

## College of North East London

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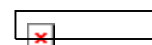
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#### **Basic information about the college**



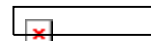
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Name of college:	College of North East London
Type of college:	General Further Education
Principal:	Paul Head
Address of college:	Tottenham Centre High Road London N15 4RU
Telephone number:	020 8802 3111
Fax number:	020 8442 3091
Chair of governors:	Nicole Harrison CBE
Unique reference number:	107479
Name of reporting inspector:	David Martin

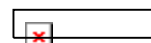
Dates of inspection:

2-12 February 2004

## Part A: Summary



### Information about the college



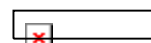
The College of North East London is a large general further education (FE) college located in the London Borough of Haringey. It is the only general FE college in the borough. Seven school sixth forms and various private, voluntary and community organisations provide other post-16 provision in Haringey. The college provides a broad range of activity, covering the 14 areas of learning, with a strong focus on vocational specialist pathways. The college offers a significant amount of provision at community venues, especially in information and communications technology (ICT) and English for speakers of other languages (ESOL). In 2002/03, provision funded by the Learning and Skills Council (LSC), 15,063 students were enrolled, of whom 2,499 were fulltime. For the same period, there were 22,208 enrolments for all qualifications. Around 18,000 of these were students aged 19 and over.

There is a relatively small amount of provision funded by the Higher Education Funding Council for England (HEFCE), almost exclusively part time and mostly taught collaboratively with Middlesex University. Work-based learning provision has declined in recent years and there is now little. The college is a partner in two learndirect hubs. It has contracts with JobCentre Plus for the delivery of New Deal and work-based learning for adults programmes, most significantly in the area of basic skills, including ESOL. The college is a sub-contractor for the Haringey adult learning service, for special needs provision. It is just completing its developmental year, in partnership with Barnet College and Middlesex University, as a Centre of Vocational Excellence (CoVE) in the area of health and social care.

The college is in an area which includes some of the most socially deprived wards in Greater London and the United Kingdom. It largely recruits its students from the London area, especially from Haringey, Enfield and Hackney, and most of them have disadvantaged backgrounds. The attainment of local school leavers is low, with far fewer than the national average obtaining five A\* to C grades in the general certificate of secondary education (GCSE) examinations. Of students in 2001/02, 44% were male and 56% female; 31% of students were white and 50% from other ethnic groups, with 19% unknown. The largest minority ethnic groups are Black African and Black Caribbean.

The college's mission is to 'provide an opportunity for everybody to participate and learn, realise their full potential and raise their achievement, by providing learner centred high quality education, training and excellent services, in a professional and friendly manner'. The associated college vision is that 'College of North East London will be the preferred choice for learners. Through excellent teaching and learning we will develop the potential of our communities and empower local people to take advantage of employment, business and lifelong learning opportunities'.

### How effective is the college?



Inspectors judged the provision to be outstanding in trade union studies, good in one curriculum area and satisfactory in seven curriculum areas. Provision in construction, business, management and professional studies, ESOL and for students with learning difficulties and/or disabilities is unsatisfactory.

***Key strengths***

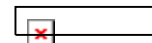
- strong leadership by governors and senior managers
- the inclusive nature of the college's provision, effectively widening participation
- improving pass rates
- the much improved collection and use of data
- good accommodation and specialist resources
- outstanding provision in trade union studies.

***What should be improved***

- students' pass rates on level 2 courses
- students' attendance and punctuality
- the quality of teaching and learning
- unsatisfactory provision in four curriculum areas
- curriculum management.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

## Quality of provision in curriculum and occupational areas

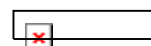


*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).*

Area	Overall judgements about provision, and comment
Science and mathematics	<b>Satisfactory.</b> Retention and pass rates on most GCE A-level courses are above national averages, but pass rates for physics are low. In science, there is highly effective teamwork. Science teaching, often with good use of IT, is better than for mathematics, where much teaching is dull and uninspiring. Good, well-equipped specialist accommodation supports learning.
Construction	<b>Unsatisfactory.</b> Practical training and the standard of students' work are poor on electrical installation and brickwork courses, although practical skills on gas and plumbing courses are good. Students' punctuality is poor. Whilst there are high pass rates on a few courses and improving retention rates at level 2, some pass rates are very low and retention rates are declining at levels 1 and 3. Assessment in the workplace is absent for many NVQ learners. Leadership and management are poor.
Business, management and professional studies	<b>Unsatisfactory.</b> Pass rates are much improved in 2003 and some are above national averages, but retention rates are low and declining on many courses. Students have wide-ranging and effective support, and their attendance has improved, but punctuality is poor. Progress in improving teaching and learning has been slow; too much is still unsatisfactory.
Trade union studies	<b>Outstanding.</b> Teaching and learning are consistently good or better. Pass and retention rates are very high and students attain excellent standards in their work. Excellent quality training materials support learning, some developed through the very strong partnerships with trades unions and other organisations. The area is well led and well managed.
Information and communications technology	<b>Satisfactory.</b> Retention rates are high for many course in 2003. Pass rates are also high for some courses, but remain low for others. Students develop good personal and study skills in lessons and attain some high standards in their work. Punctuality and attendance are poor in many lessons, and learning is too often slow. Individual and group support for students are very good.
Hairdressing and beauty therapy	<b>Satisfactory.</b> Pass and retention rates are often satisfactory, but are low on the NVQ level 2 hairdressing course especially in 2003. Much teaching and learning are good, and students develop good practical skills using very good specialist salons. Attendance is unsatisfactory. Assessment practices in beauty therapy are weak.

Health and social care and early years	<b>Good.</b> Students' progress and achievements are good, and much of their work is of a high standard. Teaching and learning are good, but there are insufficient work placements for health and social care students. Equality and diversity are strongly promoted. The area is well led and well managed and the CoVE has met the targets identified in the first year of the development plan.
Visual and performing arts	<b>Satisfactory.</b> Pass rates for GCE A2 and GNVQ intermediate art and design are high, but on AS-level courses in art and design and media they are low. Retention rates are low for performing arts and music. Much teaching and learning are good, and students have good development of independent learning. The management of curriculum development is ineffective.
Humanities	<b>Satisfactory.</b> Strong leadership has led to improved teaching and greater success in GCE A-level examinations. However, the pass rate on the access to HE course has fallen, and retention rates on a number of AS-level courses are low. Equality and diversity issues are strongly promoted in the curriculum. Attendance at lessons is low.
English and languages	<b>Satisfactory.</b> The standard of students' group and oral work is high in modern foreign languages and satisfactory in English. Students develop good independent study skills. Pass and retention rates are very mixed. Teaching in modern foreign languages is very good, but it is dull in many English lessons. Attendance is unsatisfactory.
Provision for students with learning difficulties and/or disabilities	<b>Unsatisfactory.</b> Students' achievements are satisfactory overall, following a wide range of programmes which successfully widen participation. However, insufficient attention is paid to individual students' needs in lessons and learning is hampered. Initial assessment and the planning of learning are weak and the review of students' progress ineffective.
Literacy and numeracy	<b>Satisfactory.</b> The quality of provision for discrete classes is better than that taught as part of students' other programmes. There are high pass rates for literacy courses, but pass rates are low for key skills and level 1 numeracy. Teaching and learning on discrete programmes are good, but they are unsatisfactory in some curriculum areas. Provision successfully widens participation.
English for speakers of other languages	<b>Unsatisfactory.</b> The broad range of provision successfully widens participation. Programmes are well planned, but in teaching there is over-reliance on worksheets and insufficiently challenging work for able students. Students' progress is inadequately reviewed and they receive poor feedback on the quality of their work. Attendance on full-time courses for students aged 16 to 18 is unsatisfactory. Curriculum management is unsatisfactory.

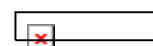
### How well is the college led and managed?



Leadership and management are satisfactory. The college has made significant progress in rectifying the weaknesses identified at the last inspection. Pass rates have risen at levels 1 and 3 to above the national averages, although at level 2 they have fallen. Retention rates are at or just above the national averages, except at level 1 for students aged 16 to 18. The quality of teaching and learning is much improved since the last inspection. Governance is good. Governors are well informed and strongly committed to the college's success. A new development plan provides clear

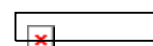
learning. The principal has an open and consultative style of management and provides strong leadership. Curriculum management is uneven. Course leadership is unsatisfactory in three areas. All aspects of management information have much improved since the last inspection. The key strengths of the wide range of provision, meeting the needs of local communities, and the effective promotion of diversity and equality of opportunity have been built upon. Quality assurance has improved since the last inspection. The self-assessment report is thorough, accurately identifying strengths and weaknesses in most areas. Strategies to address poor attendance and punctuality have had limited success. Financial management is sound and the college provides satisfactory value for money.

### **To what extent is the college educationally and socially inclusive?**



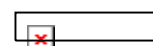
The college's response to educational and social inclusion is good. The strategic objectives include a clear commitment to widen the participation in education and training of those traditionally under-represented. Through successful partnerships and detailed knowledge of its environment, the college has extensively broadened its student population. The college's cultural diversity is reflected through its students, who are from many different ethnic groups. A high proportion of managers and other staff are of minority ethnic origin. Equality of opportunity and respect for individuals are central to all aspects of the college's work. It is active in developing courses to meet the needs of the local community, delivered where and when students want them. The college largely complies with and has responded positively to the Special Educational Needs and Disability Act 2001 (SENDA) and the Race Relations (Amendment) Act 2000. Whilst there is no detailed action plan for SENDA, almost all work stemming from an accommodation audit is complete. All teaching accommodation is accessible to students with restricted mobility. Data on the academic performance of different minority ethnic groups and economically disadvantaged groups are analysed thoroughly. The race relations action plan for 2004 to 2006 includes clear milestone to check progress. Staff receive good training on the promotion of equal opportunities. The literacy and numeracy needs of students are addressed satisfactorily.

### **How well are students and trainees guided and supported?**



Guidance and support for students are satisfactory. Information and guidance provided to most prospective students are comprehensive, but for prospective ESOL students there is insufficient information in community languages. Links between the support services and curriculum course teams are sound. All full-time and substantial part-time students undertake an initial assessment to identify their literacy, numeracy, and language support needs, but this does not extend to the many students on shorter part-time courses. Students receive adequate information about their courses, their rights and responsibilities and the college's services, of which there is a broad range. Arrangements for dealing with students' financial hardship are particularly good. Additional learning support is good for many students. They receive valuable practical help during their lessons and tutorials, especially for ESOL. The college has a designated member of staff with responsibility for child protection issues, but the college's procedures in this area are still developing. Tutorial arrangements are satisfactory.

### **Students' views of the college**



Students' views about the college were taken into account and a summary of their main comments is presented below.

***What students like about the college***

- meeting new people and making new friends
- approachable and supportive teachers
- equality between teachers and students
- good financial and personal support
- opportunities to develop skills to get jobs
- good and safe environment
- good nursery facilities
- the mix of students and staff
- feeling valued and listened to by teachers.

***What they feel could be improved***

- value for money and the range of food in the canteens
- heating at the Tottenham Green centre



- some lessons
- the realism of some study projects
- the flexibility of lesson times for those with children
- availability of computers in all learning resource centres
- attendance of some students
- enforcement of punctuality and attendance rules.

#### Other information

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The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local LSC. The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

#### Part B: The college as a whole

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#### Summary of grades awarded to teaching and learning by inspectors

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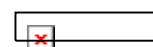
Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
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Teaching 16-18	55	34	11
19+ and WBL*	56	33	11
Learning 16-18	55	35	10
19+ and WBL*	57	32	11

*Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).*

*\* work-based learning*

## Achievement and standards



1. The college provides a wide range of courses for both adults and young people from entry level to level 3. Most students arrive with low prior attainment and, for many, the college provides a second chance of success following poor achievement at school. The college recruits a high proportion of its students from disadvantaged areas, and most students do not have English as their first language. The majority of enrolments are adults studying at entry level, level 1 and level 2.

2. Since the last inspection, the proportion of students who successfully complete the qualifications they embark on has risen significantly, and is now satisfactory overall. In 2003, there was a considerable rise in pass rates on long courses at both level 1 and level 3, and overall pass rates at these levels are now significantly above national averages for similar colleges. However, pass rates at level 2 remain low, and declined slightly in 2003. Overall retention rates have declined slightly over the last two years, but remain in line with national averages. Many students attend the college to do short courses, for example in ESOL and information and communications technology (ICT). The proportion of students who are successful on such courses has increased significantly during the last two years, and is now above the national average.

3. The improvements in the overall college performance mask significant variations in students' achievements in different areas of the curriculum. In trade union studies, students' achievements are outstanding, with nearly all students successfully completing their courses. In health and social care and early years courses, both pass and retention rates have risen significantly, and overall achievements are now good. Students' performance on AS-level and general certificate of education (GCE) A2 courses has improved considerably, especially in science and mathematics in humanities. For example, on AS-level chemistry and biology, pass rates more than doubled between 2002 and 2003. In hairdressing and beauty therapy, the proportion of students successfully completing courses is much increased since the last inspection, with the exception of the national vocational qualification (NVQ) level 2 hairdressing. Pass rates on most courses in ICT rose significantly over the last year.

4. In some curriculum areas, improvements in students' achievements have been limited or inconsistent. For example, in construction, the proportion of students who are successful is unsatisfactory on many courses. In business, management and professional studies, although pass rates have risen on many courses, the proportion of students who complete courses has decreased since 2001. In visual and performing arts, retention rates in 2003 on the national diplomas in music technology and performing arts courses were low. On ESOL courses, too few students complete the courses for which they have enrolled. Retention rates remain low on many AS-level courses.

5. The college has implemented a series of rigorous procedures since the last inspection in order to improve students' attendance. However, procedures for monitoring and improving attendance are not always followed. Attendance rates have improved: from 65% at the 2002 inspection to 75% at

this one. Nevertheless, attendance remains unsatisfactory overall. It is particularly poor in hairdressing and beauty therapy, visual and performing arts, English, and ESOL. In most curriculum areas, students' lack of punctuality remains a significant concern. The number of students arriving late disrupts teaching and learning in too many lessons.

6. The standard of students' work is satisfactory overall. Inspectors judged students' attainment to be good or better in half of the lessons observed. Most students develop sound study skills. There is a clearer focus on ensuring that they develop the skills and techniques for examination success than was seen at the last inspection. The quality of students' work is frequently good in trade union studies, hairdressing and beauty therapy, visual and performing arts, health and social care and early years, humanities, and modern foreign languages. For example, in trade union studies, students produce portfolios of a high standard and their written work is frequently excellent. On early years courses, students produce good creative work and develop the ability to link different aspects of their learning effectively. The quality of students' group work is frequently good in visual and performing arts. Some students in hairdressing and beauty therapy display very good practical skills; for example, the standard of some work in theatrical make-up classes is very high. In the best humanities lessons, students' oral work in discussion and debate demonstrates a relatively sophisticated analysis of the topic being considered.

