

College of North West London

General further education

Inspection dates		2–6 June 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- outcomes for learners are not yet good enough and are inadequate for learners aged 16 to 19
- too few apprentices and learners studying in the workplace complete their qualification within their planned timescale
- the recent strong focus on English and mathematics has not yet made enough impact in lessons or on learners' outcomes
- too little teaching, learning and assessment is good or better and too few teachers make good use of information on learners' skills when planning learning and assessment
- target setting is not yet consistently rigorous enough to ensure that all learners make good progress
- managers do not systematically collect data on learners' destinations to plan future curriculum provision to better support progression opportunities
- subject management has been insufficiently rigorous to secure rapid or sustained improvement
- the monitoring and management of subcontractors has not been effective in ensuring that learners on music courses succeed well.

This provider has the following strengths:

- teaching, learning and assessment are improving significantly because teachers have high expectations of learners and support the college's improvement strategy
- dedicated staff at all levels who understand learners well and ensure that actions taken bring about improvements in their individual lives
- the new leadership team, who have acted on accurate analysis to bring about improvements in provision, and ensured that teachers and managers place learners at the heart of their improvement strategies
- strong relationships with employers and community partners that enable learners to develop good skills for employment.

Full report

What does the provider need to do to improve further?

- Improve outcomes for learners by:
 - maintaining the stronger emphasis on the importance of English and mathematics in order to enhance learners' skills for employment and so improve their chances to move on in their future learning and careers
 - closely monitoring learners' development and the wider use of appropriate assessment strategies, to guarantee the prompt completion of courses by apprentices and those learners studying within the workplace.
- Ensure that all teaching, learning and assessment are good or better by:
 - making consistently good use of the information available on learners' skills to plan individual learning and assessment
 - making certain that target setting for learners is consistently focused on skills and knowledge development across all subject areas.
- Improve leadership and management by:
 - collecting and analysing data on learners' destinations systematically, in order to plan future curriculum provision more effectively
 - ensuring that subject managers take swift action when subcontractors or teachers are under-performing
 - building upon the existing good practice of those managers and teachers with high expectations of learners, to provide consistently good or better teaching in every subject area.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ■ Over the past three years, the proportion of learners who complete their programmes and achieve their qualification has improved slowly, but remains below those of similar colleges. While outcomes for adult learners, who are the significant majority, continue to improve most notably at levels 1 and 2, they are not yet good. ■ For younger learners aged 16 to 19, achievement rates are too low and well below those of learners from similar backgrounds. This is due, in part, to poor performance on arts courses, notably a music course taught by a subcontractor. ■ Learners' outcomes are good in a significant minority of areas. Learners in engineering, information and communication technology (ICT), media, and English for speakers of other languages (ESOL) make good progress and achieve well. For example, learners on ESOL courses develop good language skills and confidence, helping them to understand and enjoy life in England; the majority of learners on media and ICT courses are successful in gaining employment or a place at university. However, many learners achieve at or slightly below expectations of them based on their previous qualifications. ■ Success rates for apprentices and learners who study within the workplace, while showing improvements this year, are too low and are inadequate for the small number at level 2. Learners and apprentices who train directly with the college achieve much better than those training with subcontracted partners. Not enough apprentices complete their qualification in the timescale planned for them. ■ An improved focus on helping learners to develop their English and mathematics is beginning to have a positive impact on learners' skills. The majority of learners who take entry level and level 1 functional skills in English and mathematics succeed. However, many teachers still do not 	

make clear to learners how these subjects are relevant to their vocational course. A small number of learners study GCSE in English and mathematics and the proportion achieving A* to C grades remains low.

- The college has implemented the study programme well, preparing learners for employment, the expectations of employers and the world of commerce. Most learners acquire up-to-date vocational skills successfully and understand how to present themselves favourably for a job interview. Competitions motivate and inspire learners to think about their possible career options and further life opportunities, for example, the opportunity to take part in the World Skills Challenge.
- Most learners develop good inter-personal skills through taking part in social and sporting activities, becoming highly articulate ambassadors for their community and their college. Many learners speak of the transformational impact that studying at the college has had on their lives and their families.
- Learners receiving additional help with their learning, with the exception of the small numbers of learners with dyslexia, achieve very well, as do the substantial number of learners who receive financial help from the college to complete their studies. However, looked after children achieve less well; recent actions to improve their attendance have been successful, but it is too soon to judge whether this will lead to improved outcomes.
- Managers do not systematically collect data on learners' destinations; therefore, they do not have sufficient information to know the impact the college is having on learners' future lives. The numbers of learners who gain employment or a place at university is improving but remains at a modest level.
- The attendance and retention of learners are improving because of recent well-planned actions by managers that include the careful monitoring and additional help for those learners identified as at risk of not completing their studies.

