

Hertford Regional College

General further education college

Inspection dates		29 April–3 May 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Governors and managers have made good progress in tackling long-standing weaknesses and in improving teaching, learning and outcomes for learners. Self-assessment is robust and used well to drive improvement.
- Learners make at least satisfactory and mostly good progress in lessons developing good vocational and employability skills.
- Teaching and learning in the large majority of lessons is good or better, very little teaching is inadequate and there are areas of outstanding teaching from which other teachers can learn and improve.
- Support for learners is good, particularly so in enabling vulnerable learners to achieve and progress to further studies and employment.
- High quality industry standard accommodation and resources are used well by the college to motivate learners who are respectful of their teachers and peers and exhibit consistently good behaviour.

This is not yet an outstanding provider because:

- The proportions of learners who complete their courses successfully are not high enough.
- Teaching is not of a sufficiently high quality across the college to motivate and meet the needs of all learners.
- The teaching of functional skills in English requires improvement to help all learners achieve their potential.
- The practice of setting clear and timely targets to help learners improve the quality of their work is not sufficiently embedded across the college to ensure all learners make good progress.
- Management actions to bring about improvement are not equally effective across all areas of learning.

Full report

What does the provider need to do to improve further?

- Support teachers to improve the quality of teaching and learning through extending peer review and the sharing of good practice. Teachers should focus more on the individual needs of learners in lessons and exploit more opportunities to improve learners' skills in mathematics and English particularly with intermediate level learners.
- Ensure learners understand what they need to do to improve the quality of their work and that their progress is monitored carefully by teachers and tutors.
- Make better and more consistent use of resources to support learning via the virtual learning environment in order to support independent learning.

Inspection judgements

Outcomes for learners	Requires improvement
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- Actions taken by managers to improve the quality of teaching, learning and assessment have been effective in driving up standards. Numbers of learners completing their courses successfully improved well in 2011/12 and success rates are in line with the average for similar colleges but require further improvement.
- Improvements in success rates were relatively consistent across age groups and levels of work but weakest for young people following intermediate level courses, which constitute half the enrolments on long courses, and remain below the national average for 16-18 year olds. Success rates improved in the large majority of areas of learning although to varying extents.
- Pass rates have been consistently good since the last inspection and have improved whilst the proportions of learners who complete their courses also increased. The college's actions in monitoring the progress of learners and in supporting their learning have improved retention further in the current year maintaining a trajectory of improvement. Success rates in functional skills were low in 2011/12 but retention in the current year is much improved.
- Learners make at least satisfactory and mostly good progress often from low starting points. They develop skills and produce work of mostly a good standard benefiting from the high quality accommodation, resources and real-work environments available in many areas such as hairdressing and beauty therapy, performing arts and hospitality and catering. Progression rates to further study within the college are good as are those to higher education.
- The college places particular emphasis on developing learners' employability skills, enhancing their learning through work experience and links with major employers. In hairdressing and beauty therapy learners quickly develop a professional attitude and conduct themselves in a manner which reflects industry standards and expectations. Hospitality and catering learners develop good practical skills and commercial awareness and the knowledge and experience of health and social care learners is broadened through close association with the children's centre managed by the college.
- Work-based apprentices and other work-based learners achieve well. Apprentices aged 16-18 achieve particularly well and within the allocated time. For the small number of apprentices aged 19-24 success rates are in line with the national average.
- The college works well with local schools to provide learning opportunities for 14-16 year olds. They achieve well and almost all progress to further education or training. The college is good at engaging and motivating young people who are not in education training or employment and in helping adults secure employment or training partly through close working with Job Centre Plus.

Good use is made of the links between the college and the children's centre it manages to encourage and support parents to take up education and training opportunities and progress to employment.

