. Some risk
      assessments are currently being reviewed.

23.   Equality and diversity is good and prioritised throughout the college. There is
      regular and comprehensive equality and diversity training for staff and
      governors. The college-wide tutorial programme promotes all aspects of
      equality and diversity to students. Traditional gender imbalance in some
      curriculum areas has been challenged but this is not wholly successful. The
      college has introduced new programmes and measures directed at groups
      under-represented in curriculum areas such as the netball academy in sport.
      Work with Muslim women in Gloucester has led effectively to some Muslim
      women progressing into employment in education. Bursaries are provided to
      assist learners from low income backgrounds. A fleet of college buses transports
      students from remote districts. Students benefit from the diverse, multi-ethnic
      environment. A small number of further education students and a larger
      number of higher education students are from overseas. They live and study
      together harmoniously on the integrated campus. The college analyses
      students' success rates in a wide range of categories and successfully addresses
      significant differences. Good learning support has led to very good success for
      students with additional learning needs. Equality impact assessments are not
      systematically used for planning. The complaints procedure systematically

records all categories of complaint and incidents. It leads to appropriate action on any issues related to equality and abuse.The college routinely collects learners' views and they automatically inform decisions and self-assessment. Feedback from students is acted upon appropriately. Employers' views are frequently used but the collection of employers' views is not comprehensive or systematic.

24. Curriculum management, including for work-based learning, is good or outstanding. The college has a clearly structured quality cycle which starts at subject level and feeds up to college level. Individual curriculum action plans rightly inform the college quality improvement plan. Plans are regularly monitored and have successfully improved standards and the quality of provision. A detailed lesson observation process ensures that each teacher's work is regularly monitored. It is linked closely to staff appraisal. Wide-ranging support is provided for teachers and the quality of teaching and learning has improved. Informal peer observations occur frequently and encourage teachers to share good practice across the college. The college self-assessment report (SAR) is moderated rigorously, both internally and externally, and reviewed by governors. Inspectors agreed with most findings in the SAR.

25. Senior managers make particularly good use of business opportunities and alternative funding sources to support the college provision. The imperative of future financial sustainability is a key consideration when planning. Financial management and value for money are outstanding. The college has sound financial systems and an outstanding track record of investment in facilities and accommodation. Resources for teaching and learning are generally good and in many cases outstanding.

Subject areas

Animal Care and Veterinary Nursing   Grade: 2

Context

26. There are 166 students following BTEC national full-time courses in animal care
     at intermediate and advanced levels, and 12 students studying at foundation
     level. One hundred and sixty-two students are aged 16 to 18 and 16 students
     are aged over 19. There are 49 students on veterinary nursing courses at
     intermediate and advanced levels. Twenty-four school pupils aged 14 to16
     follow a first diploma in animal care for one day a week.

Key findings

- Outcomes for students are good and students enjoy their courses. Success rates
  are high on most animal care courses and on the advanced veterinary nursing
  course. Success rates declined in 2008/09 on a few courses but overall they
  remain above average.
- Success rates on veterinary nursing courses are good on advanced courses but
  low on the intermediate equine certificate course in 2008/09. Nearly all students
  complete their veterinary nursing courses. The proportion of students completing
  animal care courses declined in 2008/09. Attendance in lessons is high on all
  courses.
- Students make excellent progress on BTEC national courses in animal care.
  Students generally make good progress and demonstrate good levels of practical
  knowledge and skills. Most written work is of a good standard.
- Students enjoy college, feel safe, and receive good levels of support and
  encouragement from tutors and teachers. Teachers are approachable and easily
  available to provide extra help for students when needed. Students are well
  prepared for their economic well-being and they have good awareness of healthy
  lifestyles.
- Teaching and learning are good. Enthusiastic teachers use their experience and
  knowledge well to motivate and encourage students to take full part in lessons.
  Teachers use directed questions and group work well to promote discussion and
  help students to learn effectively. External speakers and extra-curricular visits are
  used frequently and well to broaden students' knowledge and experience of their
  specialist area. There is good attention to hygiene and health and safety in
  practical lessons.
- Lessons sometimes lack well-planned activities to challenge more able students
  and support weaker students. In weaker lessons teachers talk for too long and
  students lose interest. Information learning technology is well used to enhance
  learning in a few lessons but in others it is used unimaginatively.
- An appropriate range of assessment methods is used. Assignment briefs are
  clear. Feedback is supportive and explains effectively how students can improve.
  Assessment is used well in practical lessons to help students further develop their
  skills. Internal verification is thorough. Teachers scrutinise marked assessments
  from other curriculum areas and observe lessons in order to share good practice.

- The good range of courses provides clear progression routes from foundation to advanced level courses. Many animal care students progress to higher education courses at college. Progression rates into employment are high.
- Support for students is good and students are well supported to achieve their qualifications. Tutorial provision is good. Discussions between tutors and students about their progress are comprehensive. Action plans and targets are set but some targets are insufficiently precise or time limited.
- Specialist equipment and resources are good and there is a wide range of animal species. A modern veterinary practice is on college premises. Teachers use these resources well to link theory teaching to practice. Routine duties, such as cleaning and feeding, develop students' practical skills further. Space is cramped in a small number of lessons.
- Leadership and management are good and the self-assessment report is mainly accurate. The staff team work together well and demonstrate a clear commitment to improve students' experiences and the quality of their learning.
- Staff development is good and wide-ranging. Teachers receive training on Every Child Matters themes and equality and diversity. All staff hold or are working towards a teaching qualification. They have appropriate vocational qualifications and good industrial experience. Some staff appropriately undertake industrial placements to update their skills and knowledge. There are strong links with veterinary employers.