The quality of teaching, learning and assessment

Requires improvement

- Although the quality of teaching, learning and assessment has improved since the previous inspection, it is not yet consistently good and too many lessons still require improvement.
- Inspectors and college managers identify that teaching and learning are considerably better in several areas of provision than in others. For example, they are good in ESOL, require improvement in health and care, and are inadequate in music.
- The new Principal has galvanised support for the college's improvement strategy, which correctly places learners at the heart of managers' and teachers' priorities. The improvement plan effectively involves teachers who work increasingly well together, in curriculum teams and across the college, to improve teaching and learning. More teaching is now good than was the case at the previous inspection; however, little is outstanding.
- Many teachers plan learning well and have high expectations of learners. Learners' attainment in engineering, ESOL, ICT and media lessons are good and they enjoy their studies. For example, learners on engineering courses work with purpose and handle machinery with confidence, preparing them well for working in the industry.
- Learners often develop their confidence and understanding significantly. For example, in a GCSE English lesson, full-time learners aged 14 to 16, with challenging previous educational experiences, were enthralled as the teacher introduced them to the task of creative writing, by drawing on the rich life of Ernest Hemingway. They quickly discovered their capacity to make useful responses to the teacher's questions and a few were inspired to produce impressive 'one line' stories.
- Where teaching and learning requires improvement, teachers pay too little attention to learners' skills when they plan learning. This limits the involvement of learners who quickly become bored. The more able learners do not make the progress of which they are capable. Less

effective learning is also characterised by teachers allowing learners' interest to lapse, as they move from one part of their planned activities to another.

- Teachers do not always use the often-excellent digital technologies available in classrooms effectively or encourage learners to use digital technologies in lessons, losing the opportunity to develop skills useful for their future working lives.
- Teachers' assessment of learners work is often good, with useful comments helping learners improve. However, target setting by teachers to help learners improve their skills development and knowledge requires improvement because targets set are often too vague.
- Training and assessment for apprentices and those who study in the workplace has improved but is not yet good. Assessors work well with apprentices, helping them to develop effective practical skills that help them become valued employees. However, whilst assessors use an appropriate range of assessment methods, apprentices are slow in finishing the English and mathematics elements of their qualification.
- Learners receive effective professional advice and guidance that helps them join the right course at college or elsewhere. The comprehensive assessment of learners' English and mathematics skills makes sure learners receive appropriate additional help with their studies.
- The college's learner services team identify additional needs well and plan arrangements for extra help effectively. Provision is good for learners with hearing difficulties and visual impairment.
- Study programmes are appropriate and relevant to the needs of learners. The development of learners' vocational skills is sound and the work experience undertaken relevant. The programmes have an appropriate focus on developing wider skills for employment.
- Teaching of English and mathematics, while showing recent improvements, are not yet good. Specialist teachers work with subject teachers to develop learners' mathematics and English skills within each subject area effectively. However, a minority of subject teachers still do not fully develop learners' English and mathematics skills sufficiently to enable all learners to make the improvement of which they are capable.
- Most learners' understanding of equality and diversity is very good. Assignments and the many good extra activities organised by teachers help learners to understand and value difference well. However, the use of a standard set of questions on equalities in work-based and apprentice learning fails to develop these learners' understanding of equality and diversity fully.

Health and social care, early years and play work

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in learners' achievements that vary too much between different courses. They are high in early years but too low in health and social care. Teachers do not always ensure that learners achieve the high grades they are capable of, or develop the good skills in mathematics and information technology that learners need to succeed in the care sector.
- Learners enjoy their studies and attend well; they acquire appropriate knowledge, such as how to keep patients safe and how to develop effective teamwork and communication skills, which improve their confidence and professional practice.
- Teachers provide an adequate range of activities to enable learners to develop the skills needed in their work placement and employment. They challenge learners effectively to explain their work, for example, how and why their care plan would improve the health and well-being of a patient.
- Teachers set clear objectives for learners to work towards in lessons and workshop sessions and monitor their development carefully. Teachers use relevant resources, such as detailed case

studies, effectively to help learners make links between theory and practice. The wide range of resources on the college's virtual learning environment (VLE) helps develop learners' research skills well.

