

Haringey Sixth Form Centre

Inspection report

Unique reference number	134163
Local authority	Haringey
Inspection number	381625
Inspection dates	24–25 April 2012
Lead inspector	Mark Phillips HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Other secondary
School category	Community
Age range of pupils	16–18
Gender of pupils	Mixed
Number of pupils on the school roll	986
Appropriate authority	The governing body
Chair	Jean Fawcett
Principal	June Jarrett
Date of previous school inspection	26–27 November 2008
School address	White Hart Lane London N17 8HR
Telephone number	020 8376 6000
Fax number	020 8376 5902
Email address	info@haringey6.ac.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Mark Phillips

Her Majesty's Inspector

Jennifer Bray

Additional inspector

Jason Hughes

Additional inspector

Patricia McLachlan

Additional inspector

This inspection was carried out with two days' notice. Inspectors spent 20 hours observing 42 lessons taught by 41 different teachers. They also made tours of classrooms to look at specific aspects of teaching and learning. Meetings were held with staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, together with the 24 parental and 81 staff responses that were made to the inspection questionnaires. Students' views were considered through written questionnaire responses and three student panels that met with inspectors. Inspectors scrutinised a range of documentation including data on achievement, retention and attendance, together with the school's records relating to students' behaviour. The single central record of safeguarding checks was also scrutinised.

Information about the school

The Haringey Sixth Form Centre opened in 2007. While the centre draws on students from local 11–16 schools in East Haringey, students also join from a number of boroughs across North London; in 2011, the student population was enrolled from 111 different schools across 55 different postcodes. The centre offers courses from entry level to Level 3, including AS and A-level and vocational provision. Around three quarters of students are studying Level 3 courses.

The centre is also the provider of post-16 education for students from three special schools in the borough, and caters for students with a wide range of special educational needs, including disabled students and those with profound or moderate learning difficulties. One in every 10 students at the centre has a statement of special educational needs.

A high proportion of students come from minority ethnic backgrounds: 31% are Black African, 22% are Black Caribbean, 5% are Asian and 9% are of mixed race. More than half the students speak English as an additional language.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Haringey Sixth Form Centre is a satisfactory school. There are a number of particularly good features that reflect very well on the vision set for the centre when it was opened five years ago. The inclusion of disabled students and those with special educational needs is commendable, as is the social cohesion enjoyed by students and staff from many diverse backgrounds. However, while there have been some improvements in the standards reached in examined courses, the centre's overall effectiveness is not yet good because key measures of attainment remain below average and there are still too many students who do not complete their courses. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Overall, teaching is satisfactory and leads to satisfactory student achievement. Teachers have good subject knowledge and most plan lessons thoroughly. There is great enjoyment in lessons where students are able to apply their skills through practical tasks. However, in other lessons there is too much emphasis on examination technique rather than the development of subject skills, and in too many instances students start courses that are not suited to their prior attainment or needs.
- Some aspects of behaviour are excellent. However, behaviour and safety are judged good overall because of remaining inconsistencies in attendance and particularly in students' punctuality to lessons.
- Leadership and management are good. The strength of vision provided by the Principal, supported by her senior team and the excellent governing body, has established and secured the centre's distinctive ethos. The performance of staff, and the centre as a whole, is monitored and managed well. There is a clear trend of improvement in some key areas and leaders recognise, correctly, that there is more work to be done, particularly in improving retention rates and tracking students' destinations when they leave the centre. Many aspects of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

students' spiritual, moral, social and cultural development are very good, and this work does much to foster the highly inclusive ethos of the centre.

What does the school need to do to improve further?

