

Barnet and Southgate College

General further education college

Inspection dates

4–7 December 2018

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

Summary of key findings

This is a provider that requires improvement

- Leaders and managers do not have an accurate overview of the progress that students make during their courses, and so are unable to ensure that students make good or better progress.
- Teachers do not provide students with sufficiently inspiring and challenging tasks to ensure that they develop higher-level skills.
- Leaders and managers do not monitor the quality of teaching, learning and assessment in subcontracted provision well enough.
- Too few students attend lessons frequently enough. Attendance at English and mathematics lessons is poor.
- Too few adult students and students on 16 to 19 study programmes make good or better progress, and too few students on A-level programmes gain their qualifications.
- Teachers do not ensure that students develop their skills in English and mathematics sufficiently well so that they can gain their qualifications.
- Teachers do not provide students with sufficiently detailed or helpful feedback on their work, so that students know how to improve.

The provider has the following strengths

- Senior leaders and governors are effective at ensuring that the curriculum offered meets local and regional skills priorities.
- Senior leaders and managers have created a welcoming and inclusive college, in which students feel respected and safe.
- Adult students and those on 16 to 19 study programmes receive high-quality careers advice and guidance which help them to move on to further study or employment.
- The majority of students on vocational programmes develop good practical skills and are well prepared for future employment.
- Apprentices develop good knowledge and practical skills as a result of effective teaching and training.
- Students on study programmes and those on programmes for learners with high needs develop a good understanding of the world of work, through taking part in high-quality work placements and work-related activities.

Full report

Information about the provider

- Barnet and Southgate College is a medium-sized general further education college predominantly serving students in the London boroughs of Barnet and Enfield. The college has four main sites and two specialised training centres, one for hospitality, catering and retail in Finchley and an automotive body and paint-spraying centre in Enfield. The college was formed on 1 November 2011 with the merger between Barnet College and Southgate College. This is the first full inspection as a merged college.
- The large majority of students are on full-time study programmes and adult learning programmes. A small proportion of students are on apprenticeship programmes, the majority of whom are adult apprentices studying at intermediate level. The college works with a small number of subcontractors to deliver apprenticeships and adult education. The college also has provision for around 208 students in receipt of high-needs funding.

What does the provider need to do to improve further?

- Leaders and managers should monitor the quality of subcontractors effectively, including the quality of their teaching, learning and assessment, so that they can ensure that the quality of subcontracted provision is at least good.
- Leaders and managers should monitor students' progress accurately, so that managers can intervene swiftly when students are at risk of not completing their courses.
- Leaders and managers should put strategies in place to ensure that those students who study A-level programmes complete their courses and achieve their qualifications.
- Leaders and managers should improve the quality of teaching, learning and assessment by:
 - providing teachers, including agency staff, with relevant and targeted support so that they improve their practice swiftly
 - ensuring that teachers provide students with inspiring and challenging activities that help them to develop their knowledge and skills, so that they make good or better progress
 - ensuring that teachers give their students detailed and helpful feedback on their work, so that they know what they need to do to improve.
- Leaders and managers should improve students' attendance by putting effective strategies in place which teachers implement consistently.
- Teachers should develop students' English and mathematical skills, so that a greater proportion of students improve their GCSE grades.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, leaders and managers have been unable to maintain the quality of provision at the college. Arrangements for assessing and improving the quality of teaching, learning and assessment are not sufficiently robust. Managers observe lessons frequently and carry out performance discussions with teachers to identify and agree areas for development. Their interventions, however, have not improved the quality of teaching enough. Senior leaders have recently invested in a team of teaching and learning coordinators to manage the work of the coaches who support teachers to improve their practice. This initiative has not had sufficient time to impact on the quality of teaching, learning and assessment.
- Leaders have put in place procedures to monitor the performance of curriculum areas but do not ensure that the information they use is sufficiently detailed to judge accurately the quality of provision. They do not know whether interventions that managers have put in place have been successful.
- Leaders and managers do not monitor the quality of subcontracted provision well enough. They are too reliant on the judgements of other contractors in assessing the quality of teaching, learning and assessment. When leaders identify issues, such as problems in accessing employers to visit apprentices, they are unclear what action has been taken, or whether the issue is resolved. The actions they set for subcontractors to improve are not sufficiently detailed and, as a result, improvements in the quality and performance of subcontractors are not rapid enough.
- Leaders have put in place a revised approach to performance management. Managers carry out monthly performance discussions with staff and, when they identify underperformance, they put in place a programme of staff development activities. They do not, however, monitor closely enough the impact of staff development to ensure that they raise standards swiftly enough.
- Leaders, managers and governors work effectively with the local community and employers to put in place a curriculum which reflects skills needs and meets local and regional economic priorities. They and their staff work closely with stakeholders, such as the local authority and local enterprise partnerships, to develop programmes that meet their specific needs.
- Leaders and managers have rectified some of the areas of weakness identified in the previous inspection report. They have identified areas of poor quality in the underperforming subcontracted provision and reduced the number of subcontractors with whom they work. This is beginning to improve the quality of the apprenticeship provision, which is now judged to be good. Leaders still need to take further action to improve students' achievements in English and mathematics and to improve students' attendance.
- Leaders and managers monitor the progress of different groups of students closely to ensure that no group achieves less well than others.
- Leaders and managers promote equality and diversity very well. They have created a college with a welcoming environment which has an inclusive and tolerant culture. Students treat each other with respect and receive good preparation for living in a diverse