- A feature of the weaker learning is a slow pace with learners quickly becoming bored. Too often teachers do not explain clearly enough or check learners' understanding of key technical terms and concepts sufficiently well, leaving learners confused and lacking a good grasp of their subject.
- The additional help for learners who are at risk of leaving their course is effective, particularly in early years where retention is high. Teachers and learning assistants work well together to develop the language skills of the substantial numbers of learners whose first language is not English, so that they succeed as well as their peers.
- Target setting requires improvement. While teachers monitor learners' development carefully and learners know exactly what work they still have to complete, the individual targets set are often too general and do not help learners to identify the specific actions needed to achieve their goals, for example, to improve their punctuality.
- Learners benefit from effective verbal feedback on their marked work that helps them to improve both their subject knowledge and their written English. While teachers are positive in their praise, they do not always provide sufficient written detail to enable learners to extend their work further.
- Teachers' and assessors' monitoring of learners' development in nurseries requires improvement. Assessments are not frequent or structured well enough to help learners assess improvements in their own performance over time.
- Learners develop their written English skills very effectively through activities linked to care homes and nurseries. For example, learners on early years courses use a local authority plan for children and families to investigate the meanings of unfamiliar words and check comprehension. However, teachers do not develop learners' skills in mathematics and information technology to the good standard they will need for further study or employment in the care sector.
- Learners understand well how equality and diversity relates to their work and how they should treat and respect others. Teachers encourage respect for the beliefs and practices of other cultures; for example, by discussing upcoming religious festivals and other celebrations.

Engineering

16-19 study programmes
19+ Learning programmes
Apprenticeships

Good

- Teaching, learning and assessment in engineering are good, leading to good outcomes for learners. Teachers, trainers, and assessors provide effective and detailed demonstrations for the correct use of engineering machinery. Subsequently, learners apply sound and safe working practices in workshops. Most learners move onto higher-level courses or employment.
- Teachers set exacting standards. As a result, learners develop strong engineering skills for their trades, such as setting up lathes and adjusting drills to produce accurate work within good engineering tolerances. Electro-technical apprentices quickly become highly competent and develop good practical and operational skills that employers value.
- Learners show mature attitudes to learning and collaborate well in lessons. For example, learners on fabrication courses complete technical marking-out activities replicating industry standards. Teachers motivate learners well by providing a good range of additional activities, such as building services 'skill build' competitions. However, a small number of teachers tolerate low attendance and this results in slow progress for a few learners.

- Teachers make good use of technology, using questions and videos on blogs to help learners deepen their understanding and develop their research skills. However, the use of technology is not as effective for those learners in the work place who make slower improvement towards completing their qualification as a result.
- Assessment of learning is good and teachers give detailed written feedback on learners' work. For example, in mechanical engineering, teachers carefully annotate learners' calculations used to check tolerances determining the thickness of metal. As a result, learners know how to improve.
- Learners develop good mathematical skills. However, teachers do not always reinforce good skills in English enough, and often do not correct learners' spelling mistakes. Consequently, learners demonstrate low confidence with writing and reading technical language in engineering reports, a key commercial requirement.
- Additional support for learners to complete their studies requires improvement. While teachers and trainers provide learners with adequate help, they do not always use information on learners' starting points well enough to plan for the different needs of learners and provide them with the targeted help and guidance in lessons needed; this slows the progress of a small number of learners.
- Good initial advice and guidance ensures that learners are on the correct course and few learners leave before completing their programme. Learners develop a good range of engineering skills that prepare them well for employment; for example, swaging, flaring and brazing to join pipes for refrigeration.
- Teachers draw successfully upon the wider backgrounds of learners to develop their understanding of equality and diversity. For example, adult learners from other parts of the world are encouraged to discuss engineering standards in their country of origin and compare them with the expectations of employers in Britain. This ensures that learners understand the requirements of the British engineering industry better, while recognising that the requirements of other countries may differ.

