

The College of Haringey, Enfield and North East London

Inspection report

Unique reference number: 130439

Name of lead inspector: Harriet Harper HMI

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Type of provider: General Further Education College

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Information about the provider

1. The College of Haringey, Enfield and North East London was formed in August 2009 following the merger of The College of North East London (CONEL) and Enfield College. The mission of the merged college is 'to help individuals, employers and our community to succeed by providing outstanding education and training'.
2. The college attracts students from particularly diverse and deprived communities. Around three quarters are aged 19 or over and approximately 40% are of White ethnic origin. Over one hundred different first languages are spoken in the college. Nearly a third of students are of Black ethnic heritage and a high proportion of these are African or Caribbean.
3. The college offers provision in thirteen sector subject areas with a strong focus on vocational courses. It is a major provider of trade union education in the workplace. The subject areas with the largest numbers of students are information and communication technology (ICT), preparation for life and work and business and administration. Provision for pupils aged 14 to 16 is well established. The college also offers a small number of higher education courses. Work-based learners represent around 17% of all students. Approximately 23% of provision is pre-entry or entry level, 35% foundation, 33% intermediate and 9% advanced.
4. The college provides training on behalf of the following providers:
 - Canterbury Christ Church University
 - Middlesex University
 - London Borough of Haringey
 - London Borough of Enfield.
5. The following organisations provide training on behalf of the college:
 - Chickenshed
 - Middlesex Football Association
 - Vista
 - Alpha
 - Mpower
 - Construction Training London
 - CONEL Innovation Services
 - Silvertrack.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners:	
14 to 16	339
Further education (16 to 18)	3,209
Provision for adult learners:	
Further education (19+)	10,220
Employer provision:	
Train to Gain	2,760
Apprenticeships	172

Summary report

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

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	2
Subject Areas	Grade
Health, care and public services	2
Construction	4
Information and communication technology	3
English and modern foreign languages	2
English for speakers of other languages (ESOL)	3

Overall effectiveness

6. Inspection findings confirm the college's own judgement that overall effectiveness is satisfactory. Students develop valuable employability skills and many overcome significant barriers in order to move from the college into jobs, promotions, further training or higher education. However, since the merger, the proportion of students completing their courses successfully and gaining qualifications has declined.
7. The quality of teaching and learning is satisfactory. The majority of teaching is effective, enabling students to make sound progress. The college's response to meeting the needs and interests of students is satisfactory and the way in which it works with its partners, including schools, employers and community groups, is very effective. Students benefit from good care, guidance and support. Leadership is strong, management is generally satisfactory and value

for money is good. While most of the college's work is satisfactory or better, construction provision is inadequate. The college's capacity to improve is satisfactory.

8. The college provides a safe haven for students in the context of a challenging inner-city environment. The college has been largely successful in its insistence that its premises should be immune from any group conflicts that may occur in its catchment areas.

Main findings

- Outcomes for students are satisfactory. Most students gain the knowledge and skills they need to move on to the next stage in their lives or careers. However, the overall success rate declined in 2009/10, compared with those in the two former colleges, and was below the national average. There are no clear or consistent trends in students' performance analysed by ethnicity, gender or support needs but, as acknowledged by the college, younger students are not as successful as adults.
- A high proportion of apprentices and learners on Train to Gain programmes achieve their qualification within the required timescale. Pupils aged 14 to 16 gain valuable work-related and personal skills. Success rates for short courses are high, but the proportion of students who successfully complete long courses is low. Attendance rates are low, particularly at Tottenham.
- Teaching and learning are satisfactory. A minority of lessons are either outstanding or inadequate; most are satisfactory. Typically, students make the progress expected of them because of competent teaching. However, too often progress is hindered by teaching that fails to captivate all students and reviews or tutorials that do not focus sufficiently on setting and meeting challenging, subject-specific targets.
- The college's response to meeting the needs and interests of students is satisfactory, with an appropriate range of courses and clear progression routes. Strong partnerships with a wide range of external agencies, schools, employers and community groups, have a positive impact on provision and students.
- Care, advice and guidance are good. The college prides itself on catering particularly well for students' welfare. Students value highly the support they receive from their teachers and other staff, and they make good use of a wide range of specialist services, including mental health support, financial advice and careers guidance.
- Leadership and management are satisfactory. Senior managers and governors have a clear strategy, post-merger, that focuses on improving students' skills and employment prospects. Despite strong leadership and rapid progress in establishing the new college, not all key performance targets have been met and quality assurance arrangements are yet to be implemented with sufficient rigour and speed to raise standards consistently across all curriculum areas.
- Equality and diversity are promoted well, drawing very effectively on the college's rich cultural and linguistic mix. Students feel that the college is a safe