- The college has been successful in narrowing gaps between different groups of learners. There is little difference between success rates for young people and adults and rates for young males improved well in 2011/12. Learners from black and minority ethnic groups mostly do better than others attending the college. Success rates for young people and adults with learning difficulties and disabilities improved well in 2011/12 and are higher than rates for their contemporaries at the college.
- Learners enjoy their time at college. Attendance rates are mostly good although there is variability across areas of learning and poor punctuality at times disrupts learning and progress.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and have made a significant contribution to improving learners' achievements and retention since the last inspection. Learners benefit from good pastoral and academic support both within and outside the classroom. Behaviour is good and most learners are highly motivated and enjoy their studies.
- Initial assessments of learners' needs for academic or personal support are timely and thorough. Specialist tutors provide good additional support enabling those receiving it to make good progress. Learners develop their English and mathematics well in some areas but this is not consistently so across the college. Too many lessons in foundation English require improvement and there is often insufficient consolidation of learning in specific English and mathematics lessons when they are set in vocational contexts.
- Although there is some variability, the quality of teaching and learning across the college is mostly good or better with examples of excellent practice and inspirational teaching. Very little is inadequate and only a small minority requires improvement. In the good or better lessons learners are well motivated, learning is fun and teachers have high expectations. Planning to meet the needs of all learners is robust in these lessons and teachers use directed and probing questions to explore learners' understanding effectively. Many teachers are adept at using technology well such as interactive whiteboards and tablet computers to enliven lessons and stimulate discussion.
- Teachers make good use of the college's attractive accommodation and good resources to motivate learners who take pride in their surroundings and achievements and respect their teachers and peers. High quality industrial standard tools, products and equipment are used well by teachers during lessons and learners develop skills of a good or better standard.
- In a minority of lessons teachers fail to motivate learners, activities are not tailored sufficiently to meet the needs of individual learners who either find tasks too difficult and fall behind or become bored and distracted due to lack of challenge. Learners are often unclear of targets and expectations, and teachers do not check their learning sufficiently. Electronic white boards are not used to their full potential to motivate learners.
- Most learners take responsibility for their own learning and appreciate the importance of developing independent learning skills. Many learners make good use of resources available on the college virtual learning environment which help them develop as autonomous learners but not consistently so across the college. There are also differences in the extent to which teachers make resources available across areas of learning.
- Teachers mostly track learners' progress carefully and most learners are fully aware of the work they have to do to achieve. This is not always the case however as in engineering and motor vehicle where teachers are not consistent in their approach to setting and monitoring the achievement of individual improvement targets for learners. Whilst attendance is mostly good

across the college, it is variable in some areas and poor punctuality disrupts a small minority of lessons. Risk assessments are used well to identify learners who may not complete their programmes successfully.

- Assessment practices are robust. Teachers plan and manage assessments well and ensure learners have a clear understanding of the arrangements and requirements for their programme of study. Feedback on learners’ work is timely and detailed and helps learners improve although written feedback is not always provided. In a minority of cases spelling and grammar errors are not corrected.
- Learners benefit from a wide range of enrichment activities which broaden their experience. Participating in national competitions enables many learners to extend their studies and demonstrate their skills and provides suitable challenge for those who are more able. Visits from outside speakers, trips to employers and field trips motivate learners, widen their knowledge and extend their learning.
- The quality of information, advice and guidance is good. The college makes particularly effective use of its links with local employers, the National Careers Service and Jobcentre Plus to place learners into work and promote apprenticeships. The college’s careers advisers are skilled and well trained to help prepare learners for progression onto higher level courses or employment.
- The college promotes equality and diversity well and has been successful in establishing a strong culture of mutual respect. Cross-college activities including an annual competition are planned and implemented well. Most teachers explore aspects of equality and diversity related to their subject area well to further learners’ understanding but not uniformly so across the college.