ICT

16-19 study programmes 19+ Learning programmes

Good

- Teaching, learning and assessment are good, as reflected in the high proportion of learners who achieve their qualifications. The numbers of learners who successfully gain employment or enter university are high.
- Learners develop advanced levels of skills in robotics and programming, resulting from the college's close working partnerships with leading international companies and the nearby Wembley Stadium consortium. Additional industry qualifications, for example CISCO, effectively develop learners' research skills and prepare them well for future employment.
- A very good range of trips and visits, for example, to the Google and Microsoft corporate headquarters, give learners a clear idea of the potential careers open to them. Teachers use the insight learners gain from such trips very well to reinforce employers' expectations.
- Learners sharpen their research skills through strong coaching and mentoring. For example, in a multimedia lesson, learners used mobile phones effectively to research different styles of graphics for a later work activity.
- Teachers do not always demand sufficient effort from learners and make too little use of information about their learners' prior qualifications when planning learning. As a result, more able learners do not always make the improvements they should.

- Learners make good use of software and can accurately explain the related theory behind a software concept, and make good use of 'hot keys' to insert a graphics clip or a picture into a document.
- Teachers now monitor learners' development sufficiently and most learners are currently on schedule to achieve their predicted grades. However, teachers' target setting require improvement because targets do not always focus enough on setting clear and specific goals that identify exactly what learners need to do to improve performance within a specified time.
- Teachers provide comprehensive and constructive verbal feedback that helps learners improve their skills. However, written feedback lacks the same level of detail and does not enable learners to improve their standard of written English. Consequently, learners repeat the same errors in their writing and reporting.
- Staff use every opportunity to explore equality and diversity in lessons, and therefore learners develop a good understanding. They are keenly aware of their employment rights and the inequality that exists within the global IT industry. Teachers provide good opportunities for learners to debate and explore wider social issues; for example, participating in the model United Nations Debate at Westminster where they debated violence against women in war zones.

Music

16-19 study programmes

19+ Learning programmes

Inadequate

- Teaching, learning and assessment are inadequate, and this reflects learners' poor success rates. Learners' achievement declined significantly in 2012/13 to well below those of similar learners in comparable providers. The college subcontracts its music provision to the Institute of Contemporary Music Performance (ICMP) and has recently terminated its contract with them.
- Learners' performance skills are of a high standard, with most arriving with well-established skills. However, teachers fail to develop learners' skills further and the vast majority leave with the same level of competence they had when joining the programme.
- Teachers do not plan acoustic and theory learning sufficiently well to prepare learners for assessment. Attainment is low; few learners are able to recognise and notate the basic musical intervals, rhythms and chord progressions required to pass the final course assessments. Teachers do not plan enough opportunities for learners to build upon their individual starting points and most learners do not develop their skills and confidence further.
- Teachers do not sufficiently develop learners' capacity for critical self-evaluation. They do not provide learners with enough opportunity to reflect on their own and others' performance or develop learners' use of a strong, self-critical vocabulary.
- Assessment of learning is inadequate. Assessments and assignments do not make clear to learners what they should be able to demonstrate, leaving them unclear of what teachers expect of them. The planning of assessments is chaotic, with a number cancelled at short notice.
- The ICMP hosts an impressive selection of master classes, given by high-profile visiting professionals, as part of its work to raise learners' career aspirations. As a result, learners have a good understanding of the career opportunities available to them and improve their appreciation of different musical genres.
- Help for learners at risk of not completing their qualifications is good. Health and wellbeing workshops help learners deal effectively with a range of subjects pertinent to a young performer, for example, performance anxiety and how to establish an artist's image. Consequently, learners' understanding of how to manage themselves in the performing industry is good.

- The teaching of English and mathematics is inadequate. Teachers do not include mathematics or English effectively in subject lessons; learners do not improve their skills. Classes for those learners without a GCSE grade C or above in English and/or mathematics started too late into the course to help learners prepare for exams. Music teachers fail to make clear to learners the value of English and mathematics in securing their future success.
- Learners' understanding of equality and diversity within the music industry are adequate. They use their work well to explore the place of music in a wide range of cultures. Learners understand how to keep themselves safe.