environment where everyone is treated with respect, whatever their background. The college ensures that students are safe, and that young people and vulnerable adults are protected.

What does The College of Haringey, Enfield and North East London need to do to improve further?

- Improve students' attendance at lessons through rigorous and consistent implementation of college-wide procedures by all teachers.
- Improve success rates, particularly for those aged 16 to 18, by ensuring that lessons are interesting and engaging, and that all teachers monitor each student's progress and intervene swiftly when attendance and/or progress cause concern.
- Take swift action to improve construction provision so that all students in this subject area benefit from a sufficiently high standard of teaching and effective course management.
- Improve the accountability of middle managers so that they apply quality assurance procedures promptly and consistently to secure improvements in the performance of both staff and students.

Summary of the views of users as confirmed by inspectors

What learners like:

- the supportive and helpful teachers
- working in groups as part of their training
- the safe, secure environment
- the positive ways that teachers recognise their cultural diversity
- the technicians who provide support in workshops and practical skills lessons
- the quality of resources for learning
- the useful materials on e-Zone, the college's virtual learning environment
- the support provided by student mentors.

What learners would like to see improved:

- the absence of crèche facilities at Enfield
- the opening times of the Tottenham café facilities
- the condition of male toilets at Tottenham
- the cost of food in canteens.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good and effective communications with the college
- the immediate information about any punctuality or attendance issues
- the effective off-the-job training at the college
- the good pastoral support for their trainees
- the flexibility and responsiveness of the college for specific training.

What employers would like to see improved:

- opportunities for recruitment on their own premises rather than at the college
- the timeliness of receiving certificates of short course completions.

Main inspection report

Capacity to make and sustain improvement

Grade 3

9. The capacity of the college to make further improvements is satisfactory. The establishment of the merged college in 2009 has already been a significant success in many respects. College leaders have set out a clear vision for the future, and good progress has been made in establishing a shared culture based on prioritising improvements in students' success and achieving high standards in all aspects of the college's work. Financial and resource management is very good. Nevertheless, the new college has not succeeded in meeting all of the ambitious targets that it set itself from inception. Success rates are below national averages, there are significant pockets of weak provision, and students' attendance at lessons is unsatisfactory. Teaching and learning are not yet consistently good enough. Self-assessment is evaluative and recognises these weaknesses, but is less successful in articulating exactly what needs to be done to remedy them. Although leadership of the college is good, senior managers recognise the need to improve the consistency of middle management. Quality assurance procedures have not yet been fully effective throughout the college in identifying areas for development and using effective performance management and other strategies to bring about rapid and sustained improvement.

Outcomes for learners

Grade 3

10. Students enjoy their courses and, where relevant, their employment or placement. The majority develop the knowledge and skills they need and many progress on to higher level courses within the college or elsewhere. A significant minority, though, particularly at Tottenham, do not attend regularly, and this remains a concern for managers and teachers.
11. Many students enter the college with a low level of prior attainment and they make satisfactory or better progress, particularly those on advanced courses. Individual case studies reflect the extent to which, against the odds, large numbers of students overcome considerable personal barriers to improve their prospects.
12. A high proportion of apprentices and learners on Train to Gain programmes, who together represent around 17% of the college's students, achieve their qualification and do so within an appropriate time frame. They acquire valuable work-based experience and skills, in areas such as gas industry studies, plumbing, railway transport engineering, hairdressing and business, and employers are positive about their contribution to the workplace. Pupils aged 14 to 16, many of whom come to the college with a negative view of education, also gain beneficial personal and vocational skills. Outcomes for these young students, in terms of qualifications, are satisfactory and the majority of them progress on to other further education courses.

