

College of North West London

General further education college

Inspection dates	24–27 November 2015
Overall effectiveness	Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Requires improvement
Adult learning programmes	Good
Apprenticeships	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a good provider

- Achievements for apprentices, students with high needs, looked after children and care leavers are high.
- A high proportion of students successfully achieve their functional skills in both English and mathematics.
- Initial assessment is used effectively by teachers to help them plan teaching and learning to meet students' individual needs.
- Teaching and learning are good. Staff are knowledgeable and highly skilled and use their expertise and experience effectively to develop students' skills and knowledge.
- Support for students is highly effective and helps them to make good progress.
- Teachers make good use of local and national skills competitions to raise students' aspirations.
- Well-established links with local authorities and employers ensure the college provides a wide range of courses that closely align to local skills needs.
- Leaders and managers at all levels have successfully raised standards, leading to improvements across the college.

This is not yet an outstanding provider

- The proportion of students aged 16 to 19 on study programmes who successfully gain their qualifications, particularly at entry and intermediate level, is too low. A small minority of teachers do not adequately check students' progress, and the pace of learning for a small minority of students is too slow.
- Leaders and managers do not always monitor the performance of staff effectively to set targets or to identify priorities for training and development.
- Governors do not provide sufficient challenge to leaders regarding the college's overall performance against agreed targets for performance or improvement.

Full report

Information about the provider

- The College of North West London is a medium-sized 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 sites. Brent is the most ethnically diverse of the London boroughs with around 140 languages spoken in addition to English. Just under half of the students attending the college speak English as a second or third language.
- Compared to students nationally, those starting vocational courses at advanced level have achieved less well at school or during previous further education. Eighty-five per cent of students at the college start their courses with English skills at foundation level or below; for mathematics, this figure rises to ninety per cent. Unemployment is above the national rate. In 2015, the proportion of pupils in the borough achieving five A* to C grades at GCSE including English and mathematics was below the London average.

What does the provider need to do to improve further?

- Closely monitor the impact of the actions taken to address the underachievement of students aged 16 to 19 on study programmes, and swiftly implement further improvements as soon as any cause for concern is identified.
- Ensure that teachers use good questioning techniques to further develop and test students' knowledge and understanding to check that all students are ready to progress to the next topic or level of learning.
- Ensure that teachers in all subjects, in particular on study programmes, set students precise targets that relate to their long-term career or study goals. Improve students' involvement in the setting of their targets to help them reflect on the development of their skills and knowledge.
- Ensure consistent use of the college's performance management and appraisal system so that all staff have at least an annual appraisal, discussions with managers regarding staff performance are purposeful and targets set for staff following appraisals are focused on improving teaching and learning.
- Ensure governors monitor the performance of the college more closely against agreed targets for performance and improvement, and, where these are not met, ensure they seek detailed explanation from senior leaders.