<p>Engineering and motor vehicle</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement. Teaching in practical lessons is mostly good with some outstanding aspects but too much theory teaching and a minority of practical teaching require improvement. This is reflected in low success rates mostly due to too few learners completing their courses. Learners are now better motivated although not enough are sufficiently challenged and enthused by consistently good teaching.
- In the better lessons teachers use challenging activities which motivate learners to work independently and teachers monitor the progress of learners carefully. In a foundation level workshop session for example, learners constructed electrical circuitry confidently, demonstrating the good skills they had developed.
- In the weaker lessons the pace of teaching is too slow and teachers do not check learners’ progress effectively. Questions designed to ascertain learners’ understanding of engineering concepts are insufficiently targeted to individuals. In an engineering design lesson all the learners undertook the same activity which failed to challenge the more able and the teacher did not provide sufficient support for those who were falling behind.
- Resources are fit for purpose with good electrical testing and motor vehicle workshops. Facilities for learners to carry out research when working independently are good. Learners’ complete practical tasks in realistic work environments benefiting from industry standard tools and equipment which help them develop good practical skills. They produce work of a good standard and develop the practical and employability skills required for work.
- Learners have access to some good on-line learning resources which are supporting their progress and helping them develop the skills they need to learn independently. The college

virtual learning environment is well populated with resources for electro-technology and resources suitable for mechanical and motor vehicle engineering are improving.

- Teachers have extensive industrial experience and many opportunities to update their knowledge and practice. All teachers have or are currently completing teaching qualifications.
- Teachers’ assessments and feedback on the quality of learners’ work are thorough. Most learners know what is expected of them and what they need to do to improve their work. They receive good support from teachers outside of lessons, which helps them to progress, complete their assignments and prepare for examinations. Although there are good examples of the use of individual learning plans to help learners progress, teachers are not consistent in their approach to setting and monitoring the achievement of appropriate improvement targets.
- Learners’ abilities in English and mathematics are assessed and supported promptly when required at the start of their programmes and support is provided when required. Teachers do not focus sufficiently on developing learners’ English and mathematical skills in vocational lessons however and do not always correct spelling, grammatical and punctuation errors.
- Information, advice and guidance are good and learners are placed on courses of the correct level and helped progress to higher level courses and employment. Learners speak highly of their teachers and value the support they receive.
- Teachers and learners pay appropriate attention to health and safety practices and comply well with regulations and procedures. The risks posed by machinery and equipment in workshops are assessed carefully by teachers and learners demonstrate a good understanding of procedures for minimising risks to themselves and to others. Learners feel safe and know who to speak to if they have concerns about safety.
- Teachers give appropriate attention to equality and diversity when opportunities for discussion arise during lessons. Social activities and diversity events held within the college enhance learners’ knowledge and understanding.

Information and communication technology	
Learning programmes for 16-18 Learning programmes for 19+	Good

- Teaching, learning and assessment are good as reflected in improving success rates. Learners’ knowledge and skills are good as are the standards of their work. Their communication and team working skills are developed well and learners relate theory to practice well in completing their assignments.
- Teachers use their knowledge and vocational experience well and learners enjoy their lessons and participate enthusiastically. Teachers newly recruited from industry or university make particularly good use of their specialist knowledge and experience to motivate learners in, for example, developing games and programming.
- In a minority of lessons the links between topics and their application in the work place are not explored sufficiently to broaden learners’ understanding and the application of their subject as, for example, in the use of programming and graphics in developing dynamic websites.
- Support for learners who require extra help to achieve their potential is highly effective. Learning support assistants provide good support and make good use of the outcomes of diagnostic assessments to help learners develop long and short term improvement targets. They work closely with teachers to ensure classroom support is planned effectively in advance of lessons.
- The college virtual learning environment is used well by learners, both during lessons and outside the classroom, to develop their independent learning skills. Resources to support

teaching and learning are good and learners have access to industry standard software and specialist resources. A well thought out programme of visits, including for example a trip to Bletchley Park, help consolidate learning and broaden learners’ knowledge and experience.

