

Harrow College

General further education college

Inspection dates		22–26 April 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
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:

- A very high proportion of adult learners successfully complete their course.
- The large number of learners referred to the college from Jobcentre Plus achieve very well.
- AS- and A-level learners make the progress expected of them and vocational learners consistently make better progress than would be expected from their GCSE results.
- Most teaching is good and a small proportion is outstanding, helping learners to move on to higher-level courses, gain entry to university or find a job.
- Enrichment activities, such as trips, visits and external speakers, enhance learning.
- Learners are supported to achieve very well by comprehensive and effective arrangements.
- The welcoming and inclusive atmosphere helps all learners to reach their full potential.
- Highly effective leadership and outstanding partnerships meet learners' needs very well.
- Clearly-focused attention to quality assurance continues to raise standards and improve the quality of provision.

This is not yet an outstanding provider because:

- Overall success rates for learners aged 16 to 18 are no better than satisfactory.
- The attendance rates and punctuality of learners are not consistently high.
- The learning in business management courses is sometimes disrupted by poor behaviour by a small number of learners because teachers have not instilled effective discipline.
- Arrangements for the development of learners' English language skills are not fully developed.
- Learning technologies are not used imaginatively or sufficiently to enhance learning.
- The performance management of staff has not improved teaching consistently across all subject areas.

Full report

What does the provider need to do to improve further?

- Increase achievement rates, particularly for learners aged 16 to 18, through more consistently good teaching and learning, ensuring all teachers:
 - use all forms of learning technologies more imaginatively
 - promote the development of English language skills more effectively
 - implement procedures for learners' attendance and punctuality more rigorously.
- Improve the performance management of teaching staff by linking results of the observation of teaching and learning more directly to staff appraisals.

Inspection judgements

Outcomes for learners	Good
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- The proportion of learners successfully completing their course declined slightly in 2011/12, but shows an overall trend of improvement and is comparable to the national average. These success rates are satisfactory for learners aged 16 to 18 and very good for adults, particularly at foundation and intermediate levels where they are significantly above the averages for similar colleges.
- The retention rate of learners of all ages has increased for the past three years and is marginally above the national average, but pass rates fell in 2011/12 and are now slightly below the national average.
- The large number of learners referred to the college from Jobcentre Plus achieve extremely well. The overall success rate for apprentices and the proportion passing within the expected time frame are satisfactory.
- Learners join the college with relatively low levels of prior attainment. The results of AS- and A-level learners are as expected if their GCSE results are taken into account. This value added performance is consistently high for learners of AS- and A-level art and design (graphics) and media studies, but low for AS- and A-level economics. Learners taking vocational subjects have made significantly better progress than expected for the past five years, particularly learners on the advanced creative media production programme.
- The need to improve the attendance of learners was highlighted at the previous inspection. Although attendance rates have increased, they still remain no better than satisfactory and poor punctuality disrupts learning in a small number of lessons.
- The college has a very high proportion of learners of minority ethnic heritage and differences between the results of these diverse groups have narrowed over a three-year period. Learners of Indian background perform better than other college learners and when compared to national figures. The success rates of African, Caribbean and White British learners have increased, but they are still below college and national figures. Female learners generally perform better than males, but this achievement gap is narrowing. Those learners declaring a disability and/or learning difficulty perform as well as other college learners.
- Progression rates are high for learners moving on to higher-level courses within the college, particularly for English for speakers of other languages (ESOL) learners. This enables many learners to gain advanced qualifications from relatively modest starting points. Progression rates to university are high and many of these learners have little family history of higher education.
- Staff place a strong emphasis on the importance of developing the employability skills of learners and this is done well. Strong partnership work with external organisations provides learners with the opportunity to sharpen their job application and interview skills. Work

placements are well organised and give relevant and contemporary experience of employment. A broad range of charity events helps learners develop strong personal and social skills.