Inspection judgements

Effectiveness of leadership and management is good

- Staff and governors have successfully raised standards in most areas of the college since the previous inspection. Students now receive appropriate training and guidance that helps them to maximise their chances of progressing, of gaining employment and of contributing to the economic prosperity of their communities.
- Since the appointment of a new Principal to the college in 2014, governors and leaders have reviewed and realigned the college's vision and strategic priorities. The college's strategic plan appropriately emphasises the skills development of students and the college's contribution in supporting economic growth of the area through education and training. Staff were actively involved in agreeing the new organisational values which now sit at the core of their work, and they understand the strategic priorities of the college.
- Senior leaders and governors have established a comprehensive set of targets for performance that align closely with the strategic priorities of the college. While senior leaders have taken significant steps to improve the quality of the provision, they have not fully met many of the very ambitious targets agreed with governors for 2014/15. Governors have not explored thoroughly enough why the targets were not met and if it was because the targets were overly ambitious or because leaders did not make sufficient progress. At the time of inspection, they had not yet revised the targets for 2015/16 in light of the performance in 2014/15.
- The management skills of staff have improved significantly since the previous inspection and curriculum management is now good. Managers have benefited from a good management development programme that has provided them with the skills and insight they need. Leaders have also introduced much more reliable, efficient and timely management information. Leaders empower managers to take responsibility and ownership for performance in their areas. Managers use management information very effectively to monitor performance and to plan further improvements. Managers have effective processes in place to monitor and assure the quality of subcontracted provision.
- Since the previous inspection, the quality of teaching, learning and assessment across the college has improved and is now good in most areas. Leaders and managers have achieved this improvement through a wide range of staff development initiatives, for example training workshops and conferences, and through team and individual coaching. However, the college does not yet have sufficiently robust arrangements in place to identify which initiatives have the most impact on raising the quality of teaching and learning across the college.
- Leaders and managers do not make best use of performance management and appraisal to help assess the performance of staff, to define targets or to identify priorities for training and development. While the arrangements for staff appraisals are sound and fit for purpose, too few staff benefit from formal appraisals of their performance, and in too many appraisals discussions during the meetings are too superficial and target-setting is ineffective.
- Leaders and managers generally make good use of the results of observations of lessons and self-assessment to evaluate and review the quality of provision in the classroom and across the college. They also gather valuable feedback from students. While the evaluations in the college's most recent draft self-assessment broadly agree with the findings of inspectors, a small minority of strengths were overstated.
- Leaders and managers have developed increasingly valuable links with employers and key representatives in the local community. Local employers recognise the improvements in the quality of provision at the college. Leaders now ensure the curriculum meets the evolving training needs of students and employers well, and also addresses the priorities of the borough and of the London Enterprise Panel.
- **The governance of the provider**
 - The quality of governance is good. A significant proportion of governors are new to the board since the previous inspection. They bring a good range of relevant business and commercial expertise to the board to support leaders in the strategic development, financial management and quality improvement across the college. They also provide significant expertise and strong regional links around the 'Prevent' agenda.
- **The arrangements for safeguarding are effective**
 - Students and staff feel safe around the college. Staff successfully improve students' understanding of equality and diversity, British values, the risks associated with radicalisation and extremism, safeguarding and well-being. The college has suitable procedures in place to identify and support students at risk of harm. Staff promote safeguarding themes comprehensively through a highly

effective college-wide poster campaign, at student induction, through the curriculum and through the tutorial programme.

- The college meets its statutory and other government requirements to safeguard students and to prevent radicalisation and extremism. Governors and staff have received effective training on these topics. Leaders maintain particularly close and effective links with the local police and representatives from the local authority and community to help assure the well-being of students in the college. All staff actively promote safe working practices in and around the college; they educate students on the importance of e-safety well.