7. The standard of students' work in some curriculum areas is low. For example, the quality of practical work on brickwork courses is poor. In provision for students with learning difficulties and/or disabilities, students are often insufficiently challenged and work is set at an inappropriate level. On ESOL courses, the development of many students' language skills is hampered by learning materials that take insufficient account of students' individual needs. In several curriculum areas, more able students are given repetitive work that they do not find sufficiently challenging. As a consequence, their progress is unnecessarily slow.

8. The college is aware of the need to analyse students' progress in comparison with their prior attainment. The nature of the college's curriculum, and the background of many of its students, makes it difficult to make judgements on the value that the college is adding compared with students' qualifications on entry. Nevertheless, little progress has been made in formulating value added measures to assess the progress students make whilst at the college.

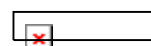
### **16 to 18 year olds**

9. Pass rates for students aged 16 to 18 on level 1 courses have risen from 47% in 2001 to 74% in 2003; some 8 percentage points higher than the national averages. At level 3, pass rates over the same period have risen from 43% to 75% and are now in line with national averages. However, at level 2, pass rates have remained low over the last three years, and in 2003, stood at 53%; around 15 percentage points below national averages. Retention rates have declined slightly at level 1, but have risen significantly at level 3. Overall, the proportion of students who complete their courses is in line with national averages.

### **Adult learners**

10. Most adults are enrolled on courses at entry level and level 1. Pass rates for these courses have risen dramatically over the last three years, from 44% in 2001 to 79% in 2003; 10 percentage points above the national averages. At level 3, pass rates have risen from 59% to 78% over the same period; again significantly above national averages. However, at level 2 pass rates have remained unsatisfactory, at 54% in 2003 compared with a national average of 69%. Overall retention rates have declined over the last two years by around five percentage points, but remain slightly above national averages at levels 2 and 3, and in line with national averages at level 1.

## **Quality of education and training**



11. Teaching, learning and attainment were graded by inspectors in 259 lessons. Teaching and learning were good or better in 56% of these, satisfactory in 33% and less than satisfactory in 11%. The quality of teaching and learning, although lower than the national average for similar colleges, is much improved since the last inspection, when only 45% of the lessons observed were considered to be better than satisfactory and 22% were less than satisfactory. Overall, the quality of teaching and learning is much the same for all ages of students, although in some curriculum areas teaching and learning are better for one age group. For example, in business, management and professional studies, students aged 16 to 18 have much better teaching and learning. Students on level 3 courses, such as GCE level, Business Technology Education Council (BTEC) national and the advanced vocational certificate of education (AVCE), benefit from the largest proportion of teaching that is better than satisfactory. On entry level and level 2 courses, particularly for the general national vocational qualification (GNVQ) foundation and for NVQ level 2, there is the largest proportion of teaching that is less than satisfactory and the least that is better than satisfactory.

12. There are significant variations in the quality of teaching between curriculum areas. The best teaching is in trade union studies, visual and performing arts, hairdressing and beauty therapy, health, social care and early years, and literacy and numeracy, where the amount of teaching which is better than satisfactory exceeds national averages. In science and mathematics, construction, business, management and professional studies, and in provision for students with learning difficulties and/or disabilities, the proportion of teaching that is good or better is well below national averages. In construction, business management and professional studies and in provision for students with learning difficulties and/or difficulties, the proportions of unsatisfactory teaching are much greater than the national averages.

13. The more effective lessons are the product of careful planning. In trade union studies and hairdressing and beauty therapy, for example, lessons are well-planned, with detailed schemes of work and lesson plans, the success of which are routinely evaluated. In discrete lessons for literacy and numeracy, carefully planned learning enables a focus on the development of speaking, listening, reading and writing skills. Teachers are clear about what they want their students to achieve by the end of the lesson and determine a structure and content to facilitate this. In trades union studies, learning objectives are clear and are fully explained to students at the start of the lesson. Enthusiastic teachers, most evident in modern foreign languages, trades union studies and hairdressing and beauty therapy, stimulate and motivate students to be involved and to understand. Teachers give good attention to meeting the learning needs of all students and use strategies to accommodate their different abilities and experiences. They regularly check students' understanding and, as in health and social care and early years, use regular questioning to extend and reinforce learning. The teaching of practical skills in hairdressing and beauty therapy and in gas work and plumbing is good, with theory teaching linking well to practical activities.

14. The less successful lessons are insufficiently planned and teachers do not apply the basic principles of sound teaching. In the poorest lessons, students are not given clear aims and objectives. Teachers are disorganised, talk too much, answer their own questions and pay too little attention to matching teaching to the needs of students. The latter is marked in the teaching of students on the association of accounting technicians (AAT) programmes and in some construction teaching, where more able students are insufficiently challenged and have to wait for other students to catch up. In provision for students with learning difficulties and/or disabilities, insufficient attention is given to students' individual needs. Teachers are also too often unimaginative in their attempts to gain and maintain the interest of students. For example, much of the teaching for English and GCE A-level mathematics is dull, and schemes of work reveal little evidence of planning for the use of a range of teaching methods. Theory teaching in construction sometimes fails to engage and motivate students. Checking students' understanding through questioning is insufficiently rigorous. In business and the visual and performing arts, for example, there is too much use of open questions and weaker students can remain silent without being challenged by teachers.

15. The teaching of key skills is largely satisfactory. On some vocational courses, key skills are well taught and integrated into the students' main vocational programme. In a small minority of areas, such as construction, health and social care and business, key skills are poorly taught and opportunities to use work naturally produced within the subject for the key skills qualification are not

taken. Attendance at some key skills lessons is low.

16. Staff are appropriately qualified and many have relevant industrial or commercial experience in their specialist area. Some 75% of full-time teachers and 43% of part-time teachers have a teaching qualification. Only 25% of unqualified teachers are pursuing a recognised teaching qualification. In some areas, such as construction, ESOL and business, management and professional studies, the college has had difficulties in recruiting appropriately qualified and experienced teachers, and this has had adverse effects on some students' learning. Technician support is satisfactory in most curriculum areas. Staff development has recently been directed at improving teachers' skills in the use of information learning technologies (ILT) and differentiation, to aid students' learning. However, the evaluation of staff development activities does not directly review the impact on students' experiences.

17. Accommodation is very good in most areas. An extensive programme of new building and refurbishment has recently been completed. All curriculum areas are accessible for students with restricted mobility. The college provides a secure and welcoming learning environment. Access to the sites is carefully but sensitively controlled and students and staff feel safe. The advice and guidance centre is easily accessible to potential students. Teaching facilities and specialist resources are very good in hairdressing and beauty, humanities, visual and performing arts and science. In construction, the practical areas for brickwork and electrical installation are unsatisfactory. A new hall provides good space for examinations, college events and conferences. Childcare facilities are good. The accommodation in outreach centres in the local community is at least satisfactory.

18. The college has invested heavily in ICT. There are now 1,067 high quality computers available for students' use, giving a ratio of computer to full-time equivalent students of 1:3, which is good. Access to computers outside of classrooms is good. There are adequate computers for specialist art and design work. All computers are linked to the Internet and the college is developing an effective intranet site for students and staff. There are five learning resource centres that provide almost 300 study spaces. Library staff are well qualified and give good support to students in completing their work and developing key skills. They liaise effectively with most curriculum areas, but there is no systematic analysis of student usage of the facilities. The learning centres are well equipped with a wide range of books and computers with specialist software and on-line access to an extensive range of journals and newspapers.

19. Assessment and monitoring of students' progress are satisfactory overall. For most students, assessments and assignments are used regularly and effectively to measure and monitor their progress. However, there are no workplace assessments for NVQ construction students and the assessment of students' practical skills on beauty courses is poorly planned. Most students' assignments, tests and classwork are marked carefully and thoroughly with clear feedback, so that students are helped to improve their work. Assessment is particularly thorough in humanities. Some business students do not receive sufficient written feedback and specific suggestions for improvement.

20. Many students are aware of their progress and know what they need to do next to move on with their studies. Individual learning plans are often detailed and well used. For example, in the visual and performing arts there are carefully negotiated and specific targets for improvement. In provision for students with learning difficulties and/or disabilities, however, whilst each student has a primary learning goal, it is not always clear how the goal will be achieved. Targets are not always clear or measurable. The progress of students on literacy and numeracy courses is insufficiently recorded and evaluated by teachers and reviews of students' progress are ineffective in ESOL provision.

21. Arrangements for the internal verification of assessments are satisfactory. Processes are clear and there are sampling plans. The internal verification of assignment briefs and of students' work is evident in most students' files. In most areas, methods of assessments are appropriate and meet the standards required by awarding bodies. In health and social care and early years, internal verification is exemplary.

22. The college provides a wide range of programmes to meet the needs of the local community and

to widen participation. Since the last inspection, a rationalisation of courses, mainly at level 4, has enabled core provision at levels 1 and 2 to be extended. More broadly, new courses have been started to meet identified needs; for example, pathways to business, key skills and GCE A-level Turkish. In most curriculum areas, there are good progression opportunities within the college. This includes progression from community-based ESOL courses to vocational provision at the college. There are gaps in the provision of beauty therapy, health and care and visual and performing arts courses. There is little work-based learning. Provision has dropped away over the last three years, but the college has identified a strategic priority to redevelop the work.

23. The college responds well to feedback from students and community partners. It provides courses at venues and times suitable to students, including at weekends and through summer schools. A learning bus provides short courses in literacy, numeracy and ICT to students in areas of social deprivation. Timetables are adjusted to overcome childcare and transport problems. A flexible access to HE programme provides good progression opportunities and there are working links with Middlesex University.

24. Effective partnerships have helped develop a curriculum that is attractive to students who are usually under-represented in FE. For example, community ESOL provision in local schools and community venues is responsive and matched to the needs of local communities, such as minority ethnic women's groups. Partnerships with trades unions are outstanding. An extensive range of courses, modified to meet the needs of specific union members, are delivered at the college, in local companies and in trades union centres. Links with schools are good. The college has responded positively to government initiatives for provision for students aged 14-19. Amongst other initiatives, it provides courses for approximately 250 pupils aged 14 to 16 in construction and hair and beauty. An innovative basketball academy has been successful in engaging pupils at risk of leaving education. In contrast to these successful partnerships, productive links with employers are underdeveloped in many curriculum areas.

25. Students' opportunities to broaden their studies are generally satisfactory. In most curriculum areas, students' aspirations are raised and their experiences are enhanced by a range of trips, visiting speakers and work placements. In humanities, health and social care and early years and on foundation programmes, every opportunity is taken to relate the curriculum to the diverse culture of the students. There is an optional programme of extra-curricular activities including sports teams, additional foreign languages and a film club. The students' union organises the student magazine and social activities including a multicultural fashion show and summer ball.

26. Information and guidance for prospective students are comprehensive for most courses, both full-time and part-time. Effective links between the support services and course teams help provide students with clear information about their choices. Initial advice and guidance are particularly good for science and mathematics, construction, humanities and visual and performing arts students, but for prospective ESOL students there is insufficient information in community languages.

27. All full-time and substantial part-time students undertake initial assessment to identify literacy, numeracy, language support and other social and pastoral support needs. Some of these assessments include vocational aptitude tests to provide a better understanding of students' needs. The needs of the students on courses of less than 160 hours are not always adequately assessed. Students receive adequate information about their courses, their rights and responsibilities and the college's services, including during their induction. Students find this information helpful and clear.

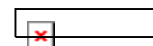
28. Students have a wide range of support services available to them. For example, they are provided with personal counselling services and advice on welfare, housing and childcare matters. The college also provides financial help for students experiencing hardship. It has developed a well-conceived policy, implemented through a detailed analysis of students' needs, to maximise the impact of its hardship funds. Students are also provided with good advice on employment opportunities in collaboration with Connexions.

29. Additional learning support for students is good. Just over 1,000 students receive a wide and effective range of support. This includes literacy and numeracy support, including for ESOL, support for students with sensory impairment and support for students with mental health needs. Many

students receive valuable practical help during their lessons and tutorials. Extensive additional specialist support is given in lessons to students whose first language is not English, for example, in ICT and hairdressing and beauty therapy. Additional literacy and numeracy support in lessons for health and social care students is insufficient. The college has a designated member of staff with responsibility for child protection issues, but the college's procedures in this area are still developing and not all staff are clear about the appropriate actions which they must take if a child is at risk.

30. Tutorial arrangements are satisfactory. Full-time students have tutorials for individual discussions with their tutors and attend group tutorials. Students on less substantial full-time and on part-time courses have tutorials as part of their lesson time, but these are not consistently effective. Tutorials are particularly good in English and modern foreign languages, ICT, humanities, visual and performing arts, business, management and professional studies; and science and mathematics. Students are able to discuss their progress and negotiate targets for improving their performance. As part of the college's efforts to improve students' attendance and punctuality, these issues are often addressed during tutorials, but attendance at tutorials is sometimes low.

## Leadership and management



31. Leadership and management are satisfactory. The college has made significant progress in rectifying the weaknesses identified at the last inspection. Pass rates have risen at levels 1 and 3 and are now above the national average for similar colleges. The rise in 2003 was significant. The quality of teaching and learning, although still below the national average for similar colleges, is much improved since the last inspection, with much more teaching that is better than satisfactory and much less that is unsatisfactory or very poor. Although there has been no overall trend of improvement in retention rates, they are at or above the national averages, except at level 1 for students aged 16 to 18. Pass rates at level 2 have remained below the national average in each of the last three years and they actually fell in 2003.

32. Governance of the college is good. Governors have a clear view of the college's mission within North East London. They are well informed and strongly committed to ensuring that the college is successful. They are actively involved in the strategic planning process and closely monitor the progress of the post-inspection action plan. A standards committee meets regularly and, following improvements in the presentation of data, is now able to focus more clearly on key performance indicators. Governors receive appropriate financial reports each month. Papers relating to each agenda item include, where relevant, references to the implications for learning and the learner and equal opportunities and diversity. Governors engage in lively debates whilst assessing their own role and performance.