The quality of teaching, learning and assessment

Good

- The majority of teaching and learning is good and a small proportion is outstanding; this leads directly to good outcomes for learners. Where teaching is at its best, learners have high expectations of themselves. Work is demanding and motivating, ensuring that learners strive for the highest standards. Lessons proceed at a rapid pace, with well-planned and varied activities that meet the individual needs of learners. Teachers create many opportunities for learners to discuss topics and this helps them to consolidate learning and deepen their understanding.
- Where teaching is weaker, the variety of learning techniques is limited, for example an over-reliance on worksheets, and not enough consideration is given to learners' different stages of learning. Teachers make too many assumptions about learners' prior knowledge or grasp of the information presented, resulting in confusion when learners attempt follow-up tasks.
- Most teachers use questioning well to check understanding, but a few miss opportunities to encourage deeper thinking through more probing questions. In many lessons, teachers manage behaviour well and this contributes to the good attitudes shown by learners. However, there are a few occasions where uninspiring teaching fails to engage learners, leading to low level disruption, particularly, but not exclusively, in business management lessons.
- Teaching in a number of areas is enhanced by relevant and interesting enrichment activities or work placements that broaden understanding. While there are good examples of the use of information and learning technologies to enliven learning, the full range of possibilities is not exploited. The college's virtual learning environment (VLE) contains good materials and is used regularly.
- Formal assessment is usually well planned and managed. Helpful guidance is given to learners about improving their work, although feedback in a small number of lessons and on marked work is not specific enough, especially in terms of helping learners to achieve high grades. Many, but not all, teachers correct spelling, punctuation and grammatical errors. The best teachers skilfully monitor the progress of learners and adapt their lesson according to their responses.
- Learners speak very highly of their experience of college and of the teaching they receive. Helpful initial advice and guidance ensure learners choose appropriate courses. Learners value the wide range of services that support them with university applications and finding employment.
- Relationships in lessons are very good and learners appreciate and value the support they receive that promotes self-confidence. Learning support assistants are skilled at supporting learners. Additional learning support arrangements for disabled learners and those with learning difficulties are particularly strong.
- The college-wide strategy to improve learners' English and mathematics involves all learners being assessed and offered English and mathematics courses at an appropriate level. However, the information gleaned about learners from these initial assessments is not always taken into account when planning lessons. Many teachers take care to explain relevant specialist terminology for their subject, but not all are alert to opportunities to develop non-specialist language skills.
- Staff have a good awareness of equality and diversity issues and an atmosphere of mutual respect prevails throughout the college. Teachers choose learning materials carefully to reflect the diversity of learners and use opportunities that naturally arise in lessons to broaden understanding. Most learners work readily and cooperatively with those from different cultures and teachers are generally experienced in facilitating this. Learners with learning difficulties and

disabled learners are an integral and central part of college life and play a full part in generating an inclusive ethos.

Health and social care

Learning programmes for 16-18

Learning programmes for 19+

Apprenticeships

Employability

Requires improvement

- Overall success rates for classroom-based courses are slightly above the national averages. Workplace learners make good progress and success rates are high. Attendance rates are low for advanced level learners and punctuality is sometimes poor. Despite good outcomes, the quality of teaching, learning and assessment requires improvement as it varies too widely.
- In the better classroom-based lessons, teachers ensure learners are interested and make good progress, developing greater knowledge and skills. Teachers have high expectations of learners and provide good support. They ensure learners understand how to become effective carers.
- The large majority of teachers manage learners' behaviour effectively. They encourage learners to discuss their practical work skills and this brings learning to life. For example, learners increase their awareness of the importance of promoting independence in residential care settings. This encourages them to develop confidence and take pride in their work. However, teachers do not always help learners to understand fully the links between theory and practice.
- In the less effective lessons teachers do not plan effectively to make sure learners' needs and interests are met. The range of learning activities and teaching methods is too narrow and the pace of learning is often slow for the majority of learners. Too few teachers make effective use of technology to enhance learning.
- In some lessons teachers do not use appropriate learning activities to help learners improve their use of English language and mathematical skills.
- Teachers make effective use of a broad range of local employers who provide work placements for learners. They provide satisfactory support for learners during their placements, helping them to develop useful employability skills. In a particularly good example, learners described the fire-evacuation arrangements used in their placement and discovered the critical importance of a thorough fire-evacuation plan to ensure the safety of people living in residential care homes.
- Teachers use their vocational experience and knowledge well to help learners understand the many varied and interesting roles in health and care services. They use good examples from their recent work experience to enable learners to get a thorough understanding of the context and importance of subjects such as diet and nutrition.
- Teachers ensure learners are aware of the progress they are making, but feedback is not always sufficiently detailed to enable them to understand what they need to do to improve their work. Work-based learning assessors provide thorough and frequent assessment, which helps learners complete their courses quickly. They monitor learners' progress and attainment effectively, helping them develop good skills and knowledge.
- Employers value highly the progress made by learners because it helps to raise the quality of care in the workplace. In a particularly good example, a learner improved her ability to communicate more effectively with learning-disabled adults to understand their needs better.
- Teachers provide satisfactory information, advice and guidance and the majority of learners have a clear understanding of what they intend to do once their course has ended. Progression rates into further learning and employment are good.