society.

The governance of the provider

- Governors work closely with the senior leadership team to shape the vision and strategic direction of the college, in order to meet the needs of students and of the local community. Governors have the relevant skills and experience so that they can provide senior leaders with effective challenge.
- Governors take an active role in college life. They visit the college often and participate in an effective governor-link programme, so that they have a detailed understanding of different aspects of the college. They work effectively with, and provide challenge to, managers to assess performance and set targets for improvement.
- Governors have a good understanding of the main strengths and weaknesses of the college. They receive frequent updates on progress against agreed indicators, so that they know broadly how well the college is performing. However, they do not always receive sufficiently detailed information about areas of performance, to enable them to have an exact understanding of the progress that managers are making in securing improvements.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers place the safeguarding of students as a high priority. Students feel safe and are safe at college. They know how to report any concerns that they might have through a dedicated safeguarding email address or to a safeguarding lead. Leaders and managers have put appropriate arrangements in place to keep the very small number of students aged 14 to 16 safe. Although teachers have discussed radicalisation and extremism with students, too many students cannot explain the risks associated with these sufficiently well.
- Students have a good understanding of health and safety and they work safely in practical classes and in workshops. Staff carry out appropriate risk assessments to ensure that students and apprentices are safe in the workplace.
- Leaders have put relevant procedures in place to check that staff are suitable to work with young people and vulnerable adults. They have met the requirements of the 'Prevent' duty and have set up a robust approach to training staff. All staff receive safeguarding training appropriate to their role within the college, and they receive annual update training to ensure that their knowledge is current.

Quality of teaching, learning and assessment

Requires improvement

- Since the previous inspection, staff have not maintained the quality of teaching, learning and assessment, and in too many curriculum areas and provision types it requires improvement. Teachers do not always provide students with sufficiently inspiring or challenging tasks to enable them to develop higher-level skills or extend their learning beyond that required for their qualification.
- Teachers assess students' knowledge and skills thoroughly at the beginning of their courses. They use a variety of assessment techniques to ensure that students are on the

correct course. They identify their learning needs swiftly. Teachers do not use this knowledge of students' starting points well enough to plan learning so that students make good or better progress.

- Teachers and support staff do not work closely enough in lessons to help students who have additional learning needs to make good progress. Too often, teachers and learning support assistants do not follow the recommendations in students' learning plans. In a small minority of lessons, learning support assistants complete tasks for students, so that students receive insufficient challenge to work independently.
- Too few teachers check that students understand basic concepts and knowledge prior to moving on to the next task. As a result, the more able students complete tasks swiftly and receive insufficient challenge, while less-able students do not understand how to complete activities. Too often, teachers' feedback does not help students to understand what they need to do to improve the standard of their work. Tutors and assessors on apprenticeship programmes provide apprentices with effective feedback on their work.
- Teachers do not routinely record students' progress and achievements, or the interventions and support that they put in place. As a result, managers and teachers do not know how well individual students make progress against their targets. They do not intervene swiftly enough when students fall behind with their work or are at risk of not completing their course.
- Students enjoy their lessons and the vast majority are enthusiastic and motivated to learn. Teachers focus strongly on enabling students to achieve their qualifications and provide them with appropriate tasks and activities to do so.
- The majority of students and apprentices develop good practical skills. For example, students on 16 to 19 study programmes develop good skills in hairdressing, make-up and carpentry. In these lessons, teachers support students to work to high standards and complete tasks within industry timescales. This prepares them well for employment.
- Teachers use information technology well to enhance learning. Students on childcare courses use their knowledge of information technology to design quizzes for their client groups. They use these in their work placements, and to plan professional development activities. Adult students use online resources remotely in order to improve their knowledge, and they work on tasks independently.

