



# Hackney Community College



ADULT LEARNING  
INSPECTORATE

## Inspection report

Audience Post-sixteen	Published December 2006	Provider reference 108523
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## Basic information about the college

Name of college:	Hackney Community College
Type of college:	General further education
Principal:	Christine Farley
Address of college:	Falkirk Street, London, N1 6HQ
Telephone number:	020 7613 9000
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Chair of governors:	Peter Wright
Unique reference number:	108523
Name of lead inspector:	David Martin, ALI
Dates of inspection:	9-13 October 2006

## Background of the organisation

1. Hackney Community College is a large general further education college in the London Borough of Hackney. It is the only general further education (FE) college in the borough. It has its main site, the Shoreditch campus, in the south of the borough, adjacent to the City. There is a small site in the centre of Hackney, London Fields. The college works in over 40 community venues in the borough. It faces significant competition from other colleges, both within the borough and in adjacent boroughs. The college's mission is stated as 'unlocking community potential by developing skills for employability and for life'.
2. The college offers programmes from entry to degree level, with provision in 14 of the 15 sector skill areas. Vocational qualifications are offered to a large number of 14-16 year old learners. The college was awarded its first, relatively small, work-based learning contract, for construction and care, in 2005/06. It has two full status Centres of Vocational Excellence (CoVEs), in business and in construction. In 2004/05, there were nearly 13,000 learners, of which just over 11,000 were adults, accounting for some 26,000 enrolments. For all ages, learner numbers on programmes for preparation for life and work are significant, constituting 42% of all adult full-time equivalent (FTE) learners and 28% for learners aged 16-18. Outside of this area of learning, the most significant numbers are in health and social care. Numbers in arts, media and performing arts have fallen significantly in the current academic year. The majority of learners are from minority ethnic backgrounds.
3. Unemployment in Hackney is well above the national average. The borough has many of the most economically and socially deprived wards in the country and nearly 95% of learners reside in disadvantaged areas. Twenty two per cent of Hackney residents of working age have no qualifications. In 2005, 47% of school students in Hackney achieved at least five passes at grade C and above in the general certificate of secondary education (GCSE), which is well below the national average.

## Scope of the inspection

4. In deciding the scope of this inspection, inspectors took account of: the college's previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); the college's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC); reports from the inspectorate annual assessment visits and data on enrolments and learners' achievements over the period since the last inspection. This inspection focused on the following aspects:
  - overall effectiveness of the college and its capacity to improve further
  - achievements and standards
  - quality of provision
  - leadership and management

- specialist provision in: health and social care and early years care; construction; information and communication technology (ICT); art, media and performing arts; literacy and numeracy and English for speakers of other languages (ESOL); business.

## Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Satisfactory: grade 3
Achievements and standards	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Satisfactory: grade 3

*Note: Where contributory grades have been awarded, they are shown in the relevant sections of the report. Contributory grades represent the judgement of the team that the quality of the aspect of provision indicated by the grade differs from the grade overall.*

## Curriculum areas

Health and social care and early years care	Good: grade 2
Construction	Satisfactory: grade 3
Information and communication technology	Satisfactory: grade 3
Arts, media and performing arts	Inadequate: grade 4
Literacy, numeracy and English for speakers of other languages	Good: grade 2
Business	Satisfactory: grade 3

## Overall judgement

Effectiveness of provision

Satisfactory: grade 3

5. Learners' achievements and standards of attainment are satisfactory. Overall success rates have improved consistently, but slowly, over the last three years and are now some five percentage points below the national rate for similar colleges. Retention is very much at national rates. The standards of learners' work are at least satisfactory and their attainment of practical skills is often good. Although learners' attendance requires improvement, most make at least satisfactory progress. Learners are too often unpunctual.
6. Teaching and learning overall are satisfactory. Better teaching is characterised by effective planning, meeting different learner needs and monitoring progress well. Learners respond well to this, are motivated and enjoy their lessons. However, too many lessons are no better than satisfactory. Learners are insufficiently stretched and challenged and there is too little use of information learning technologies (ILT). Teachers are appropriately qualified. Accommodation and resources are at least satisfactory.
7. The college's approach to educational and social inclusion and the promotion of equality and diversity are outstanding. It provides a good range of courses for learners of all ages, from 14 years onwards. The curriculum is very responsive to the needs of learners and local communities, with courses in many community venues, attracting 'hard to reach' learners. The college collaborates well with local schools and has many good links with employers.
8. Provision for the advice, guidance and support of learners is good. A comprehensive range of expert services supports learners, including the most vulnerable, through all stages of their college life. The identification of learners' additional support needs has improved since the last inspection. Learners receive help more quickly and effectively. Tutors look after learners well. Learners feel safe and secure. The college works hard to help learners adopt healthy life styles. There are appropriate arrangements for the protection of children and vulnerable adults.
9. Leadership and management are satisfactory. Many of the weaknesses identified at the last inspection have been addressed appropriately, although progress has been slow in improving teaching, attendance and punctuality. Governors and managers set a clear direction for the college. Substantial curriculum changes have helped the college better address identified priorities and to achieve financial stability. Curriculum management is satisfactory overall and good in some areas. Self-assessment is largely accurate. Quality assurance is satisfactory, although some aspects are insufficiently evaluative. Financial management and value for money are satisfactory.