- Equality and diversity are promoted satisfactorily across the curriculum. All learners are made to feel welcome and respected as individuals. In a few lessons teachers do not make sufficiently good use of opportunities to challenge negative stereotyping, such as the perception that older people are usually confused.

Science

Learning programmes for 16-18

Learning programmes for 19+

Good

- Success rates, with the occasional exception, are consistently at or above national averages. Based on their GCSE grades, learners passing their courses attain at least their expected grades at AS and A level. These good outcomes are due to the teaching, learning and assessment which are mostly good and occasionally outstanding.
- Teachers have high expectations of learners and, in most lessons, learners are punctual and enjoy their lessons, holding high aspirations for their future. Many learners on GCSE courses make considerable improvement on their previous grades and a high number progress from the one-year GCSE science course onto further courses at the college.
- Learners have well-developed practical skills and are confident in carrying out laboratory experiments. They benefit from carefully planned lessons which prepare them with the underpinning theory and alert them to any potential health and safety issues. Good use is made of video clips to explain experiments, for example the effect voltage has on current.
- Lessons are planned well to include a variety of activities, such as computer simulations, experiments and group teaching, which effectively sustain learners' interest and develop their understanding. However, teachers do not always prepare more challenging exercises to meet the needs of the most able learners and they talk too much before checking whether learners understand.
- Assessment of marked work is variable. Examination classes benefit from detailed explanations of where learners have gone wrong, but there is insufficient feedback on vocational project work and how it might be improved.
- Teachers are enthusiastic about trying new approaches to engage learners, although not all methods are successful. In one particularly effective revision lesson, learners used mobile phones to create video revision notes on how ultra violet light damages DNA. However, in general, the use of technology in teaching and learning is insufficient. Outside of lessons, online support through the VLE is underdeveloped in a number of subjects, containing little interactive material.
- Learners are given target grades when they join the college; these are reviewed regularly and motivate them to do their best. Actions are agreed to tackle underperformance and the teaching staff work well as a team to monitor learners' progress. Many learners are keen to raise their targets higher and take advantage of the high levels of support from teachers, both individually and through the extra revision classes held in and outside of term time.
- Learners develop good employability skills. They have the opportunity to undertake work experience in a scientific area, such as a local chemist or hospital, and all take a course to develop wider skills such as teamwork and leadership. Learners are often reminded in lessons of the applications of scientific theory in industrial processes and this is supported through many off-site visits.
- Good support is available for the large number of learners progressing into higher education. Learners are helped by suitable work placements that bolster their applications to highly competitive universities and courses.
- The promotion of equality and diversity in lessons is satisfactory. Very diverse groups of learners work well together in lessons. Wall displays promote the contributions made by scientists of

different ethnicity. However, teachers do not use the opportunities that occur in lessons to develop a broader understanding of related equality and diversity issues.

- Learners with English as their second language can opt for a bespoke GCSE science course which helps them gain confidence and overcome the language problems they might experience with scientific terminology. For example, in one lesson all learners gained confidence by being encouraged to read aloud their own question on electrolysis to the whole class.