33. Since the last inspection, a new development plan has been produced which provides the college with a clear strategic direction. Its production involved widespread consultation with staff and governors. Following the appointment of a new principal in late 2002, a new senior management structure was introduced in 2003. The new structure places a much greater emphasis upon improving the quality of students' experiences at the college. The principal has an open and consultative style of management and provides strong leadership. There is a much greater acceptance by staff of their responsibilities for ensuring continuous improvement. Whilst the college now has a more effective senior management team, the quality of curriculum management is uneven. Inspectors found a considerable variation in the effectiveness of curriculum leadership and management, and in three areas these are unsatisfactory. Below the heads of school, there is a lack of clarity in the programme manager role. The college has recognised that curriculum management needs to improve.

34. Communications within the college have improved since the last inspection. The open and supportive management style has helped the college adapt to the changes required as a result of the last inspection. A weekly newsletter and regular team meetings help ensure that staff are

consulted and kept informed. However, a staff survey in 2003 indicated that there is still work to be done to improve the effectiveness of communications. Most staff have their performance appraised annually. The process is clearly linked to continuing professional development which, in turn, is related to the key college objectives.

35. The accuracy, availability and presentation of management information has improved significantly since the last inspection. New software and registration systems have been introduced. Managers now have confidence in the information, and, in most areas they make good use of data to monitor students' progress and to plan the curriculum. Insufficient use is made of data that relate students' prior attainment to likely outcomes, in order to measure the value added by the college. A pilot scheme is operating this year.

36. The college has built on its key strength of offering a wide range of provision that meets the needs of local communities, and its effective promotion of diversity and equality of opportunity. There is a broad range of full-time and part-time courses with flexible access arrangements. The college has successfully widened the participation of students from areas of high deprivation and from groups not traditionally represented in FE. It is responsive to students' additional social or learning needs and to the needs of those with disabilities. Partnerships have resulted in courses designed specifically to persuade students to continue their education and training. Links with local schools are good, particularly in relation to meeting the needs of disaffected pupils. Links with the local community are strong, although those with local employers are not so well developed. Outreach provision for adults is available in a variety of locations. Provision for asylum seekers, minority ethnic groups, lone parents and those needing help with literacy and numeracy are well developed. There is a policy, code of practice and clear action plan to promote race equality. The college monitors, by ethnic group, the admission and progress of students, and it has met its targets. Staff recruitment is carefully monitored to ensure effective practice in relation to equality of opportunity. Diversity is reflected amongst the staff of the college, many of whom provide students with positive role models. The college is well aware of its duties in relation to the Race Relations (Amendment) Act 2001 and has an action plan for 2004 to 2006 which contains clear targets. The plan is regularly monitored, but it is too early to judge its success. There is, as yet, no action plan relating to the SENDA.

37. Quality assurance is satisfactory. Quality assurance arrangements have enabled managers to identify some of the areas which are under performing, such as construction. The system is now based on a coherent and established cycle of course reviews, self-assessment and plans. There is some variation in the rigour with which the process is carried out. Course reviews and self-assessment draw on a broad variety of sources of information. Students' views are canvassed, although employers' views are not systematically sought. There is a comprehensive lesson observation scheme which ensures that all teachers are observed. Although externally moderated, the overall assessment of the quality of teaching is generous by comparison with the judgements made by inspectors. The scheme has enabled the identification of some areas of weak teaching, but it did not capture the true extent of this. The college has appointed advanced practitioners to assist staff in the development of their teaching skills, and it plans to appoint more.

38. Strategies to address the poor attendance and punctuality noted by inspectors at the last inspection have had limited success. Overall attendance has risen from 65% in 2002 to 75% in 2004, but it is still too low. Nearly all of the curriculum inspectors noted that lessons were adversely affected by poor punctuality. Some staff fail to implement agreed strategies for addressing this problem.

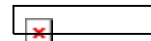
39. The self-assessment report is comprehensive. All staff were involved in the preparation of the report. In many areas, for example, humanities and health and social care and early years, the report is evaluative and correctly identifies strengths and weaknesses. In some other areas, such as construction and ESOL, the process failed to identify some key weaknesses.

40. Financial management is sound. The college has the highest LSC category for financial well being. Governors receive monthly management accounts which enable them to monitor the college's financial position. The college took prompt action when it discovered a case of alleged fraudulent practice in the college and has strengthened its audit procedures. Resources are used well to provide students with a good learning environment. With the overall improvement in pass rates, the

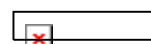


college is providing satisfactory value for money.

## Part C: Curriculum and occupational areas



### Science and mathematics



Overall provision in this area is **Satisfactory (grade 3)**

#### **Strengths**

- improved retention and pass rates on most GCE A-level courses, to above national averages
- much good use of information technology (IT) to support teaching and learning on science courses
- good, well-equipped specialist accommodation
- highly effective teamwork, especially in science provision.

#### **Weaknesses**

- low pass rates in AS-level and GCE A2 physics courses
- much dull and uninspiring teaching of mathematics
- inadequate lesson planning to support students' individual learning needs
- poor attendance at GCSE mathematics lessons.

### ***Scope of provision***

41. Provision includes a wide range of mathematical and science subjects at AS-level and GCE A2. AS-level statistics and both AS-level and GCSE mathematics are taught also as evening classes. There are access to HE and engineering courses. As well as a science bridging course, for students inadequately qualified to start AS-level courses, there are BTEC first science and BTEC national medical science courses. Overall, there are 449 students, of whom 361 are part time, with approximately equal numbers of adults and students aged 16 to 18 years.

### ***Achievement and standards***

42. Pass and retention rates for AS-level and GCE A-level biology, chemistry and mathematical subjects improved significantly in 2003 and are now all above national averages. Although retention rates on AS-level and GCE A level physics courses are good, pass rates are well below national averages. Progression to science and mathematics in HE is good. Adults do less well than students aged 16 to 18 on AS-level mathematics courses. Access to HE pass rates are consistently high, but retention rates are more variable, mainly related to the personal circumstances of the students. The new BTEC first course, which replaced the poorly achieving GCSE science, had high pass and retention rates in 2003. Pass rates for GCSE mathematics are in line with national averages, which are low. Information on students' prior attainment is not used to evaluate their progression in examination subjects. Attendance at GCSE mathematics lessons is poor, and punctuality is a problem in some access to HE lessons and evening classes.

43. Students have high level IT skills, displayed when completing practical tasks. They use graphical drawing packages with confidence and are able to include tables and diagrams in well- presented assignment reports. In practical science, students perform routine tasks with confidence and can draw conclusions, for example, in physics, on the relation between the length of a metal wire and its electrical resistance. In biology, they can relate their results, for example, on the numbers of green and yellow leaves produced from tobacco seedlings, to the proportions of each phenotype.

### ***A sample of retention and pass rates in Science and mathematics, 2001 to 2003***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GCSE mathematics	2	No. of starts	181	165	145
		% retention	92	67	73
		% pass rate	18	35	39
GCSE science	2	No. of starts	36	45	*
		% retention	67	80	*
		% pass rate	21	31	*
BTEC first science	2	No. of starts	*	*	16
		% retention	*	*	81
		% pass rate	*	*	92
AS-level biology	3	No. of starts	33	28	16
		% retention	73	71	88
		% pass rate	42	25	79
AS-level chemistry	3	No. of starts	29	37	25
		% retention	90	76	84
		% pass rate	54	36	81

AS-level pure mathematics	3	No. of starts	59	69	37
		% retention	90	58	78
		% pass rate	36	60	72
AS-level physics	3	No. of starts	26	22	21
		% retention	77	73	86
		% pass rate	20	31	50

Source: ISR/ILR (2001 and 2002), college (2003)

\* course did not run

### **Quality of education and training**

44. Most science teaching is at least satisfactory, with little that is unsatisfactory. All science teachers use a variety of activities to support learning, and in the best lessons IT is used to very good effect. For example, a depiction of alternative bus routes from Tottenham to Edmonton was used as an analogy to explain Hess's Law on alternative chemical reaction routes. Demonstrations and practical work are well integrated and support learning effectively. Use of a data logger to illustrate changes in capacitance provided a good introduction to an experiment for access to HE students. Teachers make good use of question and answer sessions to develop learning. Where science teaching is less effective, teachers do not ensure that all students are fully engaged. For example, a teacher addressed the whole class during a practical session, without first ensuring that all students were listening. Mathematics teaching is satisfactory overall, but in many cases it is dull and uninspiring. Teachers present solutions to problems and then students do further examples, with little variation in activity throughout the lesson. Where teachers use IT well to support mathematics teaching, it is evident that students enjoy the subject, and display good learning. In both science and mathematics, teachers do not plan effectively for the wide range of students abilities.

45. Teachers are well qualified and suitably experienced. The well targeted continuing professional development programme has considerably improved their IT skills and their ability to meet the needs of ESOL students. Science and mathematics accommodation, including a well-equipped learning resource base, is good, providing a pleasant teaching area enhanced by high quality subject displays. However, laboratories do not provide a good learning environment for mathematics. Ample laptops and digital projectors support teaching and learning. Science equipment is up to date and appropriate for the courses studied, including a range of medical equipment for use on the BTEC national course.

46. Teachers of AS-level and GCE A-level subjects set and mark work regularly, but the quality of recording of marks is variable. There is limited evidence of frequently marked work for several GCSE mathematics groups. Whilst teachers indicate clearly how to correct wrong answers they less frequently comment on how to improve the overall standard of work. Vocational students and adults following access to HE courses receive good support in producing assignments, which are set and marked in accordance with awarding body requirements. Team managers do not monitor markbook records or compare the performance of different teaching groups.

47. The range of mathematical and science subjects taught at AS-level and GCE A2 is good. Replacement of the GCSE science course, which had low pass rates, by the BTEC first, the design of a new science bridging course for students inadequately prepared for GCE A-level sciences, and the new BTEC national medical science course give good progression routes from level 1 to 3 for students aged 16 to 18. The access to HE science and engineering courses provide for adults, including a large proportion from minority ethnic groups for whom English is a second language. Both day and evening GCSE mathematics courses are available, including a modular course.

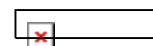
48. Students are well supported. They are given good guidance at entry. Through initial assessment and guidance, additional learning support needs are carefully identified. The compulsory homework

sessions in the learning resource base for all vocational students provide good support opportunities, with both subject and learning support teachers in attendance. There is no analysis of the effectiveness of the voluntary use of this base. Attendance monitoring is rigorous, and students appreciate the telephone calls to check up on their reasons for absence. Records of punctuality are not checked to ensure that teachers always record lateness. A well-planned tutorial programme is in place. Access to HE students benefit from role play activities and discussion of interview skills and strategies.

### ***Leadership and management***

49. Leadership and management are good. Since the last inspection, the school has developed a comprehensive programme of continuing professional development, related to identified weaknesses. Teachers work effectively in pairs to enhance their use of IT in teaching, and through peer-group monitoring to improve teaching and learning. This has had a considerable impact on the quality of science teaching. Involvement in the DfES Standards Unit projects on science teaching, and a forthcoming mathematics project, has benefited the department. Awareness of the needs of ESOL learners is good, again through professional development activities, and teachers are sensitive to equal opportunities issues. The self-assessment process is rigorous and leads to a well-formulated action plan. However, the need for monitoring of progress and achievement of different groups of students has not been adequately recognised.

### **Construction**



Overall provision in this area is **Unsatisfactory (grade 4)**

#### ***Strengths***

- high pass rates for NVQ level 2 plumbing and the intermediate construction certificate
- improving retention rates at level 2
- good progression of full-time students to plumbing employment with training
- wide range of provision.

#### ***Weaknesses***

- declining retention rates at levels 1 and 3
- some very low pass rates

- students lack of punctuality
- poor practical training for electrical installation and brickwork students
- no assessment in the workplace for many NVQ learners
- insufficient work placements for full-time students
- poor leadership and management.

### ***Scope of provision***

50. There is a wide range of provision. Craft courses include bricklaying, carpentry and joinery and painting and decorating from entry level to level 3. Services courses include electrical installation, gas and plumbing. Technician courses include national diploma and certificate in construction and there are furniture, interior design and wood machining courses. There are 1076 students; 421 on full-time and 655 on part-time courses. Some 78% of students are over age 19. There are school link programmes for pupils aged 14 to 16 years. There are also nine foundation modern apprentices in plumbing. The college provides sub-contract training and assessment for work-based learners for a national and a local provider.

### ***Achievement and standards***

51. Retention rates have declined on level 1 and level 3 courses and are now unsatisfactory. For example, on the GNVQ foundation construction and the built environment course retention rates have dropped steadily, from 90% in 2001 to 77% in 2003, whilst enrolments have increased by over half. For the NVQ level 1 wood occupations course, retention rates dropped from 82% in 2002 to 64% in 2003 and for NVQ level 3 bricklaying from 67% to a poor 53%. Retention rates are improving at level 2. For example, the retention rates for the intermediate construction certificate, electrical installation and plumbing courses have improved from 64%, 97% and 64% in 2002 to 88%, 100% and 74%, respectively, in 2003.

52. Pass rates for the NVQ level 2 plumbing course -and the intermediate construction certificate have improved and are now good, at 74 and 71%, respectively. Pass rates are very low on some courses. For example, none of the seven students who started the NVQ level 1 painting and decorating course in 2002-3 achieved the qualification. The pass rate for the NVQ level 1 wood occupations course was 6% in 2003 and 20% for the City and Guilds 2360 electrical installation part 2 course. In the latter case, a number of students are awaiting their results having retaken their examinations.

53. The gas and plumbing department has good links with employers and industry bodies, which provides good progression into employment, with further training. In 2002, over 45% of the 83 students gained employment through their work placement and continued with part-time training.

54. The standard of students' work is very variable and often poor, especially on brickwork courses. Practical skills on gas and plumbing courses are good. Students' punctuality is poor and lessons are often disrupted due to their late arrival. Teachers do not deal consistently and effectively with this issue.

***A sample of retention and pass rates in Construction, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
GNVQ foundation construction and the built environment	1	No. of starts	97	128	151
		% retention	90	80	77
		% pass rate	69	57	50
NVQ in wood occupations (construction)	1	No. of starts	108	72	28
		% retention	80	82	64
		% pass rate	71	39	6
Intermediate construction certificate	2	No. of starts	*	50	35
		% retention	*	64	88
		% pass rate	*	66	71
City and Guilds electrical installation part 2	2	No. of starts	16	32	45
		% retention	88	97	100
		% pass rate	0	45	20
NVQ mechanical engineering services (plumbing)	2	No. of starts	15	69	105
		% retention	80	86	87
		% pass rate	8	64	74
NVQ bricklaying (construction)	3	No. of starts	*	*	15
		% retention	*	*	53
		% pass rate	*	*	100

Source: ISR/ILR (2001 and 2002), college (2003)

\* course did not run

\*\* fewer than 15 starters enrolled

***Quality of education and training***

55. The quality of teaching and learning is unsatisfactory overall. Although there is some good teaching, there is much that is less than satisfactory, with too much theory teaching that fails to engage and motivate students. In some practical craft lessons, team teaching is ineffective. Students receive contradictory advice and significantly differing levels of support from teachers. Sometimes teachers are unclear what activities have been previously set by colleagues for students to work on. The better teaching is often for gas and plumbing students. Theoretical and practical activities are closely related and teachers use a broad variety of teaching styles, techniques and visual aids. Good use is made of part-time teachers who provide students with a valuable insight into current industrial practices. This engages, motivates and inspires students.