Quality of teaching, learning and assessment is good

- Since the previous inspection, managers have successfully supported staff to quickly improve the quality of teaching, learning and assessment across the large majority of provision types. Teachers and assessors have a strong commitment to ensuring that students develop good skills to prepare them for employment or to move on to the next level of learning.
- Teachers in most subjects use a wide range of strategies to make lessons interesting, to maintain students' focus on the topics taught, and to enable them to assess the depth of students' knowledge and understanding. Teachers often inject an element of fun into most lessons, and build a good rapport with students who apply themselves well to the challenges they are set. For example, in childcare, a teacher set students a lively task to evaluate their experiences on work placements, and then skilfully linked this to theories related to children's learning and development. However, a small minority of teachers do not adequately check students' progress and the pace of learning for a small minority of students is too slow.
- Teachers make good use of information learning technology to develop students' knowledge and understanding. Most teachers are skilled at maintaining a brisk pace in lessons and using interactive whiteboards with good supplementary resources. Most lessons contain interactive activities that students complete to check their learning, and provide explanations of complex processes such as mathematical sequences. In most subjects, teachers provide students with good online resources, including extra activities and links to learning-related websites, to help them develop their knowledge outside the classroom.
- Managers have introduced an online system for recording and monitoring students' progress against agreed targets, and staff use this well to help keep students on track. Most teachers and assessors review targets with students on a frequent basis and students in the current year are making good progress. However, in a small minority of subjects, mainly on study programmes for students aged 16 to 19, teachers do not set precise targets for students to help them to understand what they need to do to improve and achieve their qualifications.
- Staff accurately assess the abilities of each student at the start of their course and use this well to place them on the correct programme of study. In the majority of lessons, teachers make effective use of the information they have about students' existing skills to ensure that tasks are matched to suit their needs. However, this is not consistent in all subjects, particularly on study programmes where teachers are less skilled at setting work that is sufficiently demanding for all students.
- Staff quickly identify those students who need extra help and provide them with appropriate personalised support. Staff carefully monitor the progress of the most vulnerable students, such as those who are, or have been, in care, and the support they provide ensures that the large majority achieve well.
- Managers have worked well with staff to improve their skills in teaching English and mathematics on both functional skills and GCSE qualifications, and within vocational training. Teachers assess students accurately and ensure that those who are capable of achieving at higher levels do. Most teachers ensure that students understand how the skills they learn in these subjects apply to their main qualification. However, in a small minority of cases, teachers do not do this well enough, and do not set work that is sufficiently challenging for all students.
- On all provision types, teachers and assessors have improved the way in which they assess students. They plan assessments so that they are staged carefully throughout the year and in most cases provide students with good written and oral feedback that shows them how to improve. In most subjects, teachers use interesting employment scenarios so that students understand how the work they are doing will be used in future jobs and careers, but this requires improvement in a small minority of subjects.
- Teachers ensure students understand and are able to use the skills and knowledge taught; for example, in English for speakers of other languages (ESOL), teachers do this very skilfully and pay excellent attention to strengthening students' pronunciation of words and correcting their construction of sentences

before they take part in speaking and listening activities. However, in a small minority of lessons, teachers do not adequately ensure that students fully understand, or are able to use, the skills or knowledge taught before moving to the next stage of learning.

- Across all provision types, teachers develop students' understanding of social and cultural differences and the importance of appreciating the needs of others.
- Staff are skilled at instigating discussions about equality, diversity, culture and faith during planned tutorials with students; this significantly develops students' understanding of how these themes apply to themselves and others both within and outside of the college.

Personal development, behaviour and welfare is good

- Staff set high standards for students' behaviour and as a result they quickly develop good attitudes to their learning. Students come from a wide range of backgrounds and diverse cultures and staff are highly skilled at ensuring that they integrate and work well with each other. Teachers make good use of group activities during which students support each other well to develop their knowledge and skills.
- Staff are determined to encourage students to participate in democratic processes at the college in order to contribute to the ongoing improvement of services and to understand how to use their voice within society. For example, following representations from students, managers have successfully introduced female-only sessions in the student common room to overcome some students' reluctance to use this social space.
- Staff provide good guidance to students regarding their personal safety, well-being and health. Students know how to stay safe online, and staff provide thorough training to more vulnerable students to ensure their safety in a range of situations. Managers liaise well with outside agencies to ensure students have good access to services such as those for sexual health and support for overcoming emotional difficulties.
- Students have a good awareness of health and safety in practical workshops, classrooms and the workplace. They work safely, for example when handling tools and equipment in areas such as welding and electrical engineering. Students who go on work placements, such as in childcare, are familiar with the regulatory health and safety requirements within their work settings.
- Students' attendance in most subjects is good. Staff pay good attention to underlining the importance of good time-keeping as an essential work-related skill. They have introduced good initiatives, such as a breakfast club for study programme students, which have improved students' attendance.
- Teachers make good use of local and national skills competitions to boost students' confidence, improve their practical skills and raise their aspirations. For example, business and information communication technology students enhance their understanding of how to develop commercial products and services through taking part in an enterprise project sponsored by a major computer manufacturer.
- Students receive good information to help them to select the programme that best suits their abilities and career aspirations, and most students stay to the end of their course. Students receive good guidance about their future study or employment options and the proportion that gain employment or continue to the next level of study is high.
- Staff have taken very decisive actions to promote tolerance, inclusivity and equality among students. They have been bold in their promotion of British values and reinforce the practical guidance provided to students in tutorials, lessons and apprenticeship reviews with a comprehensive poster campaign.
- In the majority of subjects, including hairdressing, beauty therapy and business, staff make good use of work experience to provide students with a full understanding of the demands of employment. Managers have recently strengthened the arrangements for securing work experience for all students through a partnership contract with an external work placement provider; however, it is too early to judge the impact of this very recent initiative. Staff have successfully introduced work experience for adults on ESOL programmes, with around a quarter taking up this opportunity.
- In many subjects, students take part in community projects to improve their experience of working under commercial pressures or to broaden their understanding of the world around them. For example, in construction, students were commissioned to renovate the premises of two cricket clubs and had to meet the exacting standards of finish demanded by the clients.
- Most teachers and assessors pay good attention to developing students' English and mathematics skills. Teachers make extensive use of activities such as group discussions to ensure students develop confidence and accuracy in their verbal presentation and learn to listen to, and further explore, the views of their peers. On apprenticeships, assessors often help apprentices to develop their English and mathematics skills beyond the levels required of their apprenticeship. On study programmes, teachers