What does Hartpury College need to do to improve further?

- Analyse the reasons why retention is declining and take appropriate actions to help students to stay on their courses. Ensure that retention is monitored effectively and that students at risk of dropping out are identified at an early stage of the course.

- Develop teaching strategies which meet the range of students' needs in lessons so that each student achieves their individual potential.

- Ensure that targets set in students' action plans are sufficiently specific and time bound to ensure that students progress at an optimum rate.

Sport, leisure and recreation, outdoor adventure   Grade: 1

Context

There is a range of courses in sport, leisure and recreation and outdoor adventure from foundation to advanced level. There are 666 full-time students in this area, most of whom are aged 16–18. Eighty per cent of students are male and eight per cent are from a minority ethnic heritage. Ten students study at foundation level, 54 study at intermediate level and 602 study at advanced level. There are 391 sports academy students training and competing in seven major sports.

Key findings

- Success rates are good, with high achievement rates on many courses. The proportion of learners achieving high grades is well above average. Students enjoy their courses and achieve very well. They work exceptionally well in teams.
- Excellent progress is made by students on the national diploma in sport and A-level physical education. Retention rates on a very small number of courses are lower than average. Students generally make very good or excellent progress but they make insufficient progress on AS physical education and the national award in sport and exercise.
- Students demonstrate highly developed practical sports skills and work safely in practical lessons. They enjoy their work and are analytical, ambitious and highly supportive of each other in the competitive sports academies' environment. Students feel safe and supported in a caring residential environment. Student progression rates into employment and higher education are very good. Students are very well prepared for economic well-being.
- Students develop excellent coaching and instructing skills, knowledge and understanding that are highly relevant to the sports and outdoor adventure industries. Students make an excellent contribution to the community through coaching school children and taking part in many sporting events. They have exceptionally good awareness of healthy lifestyles.
- Teaching and learning are good, with the college setting high expectations of its students on their academic and sporting programmes. Teaching staff use their up-to-date vocational expertise to successfully develop students' employment skills. Students demonstrate very confident skills during coaching sessions and excellent practical sports skills and knowledge.
- Excellent sports facilities enhance students' learning and development of skills. Excellent facilities support well-planned team coaching sessions. In a few theory lessons there are insufficiently tailored extension activities to provide sufficient challenge for more able students.
- An excellent range of vocational qualifications provide employability skills for the outdoor adventure and sports industries. Student satisfaction ratings with the range of courses are very high. The college recruits from a wide geographical region and provides outstanding sports academies and sports facilities. Progression into employment and higher education is very good.

■ Support for learning and pastoral support are very good. Learning support is targeted effectively at students who have been identified as needing support during the initial assessment process.

■ Leadership and management are outstanding. Course teams are empowered to improve standards through the systematic monitoring and implementing of effective actions. Self-assessment is rigorous and accurate and target setting is ambitious. Equality and diversity are promoted very well and data are used effectively to monitor participation and the performance of different groups.

■ Leaders promote high standards and expectations from staff and students. A supportive and competitive sporting environment produces outstanding sports academies and elite performers. Outstanding sports facilities support a wide range of competitive sporting opportunities and recreational activities.

What does Hartpury College need to do to improve further?

■ Improve retention rates on the very small number of courses where it is below average by reviewing the curriculum design and monitoring and tracking student performance.

■ Ensure that good progress is made by students, particularly for those on AS physical education and the national award in sport and exercise. Ensure that all theory lessons incorporate extension activities to provide appropriate challenge for individuals.

Information about the inspection

27. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the college's director of quality as nominee, carried out the inspection. Inspectors also 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 bodies, Framework for Excellence indicators, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.

28. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the college. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)

Hartpury College

Learning types: 14-16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships. Blank column: insert DWP employability programmes (including Workstep), or Judicial Services or nextstep as appropriate

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive	
Approximate number of enrolled learners						
Full-time learners	1,323		1,245	78		0
Part-time learners	3,525	110	281	2,532	602	0
Overall effectiveness	1	n/a	1	1	3	n/a
Capacity to improve	1					
A. Outcomes for learners	1	n/a	1	1	3	n/a
A1. How well do learners achieve and enjoy their learning?	1					
A1.a) How well do learners attain their learning goals?	2					
A1.b) How well do learners progress?	1					
A2. How well do learners improve their economic and social well-being through learning and development?	1					
A3. Do learners feel safe?	1					
A4. *Are learners able to make informed choices about their own health and well being?**	1					
A5. *How well do learners make a positive contribution to the community?**	2					
B. Quality of provision	1	n/a	1	1	2	n/a
B1. How effectively do teaching, training and assessment support learning and development?	2					
B2. How effectively does the provision meet the needs and interests of users?	1					
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	1					
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	1					
C. Leadership and management	1	n/a	1	1	2	n/a
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1					
C2. *How effectively do governors and supervisory bodies provide leadership, direction and challenge?**	1					
C3. How effectively does the provider promote the safeguarding of learners?	2					
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2					
C5. How effectively does the provider engage with users to support and promote improvement?	2					
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	1					
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	1					

*where applicable to the type of provision