Mathematics

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching and learning are mostly good, with some outstanding practice, and this is reflected in good learning outcomes. Success rates for AS-level mathematics are very good, and for the last three years many learners have made significant progress relative to their starting points. A-level results are good, but GCSE outcomes, although improving, remain only satisfactory. A high proportion of AS-level learners progress to A levels and then university.
- Teachers have high expectations of learners. Lessons are characterised by supportive, but disciplined, settings leading to consistently good learning and progress. All learners are encouraged to achieve their potential. The best teachers are motivational and hold learners to account for the timeliness and accuracy of their work.
- Lessons are mostly very well planned and schemes of work reflect the demands of the syllabus. Teaching is delivered at a good pace. Starter exercises are used routinely to consolidate previous learning. Learners effectively support each other and peer learning is encouraged.
- In the many good lessons there is a buzz of activity. Teachers use their considerable knowledge and mathematical skill to support weaker learners and provide academic stretch for the more able.
- Questioning is used to reinforce fledgling understanding. Learners routinely explain their worked mathematical solutions to the rest of the class, helping to build confidence in a supportive environment. In one AS lesson, each learner was given a mini-board to write down and display their answers to vector questions. Everyone clearly enjoyed the interactive and competitive nature of the exercise.
- Learning support staff are effective in the classroom. For example, one GCSE ESOL student with a visual impairment received assistive support that enabled her to engage fully in the lesson, responding immediately to direct questioning. In another mathematics lesson for ESOL learners, they learnt a simple mnemonic to help them remember circle formulae.
- Weaker aspects of a small minority of lessons are typified by disruptive student lateness, activities not fully achieving learning objectives, GCSE learners who disengage for part of the lesson and missed opportunities to use visual aids to secure conceptual understanding. Assessment is good. At the start of the year each learner is required to complete a six-week subject induction. The setting of challenging target grades is standard; at least four graded pieces of work are recorded every term. Underperformance is swiftly addressed through teachers' interventions and workshops.
- Teachers set regular homework and learners' work is marked promptly. Scripts are annotated helpfully with corrected solutions. The college's VLE is used well. Learners have good access to a wide range of college resources as well as external mathematical websites.
- Learners receive good guidance and support. Opportunities for learners to enrich their mathematical experience are well developed through a mathematical club, UK senior team Maths Challenge, Maths Master classes and trips like the one to Bletchley Park. The positive promotion of equality and diversity is evident in the classroom. Learners from many different

backgrounds work purposefully and harmoniously together. Teachers of ESOL classes take great care to ensure learners understand the spelling of key words and phrases.