have introduced a valuable project in association with an international multi-media news agency to raise the English skills of the most-able students.

Outcomes for learners

are good

- Since the previous inspection, the proportion of students who are successful in achieving their main qualifications has improved so that achievements have now increased each year for the past three years. The large majority of students now make good progress compared to their initial starting points, which are often significantly lower than average. This is particularly true for the very large majority of adult students, most of whom have low levels of skills in English and mathematics when they enrol at the college. The very small minority of students on advanced level vocational courses make the progress expected of them, but few achieve above expectations.
- Achievement of functional skills in English and mathematics for 16- to 19-year-old students is high and above the performance of similar colleges. The performance for adult students taking functional skills qualifications has also improved over time, particularly at entry level in English, mathematics and information and communication technology, and is now good.
- The proportion of students, including those on study programmes, who successfully achieve their GCSE qualifications in English and mathematics at grades A* to C is above that of other similar colleges. However, the number of adult students achieving grades A* to C in English, while improving over time, is not yet good.
- Outcomes for learners with high needs, looked after children and care leavers are good. Teachers and managers accurately identify additional learning needs for these students well and provide effective support arrangements resulting in good outcomes.
- Apprenticeship achievement has improved rapidly since the previous inspection and is now high, with an increasing number of apprentices both at intermediate and advanced levels successfully gaining their qualifications within the planned time. Most apprentices gain permanent employment upon completing their apprenticeship and a few progress to higher education. Outcomes for classroom- and work-based provision provided by subcontractors are high.
- On classroom-based programmes, there are no significant differences in achievement between different groups of students with the exception of students aged 16 to 19 who do not achieve as well as their adult peers. Similarly, there are no significant differences in achievement for apprentices, with the exception of the very small minority who state their ethnicity as African, Bangladeshi, Irish, Pakistani, other mixed and White/Black African who do not achieve as well as other apprentices.
- Since the previous inspection, much-improved tracking of students' destinations allows managers to accurately review how well the range of courses meets students' needs. College data show that the majority of students aged 16 to 19 continue their studies at the college or elsewhere, while, for adults, around half of those studying at entry level and at intermediate level subsequently progress to higher level courses at the college. A minority of adults progress to suitable employment, other further education or self-employment.
- A small, but increasing, number of more-able students are successful in gaining places at Russell Group universities.
- Outcomes for 16- to 19-year-old students on study programmes require improvement. While achievement of students on advanced courses has improved, too few students at entry and intermediate level achieve their qualifications. Managers have taken action to address this, but it is too early to judge whether these new initiatives will lead to improvements.

Types of provision

16 to 19 study programmes

require improvement

- At the time of the inspection there were 1,104 students on a wide range of study programmes in 13 different subject areas. The largest areas are preparation for life and work, science, engineering and manufacturing technologies, construction and the built environment, and information and communication technology.
- Teaching, learning and assessment are not yet consistently good, and outcomes for students on study programmes require improvement.

