



The College of North East London

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# Re-inspection report

Audience	Published	Provider reference
Post-sixteen	TBC	130439

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## Introduction

The College of North East London was inspected in February 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in construction, English for speakers of other languages (ESOL) and provision for learners with learning difficulties and/or disabilities, which were found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory curriculum areas were re-inspected on 7 and 8 March 2006. The outcomes of the re-inspection are as follows.

Curriculum	Original grade	Re-inspection grade
Construction	4	2

## Context

There are 798 learners on construction courses in bricklaying, carpentry and joinery, electrical installation, painting and decorating, plumbing and general construction studies. Of these, 474 are full-time and 324 are part-time learners. Approximately two thirds of learners are aged over 19. In addition 37 learners aged 14-16 attend skills for working life courses and a first diploma in construction which is delivered in partnership with a local school.

### *Strengths*

- *high retention rates on most courses*
- *high pass rates on level 2 courses*
- *good assessment and internal verification practices*
- *highly effective initial assessment*
- *good management*

### *Areas for improvement*

- *low pass rates for 16-18 year olds at level 1*
- *low pass rates in key skills qualifications*
- *insufficient checks on learning in some lessons*
- *poor workshop accommodation for brickwork learners*

## Achievement and standards

Retention rates are above national averages with some significantly above. Pass rates are mostly good and improving. Level 2 pass rates are significantly above national averages, but pass rates for some 16-18 year olds on level 1 and key skills courses are low. Attendance is satisfactory at 78% per cent for the current year. Learners are well motivated and their practical skills are satisfactory.

## Quality of provision

Much teaching and learning are good. The college has been very successful in reducing the instances of unsatisfactory teaching, but not enough teaching is of the very highest quality. Lessons are planned to challenge learners, but in too many lessons weak questioning techniques fail to identify how effectively learners are making progress. Workshops and classrooms are bright and welcoming, but the bricklaying workshop is too small to meet learners' needs.

Assessment procedures are good. There are clear arrangements for assessing learners in the workplace. Assessment is rigorous and takes place regularly. Internal verification arrangements are particularly effective in ensuring consistency. Initial assessment is highly effective and ensures that learners' individual needs are well met throughout their course. Support for learners is good in workshops where learning support assistants are on hand to provide support to learners who need extra help and motivation.

## Leadership and management

Leadership and management are good. Managers have accurately identified areas for development and significant improvements have taken place over the last year. Clear and unambiguous quality improvement measures are well understood by staff. Communication is good with regular meetings that focus on learners' progress and achievements. Self-assessment is broadly accurate, but understates the significant improvement that has taken place.

Curriculum	Original grade	Re-inspection grade
English for speakers of other languages	4	3

## Context

The college offers English for speakers of other languages (ESOL) courses from pre-entry to level two. There are currently 2139 learners on full-time and part-time courses. The vast majority of learners are adults on part-time courses.

### *Strengths*

- *good development of learners' confidence and skills*
- *broad range of provision*
- *good curriculum management*

### *Areas for improvement*

- *weak target-setting with learners*
- *insufficient opportunities for learners to practice their speaking skills*

## **Achievement and standards**

Learners develop high levels of confidence and self-esteem. They are keen to undertake and complete new skills for life qualifications even from pre-entry level. They develop satisfactory language skills and become more competent communicators. They support each other well. Learners aged 16-18 make very good progress. All learners acquire good study and life skills. Progression within ESOL provision and onto other college courses is good. Retention and success rates exceed national averages on many courses. Attendance and punctuality have improved significantly and are now well monitored and recorded.

## **Quality of provision**

Teaching and learning has improved significantly and is now satisfactory overall. However, learners are not given sufficient opportunities to practice their speaking skills in lessons. Learners have access to a good range of audio-visual and IT materials to support their learning. Initial diagnostic assessments are thorough. However, individual target-setting remains weak with insufficient focus on oral skills and language content.

The well-planned provision is very effective in widening participation. Offsite provision offers good childcare and IT facilities as well as ESOL courses with a vocational focus. There are clear progression routes onto vocational courses with integrated language support from entry level 3 to level 2.

## **Leadership and management**

Leadership and management are good. Staff communicate well and benefit from sharing good practice. Managers have taken very effective steps to improve the quality of teaching. Well-focused staff development has helped improve the learner experience. Challenging targets are being set and met for attendance and retention. Managers make good use of available data to review and plan programmes. The self-assessment process is comprehensive and results in accurate judgements.

Curriculum	Original grade	Re-inspection grade
Provision for learners with learning difficulties and/or disabilities	4	3

## Context

The College offers full and part-time courses at pre-Entry and Entry level for a wide range of learners including for those with profound and complex learning and mental health difficulties. There are 31 fulltime and 119 part-time learners, including 25 aged 16-18. All classes are held during the day.

### *Strengths*

- *good range of courses to meet learners' needs*
- *good resources*
- *good leadership and management*

### *Areas for improvement*

- *inconsistent monitoring of learners' progress*
- *insufficient attention to learners' needs in lessons*

## Achievement and standards

Learners achieve good results in external qualifications, and retention rates are satisfactory. However, the quality of learners' work varies between different groups and courses. Attendance and punctuality are good. Progression onto higher level programmes within the college is good; progression into employment is low. Most learners demonstrate high levels of motivation and self-confidence.

## Quality of provision

The quality of teaching and learning has improved and is now satisfactory. Teachers ensure that learning activities encourage learners to develop both their personal and social skills. Good use is made of ICT to make lessons interesting and fun. However, in some instances teachers do not plan their lessons around learner's individual needs and targets. The more able learners are not always sufficiently challenged.

The initial assessment of learner's individual needs is thorough. However, the quality of targets that result from this assessment is too variable. For

example, some individual learning plans are less detailed than others and provide insufficiently clear or measurable targets to assess learner's progress.

Significant changes have resulted in a more coherent curriculum. Good attention is paid to health and safety. Students speak highly of the good support they receive from teachers and support staff. Weekly tutorials are integrated well into the curriculum and enable regular reviews of progress. However, the monitoring of learner's individual progress is sometimes hampered by the weak targets in individual learning plans.

### **Leadership and management**

Leadership and management are good. Effective actions have resulted in significant improvement. There is clear direction for the future. Staff have good ownership of the self-assessment process. Communications and team working are highly effective. Specialist resources are good. Accommodation is spacious, clean and well lit.