- Learners make good progress and are clear about what they need to do to achieve their goals. Progress and improvement targets held on electronic learning records are used well by teachers to support improvement.
- Teachers’ assessment of learners’ work is timely, well organised and rigorous. Although teachers correct grammar and spelling, they do not consolidate learners’ understanding of English and mathematics sufficiently in vocational lessons. Teachers assess the risk of learners failing to complete their programmes successfully but do not pay sufficient attention to their performance in English and mathematics when rating the risk and providing targeted support.
- The college provides good care, guidance and support for learners, and courses and progression pathways meet the needs of learners exceedingly well. Most learners progress to further study at college or university or onto higher level apprenticeships established through productive links with local and national employers.
- The promotion of equality and diversity is adequate. Females are under-represented, which the college is addressing through improved information and guidance for pupils in years nine and ten. Learners have a good understanding of diversity and demonstrate this well in the way they interact with their peers and staff and in wider contexts such as when considering gender balance in games development.

Hospitality and catering	
Learning programmes for 16-18 Learning programmes for 19+	Good

- Teaching, learning and assessment are good reflecting the standards of learners’ work and the skills and knowledge they develop. Attendance and punctuality are good, learners grow in confidence and develop good employability skills.
- Teachers have high expectations. They carry out thorough initial assessments of individual learners’ abilities and needs and plan lessons accordingly. Learners receive good additional support from specialist staff which helps them make good progress.
- Learners receive particularly effective coaching and support in practical lessons. They acquire good vocational skills, such as those required for baking and preparing fresh soups and curry dishes. Teachers use resources well to motivate learners and use a wide range of interesting and well-paced activities during theory lessons to maintain learners’ interest. Learners are attentive and contribute well to discussions.
- Teachers give clear and frequent verbal feedback to learners, enabling them to understand what they have done well, or how they can improve. Teachers use questioning techniques effectively to check learners understanding. For example, in ensuring learners on a food and beverage course understood the implications of food allergies.
- Facilities in the training kitchens and restaurant meet industry standards and resources are good. Teachers use interactive white boards effectively, and recent improvements have been made to the quality of handouts. Learners make good use of the electronic resources available on the college virtual learning environment when working independently.
- The college has good links with local employers. These are used well with advanced level learners to increase the vocational relevance of their work, for example, when completing interesting assignments in areas such as event planning. This work also helps raise their

awareness of job opportunities open to them. However, employers do not receive sufficient guidance from teachers on how they can best support learners whilst at their premises.

- Learners produce practical and theory work of a good standard and the assessment of their work by teachers is thorough and timely. However, although most written feedback on theory work is detailed, with clear actions to indicate how learners can improve, written feedback is not provided for practical sessions and learners do not get a copy of the feedback from tests they complete. Teachers keep accurate records of individual learners’ progress, but learning targets do not have short and mid-term completion dates to enable teachers to monitor the progress made.
- Most learners make reasonable progress in developing their English and mathematics. Teachers focus well on new words that have specific relevance to the catering industry during lessons and most teachers correct spelling errors in learners’ work. Learners do not always appreciate the relevance of functional skills in English and mathematics to their vocational studies and future careers.
- Information, advice and guidance are effective both in ensuring that learners are on the correct programme and in supporting learners to progress to further study.
- Although there are examples of teachers promoting equality and diversity well, for example through themed events for different cultures, it is not always reinforced consistently during lessons. Learners feel safe at college and know what to do if they have any concerns about safety.