## Capacity to improve

Satisfactory: grade 3

10. The college has made sound progress since the last inspection and has satisfactory capacity to improve further. The self-assessment report is broadly accurate in identifying areas needing improvement and there is now a stronger focus on monitoring the performance of poorly performing courses. Some aspects of quality improvement need to be applied with greater rigour. Significant changes to the curriculum have helped to better address identified priorities and to achieve financial stability.

## The effectiveness of the steps taken by the college to promote improvement since the last inspection

11. The college has made satisfactory progress since the last inspection, with a significant amount still to be done. Many of the weaknesses identified have been satisfactorily addressed or work is in progress. Of the areas of learning judged to be inadequate at the last inspection, one is now good and the other satisfactory. Overall success rates have consistently improved, additional learning support is now provided more promptly and readily and accommodation has been improved further. Teaching and learning remain satisfactory overall.

## Key strengths of the college

### *Strengths*

- outstanding educational and social inclusion
- outstanding promotion of equality and diversity
- highly effective partnerships to meet learners' and community needs
- good guidance and support for learners
- the safe and secure college environment.

## Areas for improvement

### *The college should address:*

- the further improvement of learners' success rates
- the further improvement of learners' attendance and punctuality
- the quality of teaching and learning
- the rigour of aspects of the quality improvement system
- the quality of provision in the visual and performing arts and media.

## Main findings

### Achievements and standards

Satisfactory: grade 3

12. Achievements and standards are satisfactory. Overall college success rates have improved over the three years, 2002/03 to 2004/05, although they were still below the national rate for similar colleges, by some five percentage points, in 2004/05. Early and incomplete college data, for 2005/06, show a continued trend of improvement overall, often on courses with previously poor performance.
13. Much of this improvement has been for learners aged 16-18, with long course success rates improving, between 2002/03 and 2004/05, from ten percentage points below the national rate to five below. Success rates on long courses for adults have not improved as consistently, especially at levels 1 and 2, improving to two percentage points below the national rate in 2003/04, but falling to seven below in 2004/05. At level 3 and for longer short courses, with substantial enrolments, the college performs at or above the national rate. College data for 2005/06 show improvement for overall adult success rates to just below the national rate.
14. Retention is consistently at the national rates for both age groups, and improving, according to college data, in 2005/06. Improvement is particularly noticeable for 16-18 year old learners on long qualifications, rising from 73% in 2002/03 to 79% in 2004/05.
15. The standard of learners' work is satisfactory and is sometimes good, as in health, social care and early years care. Most learners develop appropriate personal and work related skills. Technical skills development for ICT learners is good. Learners of ESOL develop good language skills. Learners of joinery achieve excellent standards in competitions.
16. Key skills pass rates, although improving significantly in 2005/06, are still low and below the national rates for both learners aged 16-18 and for adults.
17. Progress with improving learners' attendance has been quite slow. College records show that learners' attendance has improved from 63% in 2002/03 to 75% in 2005/06. During the inspection there was low attendance in too many lessons. The inspection coincided with the religious festival of Ramadan. This explains the absence of some students. Learners were also unpunctual in lessons for ICT, art, design and media, preparation for life and work and for business. They are appropriately challenged for their lateness.