13. Success rates for short courses, reflecting around 6,000 enrolments in 2009/10, remain high and mostly above the national average, especially for those aged 19 or over. Those on courses related to trade union studies are particularly successful.
14. The success rate for long courses in 2009/10 was low and represents a significant decline, when compared with the previous year at the two different colleges. The proportion of students who completed long courses in that year remained broadly the same as in previous years but pass rates were much lower. This was particularly evident in ESOL, which represents around 20% of the college's provision, in terms of hours spent in classes by students. While most students in this subject area continued to pass single units, as they had in the past at both colleges, too few successfully gained a full qualification. From a very low starting point several years ago in both colleges, success rates for literacy and numeracy continued to improve in 2009/10 but remained low and below the national average.
15. The college takes action, with some success, to address identified achievement gaps when comparing the performance of different groups of students by ethnicity, gender and support needs. Adults are more successful than younger students, particularly at entry and intermediate level, and so a key challenge for the college is to improve success rates for students aged 16 to 18.

The quality of provision

Grade 3

16. Inspection evidence confirms the college's judgement that the quality of teaching and learning is satisfactory. It also suggests that the college has been over generous with some of its lesson observation grades. In the better lessons, teachers are enthusiastic about their subject and students work purposefully to acquire new skills and knowledge. Typically, these lessons are carefully planned, well structured and include a good range of vocationally relevant activities. Unsurprisingly, students' attendance is better at those lessons where the quality of teaching is consistently good or better.
17. In the less successful lessons, teachers fail to maintain students' interest and attention. Too often, this is because they do not adapt materials and methods to ensure that all students from a wide spectrum of ability learn as effectively as they should.
18. Many teachers make very effective use in lessons of information and learning technology (ILT). In a meticulously planned accounting lesson, for example, students demonstrated a good understanding of sales and purchase ledgers, using a wide range of both paper-based and electronic resources imaginatively devised by the teacher. Those teaching foreign languages and GCSE English use interactive whiteboards and on-line resources particularly well. However, not all teachers take full advantage of the electronic resources available to them. Students from all subject areas use, and speak highly of, e-Zone, primarily to access course materials and assignments and to check on their attendance which appears as they log on to the computer.

19. Not all teachers and managers monitor and review students' attendance and progress with sufficient rigour. In construction and ESOL, many of the students' targets and actions are too vague to be helpful. On Train to Gain programmes, progress reviews are generally satisfactory.
20. The college's response to meeting the needs and interests of students is satisfactory, with an appropriate choice of courses and progression pathways in many subject areas, from pre-entry through, in few cases, to higher education. With a flexible approach to developing short courses, a high number of adults on Train to Gain programmes and plans to expand apprenticeships, the college is increasingly responsive to the needs of employers. Provision for school pupils aged 14 to 16 is successful in enrolling young people who would otherwise not be in education, training or employment. The extent to which programmes and activities match students' aspirations and potential and build on their prior attainment and experience is variable. While strong in some areas, for example trade union studies, there remain weaknesses, particularly around literacy and numeracy for many students. Enrichment activities, fundraising events, trips, overseas visits and peer mentoring all make an important contribution to students' success. However, attendance, particularly at Tottenham, remains poor.
21. Partnership working is good. The college has strong links with local schools and plays a key role in the development of education and vocational training for pupils aged 14 to 16. Partnerships developed with higher education establishments help to encourage students to apply to universities. Students gain very tangible benefits from the college's links with local community groups and support agencies, welfare-related organisations, housing associations and local community police. Regular employer forums make a valuable contribution to the college's work and have an impact on planned developments.
22. Care, guidance and support are good. In general, students make well informed choices about their courses and have access to good pre-entry information and advice. Although learners on Train to Gain programmes benefit from good advice and guidance at the start of their training, it is not systematically followed up at a later stage. Most individuals' additional learning needs are accurately diagnosed and promptly met, although in ESOL and construction not all teachers make best use of the information they have about students' starting points and support needs. The work undertaken by the college's support services, including welfare and mental health specialists, in liaison with external agencies, is pivotal in helping many students overcome the barriers they face so that they can remain at college and gain a qualification.
23. Students value highly one-to-one tutorials with their teachers, who provide them with pastoral, as well as academic, support. They benefit, too, from a well-planned tutorial programme that includes dedicated weeks focusing on issues such as anti-bullying, safeguarding, higher education and volunteering. Support is highly responsive to matters of equality and cultural diversity.