56. Practical training facilities for electrical installation and brickwork provision are poor. For example, there are insufficient inspection and test rigs and in one lesson, six students were trying to work on one rig. These rigs are on a mezzanine floor situated above the main electrical workshop

and the noise from this work area disrupts teaching and learning. In the brickwork shop, students cannot work efficiently as models are placed too closely together. Other practical workshops and resources including plant, equipment and tools are adequate for the number of students using them.

57. Recent significant investment has improved the quality of facilities in many classrooms. There are interactive whiteboards and dedicated computing facilities with modern software and specialist learning packages, but teachers have yet to realise the full potential of the new teaching resources. Most teachers have appropriate occupational experience and have assessor qualifications. Several new teachers are working towards teaching qualifications.

58. There is no direct assessment of NVQ students in the workplace, except in gas provision, with an over-reliance on simulation and use of workplace records. Evidence collection is slow, opportunities are missed and students are frustrated with their progress. Internal verification arrangements are satisfactory. However, there is insufficient written feedback on students' work to help them to improve their performance.

59. Target setting for progress in tutorials is poor. There are very few specific targets and deadline dates recorded in students' individual reviews, and the slow progress and attainment of many students are not identified through tutorials. Students' progress, especially for the more able, is slowed by inflexible arrangements requiring them to work through course levels, rather than moving directly to courses which match their needs and ability. The college has failed to meet its commitment to provide work placement opportunities. There are insufficient work placements for full-time students. Only 39 of the 421 full-time students have appropriate work placements.

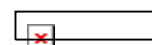
60. Students get good information and advice prior to their enrolment and meet with vocational teachers to discuss and assess their suitability. Initial assessment is used to identify students' numeracy and literacy needs, but there is no vocational aptitude testing and plumbers and electricians do not take a colour perception test. Satisfactory individual support is provided, including for ESOL.

### ***Leadership and management***

61. Leadership and management are poor. A very recent organisational restructuring means that there is an acting head of school, with a large number of vacancies, particularly at course management level. Students complain that there are frequent changes of teacher and that lessons are not taken when teachers are absent. Resources are poorly managed, particularly in brickwork and electrical installation workshops. There are no detailed plans to update workshops. Students' data are inaccurate and poorly used, with course team data not matching central data. There is inadequate use of data to monitor the ongoing performance of courses, with no milestone targets that can be used to measure performance throughout the course. Individual subjects and occupations within a course are not analysed and progression data is not routinely collected and analysed.

62. There is good mix of students from a range of minority ethnic backgrounds and there is a higher proportion of female staff and students than is usual in construction. The self-assessment report accurately identifies many of the strengths and weaknesses found by inspectors. However, the college has failed to address many of the weaknesses identified in previous inspection effectively.

### **Business, management and professional studies**



Overall provision in this area is **Unsatisfactory (grade 4)**

### ***Strengths***

- much improved pass rates in 2003
- improved attendance on most courses
- wide-ranging and effective support for students.

### ***Weaknesses***

- high proportion of unsatisfactory teaching
- low and declining retention rates on many courses
- students lack of punctuality
- inadequate progress in improving teaching.

### ***Scope of provision***

63. The college offers a range of full-time courses from entry level to level 3 in business studies and administration as well as full-time and part-time accounting courses from level 2 to level 4. Provision includes NVQ administration levels 1 and 2, AVCE, BTEC national award and Open college network (OCN) Access certificate in business and AS-level and GCE A2 in business studies and economics. A passport to business programme at level 1 and 2 offers students the opportunity to gain a range of business-related qualifications. A similar programme pathway to business, at level 1 and entry level has been introduced this year. There are two Jobcentre Plus clients in sub-contracted provision. There were 305 full-time students, of whom 164 are aged 16 to 18 and 141 are adults; 114 students study part-time, almost all of whom are adults.

### ***Achievement and standards***

64. Pass rates on most courses are much improved in 2003. They are very good on the NVQ level 2 accounting and level 1 book-keeping courses and there has been considerable improvement, taking pass rates to well above national averages, on the GNVQ foundation business, NVQ level 2 administration, NVQ level 3 accounting and AS-level business courses. AVCE double award pass rates, whilst considerably improved, are still well below national averages. On the single award course, less than one third of the students who started the course achieved the qualification. Retention rates are low and declining to below national averages on many courses, including the GNVQ foundation business, NVQ level 2 administration, NVQ level 3 accounting and level 1 book-keeping. However, current in-year retention rates on most courses are high at 85% and above, showing a marked improvement from 60% during the last inspection. Retention rates on AS-level business have improved to national averages and there are very high retention rates, above national



averages, on the AVCE business double award. Attendance has improved to national averages on most courses. Average attendance during inspection was 85%. Student lack of punctuality in a significant minority of lessons disrupts teaching and learning.

65. Much students' work is of an appropriate standard for the level and stage of their course, and some is good or better. Some students, particularly those on level 3 programmes, show good development of reflective thinking, communication, research and critical evaluation skills. There is no structured system for measuring students' progress in relation to their entry level. Many students progress to courses at higher level or to other vocational or accounting courses.

***A sample of retention and pass rates in Business, management and professional studies, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
GNVQ foundation business	1	No. of starts	37	54	35
		% retention	95	67	60
		% pass rate	31	3	86
Book-keeping and accounts	1	No. of starts	72	64	80
		% retention	68	67	61
		% pass rate	67	95	96
NVQ administration (one year)	2	No. of starts	49	46	55
		% retention	65	65	62
		% pass rate	53	53	91
NVQ accounting (one year)	2	No. of starts	53	71	51
		% retention	94	79	80
		% pass rate	50	89	98
NVQ accounting (one year)	3	No. of starts	32	53	49
		% retention	91	74	65
		% pass rate	41	54	72
GNVQ advanced/AVCE business (double award)	3	No. of starts	51	50	16
		% retention	18	82	88
		% pass rate	22	24	57
AS-level business studies and economics	3	No. of starts	31	47	23
		% retention	77	72	83
		% pass rate	38	62	89

Source: ISR/ILR (2001 and 2002), college (2003)

***Quality of education and training***

66. Too much teaching and learning are less than satisfactory. They are better for students aged 16 to 18 than for adults, but still only just at the national average. Many lessons lack an appropriate range and level of activities to meet individual students' needs and abilities. More able students are insufficiently challenged, whilst for others the speed of lessons is too fast. Not enough account is taken of students' prior experience and qualifications. In one numeracy lesson the work was too easy for most students. Weaker lessons are often dull and uninspiring, with insufficient student interaction. Insufficient use is made of directed questions to check learning and questions are often

poorly phrased. During one accounting lesson, the teacher moved on to more complex aspects of costing without sufficiently confirming that all students fully understood basic principles. In the better lessons, students are well motivated by knowledgeable and charismatic teachers.

67. Resources are satisfactory. Most teachers are well qualified and experienced, although there are no formal arrangements for updating their industry experience. Access for students and staff to an extensive range of relevant textbooks, journals and periodicals is good, as is their access to a developing electronic learning resource site on the college intranet. Access to computers is satisfactory, but use of IT in lessons is not always effective.

68. Assessment and internal verification are fair and valid. Homework is regularly set and marked and returned to students promptly. The quality of feedback varies and, in some cases, there is insufficient written feedback that identifies specific detailed actions to help students improve. Initial assessment is satisfactory and the results are used effectively to arrange additional learning support, but not well enough when planning lessons.

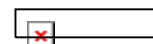
69. The range of courses with appropriate progression routes is satisfactory. Professional, part-time or evening provision exists only in accounting. A deliberate strategy to shrink the curriculum offer has been implemented, to focus on improving the core provision in business, administration and accounting. Arrangements for work experience and engagement with employer are generally satisfactory. They provide enhancement that broadens students' experience, except for accounting courses at levels 3 and 4. There is a very good mix of students and staff from minority ethnic groups and an appropriate gender balance.

70. Support for students is effective and wide-ranging. Arrangements for additional learning support are good, including both discrete and in-class support, which students value highly. Good pre-course advice and guidance, together with appropriate initial assessment, help to ensure students are on the right course. Good careers and progression advice helps students to prepare for work or higher level courses. Induction is satisfactory and students feel welcome and settle quickly into their courses. Students have a good awareness of their progress through their tutorials, and find the setting and monitoring of targets helpful. Teachers are readily available to see students outside of normal lessons. Students can attend additional workshops and progression review weeks provide good opportunities for extra support. Many students benefit from college hardship funding. Nursery provision is good. Students indicate that without this facility they would not be able to attend college.

### ***Leadership and management***

71. Progress in improving teaching and learning has been slow. Little effective action was taken for a year following the previous inspection. Whilst a range of relevant staff development has now taken place, it has yet to make significant impact. The internal scheme of lesson observations identifies some weaknesses seen during inspection. Grades are sometimes too high, and action plans do not sufficiently address key teaching issues, such as differentiation. In spite of this, there is a determination to improve teaching, learning, retention rates and achievement. Communications and teamworking are good, and there is a range of collaborative activities and sharing of good practice within the school, across the college and with external organisations. Teachers make more effective use of data to set and monitor progress with targets and to inform management of courses. A thorough programme review process, involving student representatives, helps programme teams to focus on key indicators more regularly and effectively. Staff are well involved in self-assessment but the report is overgenerous, particularly in relation to improvements in teaching and learning.

### **Trade union studies**



Overall provision in this area is **Outstanding (grade 1)**

### ***Strengths***

- very high pass rates
- very high retention rates
- high standard of students' work
- consistently good teaching and learning
- exceptionally well-designed and stimulating learning materials
- very strong partnerships with external organisations
- well-led and well-managed provision.

### ***Weaknesses***

- There are no significant weaknesses.

### ***Scope of provision***

72. The school of trade union education provides a comprehensive range of part-time courses from foundation to advanced levels. They include induction for newly appointed trade union representatives, advanced courses for more senior representatives and instruction for learning representatives. Other more specialised programmes include courses on pensions, ICT for trade unionists, and health and safety instruction for safety representatives. Courses are of short duration and are offered as day release and part-time day and evening courses. A growing workplace provision, in partnership with local employers and trade unions, offers basic skills and ICT training for trade union representatives. The school has 370 students and has so far run 174 courses with 1,330 part-time students in the 2003/04 academic year. In the previous year, there were 365 courses with 3,973 students. The school also provides training for unions on a national basis. All students are adults and employed. Courses are run at the main college site and at various locations in London, Essex and Hertfordshire.

### ***Achievement and standards***

73. Retention and pass rates are very high. Nearly all students who start courses complete them

successfully. The quality of students' work is of a particularly high standard. Project work and assignments are of a high quality, demonstrating the level of competence, the range and quality of the teaching and the motivation of the students. Students' work often includes detailed reports on current trade union issues and is used as an effective point of reference for the workplace and their future job development. Students' written and oral work clearly shows that they have gained an excellent understanding of their subjects. For example, in one lesson, there was a high standard of discussion on globalisation and its effect on trade unionism. Students frequently progress from one course to another. There is a very effective access to HE course, enabling students to progress to a local university undergraduate course in trade union studies. Many students develop additional personal skills including public speaking and letter drafting.

***A sample of retention and pass rates in Trade union studies, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
Trade Union Congress (TUC) trade union induction	1	No. of starts	952	696	786
		% retention	100	100	100
		% pass rate	99	100	100
TUC health and safety intermediate	2	No. of starts	142	160	162
		% retention	97	98	96
		% pass rate	100	100	100
TUC representatives intermediate	2	No. of starts	121	81	106
		% retention	95	99	92
		% pass rate	100	100	100
Advanced, senior trade union representatives	3	No. of starts	193	40	200
		% retention	100	100	100
		% pass rate	100	100	100
TUC health and safety advanced	3	No. of starts	30	66	60
		% retention	93	95	90
		% pass rate	100	100	100
TUC union IT	3	No. of starts	*	68	73
		% retention	*	100	100
		% pass rate	*	100	100
TUC learning representatives	3	No. of starts	64	231	169
		% retention	100	100	100
		% pass rate	100	100	100
TUC trade union representation and bargaining	3	No. of starts	52	365	258
		% retention	100	100	100
		% pass rate	100	100	95

Source: ISR/ILR (2001 and 2002), college (2003)

\* course did not run

***Quality of education and training***

74. Teaching and learning on all courses are good or better. In lessons, teachers draw effectively on

their own and students' experience and use extensive up-to-date trade union examples. These are particularly relevant and memorable. The trade union representative's role and responsibility elements are extensively referred to, enabling students to readily identify with course teaching topics. Teachers adapt their approach to great effect to meet the differing needs of students. Most lessons have clear aims and well-defined objectives that are fully explained to students. Teachers are particularly enthusiastic and knowledgeable. Teacher's directions are consistently very clear and concise. Question and answer techniques are used to good effect to extend and reinforce learning and confirm understanding. In some lessons, coaching is very good, for example, with basic skills in letter writing and negotiating. Role play and syndicate teaching methods are used to excellent effect. There is a very good level of students' learning. For example, in one lesson, students analysed the effects of the health and safety codes of practice and were able to refer extensively to the contents of the previous course. Lessons are particularly stimulating and motivate students effectively to understand fully the issues taught. Learning is reviewed effectively at the end of lessons using a variety of techniques to consolidate and evaluate learning. This ensures the lesson content is understood fully. Supporting handouts and visual aids are informative and clear. Basic skills are covered effectively and two teachers are well-trained and experienced basic skills practitioners. Student's work, including assignments, class work, projects and portfolios is assessed with rigour. Internal verification and moderation arrangements are both satisfactory.

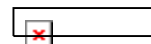
75. All teachers are well qualified and experienced and have a good understanding and experience of the trade union movement. Training, including for part-time teachers, is made available to teachers who require additional skills. Accommodation is satisfactory. There is a wide range of modern computer hardware, a satisfactory range of peripherals and up-to-date software. There are no data projectors immediately available, but they can be requested. Teaching and students' learning materials are of an exceptionally high standard. Teaching notes, schemes of work, and lesson plans are very good. They are moderated centrally and evaluated periodically and updated frequently. Much care has been taken in the preparation and presentation of learning materials. Exercises and handouts are well designed, of good quality, challenging and thought provoking. Students use them extensively when they return to their work. They are often piloted and evaluated by senior staff, the Trades Union Congress (TUC) and other active trade unionists.