## Quality of provision

Satisfactory: grade 3

18. The quality of provision and of teaching and learning are satisfactory. Much teaching is no better than satisfactory. Through its observation quality review process the college is seeking to improve teaching, but it is too early to assess the impact of its most recent work.
19. In good lessons, teachers plan effectively, provide good materials and activities to meet different learners' needs and monitor progress well. Learners recognise and respond well to this and are motivated, enjoy their lessons and develop good practical skills. In ESOL, teachers ensure that lessons relate to learners' experiences. Accommodation and resources are at least satisfactory and good in some areas. Specialist resources are good in the arts. In construction, workshops are well designed, with modern tools and equipment.
20. In weaker lessons, poor planning, unimaginative teaching methods and ineffective checks on learning hamper learners' progress. In many lessons, teaching does not provide sufficient opportunity for stretch and challenge. Unpunctuality and some poor attendance have a negative impact on learning. There is too little use of ILT to support and enhance teaching and learning. The college has developed a new ILT strategy to seek to improve its effective use, but it is not yet having sufficient impact.
21. Since the last inspection, the quality monitoring, co-ordination and support for teachers of key skills has improved and is now managed centrally. However, the effectiveness of key skills teaching varies across the curriculum. For example, whilst in ICT, key skills teaching is embedded within vocational lessons. However, in the arts, the quality of key skills teaching is varied, with no consistent approach.
22. Assessment is satisfactory overall. Regular and appropriately marked assignments are returned within agreed deadlines. Learners' progress is monitored; formal reviews are undertaken within all curriculum areas. Progress meetings allow learners to comment on their performance and to identify and agree future targets. In some curriculum areas, targets for improvement are not measurable, or are insufficiently challenging. Arrangements for internal verification are satisfactory.
23. College support for learners with additional learning needs is satisfactory, having improved since the last inspection. There is now effective pre-course screening, enabling learners to obtain appropriate, and more readily available, literacy and numeracy support. Arrangements to keep parents and carers informed are satisfactory.
24. The college's response to meeting the needs and interests of learners is good. The college provides a good range of courses for learners of all ages, from 14 years upwards. The curriculum is very responsive to the needs of learners in the local community and further afield. This is particularly so in the range of

lower level courses, skills for life and work, and in ESOL courses with vocational options. Progression routes to higher level courses, to employment and higher education are good. At the present time, the curriculum in arts, media and performing arts lacks coherence, following a significant reduction in provision.

25. The college's response to educational and social inclusion is outstanding. It provides courses in many community venues to encourage participation. Courses targeted at 'hard-to-reach' groups attract new learners, such as those for the sports academy. There is effective provision for disaffected learners aged 14-16. The college collaborates with local schools to provide a good range of vocational options for school students.
26. The college has many good links with employers, to provide bespoke courses and also to draw on employers' expertise. Opportunities for learners to undertake work placements have improved, although they are inadequate in some areas. There are few work-based learning opportunities at this early stage of the college's involvement.
27. The good range of enrichment activities is taken up by many learners. These include sports opportunities, themed events, visits, exhibitions and performances by learners, and the strong 'Aim Higher' programme. Many learners make a good contribution to the college and the wider community, for example, acting as course representatives, student ambassadors or peer mentors.
28. Provision for the advice, guidance and support of learners is good. Access to pre-course information and advice is good, although some learners in art, media and performing arts have been counselled onto inappropriate courses. Learners enjoyed this year's induction programme and found it helpful. The process of identifying which learners need additional support for learning has improved. Learners receive help more quickly and effectively. Arrangements to provide learners in community venues with induction, advice and guidance have also improved and are good. The college provides advice and guidance to many vulnerable groups such as drug users, the homeless and ex-offenders.
29. Tutors look after learners well. Tutorials include personal and social education, addressing issues such as healthy living and safety. Tutors set clear expectations for attendance, punctuality and behaviour. Learners feel safe and secure in the college. Personal and welfare support are good, and appreciated by learners. Support services include personal counselling, financial help, and support for those with mental health needs. Support is very good for learners with sensory impairments and disabilities. There is extensive childcare provision. Careers education and guidance is provided effectively in conjunction with Connexions. Support for learners applying for employment and higher education is good. There are appropriate arrangements for the protection of children and vulnerable adults, including links with external agencies.