Personal development, behaviour and welfare

Requires improvement

- The majority of students produce work of a standard that meets the requirements of their qualifications. However, teachers seldom motivate students to produce work of a higher standard. Consequently, too few students achieve the high grades of which they are capable.
- Students on 16 to 19 study programmes and adult learning programmes do not develop their English and mathematical skills sufficiently in lessons. Teachers do not routinely correct errors in students' spelling and punctuation. Consequently, students do not understand the errors that they make, or how to improve. Tutors and assessors on apprenticeship programmes do not develop apprentices' spoken English skills sufficiently. For example, they do not develop the higher-level skills needed to work in customer service roles. Childcare students develop their use of technical language well and can

speaking confidently about their roles in a school setting.

- Too few teachers help students learn how to use their mathematical skills within vocational and academic lessons. Teachers on access to higher education courses develop students' mathematics skills well in work-related contexts and, as a result, students receive a good preparation for higher study.
- Students' attendance in lessons is poor. Students on 16 to 19 study programmes and adult learning programmes do not attend their lessons frequently enough. Too many students do not attend their English and mathematics lessons. Attendance rates in this academic year are declining. Apprentices' attendance is good.
- Almost all students on 16 to 19 study programmes who do not plan to progress to higher education take part in carefully planned work-experience placements. The large majority of students have placements which closely match the subject areas that they study. Teachers prepare students well for their work placements. They use a structured employability programme that covers topics such as interview skills and employers' expectations. The small proportion of students who do not participate in work experience take part in a range of work-related activities, so that they have a good understanding of employment. Students with high needs participate in external work placements. Students who are not yet ready to do so take part in internal work placements or work-related activities.
- Staff provide students with an extensive programme of careers education, information, advice and guidance. Careers advisors are well qualified and give relevant and valuable information to students. Careers guidance for students who have high needs is effective, and they participate in cross-college careers events. Teachers on supported learning programmes provide advice and guidance in tutorial lessons. Students benefit from a wide range of activities including outside speakers.
- Students benefit from a broad enrichment programme to develop their cultural awareness, fitness and well-being. For example, they attend theatre trips, participate in a range of sporting activities, and attend sessions which improve their understanding of mental health and resilience. Apprentices in the paint-spraying area take part in car restoration projects. Health and social care and dental technician apprentices take an award in assisted-living awareness.
- Teachers integrate equality and diversity well into lessons. As a result, students recognise and value each other's differences and work harmoniously. English for speakers of other languages (ESOL) students discuss the use and benefits of parking bays for 'Blue Badge' holders. Childcare students compare approaches to special educational needs in different countries.
- Students and apprentices feel safe and are safe at college, in community venues and in the workplace. Students and apprentices behave well in lessons and around the campus. They are respectful to each other and to staff. Teachers ensure that students with high needs are aware of 'stranger danger'. They know whom to go to if they have concerns.
- Most students have a basic understanding of the risks associated with radicalisation and extremism but are unable to discuss the relevance of them in their everyday lives. Students know how to keep themselves safe online.