Media

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good, which reflects the good outcomes for learners. Learners produce work of an exceedingly high professional standard and commissioned work meets the exacting standards of commerce and business.
- In the better teaching, teachers make very good use of learners' inquisitiveness to develop their understanding of other people's opinions. For example, in one observed lesson, learners had carefully choreographed characters, with opposing and confrontational viewpoints, to research in readiness for a role-play exercise. Learners had to propose different opinions from their own, which challenged them to consider the views of others.
- Many teachers are skilled at maintaining a brisk pace to learning throughout the lesson giving well-thought-out additional activities to learners who finish their work early. However, in a minority of lessons, teachers do not plan sufficiently well, resulting in a number of learners left with little to do.
- Teachers do not always plan sufficient personal evaluation or development time for learners. A few are too quick to give developmental feedback on learners' work and do not allow learners the opportunity to reflect for themselves.
- The development of English and study skills is a strong feature of most lessons. This takes the form of research notes and the critical appraisal of professional or peers' work. Learners make good progress in learning how to evaluate and reflect on the quality of their finished work.
- The strong emphasis on work-related projects prepares learners well for employment and helps them to develop their skills effectively. Teachers use a fictitious company called 'Everywhere' to simulate real business project work, including promotional films for charity organisations. Additionally, learners carry out paid commissions for the college and external companies.
- Learners make good use of technology through their lessons and other learning activities. They regularly use different types of computers to equip themselves with the experience and understanding employers demand. Learners make good use of the VLE to research their studies, and use the extensive range of good self-help resources to improve their study skills further.
- Learners understand the improvements they are making and all know their targets well. Teachers monitor and track individual improvement effectively and return marked work promptly. Most learners gain employment or a place at university on completing their studies.
- Learners develop a good understanding of equality and diversity. Learners on media courses contribute to many of the cross-college, high-profile equality and diversity posters as part of their on-going project work. This includes much good work on anti-racism and anti-bullying.

English for speakers of other languages (ESOL)**16-19 study programmes
19+ Learning programmes**

Good

- Teaching, learning and assessment are good and this reflects the high proportion of learners gaining qualifications in English. Learners develop good language skills, often from a very low starting point. Learners demonstrate a good standard of work in lessons and proceed well between different levels of courses and to further education, training and/or work.
- Learners develop actively the good knowledge and skills they need in both spoken and written English. Their increased understanding of new vocabulary enhances their improved fluency and use of English in everyday life and work. Teachers maintain a good emphasis on correct pronunciation and intonation in all lessons. They focus well on developing learners' employment skills, ensuring learners complete job applications accurately and are well prepared for job interviews.
- Teachers plan a good range of varied learning activities that maintain learners' motivation and interest in learning. However, they do not make sufficient use of everyday reading materials, for example, newspapers, or encourage learners to read more widely.
- Teachers are particularly good at checking individual learning, and give very good attention to learners' accuracy in punctuation, spelling and grammar in writing tasks. While teachers make good evaluative comments on marked work helping learners to improve, they do not provide sufficient opportunity for learners to self-correct their work, with guidance, in order to learn from their mistakes.
- Occasionally, teachers do not reinforce learning well enough, particularly for learners at pre-entry level; this does not provide learners with sufficient understanding to build fully on their existing knowledge.
- Teachers plan learners' courses, including study programmes, well, and include interesting visits and work experience. Although the language of mathematics is included in learning, teachers do not highlight this to learners sufficiently; consequently, learners do not have a good enough understanding of everyday mathematical language.
- Teachers effectively monitor learners' improvement and give good help and guidance in lessons. Teachers work successfully with partner agencies, for example, housing associations to ensure learners receive as much help as possible to stay on their course. Learners receive good advice from teachers on next steps in learning.
- Teachers set clear and detailed targets for learners and give good guidance on what they need to do to improve. Teachers use information on learners' starting points well to place learners on programmes at the appropriate level for their needs. Teachers use the findings from diagnostic assessment well to identify learners' key points for improvement. However, teachers do not routinely integrate learners' individual targets into learning and this slows the improvement of many.
- Teachers ensure a good understanding of equality and celebration of diversity are essential features of all lessons and effectively extend learning as opportunities naturally present themselves. For example, learners discussed the gender of the homemaker following a question from a learner who asked what a househusband was.

The effectiveness of leadership and management

Requires improvement

- Since the previous inspection, the college's grade for overall effectiveness has remained the same because improvements in learner success rates and in teaching, learning and assessment have not been rapid or substantial enough. Managers have not ensured all learners across the

college receive the same standard of good teaching, learning and assessment or succeed equally well.