## Leadership and management

Satisfactory: grade 3

30. Leadership and management are satisfactory. Governors and senior managers set a clear strategic direction. Significant changes to the curriculum for 2005/06 ensure that the college focuses more closely on LSC priority areas and that programmes are financially viable. In arts, media and performing arts, changes have resulted in an insufficiently cohesive programme. The college is influential in the community and works extremely effectively with partners to ensure community needs are met.
31. Since the last inspection, success rates have been consistently improving at most levels although remaining below the national average. Early indications are that this upward trend is being continued in 2005/06. With some success, there is now greater focus on monitoring and improving the performance of learners on poorer performing courses. There is insufficient interim analysis of performance on other courses. Staff understanding and use of management information has not been fully developed until this year.
32. Curriculum management is satisfactory overall and is good in literacy, numeracy and ESOL and in health and social care. Most meetings are regular and productive. Teachers meet with line managers, as teams, and individually, for managers to check progress with areas of responsibility. Despite insufficient use of data, this is effective in improving the quality of provision. In a few instances, there is insufficient focus on actions to address weaknesses. Communication is good. The senior management team provides clear direction and guidance and is highly visible and accessible.
33. The quality improvement system, including the self-assessment process, is appropriate, but with some insufficiently evaluative aspects. Many course reviews depend too much on learners' views to judge the quality of provision with too little analysis by course teams. Action plans are not always complete and target setting is often imprecise.
34. Many of the weaknesses identified at the last inspection have been addressed. Some weaknesses remain. Success rates are still below the national average. Teaching and learning remain satisfactory, but the use of ILT in lessons is still underdeveloped. Although progress has been made with attendance and punctuality of learners, it is still a weakness.
35. The quality of accommodation is good and despite budget constraints is well maintained. Staff are appropriately qualified and their development is good, including the leadership programme for future college leaders. Financial management is satisfactory and value for money is satisfactory.
36. The promotion of equality and diversity is outstanding and is at the centre of college life. Working groups sustain a high profile for equality, race, disability and sexuality matters. Close analysis of the success rates of its different ethnic groups helps target support appropriately to increase achievement. The college

meets its statutory requirements under the Race Relations (Amendment) Act 2000, the Special Educational Needs and Disability Act 2002, and the Children Act 2004. The college has a Beacon Award for Promoting Race Equality. The environment is safe and healthy. All staff are trained in the safeguarding of young people, there are suitable checks on staff and visitors and the college reviews its checking and record keeping process.

## Curriculum area inspections

Health and care and early years care

Good: grade 2

### Context

37. The college offers full- and part-time courses in health and care from levels 1 to 5. Courses include first and national diplomas and other vocational qualifications in counselling, social care, early years and health. Of the 994 learners, 91 are aged 14-16, 161 are aged 16-18, 110 are male and 789 are from minority ethnic backgrounds. Fifteen learners are on apprenticeship programmes.

### *STRENGTHS*

- high success rates on GNVQ advanced health and social care, access to nursing and for adults on GNVQ intermediate health and social care
- good teaching and learning
- wide range of courses and progression opportunities
- strong employer collaboration.

### *AREAS FOR IMPROVEMENT*

- low, but improving, success rates on NVQ levels 2 and 3 and GNVQ intermediate for learners aged 16-18
- insufficient planning of learning to meet individual needs
- insufficient placements for work-based learners.

### Achievements and standards

38. Achievements and standards are good. Success rates have improved and are now high on GNVQ advanced health and social care, access to nursing and the GNVQ intermediate health and social care programme for adults. Retention rates in most areas have improved and are now at or just above the national average. Success rates were low on levels 2 and 3 national vocational qualifications (NVQs), and GNVQ intermediate health and social care for learners aged 16-18 in 2004/05. College data show that these rates improved significantly in 2005/06 and are now at the national average.
39. The standard of learners' work is good. Most portfolios demonstrate an understanding of theoretical concepts and contain relevant references to the workplace.

### Quality of provision

40. Teaching and learning are good. Teachers use methods which successfully inspire and encourage learning. Effective practical activities develop learners'

workplace skills. Practical demonstrations are used well to explain topics and reinforce learning. Assessment of learners' work is accurate and assessment practices are thorough.

41. Planning for individual learning is insufficient. A small number of lessons fail to challenge and take account of learners' individual needs and individual learning plans sometimes lack clear objectives. The use of ILT is under developed.
42. Accommodation is satisfactory. Staff are well qualified and vocationally experienced. Assessors and verifiers have appropriate skills and qualifications and most have a teaching qualification.
43. The range of provision to meet the needs and interests of learners is good, particularly for learners under represented in education. Many learners at all levels, including those attending the Seacole Centre for young people aged 14-16, progress into other courses, higher education and employment.
44. The college has strong links with the local community and employers and is responsive to the needs of the community. Employers often approach the college to deliver training. Placement opportunities for work-based learners are insufficient. Of the 15 learners currently on programme, only four are in a placement. No arrangements have been made for the remaining apprentices to attend further training in college or to participate in voluntary activities.
45. Support for learners is satisfactory. Learners receive good guidance and support through tutorials and curriculum staff, although outcomes and actions arising from tutorials are not consistently used to plan future learning.

#### Leadership and management

46. Leadership and management are good. Opportunities for staff development are good with a strong emphasis on teaching and learning. Course reviews are used to plan future learning although some targets lack challenge. Regular, individual staff meetings are effective in monitoring learners' progress and progress against the self-assessment report and the action plan. The self-assessment report provides a mostly accurate assessment.
47. The area attaches great importance to the promotion of equality and diversity and does this well.