Leadership and management

Grade 3

24. Senior managers and governors have developed a cogent strategy to meet the needs of the diverse communities served by the college, focusing particularly on improving students' skills and employment prospects. The complex merger between two disparate colleges was particularly well led, with astute management of both financial and human resources. Rapid progress has been made in establishing a new college with a cohesive and integrated strategy, identity and culture. Throughout this process, the principal's leadership of change has been highly effective. However, progress in meeting the ambitious targets set for the new college has been less secure. The proportion of students achieving their qualifications has declined in comparison to the predecessor colleges, and the quality of teaching and learning has not improved. Provision is good in some curriculum areas, satisfactory in many, but inadequate in construction. Progress in improving other key indicators, for example students' attendance at lessons and their acquisition of qualifications in basic skills, has been slow. Despite good leadership, management arrangements to improve the quality of all aspects of provision have not been sufficiently effective.
25. Governors provide good support and challenge to college leaders, and have a shared vision of the role of the college in the communities it serves. They use their wide range of skills and expertise effectively to oversee key aspects of the college, such as its financial health and property matters, and have a sound understanding of the strengths and weaknesses of the educational provision. Reports to governors are effective in keeping them well informed, and debates between governors and college leaders are focused appropriately on key aspects of strategy and performance.
26. Since the merger, quality assurance arrangements have been revised in an effort to improve students' outcomes and the quality of provision. Appropriate efforts to ensure that data are analysed and used more effectively to improve accountability and inform performance management at course level have met with some success, but the ability of curriculum managers at all levels to identify and tackle barriers to improvement is inconsistent. For example, not all managers are adept at recognising the precise reasons why some courses are less successful and, as a consequence, their interventions are neither swift nor effective. The information gathered through internal lesson observations is yet to be used sufficiently effectively to ensure that all staff understand what constitutes the expected standard of lessons and that all teachers can meet this standard. Self-assessment throughout the college is broadly accurate in its judgements, although it does not analyse sufficiently the obstacles to progress in respect of students' outcomes and improving the quality of teaching and learning.
27. Students feel safe, treat one another with respect and tolerance, and set aside differences that may manifest themselves in other contexts. Arrangements for safeguarding young people and vulnerable adults are good. All staff have received criminal records checks on their suitability to work with young people, and record keeping is comprehensive. Information about safeguarding

arrangements are particularly well publicised throughout the college. All staff have received training on their safeguarding responsibilities.

28. College staff place a strong emphasis on preventing discrimination, promoting equality and valuing diversity. Statutory policies and procedures on equality are fully in place. Students give positive accounts of the efforts most teachers make to reinforce notions of respect and tolerance for others in their lessons, and in many curriculum areas the promotion of equality and diversity is deeply embedded. Cross-college events, for example tutorials, enrichment activities and award ceremonies, serve to reinforce mutual understanding and to celebrate the cultural, ethnic and religious diversity of students and staff. Data on students' outcomes, complaints, disciplinary matters and other aspects of college life are analysed assiduously to check for group variations, and appropriate action is taken where significant variations are revealed. Analysis of students' achievements shows no clear or consistent differentials by ethnicity or gender, but the college recognises a pattern of lower achievement by younger students. Staff at all levels are broadly representative of the ethnic and cultural composition of the communities served by the college.
29. The college is increasingly seeking to use the views of students, employers and other stakeholders to inform improvement strategies. A wide range of techniques is used to gather students' views on all aspects of provision, including the quality of teaching, and inspection evidence shows that the college responds thoughtfully to considered critiques from students. Employers report, and inspectors agree, that the college is responsive in tailoring both the curriculum offer and its organisation to their views. College leaders work closely with a wide range of partners in its catchment areas to promote community cohesion.
30. The college provides good value for money. Financial management is highly effective. The college is very well prepared for the financial challenges faced by the further education sector. Teaching resources are good and teachers are well qualified. Accommodation is mainly good, and appropriate consideration is given to investing in sustainable development.