76. Partnerships with the trade unions, both regionally and locally, are exceptionally good. Courses are arranged well in conjunction with the trade union movement. Regular and effective meetings assess the needs of the unions and their members and review progress. The school also provides very good learning programmes for some trade unions on a national basis. Links with employers, who frequently request short courses for their union members and other employees, are good. The TUC regards the college as an important partner in the delivery of trade union studies and has developed, in partnership with the school, a trade union centre within the college. A bus, developed in partnership with a leading trade union and a major local employer, fully equipped with computers, enables highly effective training at various locations. There is good support for students within the courses and subsequently. Personal issues are usually dealt with within the appropriate union but teachers are frequently called upon to give good advice and guidance.

### ***Leadership and management***

77. The school of trade union education is well led and managed. Strategies for meeting the school's objectives and targets are well defined, setting the context for a clear focus within the school. Staff understand the school's objectives and are enthusiastic and well motivated. There is a strong commitment to quality assurance. Staff have succinct personal objectives and these are set and monitored during their appraisals. Course reviews are very effective and result in further developments being made. Teachers are regularly monitored and the results form part of their personal objectives. They share good practice effectively, ensuring that teaching standards are developed and maintained. Arrangements for collecting the views of students, trade unions and employers are good. The school values and successfully promotes diversity. Resources are efficiently deployed to maximise opportunities for learning. The self-assessment report is accurate in identifying key strengths.

## Information and communications technology



Overall provision in this area is **Satisfactory (grade 3)**

### ***Strengths***

- good achievements by GNVQ foundation students in 2003
- high retention rates on many courses in 2003
- good development of personal and study skills in lessons
- very good individual and group support for students.

### ***Weaknesses***

- low pass rates on the integrated business technology (IBT) II and AS-level courses
- poor punctuality and attendance in many lessons
- slow pace of learning in many lessons
- insufficiently rigorous arrangements for quality improvement.

### ***Scope of provision***

78. The college offers a range of courses in computing and IT to meet individual and community needs, from entry and taster courses through level 1 to level 4. Full-time courses include GNVQ foundation and intermediate ICT, AVCE ICT and access to IT. Part-time courses are taught in the college, at two purpose-built learning centres, and at seven schools, community centres and faith centres within the community. Courses are run throughout the week, including evenings and weekends. They include introduction to computing at levels 1 and 2, computer literacy and information technology (CLAIT), web-page design, certificates and diplomas in programming, computer maintenance and the European computer driving licence (ECDL). Further courses are

available though learndirect provision. Good progression routes exist for full-time and part-time students on the main site. There are 192 full-time and 805 part-time students enrolled.

### ***Achievement and standards***

79. Retention and pass rates for full-time students aged 16 to 18 have improved at all levels. Retention rates are good in 2003. For example, the retention rates on the intermediate GNVQ and AVCE courses were more than the national average, while pass rates were high, well above national averages. Many pass rates fell in 2002, but recovered in 2003. Students on the GNVQ foundation ICT course achieved a high pass rate of 83%, and also had a high rate of progression to higher level courses. Retention rates on the AS-level computing course were low in 2001 and 2002, as were pass rates in 2003. Retention rates on part-time courses have been maintained at high levels, while most pass rates have improved to satisfactory levels. Pass rates on a minority of part-time courses have remained low. Overall, the rate of progression to higher level courses is low, at 13%. No reliable data was available on the rate of progression to employment.

80. Attendance is unsatisfactory. In lessons observed it was 74% for students aged 16 to 18 and 72% for adults; overall it was below 60% in a quarter of lessons. Punctuality is poor, and students arriving late disrupt lessons. Some older students are challenged insensitively, without due regard to their age and maturity.

81. The standard of students' work generally matches their learning goals, prior attainment and potential. For instance, the majority of level 3 students can use the Internet effectively for research. A group of adults working in the community on a CLAIT plus course could all create a multi-column newsletter. A GNVQ intermediate group were able to evaluate the fitness for purpose of a sample questionnaire. Full-time students usually have good collaborative and individual study skills, but many students are insufficiently confident in the use of technical language and some struggle to properly express their knowledge.

### ***A sample of retention and pass rates in Information and communications technology, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
GNVQ foundation IT	1	No. of starts	*	31	33
		% retention	*	74	73
		% pass rate	*	61	83
CLAIT Stage 1 (short)	1	No. of starts	113	101	433
		% retention	85	88	94
		% pass rate	34	57	66
GNVQ intermediate IT	2	No. of starts	61	77	58
		% retention	59	79	93
		% pass rate	64	49	**
ECDL (short)	2	No. of starts	125	197	205
		% retention	42	91	92
		% pass rate	38	45	67
IBT (short)	2	No. of starts	139	214	98
		% retention	93	92	94
		% pass rate	36	46	38
AVCE in ICT	3	No. of starts	***	35	17

		% retention	***	94	100
		% pass rate	***	85	71

Source: ISR/ILR (2001 and 2002), college (2003)

\* course did not run

\*\* final results not yet confirmed

\*\*\* fewer than 15 starters enrolled

### **Quality of education and training**

82. The large majority of teaching is satisfactory or better. In the better lessons, students develop particularly good personal and study skills. Students are helpful to each other and respect each other. They learn from each other's experiences and are interested in and motivated by their courses. Collaborative learning is particularly well facilitated, and students develop good interpersonal skills working in teams. Internet research skills are developed particularly well, and there is a wide international dimension to their Internet use. One class, researching the social context of the Internet, effectively divided work roles between them and discovered very interesting material on how Internet issues of crime and computer misuse are extending to mobile phone users. Most lessons contain a broad variety of learning activities, addressing a weakness identified in the last inspection. In the less successful lessons, the pace of learning is slow. Some teachers spend excessive time on what they have previously covered and some lessons run out of time without meeting all planned objectives.

83. The majority of computing rooms are clean and well decorated. On the main college site, they are well laid out for theory and group work and have good displays. Workstations are sufficiently spacious and have appropriate furniture. Computers meet current industrial standards and have appropriate software. At the main site, teachers make good use of computer screen projectors to demonstrate key teaching points and to illustrate complex information, but in two community venues, these are not available. Interactive whiteboards are available, and teachers are trained in their use, but they are not widely used. There are sufficient teachers with the appropriate technical skills. Full-time students do not have sufficient access to computers for independent study at busy times. Access to college facilities, including to the library and learning resources, is insufficiently promoted for students in community venues. Teachers place learning materials on the college network, but community students cannot access this.

84. Initial assessment is used appropriately to identify literacy and numeracy support needs. Initial assessment of vocational skills is appropriate for part-time students studying general computing courses, but lacks rigour for the small minority of students on technical courses. Assessment practices are consistently applied and generally meet external requirements. Most assessment is fair, accurate and carried out regularly. Students receive helpful feedback. Students' reviews use assessments satisfactorily to monitor their progress. Assessment information, particularly an analysis of performance of different groups of students, is not used to inform course design and development. For example, data on the retention rates and attainment of males and females, and different ethnic groups, are not used to improve the performance of poorer-performing groups.

85. There is a wide range of courses on the main site, including learndirect courses, that provide good progression routes. The overall programme is managed to provide good opportunities for students who fall behind to catch up. The outreach provision offers good opportunities to groups that are difficult to reach. Overall, there is insufficient involvement of employers.

86. Students with additional learning needs receive particularly effective support. Rigorous initial assessment identifies needs and support is well -planned and delivered. Take up of support is high. Students receive good support in lessons. During 2002/03, 95 students received additional support, outside of their lessons, with their ESOL, literacy and dyslexia needs. Tutorials facilitate good



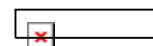
individual and group support for all students. Students' progress and performance are reviewed and targets for progress are agreed. Procedures to address poor attendance and punctuality are applied diligently, but are not yet sufficiently effective. Managers are responsive to students' requests for extra support. For example, one tutorial group felt they needed more support with a mathematics topic. They were provided with an extra lesson for four weeks.

### ***Leadership and management***

87. Managers have been successful in improving students' performance. There is a clear business plan, well aligned to the college strategy and plan, but teachers are insufficiently aware of how these affect their roles. Teachers, including part-time teachers, meet regularly and share good practice. Action plans arising from meetings are clear and are monitored for completion. The management information system is comprehensive and up to date. Managers' use data effectively, including students' participation and performance rates. Students' complaints and suggestions are collected and acted upon. There is substantial and relevant staff development, especially directed towards improving teaching and learning. Reviews, induction and other student support effectively promote equality of opportunity. Community provision successfully widens participation in education, but its impact is not evaluated.

88. Quality assurance is insufficiently rigorous. Self-assessment is unsatisfactory. Although staff contribute to the report and review a draft, they are insufficiently aware of the development plans. The plans themselves do not set challenging targets. The internal scheme of lesson observation takes insufficient account of weaknesses.

### **Hairdressing and beauty therapy**



Overall provision in this area is **Satisfactory (grade 3)**

#### ***Strengths***

- good teaching and learning
- very good specialist salons
- good development of students' practical skills
- very good vocational learning resource centre.

#### ***Weaknesses***

- low pass rates on the NVQ level 2 hairdressing course

- weak assessment practices for beauty therapy courses
- inadequate progression routes for beauty therapy students
- unsatisfactory attendance in lessons.

### ***Scope of provision***

89. The college offers a range of full-time and part-time courses in hairdressing, beauty and holistic therapies and theatre media make-up. Full-time courses range from entry level to NVQ level 3. Part-time courses include a range of holistic therapy courses and NVQs in both hairdressing and beauty therapy. There are 893 students, of whom 248 are full-time students aged 16 to 18, and 645 adults. Overall, most students attend full time and 95 attend part time. There are 63 male students and students represent the wide spread of ethnic groups and cultures in the college's recruitment area; 24 students aged 14 to 16, from local schools, follow taster courses in a range of vocational skills.

### ***Achievement and standards***

90. The number of NVQ level 2 hairdressing students successfully completing their qualification in 2003 was low; only 36 students out of the 85 originally enrolled. Retention rates are low on the NVQ level 2 beauty therapy course, at 50%, compared with the national average of 76%. There are improving and now high pass rates on the Indian head massage course and high retention rates on NVQ level 1 hairdressing, at 92%. Most other courses have satisfactory retention and pass rates.

91. Students develop good practical skills. Their practical work is of an appropriate standard and in some cases better than would be expected for the stage of their courses. This is particularly evident in theatrical make-up lessons, where students applied wax to a high standard to alter facial features when designing character make-up. In one body massage lesson, the teacher's instructions to carry out a body massage whilst using anatomical terminology was readily understood by students. In a hairdressing lesson, a student showed good scissor-over-comb techniques when completing a graduated hair cut.

92. The standards of students' portfolios of work in hairdressing are satisfactory, using a wide range of evidence, presented with good visual imagery. Beauty therapy portfolios lack the range and quality of content expected at the various stages of students' programmes. Students' attendance, at 67% in the lessons observed, is low, although it has improved since the last inspection.

### ***A sample of retention and pass rates in Hairdressing and beauty therapy, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
NVQ hairdressing (one year)	1	No. of starts	142	61	26
		% retention	82	80	92
		% pass rate	78	80	88
NVQ hairdressing (two year)	2	No. of starts	96	77	85
		% retention	65	75	58
		% pass rate	85	78	73

NVQ beauty therapy (one year)	2	No. of starts	19	48	*
		% retention	53	69	*
		% pass rate	60	64	*
Manicure and pedicure certificate (one year)	2	No. of starts	34	19	50
		% retention	74	68	92
		% pass rate	56	92	76
Diploma in body massage, (one year)	3	No. of starts	27	34	35
		% retention	81	74	66
		% pass rate	73	92	87
Diploma in Indian head massage (one year)	3	No. of starts	*	*	20
		% retention	*	*	85
		% pass rate	*	*	100

Source: ISR/ILR (2001 and 2002), college (2003)

### **Quality of education and training**

93. There is much good teaching and learning and no lessons are unsatisfactory. Teaching is well planned and evaluated, and all lessons have detailed lesson plans and schemes of work. In the best lessons, students are set challenging learning goals that effectively develop their vocational skills. Teachers demonstrate a good knowledge of theoretical and technical skills, which they successfully communicate to students. Students and staff are well motivated, resulting in the development of good learning relationships. In a hairdressing theory lesson for part-time students, they worked well in small groups, considering various likely requests from clients. The teacher made good use of praise and feedback to students, who enjoyed solving the challenging tasks. Students' individual learning styles and requirements are identified in detailed profiles, which take into account initial assessment, diagnostic testing results and individual learning needs. In some lessons, there are missed opportunities to relate key skills to theory and practical sessions.

94. All teachers have appropriate qualifications and four have been trained to support students whose first language is not English. Full-time staff have an annual appraisal, which identifies performance and staff development needs. Well-planned and vocationally relevant professional development is undertaken by all staff.

95. Specialist salons are very good. Hairdressing and beauty facilities have recently been refurbished and include a professionally designed hairdressing salon, a specialist mens' barbering salon, a theatrical make-up studio and beauty salons, all with hydraulic beauty beds. There are too few professional products for training and assessment purposes in the two beauty salons. Students benefit from a large, well-equipped specialist resource room, with a broad range of learning materials, good IT resources and vocational videos. Students make good use of the room, particularly for their assignments. The area's reception uses a computerised appointment system, which further develops students' IT skills in a vocational context.

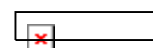
96. The planning of assessments in hairdressing is satisfactory, but assessment practices are weak in beauty therapy. There are inadequate numbers of clients in beauty lessons to enable students to gain commercial experience and assessment opportunities. The internal verification system for beauty courses is poor and underdeveloped. The system is not fully embedded and sampling is insufficient. Tutorials are effective and support the learning and personal needs of students. There is good support for students who are speakers of other languages. In one lesson, an ESOL specialist tutor worked with a vocational teacher to support students completing research work for portfolio assignments. The provision of literacy and numeracy support for students is satisfactory. Initial assessment accurately identifies students' literacy and numeracy needs.

97. Students are well served by the range of courses offered and timetables are flexible, taking into account students' family needs. However, progression routes for beauty therapy students are inadequate. The college does not offer the NVQ level 3 beauty therapy course. Students who complete the NVQ at level 2 cannot progress within the college, limiting their opportunities for employment. Work experience for full-time students is satisfactory and the college is working to improve links with industry. The college has good links with schools and there is a course for pupils 14 to 16 pupils that allows them to sample vocational areas before they choose their career route.