## Construction

Satisfactory: grade 3

### Context

48. The college offers a range of construction courses at foundation, intermediate and advanced levels. Courses include carpentry and joinery, brickwork, painting and decorating, mastic asphalt, plumbing, electrical installation, housing management and cleaning science. There are 198 learners on level 1 courses, 183 learners at level 2 and 84 learners at level 3. There are 138 learners aged 16-18, 327 adults and five apprentices. The construction department also attracts 95 learners aged 14-16 from partner schools to programmes providing insight into a range of construction trades from which they then select one to further develop their practical skills.

### *STRENGTHS*

- excellent achievements in World Skills joinery competitions
- good practical workshop facilities
- good range of courses.

### *AREAS FOR IMPROVEMENT*

- insufficient good teaching
- slow CoVE development
- insufficient use of data to manage the performance of courses.

### Achievements and standards

49. Learners' achievements and standards attained are satisfactory. Success rates have remained static and are in line with national averages. Retention rates have improved, sometimes to above national rates, but some pass rates have fallen. Some of the latter are high, for example in electrical installation level 2 at over 95%, while others are low, such as basic bricklaying at 57%.
50. There are excellent achievements at World Skills Olympics competitions in joinery. The college has trained competitors who have achieved a gold medal, a bronze medal and two diplomas of excellence.
51. Learners develop satisfactory levels of practical skills and pay due attention to health and safety. Attendance and punctuality are satisfactory.

### Quality of provision

52. Teaching and learning are satisfactory overall. Most lessons are appropriately planned and executed. Learners often work well and enthusiastically, especially in practical lessons, with close supervision from teachers. There is insufficient use of ILT to support and enhance learning, both in the classroom and for learners to research and produce work. In poorer lessons, learning objectives

are often vague and insufficient account is taken of the different needs of learners to challenge the more able.

53. Practical workshop facilities are good. They are well designed and are equipped with modern industry standard tools and equipment, enabling learners to develop occupational skills. Some workshops are overcrowded which impedes learner progress. There are few dedicated teaching rooms for construction learners and many are not equipped with modern teaching aids. Teachers are appropriately qualified and experienced.
54. Assessment is satisfactory. Initial assessment is used effectively to identify individual learner numeracy and literacy needs. There is a good induction programme which learners value. Internal verification does not always identify assessment issues. Teachers maintain comprehensive records which record learner achievement effectively. Wall charts in the workshops help learners to judge their own progress relative to their peers.
55. There is a good range of courses across a wide range of skills, from foundation to advanced levels, providing progression opportunities for learners. Programmes for school students are also well-developed.
56. Support and guidance for learners are satisfactory. Learners appreciate the support they receive from their tutors. Satisfactory additional learning support is provided both within lessons and on a one-to-one basis.

#### Leadership and management

57. Leadership and management are satisfactory. Course teams work well together and communications are good. The area has worked successfully to promote construction to women learners. Resources are deployed effectively.
58. Quality improvement is satisfactory, although there is insufficient use of data to manage the performance of courses. Self-assessment is insufficiently self-critical. In particular, it over estimates the quality of teaching.
59. Developments within the CoVE have been slow. The late appointment of a manager and the slow development of the multi-skills area have delayed progress.

## Information and communication technology

Satisfactory: grade 3

### Context

60. The college offers a range of courses for IT practitioners and IT users. There are progression routes from level 1 to level 3. The full-time provision includes first and national diplomas for IT practitioners; GCSE in ICT; GCE AS level in applied ICT and City and Guilds 7262 certificates and diplomas. Part-time IT user courses include E-citizen, and also the European computer driving licence (ECDL). There are also end-user support technician courses. In 2006/07 there are 252 enrolments of learners aged 16-18 and 116 adult enrolments.

### *STRENGTHS*

- good technical skill development
- effective behaviour management in lessons
- good opportunities for work experience
- good support for individual learners.

### **AREAS FOR IMPROVEMENT**

- low success rates on full-time level 3 courses
- lack of punctuality
- insufficient good teaching
- lack of open access to IT.

### Achievements and standards

61. Achievements and standards are satisfactory. Success rates for adults are in line with national averages, but are low for learners aged 16-18 studying national diploma IT practitioners and AS level courses. Progression rates of learners from level 2 to level 3 are good and most learners that complete the national diploma go on to higher education.
62. Learners demonstrate good technical skill development in many lessons. Many learners were not punctual during the time of the inspection and this had a disruptive effect on some learning.