Subject areas

Health, care and public services

Grade 2

Context

31. The college offers a range of courses at entry, foundation, intermediate and advanced levels in health, care and public services. Around 800 students are enrolled on these courses in addition to over 700 learners on Train to Gain programmes in these subject areas.

Key findings

- Success rates are high and above national averages on many courses. Students make good progress in relation to their starting points and complete their qualification within their allocated time. However, success rates were low in 2009/10 on the advanced level diploma in childcare and education and this reflects a declining trend from the predecessor colleges.
- Students improve their communication skills and economic well-being. They demonstrate a good grasp of the recent changes in legislation and can articulate the impact of government policies on the public sector and on their working practice. Many of the students recognise that, as they continue their own studies and progress into employment or higher education, they are role models for their own children.
- Students value highly the work experience element of their course as they recognise that it prepares them well for employment. For many, it provides an opportunity to clarify which specific type of work they want to pursue. Where students decide to change direction, the college provides appropriate guidance and support to enable them to move on to another vocational programme. Students improve their punctuality on work experience as they recognise the impact of their professional conduct on others in the workplace. Students feel safe at college and in the workplace and pay good attention to health and safety.
- Teaching and learning are good. Teachers focus on the importance of professional practice. In doing so, they encourage students to understand the health and care sectors, and wider public sector, within the current political context. Students benefit from a good range of external guest speakers to learn more about different professions within the sector. Students contribute confidently to lessons and show respect to each other.
- In health and care lessons, teachers are adept at linking the ways in which they use teaching methods in a classroom to how their students might work with children or adults in a care setting. Consequently, students understand that they can adapt these strategies and use them, for example, to deal with noisy groups or poor behaviour. In some lessons observed by inspectors, teachers made good use of ILT to help students understand concepts or reinforce what

they had learnt. However, not all teachers make the best use of the technology available to them.

- Teachers mark written work promptly and provide students with constructive feedback, outlining how to improve and, if relevant, gain a higher grade for the next assignment.
- The college meets the needs and interests of students well. Students benefit from their teachers' extensive range of vocational experience. Support staff also make a valuable contribution to ensuring that students are well informed about their chosen profession. Careers advice is good and there are very productive relationships with public sector professionals and employers, through Train to Gain programmes and placements for full-time students.
- Where additional needs are identified through initial assessment, appropriate literacy, numeracy and language support is provided by a specialist team. In the main, tutors and assessors are effective in monitoring students' progress. Many students make good use of the college's expertise in providing them with practical support on personal matters, such as financial and housing advice. This helps to keep students on track, and enables them to complete their qualifications.
- Leadership and management are good. Students benefit from well-managed courses and helpful support staff. Safeguarding and equality and diversity are promoted well and are integral to all aspects of the provision.

What does The College of Haringey, Enfield and North East London need to do to improve further?

- Improve low success rates on the diploma in childcare education at Tottenham by sharing good practice.
- Make better use of ILT to improve teaching and learning, drawing on existing good practice.

Construction

Grade 4

Context

32. The college offers a range of courses at foundation, intermediate and advanced levels in carpentry, bricklaying, painting and decorating, plumbing, and heating and ventilation, as well as a small number of higher construction qualifications. At the time of the inspection there were over 1,000 students studying on both full- and part-time courses and 108 apprentices. Seventy-five pupils aged 14 to 16 attend courses in construction one day per week.