Outcomes for learners

Requires improvement

- The proportion of students on 16 to 19 study programmes at level 3 who achieve their qualifications is too low. Too few students who start A-level qualifications achieve a pass, mainly because they leave at the end of their first year. At level 2 and below, the proportion of 16 to 19 study programme students who achieve their qualifications is high.
- Most students on adult learning programmes achieve their qualifications. However, the proportion who achieve their qualifications at level 2 is too low.
- In 2016/17 and in 2017/18, too few apprentices achieved their qualifications within the planned timescales. A high proportion of apprentices who studied at the college achieved their qualification, but too few did so within the planned timescales. Most current apprentices make the progress expected of them.
- Students on study programmes and adult learning programmes do not develop their knowledge and understanding sufficiently well. Although most students develop their knowledge so that they pass their qualifications, teachers do not challenge them to make better progress. The data that managers use to judge the progress of students is not sufficiently accurate for them to identify swiftly when students make poor progress.
- The proportion of 16 to 19 study programme students who achieve GCSE English and mathematics grade 9 to 4 is above the low national rate. A large proportion of these students have not previously taken a qualification in English or mathematics. Too few students who have previously achieved a grade 3 or equivalent in these subjects gain a grade 4 or better.
- Students on 16 to 19 study programmes develop good practical skills, particularly in hairdressing and carpentry. Apprentices develop their theoretical knowledge and practical skills well.
- The majority of students move on to positive destinations. A high proportion of adult students progress into employment, and smaller numbers move on to further study. The large majority of 16 to 19 study programme students move on to higher-level qualifications or employment. A high proportion of students with high needs who do supported internships secure employment.

Types of provision

16 to 19 study programmes

Requires improvement

- The college has 2,600 students on study programmes. Half of the students are on level 3 programmes, with the remainder studying at level 2 or below. About 250 students study on A- and AS-level programmes.
- Teachers record students' skills and knowledge at the beginning of their course well. However, they do not use this effectively to plan learning that meets the needs of individual students. Too often, teachers do not set tasks that challenge the more able students or ensure that the less able students understand what they need to do. As a result, too few students make good or better progress in developing their knowledge and skills.
- Teachers do not ensure that learning support assistants provide students who have

additional learning needs with the necessary help. Too often, teachers do not ensure that learning support assistants know what they should do in lessons and, as a result, they do not provide relevant support. In fashion and applied science, support assistants work effectively with teachers to ensure that the students they support make good progress.

- Attendance in too many lessons is poor. The students who do not attend lessons make poor progress. Teachers do not have high enough expectations that students will attend all their timetabled lessons. Attendance at English and mathematics lessons is too low.
- Teachers do not provide students with sufficiently detailed or helpful feedback, either in lessons or for their written work. When teachers use questioning to check or consolidate learning, it is too often at a superficial level. They do not challenge students to provide in-depth responses, think about their answers more broadly or extend their higher-level thinking skills.
- Teachers ensure that students have a good understanding of their career opportunities. They work effectively with careers advisers in the college. They provide students with a wide range of speakers and visits to broaden their understanding of their career options. Students are able to speak confidently about their career aspirations and understand what they need to do to achieve their plans. Teachers give very good support to those students planning to move on to higher education. The very large majority of students are successful in securing places on their chosen courses.
- Students on most vocational courses develop good practical skills which prepare them well for employment. In a level 1 plumbing class, students articulate how to bend pipes. In a multi-skills lesson, students cut and measure joints. Level 3 hairdressing students confidently explain the treatments they would use to meet the specific needs of clients, and how they would exceed their clients' expectations of customer service.
- Students have a good understanding of equality and diversity. Teachers plan well to develop students understanding of the diverse communities in which they live. Level 3 sports students plan training programmes for clients who have disabilities and discuss how they can adapt activities to meet their needs. In the art and design area, students work on projects that raise awareness of mental health issues.

Adult learning programmes

Requires improvement

- There are 5,400 adult students at the college. Adult learning programmes consist of four main strands. ESOL represents the largest proportion of the provision. College staff subcontract a smaller proportion of adult provision, mainly English, mathematics and small number of vocational programmes and ESOL. The remainder of the provision consists of community learning and access to higher education courses.
- Teachers do not consistently provide students with helpful feedback on their work. Too often, feedback lacks detail and students do not know what they need to do to improve the standard of their work. In a minority of areas, for example in early years, teachers give detailed feedback to students and, as a result, students' work improves.
- Teachers do not routinely take account of the different starting points of students. As a result, the more able students often complete tasks swiftly, but teachers do not provide them with more challenging activities to develop their knowledge. Less-able students are often unclear about what they need to do and do not complete their tasks.