### Quality of provision

63. Teaching and learning are satisfactory. Inspectors' findings confirmed the college's own view that most lessons are satisfactory, with too few that have good teaching. Behaviour management is good and learners are kept on task well. In weaker lessons, progress is too slow. Learners are often passively listening to teachers; they are not always engaged and are not challenged. There is some poor use of questioning that fails to check understanding. Assessment of learners' work and progress is effective and internal verification

procedures are well developed. Assessed work is thoroughly marked and returned to learners promptly.

64. All teachers have, or are working towards, a teaching qualification. There is insufficient open access to computers. Resources in classrooms are satisfactory although many computer rooms are too warm and do not benefit from air-conditioning.
65. The range of courses is satisfactory. Part-time courses have been reduced in recent years with the shortfall being taken up by a variety of other local training providers. Courses are available for ESOL learners enabling them to develop their vocabulary alongside their ICT skills. Good opportunities exist for full-time learners to undertake work experience and this has led to job offers for some on the national diploma course.
66. Good support is provided for the diverse range of individual learners. They enjoy the inclusive environment and feel secure within the campus. Learners' needs are diagnosed appropriately and met in a sensitive manner. Learners appreciate the fact that they are monitored closely and that teachers will follow up non-attendance.

#### Leadership and management

67. Leadership and management are satisfactory. Quality of provision has improved since the last inspection and since the re-inspection, albeit slowly. Staff support each other well and share ideas, schemes of work and resources. There is a strong focus on equality and diversity.
68. Teams meet regularly and discuss learners' progress, although the minutes of the meetings do not feature action points or matters arising that focus on progress made. Course teams do not have a good understanding of how to develop effective targets for improvement.
69. Self-assessment is satisfactory. Inspectors agreed with many of the findings in the self-assessment report.

## Arts, media and performing arts

Inadequate: grade 4

### Context

70. The area has faced year on year changes and significant reductions in its provision. At the time of the inspection, 491 learners were enrolled. Approximately 130 learners are on courses in art and design, 170 on fashion, 120 on media and 70 on courses in performing arts. Eleven new full-time courses have been introduced in 2006 and around 50% of learners are now aged 16-18 and are mostly on full-time courses.

### *STRENGTHS*

- extensive range of enrichment activities in vocational areas
- good specialist resources in some areas
- highly inclusive learning environment.

### *AREAS FOR IMPROVEMENT*

- under developed planning of learning
- lack of punctuality and low attendance on some courses
- insufficient sharing of good practice
- inadequate management strategy for implementing change
- insufficient rigour in quality improvement systems.

### Achievements and standards

71. Achievements and standards are inadequate overall. On a significant minority of courses, improvements are slow and success, retention and pass rates of learners of all age groups remain below national averages. Success rates on some courses have improved in recent years to match, and in some cases exceed, national averages. For example, success rates are good on the first diploma in art and design, and GCE A2 media studies courses. However, success rates on GCE AS media studies, retention rates on the diploma in foundation studies and pass rates on the first diploma in performing arts/dance all remain low.
72. The standard of learners' work is generally satisfactory. Learners on dance courses demonstrate correct technique and posture. Learners on music courses demonstrate appropriate rehearsal and listening skills. There is some good drawing, graphic design and fashion design on art and design courses.

### Quality of provision

73. Overall, teaching and learning are satisfactory. Some teaching and learning are good and there are a small number of inadequate lessons. The best lessons are well planned and include activities which maintain learners' interest and motivation. However, the planning of learning is sometimes weak with a lack of

focus on learning outcomes with some learners insufficiently challenged. Low attendance and a lack of punctuality disrupt some lessons. The delivery of key skills is improving but remains only satisfactory. Many learners have opportunities to enrich their experience by working with professional designers and directors and have had success in national competitions in fashion design.

- 74. Overall, learners are not offered an adequate range of provision. At the time of the inspection, significant reductions in provision had limited the range of courses available. Some courses, removed from the college's programme, continue to be offered as part of the local adult education programme.
- 75. Learners' assessment is satisfactory overall, although internal verification and assessment are underdeveloped in performing arts. Learners in art and design speak positively about the assessment of their work and the useful feedback they receive from teachers. Learners are satisfactorily supported. Group tutorials are satisfactory and give some support to learners on how to make progress.
- 76. Much accommodation and specialist resources are good. Some specialist media workshops and drama studios are underused whilst some drawing studios are small and cramped. Teachers are appropriately qualified.

