

Haringey Sixth Form College

Interim visit report

Unique reference number:	139363
Name of lead inspector:	Rebecca Jennings, Her Majesty's Inspector
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Type of provider:	Sixth-form college
Address:	White Hart Lane London N17 8HR

Interim visit

Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out 'interim visits' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners and apprentices in this period, including those with high needs and those with special educational needs and/or disabilities.

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

Information about the provider

Haringey Sixth Form College is an academy for students aged 16 to 19 years and is based on a single site on the eastern side of Haringey, North London. At the time of the visit, 1,218 students were studying education programmes for young people. The large majority of students study vocational programmes, from entry level through to level 3, in areas such as: health and social care, media, business, applied science, law, applied psychology and criminology. There are 126 students enrolled on A-level courses. There are 136 students in receipt of high needs funding, including approximately 70 who are studying a specifically designed entry-level programme. Around half of the students at the college are entitled to free school meals.

What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?

In the summer, leaders conducted a survey to determine how best to teach the students. Leaders, managers and stakeholders agreed that students would benefit most from attending the college in person. Leaders kept the college open from September 2020 and throughout the autumn term. Stakeholders spoke about the importance of the sense of community at the college, which they feel is a safe space. Leaders offer students an experience that is as similar as possible to the period prior to the outbreak of COVID-19. Leaders issue laptops to students who are isolating, if they need them, so they can join live lessons online.

Where COVID-19 restrictions mean aspects of programmes cannot take place, leaders and managers have arranged alternative experiences. Leaders train staff and students to use online software, to help them develop information technology skills and in case of any further restrictions. Leaders provide updates to parents about students' progress, through virtual parents' evenings and access to the online progress-tracking system.

Leaders and managers spoke about how they are mitigating any possible negative impact of centre-assessed grades on students. They have implemented motivational

workshops. They have also implemented an examination strategy to help support students who did not sit their GCSE exams. Teachers set students an additional assessment and online learning over the summer, to ensure they enrolled on the right programme.

Stakeholders and managers acknowledge that a key challenge for students is the achievement of English and mathematics GCSEs. Managers found that students studying towards GCSE English had gaps in their knowledge of punctuation and narrative structure. Staff encourage students who have not achieved GCSE grade 4 or higher in English and mathematics to enrol on vocational courses with fewer modules. This enables students to focus on achieving the grades they need in English and mathematics alongside their diploma.

Leaders and managers employ additional staff to support students who require extra support, and to teach the increased number of students studying health and social care.

What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?

Teachers have reordered much of the curriculum. In part, this is in response to recommendations from awarding bodies. They have prioritised teaching the mandatory modules early in the academic year. Managers have also adapted their approach to assessment, in certain areas, to meet the new requirements of examination boards. They help students prepare for assessments that have also been brought forward. On more vocationally focused programmes, they front-load much of the practical course content, in case of future restrictions.

Staff and managers at the college ensure that students have access to a broad enrichment programme, including a range of sports and social activities. This is particularly important to make up for the current lack of social opportunities outside the college due to COVID-19 restrictions.

Staff have attended a series of training programmes focusing, for example, on teaching effectively through using online learning programmes. Staff record lessons so that students can access them at different times. They are also able to provide feedback and assessment to students more quickly, as written work is now often submitted online. Staff have been allocated into 'learning triads', so they can experiment and share ideas and best practice, to help improve their teaching.

The current social distancing arrangements in the college require teachers to teach most lessons from the front of the class. This limits opportunities for group and discussion-based work during lessons. Some staff overcome this by using online software for group discussions and interactions during lessons.

Staff have identified that new students, particularly those recruited from Year 11 at school, have significant skills gaps in their study skills, timekeeping, personal

organisation and examination technique. For example, students often struggle to interpret questions. When they know the answers to questions, they tend not to provide well-structured responses. Teachers support students to develop their examination techniques, particularly for the new vocational qualifications which are available this year.

How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?

Students feel safe around the college. They believe the arrangements and briefings, that staff have provided, help maintain a safe environment. Safety measures include availability of hand sanitiser, wearing masks in public areas, and seating plans in lessons.

Leaders provide staff with training about safeguarding issues. Staff know how they might identify risks, for example, of malnutrition during isolation, particularly for students who would normally receive free school meals. Staff indicate that they maintain a good support and tutorial programme to help assure students' welfare. For example, they liaise with parents and, where appropriate, doctors and social workers. Leaders have increased students' access to support from mental-health specialists and a sexual-health nurse.

Leaders communicate with students about safety and welfare, through the tutorial programme. Tutors raise students' awareness of the 'Prevent' duty and online safety, and the risks associated with mobile applications, county lines and online grooming. Leaders provide students with contact details of agencies, such as Samaritans, should they need support over the Christmas holidays.

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