

Inspection of Hereward College of Further Education

Inspection dates: 25 to 28 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Provision for learners with high needs	Outstanding
Overall effectiveness at previous inspection	Good

Information about this provider

Hereward College is a general further education college based in Coventry. At the time of inspection, the college had 313 learners aged 16 to 25 studying a curriculum which is based on preparation for adulthood and progression to employment. Learners were studying on one of three pathways depending on their starting points. These pathways included foundation: aimed at learners with complex physical and social needs; explorer: where learners study entry-level to level 1 qualifications; and discovery: where learners study levels 2, 3 and transition to employment qualifications. Students are supported by an extensive support team, including a clinical team, and have access to speech and language therapy.

The college was also working with the West Midlands Combined Authority, providing a range of online courses to 136 adult learners who work in or aspire to work in the health and social care sector.

What is it like to be a learner with this provider?

Learners with high needs develop high levels of confidence during their time in college and use this to great effect to support their peers. For example, learners with visual impairments who use braille support other learners to develop confidence and skill when using a braille notepad.

Learners with high needs participate enthusiastically in a wide range of work experience opportunities in addition to work experience in the vocational areas where they study. They also participate in a range of projects including refurbishing community spaces and 'Capturing Coventry', a photography project. Through this activity, they develop important skills for life, including timekeeping, communication and following instructions.

Adult learners who are new to the health and social care sector are supported to gain work experience in schools and residential care homes. These placements enable learners to practise the new skills they have learned on the programme and gain valuable work experience.

Most learners with high needs can clearly articulate their career goals and next steps. Teachers have high aspirations for learners, encouraging them to be ambitious about what they can achieve. For example, level 3 art and design learners are developing the skills they need to move on to university.

Most learners with high needs are aware of fundamental British values and can explain the relevance of these values to their lives. They can explain rules of law and apply them in context, for example needing a driving license to drive. Adult learners receive information on this at the start of their course, though this is not revisited throughout their remaining learning. As a result, they have a less developed understanding of this area.

Contribution to meeting skills needs

The college makes a strong contribution to meeting skills needs.

Leaders and managers work very closely and effectively with a broad range of stakeholders, including the combined and local authorities, to understand the skills and employment needs of their learners and the local and regional economies. They have tailored their curriculums specifically to meet those areas of skills need in which the college can make the most impact.

Leaders understand the contribution the college can make to meeting the skills needs of the communities it serves while recognising that in many cases, the representation of learners with high needs in local, regional and national skills agendas is not yet sufficient. Consequently, leaders play a highly active role in a variety of local and national stakeholder groups and forums to increase the visibility and importance of representing learners with high needs in regional skills plans.

Leaders actively partner with a significant number of employers in the development of curriculums across the college. They have built strong links with employers such as Premier Inn, Warwick Conferences, EVTEC and a range of third-sector organisations. They use these relationships effectively to tailor the curriculum to ensure that learners at all levels are given opportunities to engage in useful and meaningful skills development. As a result, learners develop work-ready skills which align with their overarching individual vocational targets appropriately.

Leaders and managers articulate clearly how the curriculums they offer contribute to meeting skills needs. In this college, due to the nature of the provision, some learners' targets do not and should not focus on sustained long-term employment.

What does the provider do well and what does it need to do better?

Leaders are highly ambitious for all their learners. They have a clear strategic vision to ensure that learners are supported to achieve their very best. Leaders place a particularly strong focus on life after college, including meaningful and sustainable employment for learners.

Leaders use a range of strategies to improve teachers' and support staff's vocational and teaching skills. This ensures that they continually develop and share teaching practice, which enables them to develop a range of teaching strategies that best support learners to develop the skills needed to progress toward their goals.

Leaders have put in place a comprehensive wrap-around team to ensure that learners are supported to take part in college life and learning. These include an experienced and well-resourced clinical team, with a nurse and access to specialist therapies such as counsellors, physical and mental health therapists and coaches to support learners' health and support needs. As a result, learners can fully participate in lessons and wider college activities and achieve their goals.

Leaders ensure that learners with high needs are supported effectively, through a range of strategies to transition into and out of the college. They ensure that transition activities support learners towards their next steps, including sustainable employment and independent or supported living. Subsequently, a high proportion of learners who are able to progress into sustainable employment.

Since the previous inspection, leaders have implemented a quality assurance process to drive improvements in the college. This has been used to good effect to secure improvements in the high-needs provision. However, leaders have identified that there are further improvements that still need to be made to ensure that the recently introduced adult programmes meet the same high standards.