Visual arts, and media and communication

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good, which match the success rates that broadly comply with the high national figures. Learners make at least the progress expected of them based on their prior attainment, and consistently good progress in media studies and graphics. Social and personal development across courses is good. However, in a minority of lessons, learners' attendance is poor.
- Learners of all abilities gain new skills and techniques quickly. During presentations of course work and classroom discussions, learners' use of technical language demonstrates learners have a clear understanding of the correct terminology. Mathematics and English are developed successfully in practical pattern making, architecture and photography lessons. Learners write informed project documents and show good analytical and critical skills.
- Learning is well planned and teachers provide appropriate advice and guidance to support learning effectively. Effective use is made of peer critiques and evaluation. Learners are aware of their progress and what is required to complete assignments or improve grades. However, in a minority of lessons a narrow range of activities fails to engage all learners.
- Teachers are enthusiastic, well qualified and have high expectations of learners. Many teachers are practitioners in their field. They support and guide learners to gain skills and increase their aspirations to progress to a higher level of course, university and employment. Learners are motivated to continue work outside college, further developing their skills and techniques to achieve learning goals.
- Teachers do not make imaginative use of the full capabilities of information and learning technology, and their application of these resources is insufficient. In a minority of sessions, images are effectively projected to reinforce key points, but many other opportunities are missed. Classrooms are comfortably furnished, but some resources are not plentiful or up to date. For example, cameras are not recent models and specialist computers are in short supply.
- Assessment is fair and usually informs further learning. Learners receive constant reinforcement and encouragement from teachers about their performance, standard of work and progress during taught and practical sessions. In a few cases, feedback recorded in learning review forms is not sufficiently detailed or constructive.
- A significant strength of visual arts and media is the enrichment activities. A programme of visiting speakers, field trips and visits complements learning very well. Teachers ensure learners gain experience through live projects and links with local businesses. Examples include learners producing an informative film for the police on dangerous dogs and designing posters and a mural for the council to promote breastfeeding.
- Learners develop good employability skills. Architecture learners, using the college's 'laser cutter', designed lights which they sold at a winter fair, raising money for further projects. This type of activity helped them to develop the professional skills that will enhance their ability to gain employment.
- Initial assessment and guidance are effective. The college provides an appropriate range of courses offering good progression routes, and learners are enrolled on the most appropriate course. Learners feel they can discuss problems of a personal nature with their teachers.
- The promotion of equality and diversity is good. These themes are integrated well into the curriculum and are evident in portfolios of work. Teachers celebrate cultural diversity in lessons by drawing on different artists, designers and filmmakers' work. An induction project explores the identity and culture of learners, thus raising their awareness of other cultures and self-image

through peer critiques. Learners feel safe and work in an atmosphere of mutual respect for their peers and teachers.

English for speakers of other languages (ESOL)

Learning programmes for 16-18

Learning programmes for 19+

Employability

Good

- Teaching, learning and assessment are good, as consequently are the overall outcomes for learners. The success rates for ESOL learners on ESOL, vocational and GCSE courses are all above national averages. Teachers have high expectations of learners and motivate them very effectively, so they successfully progress onto higher-level courses.
- The college has extremely well-planned provision for ESOL learners which ensures excellent progression routes. Courses are available in mathematics, information technology (IT), sciences and vocational courses including business, childcare and customer service. Learners aged 16 to 18 at beginner level benefit from a comprehensive study programme in ESOL, mathematics and IT, and undertake projects in geography, arts and sports.
- Teachers incorporate employability skills very effectively in their schemes of work and young people are particularly well prepared for a work experience placement.
- The care and support for learners are outstanding. Tutors are readily available to learners and provide excellent pastoral support through a programme of group and individual tutorials to younger learners. Particularly effective partnerships are in place with a wide range of agencies and community organisations, experienced in supporting refugees and migrants including unaccompanied minors. Learners can access multi-lingual advice, advocacy and mental health support services weekly.
- Learners are prepared well for examinations. However, in planning lessons, teachers do not always sufficiently consider the needs of individual learners by preparing activities or materials to best meet their specific requirements. Teachers have detailed learning objectives for lessons, but are not always clear about the purpose and expected achievement of each planned activity.
- The better lessons are well structured to enable learners to practise speaking skills through drilling and repetition, or well-planned discussions on challenging topics. In these lessons, learners engage in a range of interactive learning activities, for example group work to identify their responsibilities and expectations whilst on work placement.
- The Learning Centre is well organised and enables learners to use the wide range of resources to study independently or to take part in 'the 6 Book challenge' and develop their reading skills. However, too many learning resources are dull and uninspiring, and teachers rely too heavily on worksheets. Teachers do not make sufficient use of learning technologies to enhance learning. Many classrooms are cramped and some ineffective classroom organisation hampers mingling, role play or activities which encourage learners' interaction.
- Assessment processes are comprehensive. An initial assessment identifies learners' abilities and needs well. Target setting is effective and leads to specific individual learning goals. Learners review these regularly in tutorials and use them to track their progress in discussions on what they need to improve to make progress. Teachers encourage learners to correct each other's work.
- Teachers set written tasks which they mark promptly with helpful comments for improvement. Verbal feedback is encouraging, but teachers do not give learners enough specific feedback on how to improve their pronunciation and intonation.
- Information, advice and guidance services are good. Specialist community organisations are used as well as the college's careers service. Learners attend progression fairs and information events. They develop their English and mathematics especially well and are encouraged to develop their interest in information technology.