### ***Leadership and management***

98. Leadership and management are satisfactory. Weekly team meetings are effective, minuted and with actions recorded. Staff are well informed of senior management decisions. Further development is needed to enable staff teams to work together more effectively and improve internal communication. The appraisal system satisfactorily identifies staff development needs and sets and reviews targets. The self-assessment report is accurate. As part of an organisational re-structuring, the areas of hairdressing and beauty therapy were merged. New management and quality systems in beauty therapy have been slow to show any impact.

### **Health and social care and early years**



Overall provision in this area is **Good (grade 2)**

#### ***Strengths***

- good progress and achievements of students'
- high standards of many students' work
- good teaching and learning
- strong promotion of equality and diversity
- good leadership and management.

#### ***Weaknesses***

- narrow range of provision in health and social care

- insufficient work placements in health and social care.

### ***Scope of provision***

99. The college offers a range of full-time and part-time provision in early years, full-time provision in health and social care, and part-time provision in housing studies and counselling. Early years and health and social care courses range from foundation to diploma level. Access to HE courses in social work and nursing and health are full time. Counselling courses are part time, day and evening, and are offered at introductory and certificate level. Counselling and housing courses offer progression routes to HE in liaison with Middlesex University. There are 323 full-time students, 547 part-time students and 11 students undertaking a pilot advanced modern apprenticeship in community justice. The majority of students are adults. The college, in partnership with Barnet College and Middlesex University, has recently been awarded CoVE status for health and social care. At the college, the CoVE is delivering access to nursing and health studies, access to social work, mental health care assistant training and a range of distance learning short courses. Other CoVE programmes, including NVQs in care, are offered by Barnet College.

### ***Achievement and standards***

100. Students' progress and achievements are good. Many have English as a second language and a considerable number join with weak literacy skills. Retention rates are good. For example, for the AVCE health and social care course, retention rates have increased each year over the past 3 years and in 2003 were 50 percentage points above the national average. Most students achieve their intended qualification and pass rates are often high. For example, on the GNVQ intermediate health and social care course, they have improved over the last three years and in 2003 were 19 percentage points above the national average. The certificate in counselling has had high retention and pass rates over the past three years. Retention and pass rates on access courses offered through the CoVE are high. A wide range of additional qualifications is successfully taken by students. Attendance is good.

101. The standard of work of many students is high. Access students show good analytical and critical skills, with evidence of their understanding of theory, practice, and professional values. Counselling students show good ability to relate practice to theory. Students on the foundation certificate in childcare show a high level of creative skill. They have made some excellent puppets for work with children.

### ***A sample of retention and pass rates in Health and social care and early years, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
GNVQ foundation health and social care	1	No. of starts	31	42	34
		% retention	90	55	88
		% pass rate	82	83	83
GNVQ intermediate health and social care	2	No. of starts	34	50	33
		% retention	79	74	76
		% pass rate	59	78	96
AVCE health and social care	3	No. of starts	25	**	19
		% retention	52	**	89
		% pass rate	85	**	59
Access to nursing and	3	No. of starts	*	63	73

health studies		% retention	*	89	86
		% pass rate	*	96	84
National certificate in housing management and maintenance	3	No. of starts	25	**	16
		% retention	100	**	88
		% pass rate	56	**	64
Certificate in childcare and education	2	No. of starts	17	23	26
		% retention	82	83	62
		% pass rate	93	68	94
Progression award in early years care and education	2	No. of starts	*	20	17
		% retention	*	75	88
		% pass rate	*	60	93
Diploma in childcare and education	3	No. of starts	19	**	19
		% retention	100	**	74
		% pass rate	84	**	71
Certificate in counselling skills	2	No. of starts	49	38	35
		% retention	84	82	89
		% pass rate	93	94	100

Source: ISR/ILR (2001 and 2002), college (2003)

\* course did not run

\*\* fewer than 15 starters enrolled

### **Quality of education and training**

102. Teaching and learning are good. Equality and cultural diversity are strongly promoted and well integrated into most lessons. In a health and social care lesson, students examining recreational activities for older people were encouraged to identify examples from a range of cultural perspectives, reinforcing the validity of students' own cultural heritage. A broad range of valid teaching methods are used, sustaining students' interest. Question and answer sessions are used well to extend students' thinking. Many lessons incorporate the use of high quality worksheets that are easy to use and enable students to learn in steps. In the best lessons, teachers are skilled at helping students to develop oral and written English skills. On counselling courses, teachers are particularly skilled at enabling students to recognise their own learning and to identify their own development needs. On Access courses, teaching is good. Teachers use a variety of methods to develop students' critical thinking and presentation skills. Communication and IT skills are effectively integrated into lessons. In a few lessons in health and social care and housing, momentum is lost during small group work and occasionally, in early years lessons, insufficient attention is paid to students' individual needs and abilities. Teaching is good for IT and number key skills. On health and social care courses, there are insufficient work placements for students. Only second-year AVCE students have a placement as part of their course.

103. Staff are appropriately qualified and experienced. All teachers have a teaching qualification or are working towards one. The high percentage of staff from minority ethnic groups reflect the racial mix of the student population and visiting practitioners from minority ethnic groups provide positive role models for students. Classrooms are light, bright and airy. Rooms for early years students have satisfactory displays of students' work. One room has a lovely display of puppets and sculptures made by early years foundation students. Counselling students have permanent access to a suite of high quality rooms. A specialist learning resource base is good, although the newspaper articles are

out of date. There is an adequate number of readily accessible computers.

104. Assessment is satisfactory. Schedules are well structured and are given early to students, and assessment and grading criteria are clear and used well. Marking is fair and accurate. Feedback from teachers is helpful and constructive and tells students how to improve. Formative assessment is used well in health and social care. Internal verification practice is at least satisfactory and is very good on health and social care courses.

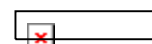
105. Overall, the range of provision is broad and responds well to many of the needs of the local community. The highly multicultural nature of the community is addressed in recruitment strategies. However, provision in health and social care is narrow. There are no evening or short courses for adults and the curriculum does not address national priorities, especially for the training of care assistants and care home managers. The CoVE offers NVQ care courses through Barnet College and has identified the need for employer-related care training in Haringey. The college is seeking to establish an NVQ assessment centre as part of the CoVE development plan. There are effective links with external agencies, including central and local government departments and community groups.

106. Guidance and support for students are satisfactory. Regular group and individual tutorials are scheduled. Careers advice is included. Progress reviews are completed but, except for counselling students, targets for progress are often too broad. Support for personal issues is good. Tutors are approachable and available. All students have good access to the counselling service. Additional support is organised quickly. Students' individual learning needs are identified effectively and interviews with additional support tutors prompt action. The additional learning support handbook helps teachers to support students with basic skills and specific learning difficulties.

### ***Leadership and management***

107. Leadership and management are good. The CoVE has met the targets identified in the first year of the development plan. The college intends that the newly appointed CoVE programme leader will provide a clearer focus on curriculum development and the quality of CoVE provision. Courses are well organised. Communications are good and staff are clear about the direction of the college and committed to its core values, including equality of opportunity. There is a keen focus on improvement, with regular programme review meetings. Retention rates and achievements are always agenda items and managers are keenly aware of retention and pass rates. Evaluative end-of-year summative course reports are produced. Actions are monitored, although not recorded. Staff are fully involved in self-assessment. The quality of the report is good. It is clear, concise and evaluative. There are detailed actions with measurable targets and progress is monitored.

### **Visual and performing arts**



Overall provision in this area is **Satisfactory (grade 3)**

### ***Strengths***

- high pass rates for GCE A2 and GNVQ intermediate art and design courses
  
- good teaching and learning

- good development of independent learning.

### ***Weaknesses***

- low retention rates on performing arts and music courses
- low pass rates on AS-level courses in art and design and media
- ineffective management of curriculum development.

### ***Scope of provision***

108. A range of full-time and part-time day and evening courses in visual and performing arts, music technology and media are run at the college's main site. The most popular courses are visual arts, music technology and media. Courses extend from level 1 through to level 3, and all lead to nationally recognised qualifications. There are also community and industry-based programmes offered in partnership with such organisations as the British Broadcasting Commission (BBC), film companies, and national and local arts trusts. There are 176 full-time students, of whom 105 are aged 16-18 and 71 are adults. There are 130 part-time students, of whom 95 are adults.

### ***Achievement and standards***

109. Pass rates are high on GCE A2 art, media and photography courses and on the GNVQ intermediate art and design course. Pass rates for the national diploma in music technology and for the AVCE art and design fell in 2003 from very high levels, but they are still above the national averages. In contrast, pass rates for the AS-level art and design and AS-level media courses are low. Retention rates are low on performing arts and music technology courses. For example, in 2003, on the national diploma in performing arts, the retention rate was 40% and for the national diploma in music technology it was only 55 %. In contrast, retention rates are high for the AS-level art and design course and for GNVQ intermediate art and design. Standards of work are satisfactory overall and many students reach high standards of attainment in their lessons. Students develop a range of practical and analytical skills in all subject areas. Visual arts students develop good practical skills in two-dimensional and three-dimensional work and performing arts students successfully develop a range of acting skills. They make many substantial social and personal gains; 88% of students enrolled are from socially deprived backgrounds. They particularly benefit from working in groups and undertaking assignments which are of advantage to the local community, such as the partnership work with Creative Connections and BBC London. Punctuality and attendance have improved since the last inspection but remain poor in some lessons.

### ***A sample of retention and pass rates in Visual and performing arts, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
National diploma in performing arts	3	No. of starts	*	*	20
		% retention	*	*	40
		% pass rate	*	*	88



National diploma in music technology	3	No. of starts	*	25	33
		% retention	*	32	55
		% pass rate	*	100	86
AVCE art and design (double award)	3	No. of starts	38	17	15
		% retention	45	82	80
		% pass rate	24	93	83
AS-level art and design (fine art)	3	No. of starts	52	44	29
		% retention	96	70	90
		% pass rate	34	74	58
GNVQ intermediate art and design	2	No. of starts	*	21	**
		% retention	*	67	**
		% pass rate	*	64	**
Music technology advanced	3	No. of starts	25	32	31
		% retention	76	53	45
		% pass rate	74	94	93

Source: ISR/ILR (2001 and 2002), college (2003)

\* course did not run

\*\* fewer than 15 starters enrolled

### **Quality of education and training**

110. Much teaching and learning are good. Teachers plan their lessons thoroughly and work hard to get the best from their students. For example, in one very good music technology lesson, expert individual tuition from the teacher helped students to mix some imaginative backing tracks using sequencing software. Lessons are challenging and teachers inspire their students, often by reference to their own practical professional experiences. In a lesson for national diploma students, the teacher skilfully facilitated their acting as they built their roles and developed a good understanding of the use of farce and comedy in performance work. A few lessons are uninspiring, with a lack of challenging learning activities and insufficient definition of learning outcomes, and students make slow progress.

111. Students develop their capacity for independent learning well. They are encouraged to develop skills of time management and of managing their own learning in their art and performance projects. For instance, one group of students organised their own trip to Paris as part of their contextual and historical studies. Students use visual arts and music technology resources to complete work outside of lesson time. Students' creative experiences are enriched and extended through a stimulating programme of visits to galleries, events and performances and by visiting artists and performers. Assignments are generally well planned to include challenging learning activities to meet the needs of the students and those of the awarding bodies.

112. Accommodation and practical resources are satisfactory. Studios and workshops contain essential equipment, tools and materials. Some equipment is of industry standard, such as that in the music technology studio. The workshops for three-dimensional design and textile design graphics are particularly well equipped. A base room is available for visual arts students to further develop their work outside of lesson time. Timetabled drop-in sessions in the music technology studio allow students to continue their personal assignments with supervision from teachers. Staffing of the area has improved since the last inspection. A significant number of new teachers have replaced those who have left. They are very well qualified, have good industrial experience, and

many have previous experience of teaching disaffected students.

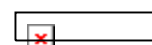
113. Prospective students are interviewed comprehensively for full-time and substantive part-time courses. For example, a portfolio of work is required for those in visual arts and an audition for those in performing arts. Thorough initial assessment includes diagnostic testing. It provides a basis for individual action planning and triggers additional learning support for students who need it. Assessment is generally well planned. Detailed written feedback is given, in many cases supported by one to one tutorials. Internal verification is systematic and recognises both good practice and insufficiencies in tutors' written feedback. It has not yet had sufficient impact on the few poor assessment practices. Individual learning plans contain negotiated and realistic targets. However, in a few cases, the tracking of students' progress is insufficiently rigorous. Effective support and guidance are provided by tutors on both course-related and personal issues. Group and individual tutorials are good.

114. There is a reasonable range of courses in the visual arts, media and music technology. Courses in performing arts are limited, with no substantive course in dance. Overall, courses at level 1 are few, and there are insufficient opportunities in visual arts at level 3 to broaden students' experiences in a wide variety of subjects and media. The development of community and industry-based initiatives is good, meeting the needs of adult students. For example, there is the innovative NVQ programme in arts development and teaching, aimed to develop the skills of practitioners to enable them to gain employment as artists in residence or on community arts projects.

### ***Leadership and management***

115. Leadership and management are satisfactory. However, curriculum development is ineffectively managed and the curriculum offer lacks coherence. Many course changes have been made over the past two years, but these have not resulted in significant quality improvement, for example in retention and pass rates. There is a recent comprehensive three-year plan for curriculum development and quality improvement. It is too early to judge its likely impact. Communication is good, with scheduled meetings at course and management levels. Staff are well supported by their managers and opportunities for staff development are good. Arrangements for quality assurance are satisfactory and have improved since the last inspection. More internal observations of teaching and learning take place, but they are insufficiently rigorous. Staff at all levels participate in self-assessment. The self-assessment report identifies some strengths that inspectors considered to be normal practice. Inspectors largely agreed with the weaknesses identified.

## **Humanities**



Overall provision in this area is **Satisfactory (grade 3)**

### ***Strengths***

- much improved teaching
  
- high pass rates on AS-level and GCE A2 courses in 2003
  
- strong leadership, leading to higher standards

- effective use of diversity and equality of opportunity issues in the curriculum.

### ***Weaknesses***

- low pass rates for access to HE and GCSE sociology courses in 2003
- low retention rates on AS-level courses
- poor attendance.

### ***Scope of provision***

116. The range of course provision is wide. AS-level and GCE A2 courses are available in history, government and politics, law, sociology, psychology, and general studies. GCSE courses are at present available in sociology and humanities. Humanities was introduced in 2003. Most students on AS-level, GCE A2 and GCSE courses are fulltime and aged 16 to 18. A flexible access to HE course is available for adult students. The course has a wide range of modules which can be taken over one or two years, in the daytime, evening, or a mixture of both. There are 263 students.