Leaders have in place effective arrangements for governance. Governors are highly skilled and knowledgeable professionals in the education and finance sectors. This enables them to have a clear and in-depth understanding of the strengths and weaknesses of the curriculum and the college. The specialist sub-committees,

including finance and quality and standards, work closely to ensure that resources are used to continue to improve the learners' educational experiences.

Teaching and support teams skilfully implement a broad curriculum to meet the needs of their learners with high needs. The foundation plus programme supports learners to develop practical skills which will help them in their future lives. For example, learners who struggled to manage their own behaviour improve their skills of self-regulation. As a result, learners become calmer and can communicate choices of what to eat and when a change of activity is needed.

Learners on supported internships participate in a highly ambitious programme. Teachers and job coaches structure internships to teach learners the knowledge and skills required to enable them to achieve employment opportunities and gain qualifications. Subsequently, interns become valued employees and progress to permanent roles with the employer at the end of their internship.

Teachers have a detailed understanding of the starting points of learners with high needs. They use this information effectively to develop learners' individual learning and support plans. Teachers and support staff work closely with the clinical team to put in place appropriate therapies and adjustments. As a result, learners participate in a bespoke curriculum that supports them to achieve to the best of their ability.

Teachers design and implement strategies effectively that support learners to commit what they are learning to their long-term memory through a cycle of learn, do, repeat and extend. For example, in sport, learners progress from learning anatomy to the use of specific muscle groups and how to apply different training strategies such as cardiovascular training for sprinters and Tabata for marathon runners. As a result, learners know more and remember more over time.

Learners with high needs receive helpful feedback to help them to improve. Level 3 music learners receive written or video-recorded feedback, alongside peer and self-evaluation. As a result, learners reflect on their progress and recognise their successes, challenges and personal growth.

Adult learners develop new knowledge and skills that are relevant to the sectors in which they work or aspire to work. Learners on the level 2 mental health awareness courses increase their awareness of the range of mental health conditions, such as eating disorders and dementia. Subsequently, they apply these skills to the workplace and voluntary work to support their career progression.

Teachers provide helpful feedback to adult learners on assessed work, which is concise and thorough. Adult learners understand what they are doing well and what they need to do to improve their work. However, not all learners are supported to access wider reading. Extension tasks are often generic and not targeted to individuals, resulting in some learners who are capable of doing so not developing their knowledge and skills beyond that of the basic content of the course.

Learners are supported to develop their English and mathematics skills effectively.

Leaders and staff ensure that learners develop these skills across the three curriculum pathways. As a result, learners with high needs improve their English and mathematics skills. Of the very small number of learners taking functional skills qualifications, leaders have put in place strategies to improve learners' attainment. As a result, learners are progressing in line with expectations, but it is too soon to see the full impact of these improvements.

Managers have implemented an effective personal, social, health and economic curriculum for learners with high needs. Teachers approach sensitive subjects very skilfully. As a result, learners have a developed understanding of these areas.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) has in place policies and processes for reporting and managing safeguarding and related concerns. These are used to good effect, to ensure that the learners feel safe and are able to take part in college life.

The DSL works effectively with external agencies to ensure that learners receive the support they need. These include working closely with Channel on Prevent referrals and engaging with the social services and local authority designated officers. As a result, learners are supported to stay on the programme and in serious cases to re-engage in education with a positive outcome.

Leaders have a well-developed safer recruitment policy that they use to good effect to ensure that all staff are safe to work with their learners.

What does the provider need to do to improve?

- Leaders should ensure that adult learners, where they are able, are supported to develop their knowledge and skills beyond that of the basic qualification content.
- Leaders should ensure that teachers create opportunities for adult learners to revisit and secure their understanding of fundamental British values across the duration of their course.

Provider details

Unique reference number	130474
Address	Bramston Crescent Tile Hill Lane Tile Hill Coventry West Midlands CV4 9SW
Contact number	02476461231
Website	www.hereward.ac.uk
Principal, CEO or equivalent	Paul Cook
Provider type	General further education college
Date of previous inspection	21 to 24 November 2017
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the vice principal curriculum and quality, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Sharon Dowling, lead inspector	His Majesty's Inspector
Lyn Bourne	Ofsted Inspector
Susan Gay	Ofsted Inspector
Jenny Murphy	Ofsted Inspector
Angela Newton-Soanes	Ofsted Inspector
Hannah Staddon	Ofsted Inspector
Joyce Deere	Ofsted Inspector
Stuart Collett	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023