- Teachers do not use recently introduced methods for tracking students' progress effectively. They do not routinely record students' agreed targets or review them frequently enough. As a result, they do not have a good enough knowledge of each student's progress.
- Too often, teachers do not check that students understand concepts sufficiently before they move on to the next task. When teachers use questioning to check learning, they do not ask students to explain their responses or to give more in-depth answers. Too often, the more able students call out answers to questions and do not allow others to respond. In a minority of cases, teachers answer questions for their students.
- Too many teachers have low expectations of students' punctuality. In hair and beauty, too many students arrive at their lessons late. Teachers do not consistently make clear that students need to arrive at lessons at the scheduled start time. Consequently, students' late arrivals disrupt the beginning of lessons and delay students' learning.
- Too few students on adult programmes complete assignment work by the deadlines set, or complete work to the expected standards for their courses. Students on electrical installation courses make good progress with their knowledge and skills. Students on early years courses produce good standards of work.
- In ESOL lessons, teachers develop students' vocabulary and speaking skills well by discussing contemporary topics, such as driving in the United Kingdom. Teachers encourage ESOL students to participate in national reading initiatives. Those who take part broaden their reading and now enjoy reading novels. In GCSE English, students develop good vocabulary related to language structure and identify metaphors and similes within texts.
- Teachers in mathematics lessons do not develop students' skills sufficiently. In ESOL lessons, students can explain mathematical terminology, such as units of measure, and accurately identify when to use these terms. However, teachers do not improve students' ability to use this knowledge to solve mathematical problems.
- Community learning programmes meet the needs of the local community well. Managers design courses effectively to close local skills gaps. For example, local early years consortia help design childcare courses in a local primary school and children's centre which meet the needs of local parents and employers. Partnership work with, for example, job centre plus is highly effective in supporting students who have not previously been to college to attend courses in community venues. A minority of these students gain voluntary or paid work because of their attendance on their courses.
- In most lessons, teachers plan a broad range of activities that motivate adult students and those students who have not recently been in learning to participate well. Teachers encourage students to work collaboratively, discuss ideas and develop their communication skills. Students, particularly those new to learning, become more confident and provide good support for each other. Teachers use students' own experiences effectively to promote discussion and contextualise learning.
- Students develop good practical skills that prepare them for future employment. In beauty therapy lessons, level 2 students work with industrial-standard resources. They use them confidently to assess clients' skin types and to treat clients with the appropriate products. Students apply their understanding of health and safety well, such as when dealing with the risks of cross-contamination.

- Adult students feel safe in college and in community venues. Most have a good understanding of how to keep themselves safe. Too many, however, do not have an in-depth knowledge of the risks of radicalisation or extremism.

Apprenticeships

Good

- Of the 450 apprentices on programmes, the majority are on framework qualifications and a small proportion are on standards. Most apprentices are 19+ and study at intermediate level. The highest proportions of apprentices take qualifications in improving operational performance, sales and telesales, and plumbing and heating.
- Leaders and managers have recently reviewed their approach to the apprenticeship provision and have reduced the proportion of apprentices in subcontracted provision. College staff now teach the majority of apprentices directly. As a result, leaders have been able to put interventions in place to rectify previous weaknesses. Where appropriate, they have removed poor provision. A small proportion of apprentices are completing their apprenticeship with subcontractors.
- Tutors and assessors use theory lessons well to ensure that apprentices have a good understanding of how off-the-job training informs their understanding of workplace tasks. As a result, apprentices on most courses develop good practical skills and knowledge. Dental technician apprentices have a good knowledge of the anatomy of facial bones and muscles and apply this knowledge well in the workplace. Apprentices on software development courses develop their off-the-job skills well in the use of browser and Java script.
- Tutors and assessors use technology effectively to support apprentices. Apprentices use online resources, including professional websites, to enable them to develop their understanding of professional practices and to work independently outside lessons. Apprentices on the dental technician apprenticeship use three-dimensional technology in creating crowns and implants.
- The majority of apprentices have frequent reviews with their tutors. These help apprentices to understand the progress they make. Tutors work closely with employers to ensure that apprentices make good progress.
- The standard of apprentices' written work is at an appropriate level for their course. The large majority of assessors and tutors give helpful feedback to apprentices which helps them to improve their work. Assessors and tutors do not give sufficient encouragement to apprentices to achieve more than the minimum grades. In a small minority of instances, feedback does not provide sufficient detail for apprentices to understand how they need to improve.
- In the majority of lessons, tutors and assessors develop apprentices' skills and knowledge well. Assessors question apprentices thoroughly to check their understanding. They encourage apprentices to explain their responses and to demonstrate a deeper understanding of concepts.
- Apprentices on standards qualifications have a good understanding of the qualifications that they are studying within their apprenticeship, and how these contribute to their future careers. A few apprentices do not have a good enough understanding of their end-point assessment, or that they have the opportunity to work towards high grades.