### ***Achievement and standards***

117. Pass rates on AS-level and GCE A-level have improved considerably since the 2002 inspection and are now good. All AS-level pass rates were well above national averages in 2003, having come from well below in the two previous years. History had a pass rate of 100% in 2003. In 2003, GCE A2 history, sociology and psychology students all achieved 100% pass rates. Other subjects have pass rates at, near, or above national averages. However, GCSE sociology had an A\* to C pass rate well below the national average in 2003. The access to HE pass rate fell to well below national average in 2003, having been well above in the two previous years. Retention rates on GCE A2 and access to HE courses have been generally good over a three-year period. However, on AS-level law, government and politics, and sociology courses retention rates were low in 2003. This was a clear decline from previous years.

118. Students' oral work is good. They readily participate in discussion and in group work. They willingly express opinions and enjoy arguments. GCE A2 sociology students discussing social class and its impact on educational achievement examined the low performance of Afro-Caribbean boys as part of a sophisticated discussion which indicated that students had a good grasp of a number of sociological theories. Students listen to each other and benefit from the ethnic diversity of their teaching groups. In an access to HE history lesson, a student from Malawi was able to present authentic information on the impact of the Christian missionary movement on African history. However, in one or two classes, a number of students lack the confidence to participate in discussion. Written work is generally at an appropriate standard for the course being taken. On GCE A2 courses particularly, there are a number of interesting and successful pieces of coursework, such as history students' work on the development of the media in the twentieth century and themes in Germany prior to the Second World War. A lively piece on *The Diary of Ann Frank*, from a historical perspective, from an access to HE student was particularly effective. Despite teachers' and managers' systematic efforts to improve attendance at lessons, this remains a weakness. At 75%, it

is at the same level as during the last inspection and remains well below the national average for similar colleges.

***A sample of retention and pass rates in Humanities , 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
Access to HE	3	No. of starts	32	50	27
		% retention	91	74	78
		% pass rate	72	68	52
AS-level general studies	3	No. of starts	37	40	73
		% retention	76	90	75
		% pass rate	50	64	75
AS-level law	3	No. of starts	22	36	45
		% retention	86	92	60
		% pass rate	21	58	85
AS-level sociology	3	No. of starts	31	41	26
		% retention	52	85	54
		% pass rate	75	63	93
AS-level psychology	3	No. of starts	33	29	34
		% retention	94	59	76
		% pass rate	39	53	77
AS-level government and politics	3	No. of starts	*	24	28
		% retention	*	75	68
		% pass rate	*	62	74
AS-level history	3	No. of starts	18	*	15
		% retention	89	*	93
		% pass rate	50	*	100

Source: ISR/ILR (2001 and 2002), college (2003)

\* fewer than 15 starters enrolled

***Quality of education and training***

119. There has been a distinct improvement in teaching since the last inspection. Most teaching observed is good or better and, while there is no outstanding teaching, neither is any teaching less than satisfactory. The majority of lessons are well prepared and resourced, and backed by effective schemes of work. In the most effective lessons, a variety of teaching strategies are successfully used. Group and pair activity are often well employed, with focused aims and realistic timescales which sustain students' interest. Teachers aim to engage students in their learning and usually insist on the participation of all students. In a GCE A2 general studies lesson, a lively simulated radio discussion effectively reviewed reasons for the decline in turnout at elections. Feedback from students' group and pair work often indicates good learning of quite difficult topics or concepts. GCE A2 law students working in groups, revising offences against property, under the teacher's careful guidance analysed complicated case studies with skill and sensitivity. A number of teachers show how up-front, energetic class control and their own enthusiastic participation can stimulate busy and successful learning. A GCSE sociology lesson on changes in family relationships was driven by the

teacher's determination and led to students successfully grasping functionalist, Marxist and feminist theories.

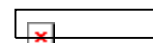
120. At times, in the less effective lessons, teachers dominate and fail to involve students. Occasionally, group, pair, or individual work goes on too long and fails to sustain students' interest. A few lessons are worthy but rather dull. In contrast to the last inspection, due emphasis is given to examination preparation. In government and politics and history courses a structured process of self-evaluation by students of their essays and assignments on completion is leading to improvement.

121. Students' work and their progress are well monitored. Assessment is accurate and used effectively in the planning and monitoring of student work. Teachers mark work carefully, and their commentary on written assignments is critical, businesslike, thorough, and supportive. Work is returned to students in good time. Recently introduced monitoring of students' progress against predictions based on their prior performance is also increasing the focus on success in examinations.

### ***Leadership and management***

122. Since the last inspection, leadership and management of humanities is much improved. The raising of standards in teaching and learning has been given priority in staff development. The teaching observation programme is thorough and realistic in its grading. This year's grading profile accurately reflects the findings of inspectors. The analysis of weaknesses the scheme identified contributed to staff development planning. Appraisal informs staff development and has been completed in the current cycle. A value added system is under development, both to set targets for students' examination performance and to track the performance of courses. Not all teachers are aware of the potential of this process and many students do not yet understand it. There is effective teamwork within subjects and the sharing of good practice within teams is a clear element in the overall raising of teaching standards. However, there is little evidence of the sharing of good practice across subjects. Self-assessment and review are pursued thoroughly, and the quality, accuracy and analysis of data have improved. The promotion of equality and the positive enjoyment of the ethnic diversity of students and staff are clear objectives of the curriculum area, successfully achieved.

### **English and languages**



Overall provision in this area is **Satisfactory (grade 3)**

#### ***Strengths***

- very good teaching on modern foreign languages courses
- good development of students' independent study skills
- high standard of group and oral work
- good monitoring of students' progress

- imaginative response to community needs in modern foreign languages.

### ***Weaknesses***

- dull teaching in many English lessons
- unsatisfactory attendance in many lessons
- inadequate information for curriculum planning.

### ***Scope of provision***

123. The college provides courses in GCSE English, AS-level and GCE A2 English language and literature, and AS-level communication studies. There are 73 full-time and 75 part-time students enrolled. Modern foreign languages courses are available from beginners' level up to level 3 in French, Italian, Spanish and Turkish. There are currently 311 students enrolled.

### ***Achievement and standards***

124. Pass and retention rates are variable. On GCSE English, pass rates at grades A\* to C have been over 50% in each of the last three years; above the national averages. In GCE English language and literature courses, pass and retention rates were below national averages at AS-level and GCE A2 in 2003. Although pass rates on GCE AS French are high, retention rates are unsatisfactory. All students entered for the AS-level course Turkish in 2003 were successful.

125. The standard of students' work is high in modern foreign languages and satisfactory in English. Group and oral work are particularly good. Students show self-confidence in working collaboratively and giving presentations to the whole class. In modern foreign language lessons, at all levels, students are immersed in the language and speak with confidence and enjoyment. In an AS-level communication lesson, students presented research findings articulately and explained their conclusions. They could justify why they approached a problem in a particular fashion, and discuss how difficulties were overcome. Most students develop good independent study skills.

126. Attendance at lessons during the inspection was unsatisfactory, at 68%. It was particularly poor in the GCSE English lessons, at 53%.

### ***A sample of retention and pass rates in English and languages, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
Certificate in business language competence (Italian)	1	No. of starts	133	101	20
		% retention	69	85	75
		% pass rate	35	86	73
GCSE English	2	No. of starts	70	94	121

		% retention	79	62	78
		% pass rate	55	63	55
GCE A2 English language and literature	3	No. of starts	*	18	15
		% retention	*	89	87
		% pass rate	*	81	77
AS-level English language and literature	3	No. of starts	33	33	28
		% retention	73	88	68
		% pass rate	79	72	74
AS-level Turkish	3	No. of starts	*	**	20
		% retention	*	**	80
		% pass rate	*	**	100

Source: ISR/ILR (2001 and 2002), college (2003)

\* course did not run

\*\* fewer than 15 starters enrolled

### **Quality of education and training**

127. Teaching in many modern foreign language lessons is impressive. Work is lively, varied and challenging, and takes strong account of individual students' needs. For example, in a French workshop session, each student had been set an individual task and worked studiously throughout the session, making very good progress. While two students prepared and recorded a presentation on the recent introduction of legislation prohibiting the wearing of the Islamic headscarf in French schools, others used computers to practise a new grammar point, or to conduct research for written assignments. The teacher spent a useful amount of time with each student, and new tasks and targets were set again the following lesson. In an outstanding Turkish lesson, students enacted the role of reporter and victim in the aftermath of an earthquake, before producing a report. Students enjoyed the lesson whilst developing a range of different skills and knowledge.

128. The quality of teaching in English lessons is more variable. In the better lessons, students are engaged in learning through the use of imaginative exercises. For example, in one good GCSE lesson, students were set the task of investigating the deaths of Romeo and Juliet using contemporary police investigation methods. The collection and scrutiny of evidence helped students to understand the play. In some lessons, small group work is managed very effectively and produces purposeful and animated discussion. Students work at their own pace towards clearly defined goals. However, many English lessons are unimaginative or dull. Source material is limited in range and questions are asked to the group in general, rather than to individuals. The questions asked are frequently undemanding tests of recall. As a result, some students are uninvolved and lose concentration. Students do not learn to critically assess texts effectively.

129. Teaching and learning are enriched by a number of additional activities such as attendance at conferences, visits by guest speakers, trips to the theatre or fact-finding trips to the Cervantes Institute.

130. Resources are good, particularly for modern foreign language students. The learning resources centre has a good stock of specialist periodicals and journals. ICT facilities for languages are good, and specialist software has been effectively integrated into teaching and learning.

131. Students' progress is assessed and monitored well. Written work in English is set regularly and errors are corrected. Cover sheets allow for fuller explanations and guidance for improvements.

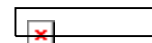
Students find peer assessment on English courses very helpful. Students are set targets which take previous achievements into account and allow them to gauge their progress against a minimum expected grade. Students get regular feedback on their progress against this grade, and speak positively of the system. In modern foreign languages courses, workshops give exceptional individual support to all students.

132. In modern foreign languages, there has been an imaginative response to local community needs. Shorter courses are offered to students who cannot commit themselves for a year. The introduction of Turkish has been particularly successful in attracting students to the college for both educational and social reasons. Language courses are offered to students on full-time humanities programmes. Progression routes are good, allowing students to move in logical steps from beginners' courses to more advanced courses.

### ***Leadership and management***

133. Leadership and management are satisfactory. A rigorous programme of lesson observations, linked to staff training, has helped to raise standards of teaching. Staff development is linked to appraisal, and has been organised to enable part-time staff to benefit. The college has established processes to address issues of lateness and unauthorised absence, but there is inconsistency in applying these policies. Retention rates and attendance figures are used to inform decisions, but the data being used are not accurate. The self-assessment report is accurate in identifying most strengths and weaknesses.

### **Provision for students with learning difficulties and/or disabilities**



Overall provision in this area is **Unsatisfactory (grade 4)**

#### ***Strengths***

- effective links with a range of organisations to widen participation
- wide range of programmes and levels.

#### ***Weaknesses***

- weak initial assessment
- insufficient attention to individual students' needs in lessons
- ineffective review of students' progress.



### ***Scope of provision***

134. There is a wide range of programmes for students with learning difficulties and/or disabilities. Courses are designed to help students to progress to other FE provision, and to develop their literacy, numeracy, personal and social skills. Provision is made for students with a wide range of learning difficulties and/or disabilities, including those recovering from mental health problems. There is an outreach programme based in 22 community centres, hospitals, and housing and community projects. Most programmes offer external accreditation in a range of subjects such as music, art, craft and IT. There are 281 students enrolled on full-time and part-time courses.

### ***Achievement and standards***

135. Students' achievements are satisfactory overall. Most students achieve appropriate external accreditation, largely through the OCN. Retention rates are satisfactory and most students who start courses complete them. The standard of students' work is variable. In some lessons, students make good progress and achieve new skills or gain new knowledge. For example, in one art lesson, students produced some good paintings that developed their fine motor skills, concentration and colour recognition. In other lessons, students developed effective skills in the concept and use of money in the college environment. However, in some lessons, the more able students are not given sufficient opportunities to improve their skills. In other lessons, the work is too demanding for some less able students. As a consequence, the standard of students' work is not always at the appropriate level. Attendance at lessons is high, at 92%.

### ***Quality of education and training***

136. The quality of teaching and learning is mainly satisfactory, although it is unsatisfactory in a significant proportion of lessons. In the better lessons, teachers develop students' skills in speaking, listening, literacy, and numeracy by providing good activities for students to practice individualised learning. For example, in an art class, one student who was late was asked to confirm what time it was and what time the class started. This student had telling the time as a learning goal.

137. In many lessons, attention to individual students' needs is insufficient. In the unsatisfactory lessons, little learning took place. Information given by teachers in some lessons is too complex or too easy. For example, in one IT lesson, the teacher was explaining about devices described as 'peripherals', including graphic plotters and light pens. Students did not understand much of the terminology and the teacher did not adequately check the understanding of students. In another lesson, where students were of mixed level of ability, the more able students were not sufficiently challenged and became bored and disruptive. Some teachers have recognised that there is a lack of challenge for some students in lessons, but this has not been addressed. There is insufficient attention to the personal and social development of students within lessons and, on occasions, students' outbursts are dealt with inappropriately.

138. Resources are satisfactory and meet the needs of students. There is a comprehensive range of adaptive equipment including IT computers with large screens, magnification packages, touch screens and a range of appropriate software. Paper-based resources are generally satisfactory and include good gapped handouts with pictorial information. However, there are insufficient handouts using symbols for students at pre-entry level.

139. Initial assessment of students' needs is weak. Students complete a college-devised initial assessment of literacy and numeracy. There is no formal assessment of students' personal and social skills or learning styles. There is a short description of students' learning difficulties and/or disabilities, but this is too general. There is no link between students' assessed needs and the core curriculum on most programmes. Assessment of external qualifications is satisfactory. However, individual learning plans for students are inadequate. They are often insufficiently detailed. Each student has a primary learning goal, but it is not always clear how this will be achieved. Targets are not always clear or measurable. Planning for the development of personal and social skills is often missed.

140. Links with a range of organisations to widen participation are effective. There are good links with a local hospital to provide learning opportunities for students with mental health problems. A staff member from an agency specialising in mental health based at the college to assist in the securing of work experience for students. Courses are provided in community venues to bring education to those not normally able to attend the college's main sites. Progression opportunities are available within the discrete provision and onto mainstream college provision.

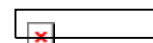
141. Enrichment activities are satisfactory. There is a programme during college holidays which includes teaching in electronic music and art, but students who rely on community transport may not be able to attend. There is a social club for students attending programmes with mental health problems. Some students go on trips, for example, to museums, as part of enrichment within their programme.