Key findings

- Outcomes for students are inadequate. Success rates are high on a small number of courses, such as intermediate level heating and ventilation and the advanced level certificates in plumbing and site carpentry. However, they are low for many courses, including the foundation diploma in painting and decorating, intermediate level carpentry and joinery, basic plumbing studies, bricklaying, painting and decorating, site carpentry and plastering. Success rates are also low on the BTEC national award programme.
- In general, the small proportion of females on construction courses do not achieve as well as the males. Success rates for apprentices are satisfactory and in line with the national average. The achievement of pupils aged 14 to 16 is satisfactory overall, but this masks considerable variations from one qualification to another.
- The standard of students' work is satisfactory and, on occasion, good. However, too many students on full-time courses fail to attend college regularly and attendance is also low for those on work-based programmes. Progression rates from one level to the next are low. For example, only around half of those on foundation courses progress on to an intermediate-level course. In lessons, students' behaviour is generally good and students work safely.
- Teaching and learning are satisfactory. In one of the better lessons observed, students demonstrated good hand skills in the carpentry unit of a multi-craft course and two of the students were challenged to extend their skills by undertaking diploma level carpentry and joinery projects including dovetails and mortise and tenon timber joints. In a plumbing lesson, the teacher used a video clip very effectively to demonstrate cooker appliance testing. However, many teachers lack the confidence to use the technology available to them, even though interactive whiteboards are installed in most classrooms and workshops. In too many lessons, teachers fail to maintain the students' attention and interest or use resources to best effect.
- In meeting students' needs, the college offers an appropriate range of programmes, including an entry route tailored to those who do not have English as a first language. These programmes are delivered by vocational specialists and language staff, with an emphasis on the language used in the construction industry. Despite the strong links the college has with employers, work placement opportunities are limited. Full-time students, particularly in building

services, have too few opportunities to improve their skills, knowledge and appreciation of the construction industry.

- Care, guidance and support are satisfactory. Students value the opportunities they are given to catch up on missed work at a time to suit them outside normal timetabled hours. Regular progress reviews for apprentices provide detailed and constructive advice on how to improve, but not all teachers track and monitor students' progress effectively.
- Leadership and management are inadequate. The college is aware of weaknesses in this provision, although graded it as satisfactory. Recent developments in relation to improving teachers' and managers' use of data analysis and the monitoring of students' progress have not yet had an impact on outcomes. There is an appropriate focus on safeguarding and the promotion of equality and diversity is satisfactory. Resources are good and students at Enfield benefit from a new construction training centre.

What does The College of Haringey, Enfield and North East London need to do to improve further?

- Use the lesson observation system and other quality procedures to ensure that all teaching and learning is of a sufficiently high standard.
- Improve success rates by monitoring meticulously students' progress and attendance.
- Provide appropriate support for female students in order to remove barriers to their success.
- Increase opportunities for full-time students to participate in work-related activities and environments in order to improve their preparation for working in the construction industry.
- Improve teachers' awareness of, and responsibility for, course data and performance targets.

Information and communication technology

Grade 3

Context

33. Nearly 800 students are enrolled on ICT courses. Over 80% of these students study courses ranging from entry to advanced level within the school of ICT. The others are enrolled on part-time entry or foundation level ICT courses across the college.

Key findings

- Outcomes for students are satisfactory. In 2009/10, when compared with the two predecessor colleges, success rates continued to improve on the BTEC introductory diploma for IT at work and the intermediate level NVQ for IT users. However, success rates on most full-time courses declined in 2009/10 and success rates for IT user courses vary widely. Outcomes for learners on Train to Gain programmes improved significantly in 2009/10 to be in line with the national average, but many learners took longer than expected to complete their course successfully.
- Students develop good practical skills in manipulating databases, restoring operating systems and using industry-related computing software. They enjoy their learning, gain in confidence and develop good verbal communication skills. Students feel safe in the college environment. Progression into higher education is good and in 2009/10 a high proportion of students gained places at a prestigious London university.
- Teaching and learning are good. In the better sessions, teachers prepare resources well, provide a good level of challenge and take great care to encourage all their students to participate. In one lesson, students demonstrated good communication skills during a role-play activity designed well by the teacher to improve students' interview techniques. In weaker lessons teachers make insufficient use of their students' prior knowledge and experience and do not regularly check on how well students are progressing. In one lesson, for example, the teacher had not planned an activity well enough and, as a consequence, some students struggled with a programming task and had to wait too long for guidance.
- Teachers make good use of ILT. For example, they use voting software to good effect to check students' understanding. Students find e-Zone helpful as it enables them to access course notes and electronic copies of assignments. Students benefit from detailed and constructive feedback on their assignments which are marked on-line. Equality and diversity are promoted well within the curriculum through assignments and tutorials. For example, in one session students created a PowerPoint slide presentation about themselves, celebrating the diversity of the group.
- The college offers a good range of ICT courses, relevant to students' employment aims, with progression routes from entry to advanced level, and with both short and long courses offered during the day and evening.