- Tutors and assessors do not focus sufficiently well on the development of apprentices' English skills in lessons or in their written work. When tutors identify apprentices whose English skills are well below the level of their course, they do not plan to develop individual apprentices' skills. In business administration and customer service, apprentices receive encouragement to take English and mathematical qualifications that are beyond the requirements of their apprenticeship.
- Apprentices have a very good understanding of safe working practices in the industries in which they work. For example, plumbing apprentices accurately identify risks in the plumbing workshops and dentistry apprentices know the hygiene risks in dental surgeries.
- Too many apprentices have only a basic understanding of the 'Prevent' duty and the risks associated with radicalisation and extremism. Apprentices do not have a good understanding of how to keep themselves safe online.

Provision for learners with high needs

Requires improvement

- Currently, 317 students with high needs or with education, health and care plans attend the college. Of these, 119 are on academic and vocational programmes and 198 are studying on supported learning programmes. The number of students on supported internships is small. Students on the supported learning programmes follow one of three learning paths, ranging from pre-entry to level 1.
- The arrangements for assessing learners' starting points on supported learning programmes are not effective enough. Teachers rely too much on the information provided on education, health and care plans and do not ensure that this reflects students' needs fully.
- Teachers do not translate the outcomes of education, health and care plans into meaningful targets for students. In reviews of progress, teachers often identify that students have improved, but do not make clear the areas in which they have improved. Consequently, students are not clear about the progress that they make. On academic and vocational programmes, advice and guidance staff make sure that students enrol onto courses that suit their needs.
- Teachers on supported learning programmes do not routinely provide enough opportunities for students to reflect on their work and share their understanding and experiences with others. Teachers focus on task completion and do not allow students sufficient time to develop or consolidate their social and communication skills well.
- In lessons for students with the most profound and complex needs, teachers and support staff do not make effective use of specialist assistive technologies, such as switches and eye gaze. As a result, students are unable to make their needs understood sufficiently or communicate effectively with others.
- In supported learning lessons, teachers do not plan or teach lessons well enough to meet the needs of individual learners. They do not make effective use of the large number of support staff to enable students to have individualised support and learn to become more independent.
- Teachers and support staff do not give helpful feedback to students. Too often, they praise students' work without explaining what it is they have done well. Teachers do not provide sufficient information, in marked work, for students to know what they need to do

to improve. For example, when teachers correct spelling errors, they do not help students to develop strategies to improve their spelling. As a result, students continue to make the same errors. Teachers do not develop students' mathematical skills sufficiently.

- Teachers prepare students with high needs very well for their transition into college. They visit their schools and hold taster days so that students are familiar with the college environment and the staff who will teach them.
- Teachers and support staff on supported learning programmes manage students' behaviour very effectively. They know their students well and take swift action to support students to remain in lessons and behave respectfully to each other. As a result, students participate in learning.
- Students on the supported internship programme in partnership with Transport for London gain valuable skills, such as working in teams and communicating effectively in a range of settings. Many workplace managers have gained a better understanding of the contribution that people who have disabilities make in the workplace.
- Students feel safe in college. They understand how to keep themselves safe from strangers and know whom to go to if they need to report an issue. Students are able to make their views known at the college and act as student representatives.
- Leaders and managers use the funding for high-needs students well to support them. They have invested in high-quality, specialist resources, such as a hydrotherapy pool and a trampoline. Managers allocate staff to meet the needs identified in students' education, health and care plans.

Provider details

Unique reference number	130425
Type of provider	General further education college
Age range of learners	14+/16+/16–18/19+
Approximate number of all learners over the previous full contract year	14,377
Principal/CEO	Mr David Byrne
Telephone number	02082008300
Website	www.barnetsouthgate.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	470	3018	899	1434	1310	624	15	324
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	38	255	26	90	6	37		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	2							
Number of learners for which the provider receives high-needs funding	208							
At the time of inspection, the provider contracts with the following main subcontractors:	Work Works Training Solutions Promise Training Centre Strive Training (London) Ltd Gateshead College Net Security Training TXM Academy Free2Learn							

Information about this inspection

The inspection team was assisted by the director of quality and learner experience, as nominee. 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 learners 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.

Inspection team

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