

The College of Haringey, Enfield and North East London

Partial reinspection report

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Type of provider: General further education college

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Introduction

The College of Haringey, Enfield and North East London was formed in August 2009 following the merger of The College of North East London and Enfield College. The college attracts students from particularly diverse and deprived communities. Around three quarters are aged 19 or over. Nearly a third of students are of Black ethnic heritage, mainly African or Caribbean. While 40% are of White ethnic origin, less than one fifth is White British. Over one hundred different first languages are spoken in the college. The college offers provision in thirteen subject areas, with a strong focus on vocational courses.

The previous inspection, in January 2011, judged the college's overall effectiveness to be satisfactory. Outcomes for learners, the quality of provision, leadership and management and the capacity to improve were also satisfactory. Safeguarding arrangements and the promotion of equality and diversity were judged to be good. Provision in health, public services and care, and English and modern foreign languages was good and in information and communication technology and English for speakers of other languages (ESOL) was satisfactory. Provision in construction was inadequate.

The outcome of the reinspection is as follows:

Subject area	Original grade	Reinspection grade
Construction	4	2

Context

The college offers courses in construction crafts and building services at foundation, intermediate and advanced levels. Courses include carpentry, brickwork, plumbing, electrical installation and multiskills. At the time of inspection approximately 1,400 learners were on courses, of whom almost two thirds studied with franchised partners. The majority of learners aged 16 to 18 are on full-time courses and most adult learners attend part time. The large majority of learners are male.

Key findings

- Outcomes for learners are good. Success rates have risen significantly since the last inspection and in 2010/11 were around the national average. In the current academic year, improvements have continued and retention rates are high. College data show that the overwhelming majority of learners have completed and achieved course assessment requirements. Success rates for functional skills qualifications have improved markedly and are high.
- Success rates on work-based learning courses are satisfactory. In 2010/11, success rates declined compared to the previous year and were just below the national average. Success rates for learners aged 14 to 16 attending from local schools are high. Learners enjoy their courses and the skills they develop enhance their future prospects of gaining a relevant job.

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- Learners make good progress and complete practical work to a high standard. On foundation level courses, especially in brickwork, the standard of work completed exceeds that required for the level of course. Learners' portfolios are well organised and contain a wide range of evidence that demonstrates their competence.
 - Learners have a good understanding of health and safety requirements and adopt safe working practices during practical lessons. In a carpentry lesson, learners used hand and power tools competently and confidently to form a mortise and tenon joint. In a brickwork lesson, learners used tools and equipment professionally to cut and shape bricks to form complex decorative arches.
 - Teaching and learning are good. Teaching in practical lessons is more effective than that in theory classes and enables the good development of learners' vocational skills. Teachers provide useful practical demonstrations and have good working relationships with learners. They use their industrial experience and expertise very effectively to enhance learners' practical skill development.
 - Significant staff training has improved the quality and effectiveness of theory teaching. Teachers use information and learning technology more effectively to enhance learning. Lesson aims are more clearly defined and are shared and reviewed with learners. However, questioning techniques are not always used effectively to challenge individual learners and teaching is not always planned to meet individual learning needs.
 - Assessment practice is good. Assessment is well planned, frequent and fair. Learners are aware of assessment requirements and receive timely feedback from assessors. Learners' evidence portfolios are reviewed frequently and assessors provide useful comments that help learners to progress. Internal verification arrangements monitor the quality and consistency of assessment decisions effectively.
 - The range of courses offered has been revised appropriately and meets the needs of learners very well. Courses are offered that enable learners to experience a range of construction trades at a basic level before choosing to specialise at a higher level. Progression routes enable learners to move from one level to the next in most vocational areas. However, learners' progression and destination data are not collected or analysed systematically.
 - Partnership working is good. Learners benefit from a considerable amount of industrial and manufacturing sponsorship that significantly enhances the curriculum and enables learners to work with the latest specialist technology. Strong links have been established with employers that have enabled all learners to undertake beneficial visits to construction sites. However, opportunities for learners to undertake work-experience placements are limited.
 - Guidance and support are good. Learners are well supported to achieve and many are frequent attenders at the additional workshops provided by teachers outside scheduled lessons. Many learners with significant and complex personal circumstances have been very effectively supported to continue with their studies.