Sport, leisure and recreation

Learning programmes for 16-18
Learning programmes for 19

Good

- Teaching, learning and assessment are good and learners’ success rates are improving on most course. Learners enjoy their lessons and the majority make good progress. Teachers are highly motivated and set high standards and have high expectations. Attendance is good and standards of behaviour are high. Learners develop the skills and attitudes they need to secure employment well.
- Teachers are well qualified, update their knowledge and experience through regular professional development and use their knowledge and experience well to motivate learners. Most lessons are planned carefully by teachers and learners are motivated through a variety of interesting tasks and activities. Teachers use directed questioning well to engage learners and to check their understanding during lessons. In sports massage, theory is skilfully reinforced during practical sessions enabling learners to make good progress.
- Learners are enthusiastic and work diligently on individual and group tasks and engage readily in discussions. In a practical lesson learners willingly coached their peers, helping them to prepare for a formal assessment. In a minority of lessons where learning is less effective, teachers do not plan adequately to meet the needs of all learners. Activities and content do not enable all learners to make sufficient progress and the more able are not stretched and challenged sufficiently.
- Facilities and resources are good, enhanced through effective links with other local providers and used well by teachers to promote learning. Information and computer technology is used effectively by teachers and with confidence by learners during assessments. In one lesson learners connected gym equipment to an electronic white board to give a highly effective presentation.
- Teachers’ assessment of learners work is thorough. They are aware of the individual needs of their learners and give good support to help them achieve ambitious targets and goals. Learners

are helped well by teachers to improve their English and mathematics and teachers are rigorous in correcting grammar and spelling errors during lessons and in marked work. In a foundation level lesson learners clearly enjoyed calculating the average costs of sporting activities.

- Learners receive good advice and guidance to help them progress their learning and achieve their career aspirations and most learners are clear about their career goals. Learners value the additional optional qualifications available to them and use them well to secure employment locally. They are encouraged to take advantage of higher education opportunities and progression rates to higher education are satisfactory and improving.
- The promotion of equality and diversity by teachers is good and learners demonstrate a good understanding of the practical implications of effective promotion. In one lesson for example, learners adapted fitness activities quickly and confidently in response to the needs of disabled customers and those with health-related conditions.

<p>Foundation English</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Requires improvement</p>
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- The quality of teaching, learning and assessment in foundation English require improvement. Outcomes for learners are improving and are now satisfactory. Teachers have been successful in improving the motivation of learners and retention in the current year is high.
- Teachers relate well to their learners and are ambitious for them to succeed. In the more successful lessons teachers motivate young people well ensuring they remain focused on their work. Attendance is good on the large majority of programmes and learners make reasonable progress.
- However, too much teaching is not sufficiently demanding and requires improvement. In these less effective lessons the pace of the lessons is too slow as is the progress made by learners and the more able are not sufficiently challenged. Faster learners do not always have additional activities to keep them motivated and extend their skills. Activities are not sufficiently adapted to suit the needs of all learners. Teachers do not provide sufficient opportunities for learners to work in groups to practice their English through discussion.
- In the less effective lessons, teachers rely too much on paper-based materials making it difficult for them to sustain the interest and attention of learners. Teaching materials are not adapted sufficiently to meet the needs of all learners. Dyslexic learners are not always provided with appropriately adapted handouts and worksheets during lessons to help them progress more quickly. There is insufficient communication between specialist teachers and vocational teachers to ensure learning is consolidated consistently during vocational lessons across the college.
- Resources to support learning are good but teachers do not use information and communication technology imaginatively and sufficiently to enhance learning. In too many lessons, teachers only use electronic white boards to display information and do not use them to their full potential as interactive tools to challenge and inspire their learners.
- Initial assessments of learners needs are thorough and learners are placed on courses of an appropriate level. Teachers assess learners’ work and monitor their progress carefully. Learners receive timely and helpful verbal and written feedback on assignments to help them improve the standards of their work. Learners are set clear targets by teachers which, together with support in preparation for examinations, help improve learners’ confidence and progress.
- Learners receive good pastoral care, information, advice and academic support. They have good access to advice and counselling on matters such as mental health, finance, housing and employment. Learning support assistants work well with teachers, providing help and encouragement to the more vulnerable learners in the classroom.