- In a minority of lessons, teachers do not provide enough imaginative teaching to consistently inspire all students and keep them on task. In weaker lessons, teachers do not provide students with opportunities to develop their knowledge and skills further, and as a result students do not always understand topics well enough and are not able to continue their learning outside of the classroom. In these lessons, teachers' use of directed questioning to confirm students' knowledge is often too generic and students' answers do not always lead to more in-depth questioning by the teacher to confirm that learning is fully secure before a new topic is introduced. In the better lessons, students learn through a broad range of well-structured and appropriate learning activities, including card games, mini-white boards, incomplete-sentence handouts, projects to design leaflets and opportunities to make presentations.
- Specialist teachers in English and mathematics lessons encourage high standards in these subjects and build on students' existing knowledge. However, teachers do not take sufficient opportunities to further check and develop these subjects in vocational lessons. While students' progress is reviewed in tutorials, individual learning plans do not always contain specific and measurable targets for English and mathematics that allow tutors to monitor their progress.
- Teachers set high expectations and manage students' behaviour well around the college and in lessons. Students' attendance and punctuality are generally good. Teachers challenge lateness appropriately and students are reminded of the effect this could have on their learning and in the workplace, thus developing good work-related skills.
- The standard of students' work is generally good. Students receive clear written and verbal feedback and teachers provide detailed and helpful feedback on the technical skills that need to be further developed. Teachers' assessment of learning is particularly thorough for GCSE and functional skills courses. Students show a high level of respect for their peers and work well together, for instance marking each other's work accurately during peer review exercises.
- Teachers make sure that they identify opportunities to develop students' understanding of employability, and equality and diversity, when planning their teaching. For example, in a creative media production session, the teacher skilfully encouraged students to give each other constructive feedback on their edited piece of hand-drawn film and black-and-white computer animation. In a science session, the teacher used nuclear magnetic resonance charts to help students to correctly identify the structure of different chemical compounds.
- Opportunities for work placements to help students get ready for the workplace are good. Students benefit from well-developed work-related activities such as developing their curriculum vitae, participating in mock interviews and carrying out job searches. The college's employability and work experience team work closely with a specialist work placement provider and curriculum staff to assess students' readiness to benefit from external work experience. Work placements are suitably matched to students' needs and interests.
- Study programmes are well planned by managers and are responsive to students' and employers' needs. Staff use accurate employment data to ensure programmes of learning are focused on current labour market demands and predicted future workforce shortages. Students receive good information, advice and guidance and there are clear progression pathways between levels of courses and intended destinations.

Adult learning programmes

are good

- There are 5,303 students studying a range of adult learning programmes across 13 subject areas, the majority being in ESOL, health and social care, and building and construction. The college offers a range of provision based on labour market data that accurately identify the demands for skills and employment across the borough.
- A very small minority of training is provided by distance learning through subcontractors carefully selected by managers. The subcontracted provision allows students to train close to their homes so that they can develop their skills with local employers and progress to higher qualifications easily. The college also provides short courses designed specifically for unemployed adults through its close links with Jobcentre Plus.
- Adult students develop good skills for employment. Teachers make frequent links between theory and its application in the workplace. Managers have ensured that the development of students' work-related skills is well supported by the realistic work environments in many parts of the college. For example, the good resources in refrigeration and air conditioning allow students to develop vocational skills in an environment that closely replicates that found in industry. Staff ensure that students pay close attention

to following industrial health and safety practices such as isolating electrical equipment prior to undertaking repairs or maintenance activities on air conditioning units.