- Leadership and management are good. Strong leadership has galvanised the staff team and has set a clear direction for the department. Communication is highly effective and staff now work well together as part of a team. Data are used effectively to monitor and manage provision. Roles and responsibilities are well defined, good practice is shared and staff morale is high.
- Quality assurance arrangements are highly effective. Significant progress has been made in improving the weaknesses identified at the last inspection. The work of franchised partners is effectively quality assured. The self-assessment report is accurate and identifies the main strengths and areas for improvement correctly. The capacity for sustained improvement is good.

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

- Raise success rates on work-based learning courses by applying the same rigorous tracking and monitoring processes used on college-based provision to ensure learners make the progress expected.
- Improve theory teaching by ensuring that teachers plan to meet learners' individual learning needs and use questioning techniques that challenge learners.
- Extend opportunities for learners to undertake work-experience placements as part of their course of study.
- Collect and analyse learners' progression and destination data and use them to evaluate and improve the quality of provision.

Additional Themes

Inspectors explored the following themes as part of this reinspection.

Self-assessment and improvement planning

What progress has the the College of Haringey, Enfield and North East London made with its self-assessment and quality improvement planning to improve learners' achievements?	Significant Progress
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The last inspection reported that self-assessment was broadly accurate in its judgements, but did not analyse sufficiently the obstacles to improvement in learners' outcomes or the quality of teaching and learning. Managers at all levels now have a sound grasp of these issues and are dealing with them successfully. Quality assurance procedures are rigorous and are leading to an improvement in learners' outcomes and in the quality of provision. The overall effectiveness of construction, judged to be inadequate at the last inspection, is now good.

Comprehensive staff training has focused appropriately on improving the quality of teaching and learning and has raised the effectiveness of managers throughout the college. Quality improvement plans contain specific and measurable actions and they are monitored regularly. The views of learners are gathered well and acted upon where appropriate. Plans are in place to record the destination of learners more systematically in the next academic year.

Managers have a thoughtful approach towards measuring the progress of learners. A number of innovatory systems are being developed to quantify the progress made by learners in relation to their previous attainment.

Outcomes for learners

What progress has The College of Haringey, Enfield and North East London made to improve learners' outcomes since the previous inspection, particularly retention and attendance rates?	Significant progress
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Outcomes for learners were judged to be satisfactory at the previous inspection. They improved in 2010/11, with a significant rise in achievement rates for learners aged 16 to 18 and adults taking long qualifications. Managers have developed rigorous procedures for predicting the success rates of courses for the current academic year and these college data indicate a further significant rise, particularly in retention rates, for learners of all ages and at all levels.

Outcomes for learners increased for most subject areas in 2010/11. College data show a further improvement in retention rates in 2011/12, particularly for learners of health, public services and care, engineering and manufacturing services,

construction and the built environment, and hair and beauty. The success rate for functional skills qualifications, which was low in 2010/11, is also predicted to rise this year to a level comparable to the national average. No group of learners is underperforming in comparison with other groups. Very effective mentoring schemes help learners to succeed. The increase in learners' rates of attendance reflects the high priority given to this by staff.

Quality of provision

What progress has The College of Haringey, Enfield and North East London made to improve the quality of teaching and learning through accurate lesson observations?

**Significant
progress**

The need for teachers to make lessons more interesting and engaging and to monitor student attendance and progress more effectively were highlighted as key recommendations in the previous inspection report. Since then, managers and teachers have gone a long way towards establishing a culture in which good teaching practices are regularly shared and adopted, and innovative teaching and learning styles are introduced and disseminated.

During 2011/12, a large proportion of lessons has been observed and graded by well-trained college observers. Along with ungraded observations and peer observations, these observations indicate an overall improvement in the quality of teaching and learning. Following a graded observation all teachers receive detailed plans for improvement which are incorporated into the college's performance management procedures. Teachers judged to be no better than satisfactory are supported well by managers, advanced skills teachers and e-learning staff and almost all show a subsequent improvement. Both teachers and learners now make much greater use of the college's virtual learning environment, and this contributes further to improved teaching and learning.

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