- The promotion of equality and diversity by teachers during lessons is adequate. Learners report they feel very safe and teachers nurture a strong culture of respect which helps young learners develop their social and life skills and self-esteem. However, although the college is inclusive and behavioural concerns are addressed promptly, matters relating to equality are not always explored sufficiently as opportunities arise during lessons.

Business studies

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good and are reflected in the progress and achievements of learners and the skills they acquire. Teachers expect their learners to achieve their potential and adopt a friendly and encouraging approach, which motivates learners to make good progress.
- Teachers plan most lessons carefully identifying the individual needs of learners and adapting their teaching and resources accordingly. Activities are challenging and engaging and learners are encouraged to complete tasks successfully. One lively group of business students for example, developed a marketing strategy for a local theme park; they were enthusiastic about the activity and enjoyed the challenge. Teachers use their knowledge and experience of business well to motivate learners and develop their self-confidence.
- In the minority of weaker lessons pace is slow and learners lose interest when tasks fail to capture their interest or they find activities difficult due to gaps in their understanding or insufficient preparation. Punctuality is sometimes poor and not always challenged.
- Classrooms are well equipped and teachers make regular use of electronic whiteboards, although not always to their full capability, to stimulate learning. Resources such as handouts and workbooks are mostly well prepared and used well to support learning although the relevance of materials to workplace situations is not always explored fully. Teachers make good use of the college virtual learning environment to support learners both within and outside the college. Learners do not however always make best use of the resources available to develop as autonomous learners.
- Initial assessments of learners' needs, including abilities in English and mathematics, are completed prior to the start of all programmes and the outcomes used to allocate learning support and plan teaching. Teachers and learning support specialists communicate well to co-ordinate support and maximise its impact on learning. Teachers do not consolidate the development of learners' English and mathematics consistently during vocational lessons however and do not liaise sufficiently with specialist teachers providing discrete lessons in these subjects.
- Assessment practices are good, timely and meet awarding body requirements. Feedback is constructive, identifies what has been done well and what learners need to do to improve. Teachers set relevant improvement targets for learners which are recorded in individual learning plans, monitored and updated regularly and help learners make good progress. Reviews of progress are detailed and useful teachers give prompt feedback verbally and in writing via the virtual learning environment.
- The quality of information, advice and guidance is good. Teachers provide prospective learners with clear and accurate advice on the content and suitability of courses. Learners make good use of progression opportunities to further their studies and gain employment or return to learning to better their career prospects.
- Equality and diversity are promoted well during lessons. Teachers understand the needs of learners from diverse and often disadvantaged backgrounds. Learners work together well,

showing respect and understanding for each other and their teachers and understand the implications of promoting equality and diversity in the business context.