142. Support for students is satisfactory. Support workers attend lessons, and sometimes care workers attend college with students in their care. Staff regularly check that students are not experiencing any difficulties. In the better lessons, teachers provide good direction to support staff and brief them on what they would like them to do to support students.

### ***Leadership and management***

143. Communication within the department is effective. Most teachers have teaching qualifications and others are working towards them. Some have not yet completed core curriculum training. Cross-referencing with the core curriculum in many programmes has not yet taken place. Some teachers lack the expertise to develop the social and personal skills of students with more complex learning and physical disabilities. Staff and students have a good understanding of equality of opportunity. Self-assessment of the provision is weak. The self-assessment report recognises some of the strengths, but is inaccurate in identifying many of the weaknesses, including the quality of some teaching and learning

### **Literacy and numeracy**



Overall provision in this area is **Satisfactory (grade 3)**

#### ***Strengths***

- high pass rates at entry level and on literacy courses at level 1
- good development of personal and learning skills
- good teaching and learning in discrete literacy and numeracy provision
- wide range of provision to widen participation.

### **Weaknesses**

- low pass rates on key skills and on level 1 numeracy courses
- unsatisfactory teaching of literacy, numeracy, and key skills in some curriculum areas
- inadequate recording of progress
- insufficient ICT to support learning in discrete provision.

### **Scope of provision**

144. The college offers discrete literacy and numeracy programmes at main college sites, in community venues, and in the workplace. There is also individual, small-group and in-class literacy and numeracy support for students on other college programmes. Some students on vocational courses have separate lessons for literacy, numeracy or key skills. There are 749 adults and 81 students aged 16 to 18 on discrete part-time programmes for literacy or numeracy. All students in discrete provision have the opportunity to work towards accreditation from entry level to level 2. There are 579 students receiving individual, small-group or in-class support for literacy, numeracy or dyslexia.

### **Achievement and standards**

145. Pass rates are high on entry level courses and on literacy qualifications at level 1. For example, on entry level literacy programmes, pass rates in 2002 and 2003 were 91% and 98%, respectively. On entry level numeracy, the pass rate improved from 47% in 2002 to 74% in 2003. The pass rate on level 1 literacy rose from 75% in 2002 to 98% in 2003. The pass rate on the level 1 numeracy course is low, with only 50% of students achieving the qualification in 2003. Retention rates are satisfactory overall, being broadly in line with national averages. Overall, pass and retention rates are higher than the college average for students who receive additional learning support in literacy or numeracy. On key skills qualifications at levels 1 and 2 in literacy and numeracy, few students successfully complete the course. Pass rates have declined overall, and are below national averages. For example, an application of number at level 2, only 2% of students were successful.

146. Achievement of personal and learning skills on discrete programmes is good. Students meet the challenging learning targets set out in their individual learning plans. They develop good teamwork skills, work co-operatively, and improve their understanding and tolerance of each other's diverse backgrounds. Students' confidence and self-esteem improves and they become more involved in the community. For example, many adult students benefit from being more able to help their children or grandchildren with schoolwork. A significant number of students progress from courses in the community to college-based provision.

### **A sample of retention and pass rates in Literacy and numeracy, 2001 to 2003**

Qualification	Level	Completion year:	2001	2002	2003
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Literacy	Entry	No. of starts	*	363	340
		% retention	*	91	78
		% pass rate	*	100	98
Numeracy	Entry	No. of starts	587	518	214
		% retention	78	79	78
		% pass rate	46	47	74
Literacy	1	No. of starts	*	125	84
		% retention	*	71	73
		% pass rate	*	75	98
Numeracy	1	No. of starts	*	271	224
		% retention	*	85	87
		% pass rate	*	55	50

Source: ISR/ILR (2001 and 2002), college (2003)

\* data unreliable or not available

### **Quality of education and training**

147. Teaching and learning are good on discrete literacy and numeracy programmes. In literacy lessons, learning is carefully planned for the development of speaking, listening, reading and writing skills. Teachers use appropriate teaching methods and good team teaching between teachers and support tutors effectively supports students. There are very good relationships between teachers and students that promote learning. In the best lessons, teaching is related to students' lives. For example, in one lesson, students improved their ability to extract information from a text by planning a journey from their home to another student's home using the London A-Z map. A minority of teaching takes insufficient account of the varying abilities of students.

148. In a minority of vocational areas, teaching in literacy, numeracy and key skills is unsatisfactory. Teaching is poorly planned to meet the needs of individual students. Lessons are dull and uninspiring and students become bored. As a consequence, little learning takes place. Some lessons are unsatisfactory in construction, health and social care, and business administration. In construction lessons, key skills are not related to students' vocational studies, and work naturally produced within the occupational area is not used towards the key skills qualification.

149. Insufficient use is made of ICT to support learning in discrete literacy and numeracy lessons. Students have little opportunity to use computers to develop their independent learning and IT skills. Other learning resources are satisfactory, with some teachers preparing good worksheets that reflect the diversity of the students. Teachers share resources effectively. Accommodation is satisfactory, with well-furnished classrooms. Teachers are appropriately qualified.

150. Students' progress is inadequately recorded. Teachers and additional support tutors do not record students' learning and development of skills during lessons. The recording of progress in students' learning plans is too infrequent and insufficiently evaluative. Termly assessment records are inadequate and do not fully record students' progress or sufficiently identify particular difficulties in order to plan learning. Teachers give good written and verbal feedback to students on their work.

151. The provision effectively broadens students' participation. A wide range of programmes, offered both in the community and in the college, provides an effective route back to learning for students. The college has particularly targeted parents, women, employees and socially excluded groups. Good outreach provision includes classes such as provision for Greek women in the Greek community centre. There is effective partnership work with employers to provide training to support

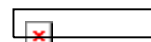
employees' literacy and numeracy skills in the workplace.

152. Satisfactory advice, guidance and initial assessment, in the discrete provision, are used to place students in appropriate groups. Diagnostic assessment is used to set targets in individual learning plans. Support for dyslexic students is satisfactory, with a good focus on the development of skills. In-class support for literacy and numeracy is satisfactory. Tutorials and reviews for part-time students on discrete programmes are not fully established.

### ***Leadership and management***

153. Management of the discrete literacy and numeracy provision is good. However, co-ordination and quality assurance of the provision in vocational areas are under developed. Managers have set targets to improve retention and pass rates. However, teachers are not fully aware of these targets. There are insufficiently rigorous checks on the quality of individual learning plans and reviews of learning. There is good promotion of equality of opportunity. Staff development needs are effectively identified through lesson observations. Most teachers have attended training in the use of the core curriculum materials. Self-assessment is satisfactory. Inspectors agreed with many of the judgements in the self-assessment report.

### **English for speakers of other languages**



Overall provision in this area is **Unsatisfactory (grade 4)**

#### ***Strengths***

- broad range of provision and effective widening of participation
- relevant and well-planned programmes of learning
- good learning of relevant, contemporary language on many courses.

#### ***Weaknesses***

- inadequate review of students' progress
- over-reliance on worksheets in teaching
- inadequate feedback to students on their work

- insufficiently challenging work for able students
- unsatisfactory attendance on full-time courses of students aged 16 to 18
- unsatisfactory curriculum management.

### ***Scope of provision***

154. The college offers a broad range of full-time and part-time ESOL classes at the two main college sites in Tottenham, and at sixteen outreach venues based in local schools and community centres. Provision is comprehensive and includes Jobcentre Plus, weekend provision and morning, afternoon, twilight and evening classes at a range of levels. Students are able to attend on either a full-time or a part-time basis, and can join courses at any time as places become available. There are 256 students aged 16 to 18, of whom 208 are fulltime. Of the 1,609 adult students, the majority are part time.

### ***Achievement and standards***

155. Over the last three years, college data show that the proportion of students who complete ESOL courses has decreased. There is no external accreditation for most courses. Students who complete part-time programmes gain entry level college certificates, which have been mapped to national standards. However, there is insufficient analysis of data to give a comprehensive picture of the number of modules achieved by individual students. There is good achievement on the English for academic purposes course, with some students progressing directly to university. Students have the opportunity to progress to higher level ESOL courses and to full-time vocational and academic courses. However, the number of students progressing to mainstream college courses is not analysed. Attendance at lessons is unsatisfactory on full-time foundation courses for students aged 16 to 18, but is satisfactory on both full-time and part-time courses for adults.

156. The standard of work in the majority of lessons is appropriate for the level of the course and the students' learning goals. In some lessons, students develop sound language skills through a range of useful activities, and learn to use the language in contexts relevant to their everyday lives or their work. For example, in an IT lesson, students used computers with confidence to develop skills in using databases, and appropriate software was used to check the use of terminology. However, in most lessons, teachers give students too few opportunities to develop their independent learning and study skills.

### ***Quality of education and training***

157. Teaching and learning are often satisfactory, but there is a significant proportion of unsatisfactory teaching in both college and community venues. Schemes of work are thoroughly planned to develop the four skills of speaking, listening, reading, and writing at an appropriate level and in a relevant context. In the best lessons, students learn English through activities that will help them to acquire skills and knowledge necessary for everyday life. For example, in a lively lesson for adults, they practised their speaking and listening skills by focusing on the language needed to buy a bus pass or travel card.

158. In less satisfactory sessions, teachers do not share lesson objectives with students, and there is no evaluation of what individual students have learnt by the end of the lesson.

159. Teachers use a narrow range of teaching styles and teaching is dull and uninspiring. Many lessons are dominated by the teacher and, as a consequence, there are not enough opportunities for students to develop their own independent communication skills. There is inadequate checking of learning. Teaching does not cater effectively for the different needs of individual students. Able students are insufficiently challenged, and less able students are sometimes unable to understand or use the structures being taught. Some teachers pay insufficient attention to the development of correct pronunciation, and sometimes model incorrect patterns themselves.

160. There is a wide range of resources available to teachers, including visual aids, audio-visual equipment, paper-based materials and specialist software. However, the range of materials used in teaching and learning is frequently narrow. In many lessons, there is an over-reliance on worksheets, many of which are dull and fail to capture students' interest. There is insufficient integration of ICT to promote successful learning.

161. Students' progress is inadequately reviewed. The quality of individual learning plans and tutorial records is poor. Target setting is not used effectively to plan learning and progression. Targets are not written in language that can be understood by students. Students are unaware of their short-term learning goals, and progress is not evaluated or measured effectively by either the student or the teacher.

162. Feedback by teachers on the quality of students' work is inadequate. Students' folders contain substantial numbers of incomplete and unmarked worksheets. There are insufficient comments on marked work to help students to improve. Progression and review weeks built into the college calendar provide some opportunities for students to review their achievement and to discuss progression with their teachers

163. The range of provision is effective in meeting the needs of a diverse group of students, and in widening participation. Students come from a range of ethnic, educational and cultural backgrounds, drawn from the local community and from neighbouring boroughs. Many are refugees and asylum seekers. A range of adult part-time entry level courses, some for women only and with crèches, are offered in the community. Courses are offered on the main sites for young people and for adults with limited or interrupted education who wish to progress to vocational or academic education. The college also runs a small provision for Jobcentre Plus clients. There are fourteen clients on New Deal programmes and twenty-three on a basic employability training programme based at a local business park.

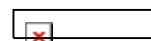
164. Support for students at initial assessment is insufficient. Translators or interpreters are not always available to thoroughly explore students' backgrounds and aspirations.

165. There is a lack of information, advice and guidance in community languages. As a result, some students find it difficult to access financial support for travel and books. Induction booklets are written in language which is inappropriate for entry level students.

### ***Leadership and management***

166. Leadership and management are unsatisfactory. There is a range of sensible curriculum policies and procedures, such as that for attendance and punctuality, but they are not consistently implemented and monitored. Quality assurance is weak. There is insufficient analysis of assessment results and individual students' achievements. Teachers and students are not always clear as to the purpose of review documentation, and the tutorial process is applied inconsistently. The self-assessment report fails to identify many of the weaknesses of the provision.

## **Part D: College data**



**Table 1: Enrolments by level of study and age**

Level	16-18 %	19+ %
1	49	51
2	27	18
3	20	7
4/5	0	1
Other	4	22
Total*	100	100

Source: provided by the college in Spring 2004

\* 100%

**Table 2: Enrolments by curriculum area and age**

Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	384	603	4
Land-based provision	17	74	0
Construction	275	893	5
Engineering, technology and manufacture	170	511	3
Business administration, management and professional	626	842	7
Information and communication technology	372	1,675	9
Retailing, customer service and transportation	0	0	0
Hospitality, sports, leisure and travel	73	563	3
Hairdressing and beauty therapy	122	424	2
Health, social care and public services	301	1,224	7
Visual and performing arts and media	214	268	2
Humanities	280	102	2
English, languages and communication	139	350	2



Foundation programmes	585	1,231	8
Unknown area of learning	981	8,909	46
<b>Total</b>	<b>4,539</b>	<b>17,669</b>	<b>100</b>

Source: provided by the college in 2004

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2000	2001	2002	2000	2001	2002
<b>1</b>	Starters excluding transfers	816	1,316	1,402	2,915	3,935	3,016
	Retention rate %	70	76	75	82	84	79
	National average %	74	75	75	70	73	73
	Pass rate %	44	47	57	47	44	56
	National average %	64	64	66	65	68	69
<b>2</b>	Starters excluding transfers	840	917	1,064	1,687	1,786	1,760
	Retention rate %	73	74	70	77	81	79
	National average %	69	70	70	70	70	69
	Pass rate %	51	55	56	53	49	55
	National average %	66	67	68	65	65	69
<b>3</b>	Starters excluding transfers	586	981	862	1,652	1,768	1,332
	Retention rate %	70	61	74	69	67	77
	National average %	62	67	75	67	67	70
	Pass rate %	39	43	55	60	59	66
	National average %	69	70	73	63	65	69
<b>4/5</b>	Starters excluding transfers	*	*	*	220	84	155
	Retention rate %	*	*	*	75	80	79
	National average %	*	*	*	66	65	70
	Pass rate %	*	*	*	59	40	78
	National average %	*	*	*	50	49	49

Note: summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).

*Sources of information:*

1. *National averages: Benchmarking Data 2000 to 2002: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2003.*

2. *College rates for 1999/2000 to 2001/02: College ISR.*

*\* fewer than 15 starters enrolled*

**Table 4: Quality of teaching observed during the inspection by level**

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	72	20	8	88
Level 2 (intermediate)	44	42	14	73
Level 1 (foundation)	60	31	9	42
Other sessions	43	43	14	56
<b>Totals</b>	<b>144</b>	<b>86</b>	<b>29</b>	<b>259</b>

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