- Equality and diversity are promoted well across the curriculum. Learners show each other respect and teachers encourage discussions on cultural diversity and varying practices in the work place. Some teachers adapt their materials and work especially well with learning support assistants to ensure learners with visual or hearing impairments can fully participate in lessons.

Business management and administration

Learning programmes for 16-18

Learning programmes for 19+

Apprenticeships

Employability

Inadequate

- Outcomes for learners have improved for most courses, but overall they still remain significantly below the national averages. They are good for customer service and business administration work-based learning programmes. AS-level business studies learners make insufficient progress from their starting points. Teaching, learning and assessment are inadequate because, as borne out by learners' outcomes, on too many programmes they do not enable enough learners to achieve.
- In the better lessons, including the majority of administration sessions, learners are inspired to understand the world of work in a changing economic and political environment. Lessons follow a brisk pace and enable learners to think independently on current topics such as recession, mergers, marketing, consumer rights and advertising. In a small minority of lessons, learners develop the research skills necessary to achieve high grades. In work-based learning programmes, learners benefit from professional courses that are linked to the business world.
- Teaching staff demonstrate good understanding of the business world in their explanations and use live topical examples. One lesson showed learners how online marketing can lead to fierce competition and takeover through diversification.
- In too many lessons, business management learners disrupt learning through low-key disruptive behaviour and show insufficient respect to each other or their teachers. Teachers fail to control this poor behaviour through unsatisfactory classroom management.
- Teachers do not use the results of initial assessment for English and mathematics sufficiently to tailor their lesson planning to meet individual learners' needs. The narrow range of practical activities fails to stretch and challenge learners. Too many learners are passive and not motivated. They are not sufficiently involved in classroom activities and, as a result, they become easily distracted and disengaged.
- Specific and timely individual targets are set for work-based learners, who use an online tracking system well to gain confidence and develop professional knowledge. Learners' progress is not monitored rigorously on many other courses and hence learners are often unclear about their progress or progression opportunities.
- Well-established partnerships with employers and other organisations support the development of work-related skills. For example, an event with business professionals on how to succeed in a corporate environment motivated learners and improved their confidence in an enterprise programme run with a local business organisation.
- The college's VLE contains creative and professionally-produced learning resources that benefit learners. Following staff training, learning technology is now effectively embraced by a few teachers, but its potential is not fully exploited in most lessons.
- Feedback to learners does not always help them to understand how to improve and make progress to better their grades. Teachers generally correct learners' work for English mistakes, but too few teachers provide developmental feedback on assignments.
- Attendance monitoring, with timely interventions by staff when required, has improved the attendance rate, but it is still no better than satisfactory.

- Tutorials are not always appropriately planned or demanding to meet the needs of learners. Group tutorials do too little to promote the health, welfare and safety of learners. Individual reviews take place regularly on work-based learning programmes with appropriate specific targets set with the learner.
- The promotion of equality and diversity is satisfactory. One lesson observed by inspectors demonstrated how marketing strategies can conflict with ethical and religious issues, but other lessons do not make learners aware of businesses that operate internationally in challenging cultural environments.