- A small minority of adult students not already in employment benefit from high-quality work experience. In many cases, students find jobs because of these placements. ESOL students are offered a two-week work placement that builds their confidence as well as giving them an insight into the demands of the workplace. Students also gain valuable employment skills from participation in a range of community initiatives. For example, adult students on painting, decorating and plumbing courses assisted with the refurbishment of the Linford Christie Sports Centre.
- Students regularly take part in skills competitions such as WorldSkills which give them a good opportunity to show their knowledge and understanding; students from the college won 10 out of 12 possible medals in the regional heats relating to information and communication technology. Students value the careers advice and the annual careers fair that is attended by around twenty major employers. Progression to employment or further study is good.
- Students are polite and respectful of their peers and of staff and there is a culture of respect across the college. Students work well together and support and evaluate each other's work effectively. In some areas, more-advanced students act as subject mentors for those working a level below them; this has the effect of providing good vocational support for less-experienced students but also builds confidence and promotes team-building between peer groups.
- Teaching is good in a large majority of classes and teachers make comprehensive checks on learning, ensuring that all students are making good progress. For example, teachers carry out immediate checks on learning in Access to Science courses using mini-whiteboards.
- The college's virtual learning environment is used effectively by both teachers and students in the classroom and to enable students to continue learning outside of the planned learning sessions. Teachers plan assessments carefully to match the individual needs of students. Most marking by teachers is accurate and their comments help students to improve their work.
- Teachers compile helpful profiles of their groups which identify individual needs and levels of English and mathematics skills to assist the planning of learning support. Useful short-term targets are set by teachers in discussion with students and are reviewed regularly to ensure that students make good progress. In better lessons, teachers help students to develop their English and mathematics skills by encouraging students to read aloud, make presentations, use and spell technical language and make good use of calculations. Learning support is effective and those with additional learning needs succeed as well as other students.
- In a small minority of classes teachers do not plan sufficiently well to meet students' individual needs and, more generally, teachers do not ensure sufficiently demanding activities for more-able students, which prevents them from making good progress.

Apprenticeships

are good

- The college has 614 apprentices, of whom 375 are on intermediate apprenticeships in construction, civil engineering, air conditioning, plumbing and heating, electrical installation and business administration. A further 234 are on advanced apprenticeships.
- Information, advice and guidance are good. Teachers and assessors use initial assessments and diagnostic assessment very effectively to identify the support needs of apprentices; this ensures that apprentices are placed onto the correct level of apprenticeship.
- Knowledgeable and experienced staff set challenging targets for apprentices and support them well to achieve. Teachers and assessors use their qualifications and vocational experience very effectively to help apprentices to acquire, consolidate and develop their learning, resulting in good outcomes.
- Teachers plan most lessons well and use a wide range of appropriate teaching and learning strategies that keep apprentices highly motivated and enable them to acquire the workplace skills that employers value. Teachers link theory and practice well with good examples from the workplace. In the vast majority of lessons they carefully check learning through a variety of questioning techniques, and often use group work to give apprentices opportunities to learn from each other. As a result, apprentices make good progress. However, in a small minority of lessons, teachers do not check learning carefully enough and apprentices make slower progress.
- Apprentices benefit from very good assessment. Assessors use questioning well to check and confirm the breadth and depth of apprentices' understanding. Apprentices' portfolios are mostly well organised and include a range of work that shows how their vocational skills are developing over time. Staff provide

helpful advice and correct spelling and grammatical errors in apprentices' written work.

- Apprentices develop good English and mathematical skills and understand the importance of these skills in their work roles. For example, in plumbing, a tutor made good use of an exercise on different measuring systems and the importance of using correct industry standard terminology to develop apprentices' understanding of the importance of accurately measuring and recording the amount of pipework required to install a heating system.
- Assessors carry out frequent and timely reviews of apprentices' progress in the workplace. Since the previous inspection, college managers have worked successfully with assessors to improve the quality of the recording of reviews. Apprentices are confident to reflect on their progress and through reflecting they are able to identify what they need to do to improve their work.
- Employers give good support to apprentices. The college works closely with over 250 high-quality employers, and apprentices gain good vocational experience on a range of prestigious projects such as the Thames Tideway Tunnel and The Garden Bridge. Employers and assessors make effective use of industry-standard resources both at college and in the workplace to help apprentices to learn and to develop their skills. Apprentices make good use of their employers' facilities and resources to develop highly relevant vocational and work-related skills.
- Apprentices quickly develop a good attitude towards their learning and become effective members of their employer's workforce. Virtually all apprentices are successful in gaining permanent employment.
- Apprentices feel safe and adopt safe working practices. They have a clear understanding who to approach if they have any health and safety or safeguarding issues; they have a good understanding of equality and diversity and treat others with respect.
- Students' attendance at college on a minority of apprenticeships requires improvement, particularly in carpentry and mechanical services.