#### Leadership and management

- 77. Leadership and management, and management strategies for implementing significant changes in provision, are inadequate. Attempts are being made to provide a more coherent range of courses and some new initiatives such as the 'virtual learning environment' are positive. However, there are inconsistencies in policy and practice across the area. Some managers are not using management information effectively to monitor performance. Some learners are on inappropriate courses and there is insufficient collaboration between subject areas. There is insufficient sharing of good practice.
- 78. There is a lack of rigour and evaluation in quality improvement systems. The self-assessment report lacks evaluative comment and is too descriptive. Outcomes from lesson observations and learner surveys are used in course reviews. However, reviews are too descriptive and do not evaluate teaching and learning. Staff appraisal is carried out annually and teachers speak positively about the support they receive.
- 79. The area provides an inclusive learning environment, celebrating the rich cultural background of its learners, and provides good access for learners with disabilities.

## Literacy, numeracy and English for speakers of other languages

Good: grade 2

### Context

80. The college provides a range of full-time and part-time courses. Currently, 1,645 learners are enrolled on literacy, numeracy and ESOL programmes. Of these, 1,262 are on ESOL courses. Literacy, numeracy and ESOL courses are taught at the main college site and in community venues, during the day and in the evenings. Of the total provision, 14% is in literacy, 9% is in numeracy and 77% is in ESOL. All learners take national qualifications. Ninety six, full- and part-time, teachers deliver the programmes.

### *STRENGTHS*

- high success rates and accomplishments on ESOL courses
- high success rates on literacy and numeracy level 1 courses
- good teaching and learning
- wide range of courses to enable progression
- very good support for learners
- strong leadership and management.

### *AREAS FOR IMPROVEMENT*

- insufficient use of ILT
- inconsistent use of identified learners' needs to inform planning of learning.

### Achievements and standards

81. Achievement and standards are good. Learners' achievements overall are good on most programmes. Learners progress well between levels and to vocational courses. Retention and attendance are good. Punctuality is improving and is well monitored.
82. ESOL success rates on level 1 and 2 courses are high, and are well above national averages. All learners improve in confidence, motivation and self-esteem. Learners use their newly acquired language skills in social and vocational contexts. Success rates on level 1 literacy and numeracy courses are also well above the national averages. Learners develop particularly good numeracy skills and concepts and are confident to apply these skills in other contexts.

### Quality of provision

83. Overall, teaching and learning are good. In the many good lessons, teaching is well contextualised and planned, with a good range of activities and materials. Learners are encouraged to think, make judgments and contribute orally in lessons. In one lesson, the 'diversity' topic was particularly well handled and

learners were able to express their opinions confidently. Management of group work is good. Occasionally, there is insufficient use of ILT in teaching and learning. Weaker lessons are over reliant on paper-based texts and work sheets.

- 84. Initial and diagnostic assessments are thorough but results are not always used to plan learning. The identification of different learner needs is recognised on lesson plans but is not always evident in teaching. There is insufficient focus on clear targets to help learners learn independently.
- 85. Resources are satisfactory. Teaching and learning materials are available in text and electronic formats. Accommodation is fit for purpose. Staff are well qualified and regularly attend professional development training.
- 86. There is a wide range of courses offering clear progression routes from entry level to level 2 and to the innovative and successful embedded vocational programmes.
- 87. Support for learners is very good. Advice, guidance and support are available on the college's main site and in community venues. A range of enrichment activities is offered, taken up and valued by learners. Tutors understand the complex circumstances of some learners and provide pastoral support outside the classroom.

#### Leadership and management

- 88. Leadership is strong, with good management of the area. Governors and senior managers support the college Skills for Life strategy. Staff are deployed effectively to deliver discrete courses, provide additional support and teach on embedded vocational courses. Co-ordination of programmes is very good.
- 89. Monitoring of the area's performance is good. The internal observation of teaching and learning identifies areas of development and support is given to teachers. Good practice is shared very effectively within the area and with other vocational areas. Learning materials are shared through the virtual learning environment. There is effective participation and contribution to national projects. The area is aware of and responsive to local and community needs. Self-assessment is largely accurate but does not identify all areas requiring improvement.



Business

Satisfactory: grade 3

Context

90. Eighty-four learners aged 16-18 and 138 adults study full-time courses in administration, accounting or business. In addition, the Sixth Form Centre offers GCE AS and A-level economics and business, undertaken by 71 learners, mostly aged 16-18. Part-time courses are provided in accounting, management, administration and text processing. At the time of the inspection, there were 224 learners on these programmes, mainly adults.

### *STRENGTHS*

- prompt and effective management action to tackle poor performance
- good and improving links with employers
- high success rate on the national certificate in business.