- Partnership arrangements are satisfactory. Students on full-time programmes at Enfield develop appropriate employability skills on work experience, although not always in an ICT environment. Work experience is yet to be extended to students at Tottenham.
- Care, support and guidance are good. Approximately two thirds of students have English as a second language and care is taken to assess their ability so that they are placed on the correct level course. Students value the way in which teachers and personal tutors support them in and out of the classroom and also by email. Students benefit from helpful advice from college staff on their next steps in training, education and employment. Guest speakers from industry and higher education motivate students to visit and apply to universities. However, academic support, in terms of monitoring progress and attendance, is not systematic, and learning targets are often too vague to be meaningful.
- Leadership and management are satisfactory. Managers have taken action to rationalise and improve the quality of cross-college ICT so that it better meets students' needs. Within the school of ICT self-assessment accurately identifies strengths and areas for improvement. Teachers and managers recognise the need to improve success rates and have begun to identify and monitor more systematically those students at risk of falling behind with their work.

What does The College of Haringey, Enfield and North East London need to do to improve further?

- Ensure that students at risk of falling behind with their work receive timely support to meet meaningful targets, so that they achieve their qualification.
- Ensure that there is clear and effective management of all ICT programmes wherever they are located in the college.
- Extend work experience opportunities for students on long courses so that they benefit from a real, vocationally-relevant work environment.

English and modern foreign languages

Grade 2

Context

34. Spanish and French, accredited by the national open college network (OCN), are taken by 352 students and are compulsory subjects in seven different vocational areas. The college also offers Turkish at General Certificate of Education (GCE) AS and A level. In addition, community interpreting and non-accredited adult education short courses are offered on a full-cost recovery basis. Some 280 students are enrolled on GCSE English and 13 students are studying GCE A-level English.

Key findings

- Outcomes for students are satisfactory. Success rates are above the national average for GCSE English at Enfield and GCE AS and A-level Turkish. They are also above average for OCN languages, although the pass rates declined in 2009/10. Success rates are low on GCSE English at Tottenham, but the proportion of students gaining high grades in GCSE English was above the national average for the merged college in 2009/10. Attendance in OCN classes is poor and well below the college's target. Those who do not attend regularly often fail to complete all their assignments within the required time frame.
- In language lessons, students demonstrate successful acquisition of vocabulary and good pronunciation skills. GCSE English students demonstrate a good understanding of literature and an ability to analyse and express opinions through discussion and written tasks. Students enjoy their classes and participate well. Students' economic and social well-being is improved effectively by the opportunity to achieve a GCSE English qualification and to study a language alongside their vocational programme. Students feel safe and a healthy lifestyle is promoted by the college. The community interpreting course and Turkish GCE A level provide the skills students require to contribute to the community.
- Teaching and learning are good. Lessons are well structured with a good range of appropriate and interesting activities and resources. Teachers use ILT effectively with extensive use of interactive whiteboards and a good range of on-line resources. The VLE is well developed for foreign languages and GCSE English. Information, meanings and ideas are effectively elicited from students, with a good mix of questioning techniques. Teachers manage group work particularly effectively in GCSE English lessons and they use the target language well in foreign language classes.
- Courses meet the needs and interests of students well, leading to the qualifications required for employment and further study. For many students, it is their first opportunity to study a foreign language. Course delivery is flexible and the timetable and coursework schedule are designed to meet differing needs. However, some foreign language students are placed in a class at an inappropriate level.

- The OCN language provision is not fully embedded in the students' vocational programmes. In their course materials, teachers do not make enough use of the context of the vocational programmes. Individual learning plans and surveys usually focus on the vocational provision and do not extend to the language provision.
- Students benefit from good support and guidance with effective pre-course diagnostic testing and good individual support from tutors, mentors, learning assistants and teachers.
- Leadership and management are good. A clear strategy is in place to improve the performance of GCSE English students at Tottenham, setting challenging targets. Through regular reviews, the course team effectively improves the quality and outcomes of the provision. Many students, whose first language is not English, achieve GCSE English enabling them to progress to further study and achieve higher qualifications than they otherwise would have done. Equality and diversity are promoted well in language classes, drawing very effectively on the many different languages and cultures represented within the college.