- The recently appointed Principal and his new senior management team have defined a clear strategy that places improving learners' success at the centre of their actions. Managers and staff at all levels are part of the improvement agenda, and have a clear emphasis on good learning and ensuring all learners complete their courses successfully.
- Management of subcontracted provision is weak, resulting in unacceptably low success rates for learners in music and for a small number of apprentices and learners who study in the workplace. Managers have recently terminated the under-performing provision and the management and quality of the remaining subcontracted learning are now effective.
- Governors hold managers to account for their actions and provide appropriate backing. Their key aim to reduce the current operational deficit continues. Newly recruited members to the board have added recent and relevant financial and education expertise, resulting in a sharper focus on ensuring that all learners experience consistently good or better teaching, learning and assessment.
- Managers' and teachers' response to the opinions of learners is good. Senior leaders place learners' views in the centre of quality improvement. For example, course representatives evaluate formally the quality of teaching, learning and assessment with staff and contribute to and review improvement plans.
- The curriculum and programmes of study broadly meet the needs of learners, employers and the wider community in Brent. Study programmes for learners aged 16 to 18 are appropriate. Programmes to prepare visually impaired learners for employment, and for pupils aged 14 to 16 who are at risk of exclusion from school, are good.
- The well-managed teaching and learning observation system ensures that practice is improving. As a result, more teaching, learning and assessment is good than was the case at the previous inspection, although not enough is outstanding. Performance management is effective.
- Staff review all aspects of the college's provision through self-assessment of performance, including that offered by subcontractors. They identify accurately most of the key strengths and areas for improvement; however, they have not placed enough emphasis on weaknesses in learners' success rates. While quality improvement plans identify appropriate actions for improvement, they lack sufficiently ambitious targets for swift improvement.
- Managers ensure that equality and the understanding of diversity across the college is good. Learners from diverse community and social groups settle quickly into college life and work well together because of the good help and guidance they receive from staff and equality champions.
- The college meets legislative requirements for safeguarding all learners and vulnerable adults. Strong links with the local safeguarding bodies and relevant agencies ensure a safe haven for the many vulnerable learners who attend college. Staff and learners are confident that they know how to report concerns. The college is a safe and welcoming environment in which to learn and work.

Record of Main Findings (RMF)

College of North West London

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	3	-	-	3	-	3	3	-	-
Outcomes for learners	3	-	-	4	-	3	3	-	-
The quality of teaching, learning and assessment	3	-	-	3	-	3	3	-	-
The effectiveness of leadership and management	3	-	-	3	-	3	3	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Engineering	2
ICT for practitioners	2
ICT for users	2
Performing arts	4
Media and communication	2
English for speakers of other languages (ESOL)	2

Type of provider	General further education								
Age range of learners	14–19+								
Approximate number of all learners over the previous full contract year	10,995								
Principal/CEO	Andy Cole								
Date of previous inspection	April 2011								
Website address	www.cnwl.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		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	645	2,967	304	971	348	665	-	12	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	54	625	51	321	-		8		
Number of traineeships	16-19		19+		Total				
	-		-		-				
Number of learners aged 14-16									
Full-time	NA								
Part-time	142								
Number of community learners	NA								
Number of employability learners	259								
Funding received from	EFA SFA (Adult Skills Budget) SFA (16–18 Apprenticeships)								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> Skills Team Ltd Carillion Construction Training Sarina Russo Job Access (GB) Pty Ltd Institute of Contemporary Music Performance (ICMP) 								

Contextual information

The College of North West London is a large general further education college in the London Borough of Brent. The only college in the borough, it offers a wide range of provision on two main campus sites with a range of subcontracting arrangements both inside and outside of the borough. Brent is the most ethnically diverse of the London boroughs with 124 languages spoken in addition to English. Learners' prior attainment when they begin their studies is below the average for level 3 vocational and A-level courses. Eighty-eight percent of learners at the college have prior attainment in English and mathematics at level 1 or below. Unemployment is above the London and United Kingdom average. The proportion of pupils achieving five A* to C grades at GCSE, including English and mathematics in 2013 was below the national average.

Information about this inspection

Lead inspector

Julie Steele HMI

Four of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the interim Vice Principal 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, 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 relevant 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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