The effectiveness of leadership and management

Good

- The principal and governors have established coherent priorities for the college. The strategic plan is appropriately focused on improving outcomes for learners, responding to local and wider needs and promoting employment. Improving teaching and learning is a clearly stated priority and managers and staff at all levels are committed to raising standards. The quality of teaching and learning has improved since the last inspection as have learners' success rates. Staff confirm that the pace of change in recent years has been rapid.
- Governors know the college well and understand the context in which it operates and the needs of its students. They monitor the academic performance of the college carefully and speak to learners regularly. Governors are fully aware of the quality of teaching and learning and areas requiring improvement and use this knowledge well when reviewing performance and setting strategic priorities. Governors provide an appropriate level of support and challenge to the principal and senior managers. The college manages its finances well and governors have been instrumental in securing its financial health enabling significant investment in high quality accommodation and resources for learning.
- Highly effective partnerships with employers and schools together with thorough analyses of local labour market needs are used effectively in reviewing and developing the curriculum which meets the needs and interests of learners and employers well. Progression routes from pre-entry to advanced level and beyond are available in most areas of learning. The college is flexible in its approach and responsive to needs. The number of 14-16 year-olds attending the college for example is increasing and programmes established in partnership with Jobcentre Plus are helping adults progress to employment. Feedback from employers indicates that the very large majority consider the college's apprenticeship and work-based learning programmes to be good or better.
- Quality assurance arrangements are robust. The performance of courses is reviewed carefully and data are now used well to identify areas for improvement. Managers pay particular attention to courses causing concern and detailed monthly reviews has been instrumental in driving improvement. Learners have many opportunities to express their views about their experiences and the college is responsive to their concerns. Self-assessment is comprehensive and self-critical and accurately identifies strengths and areas for improvement. It is used well to establish strategic priorities for the college and challenging but achievable improvement targets for staff.
- The college has been successful in placing the improvement of teaching and learning at the centre of quality improvement. Lesson observation arrangements are sound and provide an accurate assessment of the quality of teaching and learning. A comprehensive programme of staff development provides good support for teachers. Performance management arrangements are good and have been successful in eliminating inadequate teaching. Teachers who need to improve the quality of their teaching are well supported as are those new to the college. In a few areas such as engineering and foundation English management actions have not yet been fully successful in improving the quality of teaching and learning and in driving up standards.
- The college is strongly committed to promoting equality and diversity and the proportion of learners from minority ethnic heritage is well above that in the immediate area. A wide range of cross-college activities are used well to promote equality and diversity resulting in a calm and harmonious environment. Teachers do not however always take sufficient advantage of opportunities to explore equality and diversity in the vocational context and daily life during lessons. The performance of learners is monitored carefully and the college has been successful

in taking action to eliminating gaps in success rates between different groups of learners with few now performing below national averages.

- Senior managers and governors are committed to safeguarding and promoting the welfare of learners. The college complies with statutory requirements for safeguarding and safe recruitment of staff. A rolling programme of child protection training developed in consultation with the local safeguarding children board ensures all staff are aware of how to respond to concerns over individual learners. The college has good links with local authority care services and other agencies. Bullying is not tolerated and the college is careful to ensure learners know what to do should incidences occur and how to use social media safely.

Record of Main Findings (RMF)

Hertford Regional College

<p>Inspection grades are based on a provider’s performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning
Overall effectiveness	2	2	2	2	2	2
Outcomes for learners	3	2	3	3	2	2
The quality of teaching, learning and assessment	2	2	2	2	2	2
The effectiveness of leadership and management	2	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Engineering	3
Motor vehicle	3
ICT for Practitioners	2
ICT for Users	2
Hospitality and Catering	2
Sport, Leisure and Recreation	2
Foundation English	3
Business	2

Provider details

Hertford Regional College	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 2,269
	Part-time: 8,532
Principal/CEO	Andy Forbes
Date of previous inspection	May 2009
Website address	www.hrc.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	210	58	498	82	1,178	243	0	0
Part-time	2,469	845	629	933	148	972	0	210
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	191	78	131	119	0	5		
Number of learners aged 14-16	1353							
Number of community learners	479							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ CK Assessment and Training Limited ■ John Laing Training Limited ■ Playsomething. 							

Additional socio-economic information

Hertford Regional College is a medium sized college with two main campuses in Broxbourne and Ware. The college serves communities predominantly in south-east Hertfordshire, but the proportion of students enrolled from outside this area is currently around 30% and is rising steadily each year. The catchment area is large and diverse, stretching from relatively prosperous rural areas in East Hertfordshire to more deprived urban areas in the south of Broxbourne and Enfield. This contrast is mirrored in school results, with around 73% of East Hertfordshire pupils attaining five GCSEs at A* to C, including English and Mathematics, which is well above the national average, while the corresponding figure for Enfield pupils is 56%, which is slightly below the national average.

Information about this inspection

Lead inspector

Kenneth Jones HMI

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the vice principal curriculum and quality as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

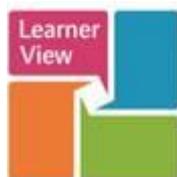
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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