What does The College of Haringey, Enfield and North East London need to do to improve further?

- Focus on improving GCSE English outcomes at Tottenham by enabling teachers to share good practice.
- Improve pass rates on OCN language courses by ensuring that students attend classes and complete all assignments.
- Ensure that the language component is fully integrated in the vocational programme.

English for speakers of other languages

Grade 3

Context

35. Some 1,295 students are enrolled on ESOL courses at Tottenham and Enfield as well as at a number of off-site venues. Students are from a diverse range of backgrounds and nationalities, with an increasing number from the European Union.

Key findings

- Overall, outcomes for students are satisfactory, even though in 2009/10 success rates in the certificated skills for life ESOL were low. Many students continued to achieve well in speaking and listening qualifications, as they had at the two colleges in previous years, but too many failed to gain the full certificate qualification. Students make satisfactory progress in lessons and in their mastery of the language. They speak highly of their courses and especially their teachers, who are supportive and helpful. They enjoy being at the college and significantly enhance their employability. Many take the opportunity to improve their ICT skills. Attendance and retention have improved and are above the college's target. Students say they feel very safe in the college and they value the many opportunities to learn about personal safety in lessons and from external speakers.
- Teaching and learning are satisfactory. In the better lessons, tasks are tailored to the individual needs of students. These lessons are carefully planned to fit in with the interests of students with content that is relevant, interesting and linked to citizenship. For example, students in one lesson debated enthusiastically the economic advantages that migrants bring to Britain. In a few lessons, however, all students work at the same tasks in the same way and at the same time. This results in a lack of challenge for some and work that is too difficult for others.
- The extent to which provision meets the needs and interests of students is satisfactory. Courses are offered on full- and part-time bases and range from entry level to foundation and there are classes available during the day, evening and at weekends. Although initial diagnostic assessment is carried out rigorously, its purpose is to ascertain an overall level and it does not break down the individual skills levels of each student. Teachers have difficulty, therefore, in systematically monitoring students' progress in speaking, listening, reading and writing skills. This in turn leads to students having targets and action plans that are not specific enough to be helpful.
- Care, support and guidance are satisfactory. Students value the advice given to them throughout their time at the college and many progress from one level to another and/or on to vocational courses at the college or elsewhere. They appreciate the opportunity to meet their tutors in one-to-one tutorials and to track their progress on e-Zone.
- Leadership and management are satisfactory. Managers have set ambitious targets to improve success rates for the full certificate qualification. Appropriate

quality systems are in place and, on the whole, implemented to good effect. However, managers have not conducted lesson observations with sufficient frequency to inform improvements in the quality of teaching and learning. Staff take students' views seriously and act upon their comments. They promote equality and diversity well, drawing on the rich cultural mix of the students. Managers and teachers are rigorous in monitoring materials to make sure they reflect students' culture, gender and age.

What does The College of Haringey, Enfield and North East London need to do to improve further?

- Improve the quality of teaching and learning and raise success rates by helping staff to tailor their lessons more specifically to the needs of their students.
- Incorporate within the initial diagnostic assessment more detailed analysis of each student's individual language needs.
- Ensure that teachers and tutors set specific targets for all students and monitor progress more frequently and effectively.
- Use lesson observation frequently and more effectively to raise standards and improve teaching and learning.

Information about the inspection

36. Four of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the college's vice-principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on students and their achievement over the period since the previous inspection.
37. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires students and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
The College of Enfield, Haringey and North East London

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

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 10,019 Part-time learners 6,679	16698	339	3,209	10,220	2,930
Overall effectiveness	3	3	3	3	3
Capacity to improve	3				
Outcomes for learners	3	3	3	3	3
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	3				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>					
<i>How well do learners make a positive contribution to the community?*</i>					
Quality of provision	3	3	3	3	3
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	3				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	3	3	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

*where applicable to the type of provision

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