- Continue to raise achievement by:
 - increasing the average grade and the proportion of higher grades gained at A level and in BTEC Level 3 qualifications, so that all aspects of attainment are firmly in line with national averages
 - ensuring that greater proportions of students complete the courses that they start, consistently across all subjects and curriculum areas.
- Improve the effectiveness of teaching by:
 - ensuring that students are much better matched to and placed on programmes which are appropriate to their previous learning, so that teaching can focus more precisely both on their needs and the requirements of the course
 - ensuring that teaching has a strong focus on developing deep subject-specific skills and knowledge, as well as providing students with strategies to pass examinations and complete coursework tasks.
- Improve students' punctuality to lessons, so that maximum use is made of teaching and learning time.

Main report

Achievement of pupils

Students' achievement is satisfactory. Students join the centre having attained GCSE results well below those typically achieved by students nationally. Students in the Entry and Foundation Faculty, including those with moderate and severe learning difficulties, make good progress. Progress in the Levels 1 and 2 courses, including National Vocational Qualifications (NVQs) and retakes in GCSE mathematics and English, is also good. These courses enable some students to progress onto further educational programmes. Although they may take longer than is usually the case to eventually attain Level 3 qualifications, it is commendable that they are able to access these opportunities. Similarly, while some concerted and effective efforts are made to improve students' literacy, standards of reading, writing and spoken communication remain below typical expectations, including for A-level students.

Standards at A level have improved gradually over the past three years; the proportion of passes overall was in line with the national average in 2011. However,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the proportion of passes at A* and B grades and the average points score for each A-level entry, together with the average score for BTEC Level 3 qualifications, remained well below average. Scrutiny of work confirmed that standards are below average, and while many students showed a diligent approach to learning, overall, students' learning and progress in lessons observed during the inspection was satisfactory. Good progress was made in 2011 by some students, particularly those who took the AS-level examinations, but these results and positive attitudes are tempered by the number of students who start courses but do not complete them. While a few courses have a 100% retention rate, the proportions continuing in other areas are significantly below the average seen in schools and further education colleges nationally. This is a key reason why progress for students across the centre as a whole is satisfactory rather than good.

Quality of teaching

Overall, teaching is no better than satisfactory because it leads to inconsistent achievement; some students achieve very well, but others do not. Just under half of the teaching observed was good with a few examples of both outstanding and inadequate teaching. Most lessons are planned thoroughly and resources prepared professionally. In the best examples, a good balance is struck between teacher presentation and opportunities for students to apply and develop robust subject skills. For example, in a BTEC art lesson, students were shown the techniques needed to draw a human figure with accurate perspective and fluency of line; in a dance lesson, students quickly learnt the difference between literal and abstract gestures through being guided through fast paced, engaging practical tasks. Not surprisingly, in lessons such as these there is great enjoyment. The teaching of disabled students and those with special educational needs in the Entry and Foundation faculty is particularly good, including through good support offered by teaching assistants.

Where teaching is not so effective, too much emphasis is placed on equipping students with strategies to navigate the requirements of examinations or coursework structures, rather than on persistently developing the deep subject knowledge and skills required to give higher quality responses. Similarly, despite teachers' good subject knowledge, some students struggle to keep up with the expected pace and standard of work because they have chosen or have been placed on curriculum courses for which they are not really suited or prepared; this, in turn leads to teaching being not as effective as it might be. There is evidence of regular, thorough and detailed marking in some subject areas, but students told inspectors that this is not always the case.

Behaviour and safety of students

A notable success story is the way that members of the centre work and live harmoniously together. There is outstanding social cohesion between staff and students of different abilities, faiths, cultures, social backgrounds, gender and sexual orientation. In the context of the centre's local and wider communities, this is a

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

remarkable achievement. The building is well maintained and respected by all members of the community; the centre is a calm, purposeful environment where courtesy and good humour prevail side by side. The most vulnerable students with profound and moderate learning difficulties are fully integrated and have the confidence to move independently throughout the building. Students are unanimous in saying that the centre is a place where they feel safe, secure and supported. There are almost no instances of inappropriate behaviour requiring formal sanctions, and cases of bullying of any kind, including prejudice-based bullying related to special educational needs or homophobia, are extremely rare.