Provision for students with high needs

is good

- The college has 63 students from four local authorities on programmes specifically designed for students with high needs. A further 13 students with high needs are on mainstream programmes across the college.
- Managers and teachers have successfully built a range of good links to the wider community that teachers use to broaden and enrich students' learning. For example, students are working on an animation project as part of Create, a Brent arts project, while other students produce bat boxes as part of the Gladstone Park urban regeneration project.
- Staff manage the transition from school to college for students with high needs particularly well. Managers work well with local social and health services to ensure students with education, health and care plans receive appropriate support when moving on to the next stages of their learning. Managers also ensure that parents and carers are well informed and are able to contribute to planning the transition from school to college.
- Partnerships with local schools are good and managers and teachers use them well to help ensure that pupils are well supported and their learning needs are carefully planned for. One local school has two full-time classes of final-year pupils already attending the college to help them to make a smooth transition once they leave school. Around half of these pupils successfully progress on to a range of full-time courses at the college.
- Staff assess students' initial starting points accurately and use the results from diagnostic tests well to plan an appropriately individual programme of learning and support that best meets each student's specific needs.
- Teachers and support staff plan lessons that motivate and engage students well, and as a result most students make good progress, both within the specialist provision and on vocational courses across the college.
- Students quickly improve their social skills through a range of well-planned and managed practical workshop activities that build upon their prior learning and extend their ability to confidently use English and mathematics in a range of settings. For example, students work in teams to prepare and cook food, to manage money and to communicate with customers by running a lunch club. They also develop a good understanding of health and safety practices, such as the importance of preparing and handling food correctly.
- In the vast majority of lessons, teachers use questioning well to prompt students, check their understanding and monitor their progress; they make effective use of peer assessment and provide

helpful feedback to students on how they can improve the standard of their work. However, in a few lessons, students are not provided with enough time to reflect sufficiently before the teacher provides them with the answer.

- Students are supported well by qualified and experienced staff. Staff use their Makaton training effectively to help to extend students' communication skills. Students with visual impairment benefit from highly skilled staff working with a wide range of adaptive technologies to develop their confidence and skills towards independence.
- Students work confidently towards personal and learning targets and regularly update their electronic learning plans to record the knowledge and skills they have gained. Staff accurately capture the progress students have made over time and routinely plan appropriately challenging learning goals with them.
- Attendance and punctuality are very high. Students feel safe in college and are confident to participate in all areas of college life.

Provider details

Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	11,400
Principal/ CEO	Andy Cole
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+
	461	2,254	308	2,058	335	747	8	244
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18		19+	16–18	19+	16–18		19+
	48		327	57	177	0		5
Number of traineeships	16–19			19+		Total		
	0			0		0		
Number of learners aged 14–16	0							
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">■ BIS Henderson Limited■ Community Systems (North London) Limited■ Keyrail Training Solutions Limited■ Learning Curve (JAA) Limited■ Skills Team Limited■ Skills Training UK Limited■ The Skills Network Limited■ Umbrella Training and Employment Solutions							

Information about this inspection

Inspection team

Victor Reid, lead inspector	Her Majesty's Inspector
Rieks Drijver	Her Majesty's Inspector
Peter Nelson	Her Majesty's Inspector
Sarbdip Noonan	Ofsted Inspector
Heather Barrett-Mold	Ofsted Inspector
Josephine John	Ofsted Inspector
Lesley Talbot-Strettle	Ofsted Inspector

The above team was assisted by the vice-principal – curriculum teaching and quality, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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