The effectiveness of leadership and management

Good

- The Principal, governors and senior management have a clear strategic vision for the college and the standards of teaching, learning and attainment have improved since the previous inspection. The development of learners' employability, enterprise and entrepreneurship skills underpins all major decision-making processes and forms the basis for many productive partnerships and business ventures.
- Communication across all levels of the college is good. Regular briefings to staff consolidate and strengthen understanding of the corporate vision. The financial position and a predicted budget shortfall are shared openly and staff are taking an active role in meeting the cost reduction targets set. Risk assessment is prudent and ensures staff continually explore potential learning opportunities and income diversification without exposing current learners to shortfalls in resources or opportunities.
- Governance is good and governors are actively involved in working alongside staff and learners. Governors use their wide range of skills and knowledge to provide appropriate rigour, scrutiny and support to senior management. Detailed reports, both to and from governors, inform discussion and decision making. Clerking is efficient and thorough.
- Middle management training has engendered a genuine 'esprit de corps' and developed management skills, expertise and confidence, leading to improvements in the standards of teaching across the college. However, lesson observations do not link clearly enough with the performance management system and staff appraisals to ensure consistently good teaching, learning and assessment across all subject areas.
- Staff have a good understanding of, and are closely involved in, the self-assessment process. They set clear targets for improvement, with specific actions that are monitored regularly through the quality improvement plans. Data are used effectively to monitor and evaluate progress. The self-assessment report is broadly accurate, but it is insufficiently detailed and evaluative on both the main strengths and the areas for development in teaching, learning and assessment.
- Managers, governors and staff proactively seek learners' views and this is a strong feature of everyday college life. Learners' feedback is valued, reported and acted upon at every stage of the quality assurance process. For example, the length of time between work being submitted for marking and it being returned to learners is now shorter following learners' comments.
- Collaborative working is outstanding in its breadth, the quality of partnerships and the resulting opportunities it provides for learners and their communities. Staff have responded very well to local unemployment, with excellent Jobcentre Plus provision and good apprenticeship and skills brokerage provision. A consortium for the local voluntary sector delivers a wide range of health and social care services. Overall, curriculum provision is broad, responsive and dynamic, offering strong progression opportunities for learners.
- Equality and diversity are an integral part of college life. The atmosphere is welcoming, harmonious and respectful. The large numbers of learners with learning difficulties and/or disabilities mingle easily throughout the various sites.
- The performance of different groups is monitored routinely and reported to senior managers and governors. While progress has been made in reducing the discrepancies in achievement

between many disparate groups of learners, outcomes for Black African, Black Caribbean and White learners, particularly at intermediate level, remain below those of other college learners and the national picture. No specific college strategy exists to remedy this shortcoming.

- The college meets its statutory requirements for keeping learners safe. Effective arrangements ensure teachers and front line staff refer learners to a broad range of welfare-related services where appropriate. An internet 'panic button' is prominent on the learners' web-page, allowing staff to respond immediately to any learner raising a concern. Learners feel very safe at college.

Record of Main Findings (RMF)

Harrow College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Science	2
Mathematics and statistics	2
Visual arts	2
Media and communication	2
ESOL	2
Business management	4
Administration	3

Provider details

Provider name: Harrow College	
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 2,490
	Part-time: 4,764
Principal/CEO	Mr Tony Medhurst
Date of previous inspection	October 2009
Website address	www.harrow.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)								
Full-time	429	107	517	120	905	412	0	0
Part-time	124	2009	62	445	66	285	0	111
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	60	107	5	23	0	0		
Number of learners aged 14-16	155							
Number of community learners	1506							
Number of employability learners	862							
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"> ▪ Beacon Education Partnership Limited ▪ Security and Facilities Education Ltd ▪ QKL Limited ▪ North London ITEC ▪ Burleigh College ▪ Skills Team Ltd ▪ Akona Limited ▪ Nisai Virtual Academy Limited ▪ Building Lives ▪ Bentley Wood High School ▪ Hatch End High School ▪ Whitmore High School ▪ Nower Hill High School 							

- Rooks Heath High School
- Park High School

Additional socio-economic information

Harrow College is a medium-sized general further education college, operating on two main sites in central Harrow and Harrow Weald, two smaller sites specialising in construction and engineering, and around 12 outreach and community-based venues. The college offers programmes in 14 subject areas. In recent years, the college has significantly increased its vocational provision, work with unemployed adults for Jobcentre Plus and ESOL programmes.

The proportion of school leavers in Harrow achieving five A* to C grades at GCSE including English and mathematics is above the national average, but many learners join the college with lower than average prior attainment. Over 85% of full-time learners are from minority ethnic heritage, which is considerably higher than the proportion in the local population.

Information about this inspection

Lead inspector

Tony Noonan HMI

Three of Her Majesty's Inspectors (HMI) and six 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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