What makes behaviour and safety good overall, rather than outstanding, are the continued difficulties that a minority of students have with attendance. For some, difficulties beyond their control, such as needing to support family members, are barriers to good attendance and punctuality. However, there is still too much lateness to lessons. The centre has instigated a ruling that students arriving more than 10 minutes late to a lesson are not admitted and, instead, given private study work to do. While students respect this rule, it does mean that they miss out on important teaching contact time which in turn further hampers their academic progress.

Leadership and management

Leadership and management are good. The Principal is an outstanding role model whose vision and passion have been instrumental in establishing the centre's distinctive ethos since it opened. She is supported well by a diverse senior team who all have clearly defined responsibilities which they manage efficiently. The governing body is exceptional in its professional expertise and experience, and supports the school with equal measures of challenge and passion. All statutory requirements are met in relation to safeguarding. Teaching is led well and lessons are observed regularly by senior leaders and the middle management team. There are good opportunities for staff professional development, and opportunities provided for emerging middle leaders to assume greater responsibility. The governors and senior team are very clear that, five years after opening, the centre is still on a journey that has some way to go. Nevertheless, improvements in attainment and marked improvements in progress for some students, together with a commendable, well-established ethos where equality of opportunity is promoted extremely well and discrimination of any kind is not tolerated, give complete confidence in the centre's good capacity to make further improvements.

The curriculum provides a very good breadth and depth of opportunity for students, although there is more to be done to ensure that all students are placed on the right courses from the outset. This includes the need for more effective initial assessment by teachers of students' prior attainment, including the courses that they studied in Key Stage 4. Teaching and support staff make excellent efforts to ensure that those students who want to progress to higher education are well informed about their options and are well prepared. Nearly half of the students that left the centre last year progressed to university courses. Successfully raising the aspirations of many

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

students, to enable them to become the first in their families to progress to higher education, is a significant achievement. However, for all these successes, there still remain students who do not complete their courses for a variety of reasons and leave the centre for other institutions. There are also a small minority of students whose destinations remain unknown to the centre. Ensuring higher retention rates through better curriculum matching, together with better monitoring of student destinations, are key priorities to help move the overall effectiveness of the centre from satisfactory to good or outstanding.

Many aspects of students' spiritual, moral, social and cultural education are promoted and developed extremely well. One area of relative weakness is in the promotion of high culture such as classical music, theatre and literature. While the centre is very good at recognising and promoting the popular culture interests of students, less is done to provide them with quality experiences in other art styles and traditions, outside of formal examined courses.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 April 2012

Dear Students

Inspection of Haringey Sixth Form Centre, London, N17 8HR

Thank you for the welcome and cooperation that you gave my team and me during our recent inspection. The full inspection report is attached to this letter, and I encourage you to read it in full. You will see that we were particularly impressed with the way that staff and students from many different backgrounds work so well together to create a harmonious learning community. This is something that makes Haringey Sixth Form Centre particularly distinctive, and we recognise that this has taken great efforts of the part of the Principal, her staff, and indeed the students.

We were pleased to note that a good number of you are working well and have ambitions to progress to university when you leave the centre. Although standards remain below average overall, those students who complete their courses are making better progress than was the case two or three years ago. Good progress is made by students in the Entry/Foundation faculty. However, there are a significant number of students who start courses but do not complete them. We have asked the centre's leadership to improve these retention rates, and to ensure that students are guided towards the right courses for them before they start their studies. Overall, progress is satisfactory rather than good because the success enjoyed by students – taking into account those who complete their courses and those who do not – is inconsistent.

There is one further matter than you can help with. It was clear, during the inspection, that some of you are not arriving for lessons on time. You know that the centre's rules stipulate that if you are late, you will not be admitted to the lesson – and this means that you cannot benefit from the teaching and learning on offer. I urge you to do your very best to attend regularly and punctually, so that you give yourselves the best possible chance of success in your examinations.

Yours sincerely

Mark Phillips
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**