### *AREAS FOR IMPROVEMENT*

- low success rates on short courses
- poor attendance and punctuality
- insufficient reviewing of learners' overall progress on full-time courses.

Achievements and standards

91. Achievements and standards are satisfactory. Success rates are satisfactory on most long courses. They are very high on the national certificate in business in 2004/05 and 2005/06, at over 90% compared with a national average of 57%. On the less significant short courses, less than one in five had success rates above the national average between 2002/03 and 2004/05. College data suggest that there are improvements in the current year.
92. The general standard of learners' work is satisfactory. Administration learners displayed good skills in preparing a computerised presentation on a chosen country, and national certificate learners suitably debated the merits of types of marketing research. Book-keeping learners coped well with the principles of double entry book-keeping.
93. Learners are too often unpunctual and attendance is poor. The college has introduced systems to combat lateness, but the problem still inhibits learning.

Quality of provision

94. Overall, teaching and learning are satisfactory. Lessons are usually well planned. Objectives are shared with learners and efforts are made to involve learners by questioning. Some teachers plan to meet the particular needs of individual learners, but only in the better lessons are these plans carried out

effectively. Learners focus well on tasks in lessons and make satisfactory progress.

95. The needs and interests of learners are satisfactorily met. Employer links are good and improving. Through its CoVE, the area has good contacts with local communities to promote small business development. There is increasing use of well furnished and equipped conference rooms for training and promotional events. In addition, there are productive links with major City firms to provide experience for learners at job applications, interviews, and through work placements. All full-time administration students have valuable work placements. National certificate students participate well in the Young Enterprise scheme.
96. Support for learners is satisfactory. They have ready contact with their tutors and those who need additional learning support normally receive it promptly. However, there is insufficient reviewing of overall learner progress on most full-time courses. Targets on individual learning plans are often vague and it is not always clear what actions are required to meet them. Learners are not set target grades on GCE AS and A level courses.

#### Leadership and management

97. Leadership and management are satisfactory. The new head of school provides good leadership. Staff work with greater purpose and morale is high. Courses are better organised, and teaching is improving. Managers acted decisively and effectively to remove poorly performing business courses, replacing them with retail programmes which reflect London's skill needs and also the part-time job pattern of many learners. Staffing needs were also thoroughly reviewed. Teachers are appropriately qualified and experienced. The self-assessment report is broadly accurate.
98. Equality of opportunity is well promoted and the cultural diversity of learners is used to good effect to help create a welcoming and inclusive environment.

# Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2003 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	02/03	1,047	39.6	55.5	-15.9	2,131	41.7	52.8	-11.1
	03/04	943	46.9	59.1	-12.2	1,719	55.0	58.6	-3.6
	04/05	1,005	55.3	61.7	-6.4	1,252	54.0	61.0	-7.0
GNVQs and precursors	02/03	63	60.3	56.1	4.2	17	47.1	45.5	1.6
	03/04	74	56.8	63.3	-6.5	24	70.8	53.5	17.3
	04/05	60	48.3	63.9	-15.6	36	63.9	n/a	
NVQs	02/03	42	47.6	57.6	-10.0	35	60.0	60.2	-0.2
	03/04	10	60.0	60.9	-0.9	32	31.3	66.1	-34.8
	04/05	18	66.7	65.4	1.3	26	53.8	70.8	-17.0
Other	02/03	942	37.9	55.2	-17.3	2,079	41.3	52.5	-11.2
	03/04	859	45.9	58.6	-12.7	1,663	55.3	58.3	-3.0
	04/05	927	55.6	61.2	-5.6	1,190	53.7	60.6	-6.9

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2003 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	02/03	724	47.8	50.8	-3.0	1,050	46.2	49.5	-3.3
	03/04	724	53.2	56.3	-3.1	929	55.1	53.7	1.4
	04/05	754	58.2	60.3	-2.1	1,635	48.4	59.3	-10.9
GCSEs	02/03	255	58.0	57.9	0.1	193	58.5	53.8	4.7
	03/04	270	72.2	63.7	8.5	155	67.7	57.4	10.3
	04/05	342	64.3	65.2	-0.9	157	61.8	63.3	-1.5
GNVQs and precursors	02/03	133	42.1	54.0	-11.9	34	50.0	47.4	2.6
	03/04	152	49.3	59.5	-10.2	37	40.5	56.0	-15.5
	04/05	38	23.7	65.6	-41.9	29	58.6	61.5	-2.9
NVQs	02/03	57	43.9	41.6	2.3	162	49.4	49.5	-0.1
	03/04	39	61.5	50.5	11.0	100	62.0	54.3	7.7
	04/05	61	49.2	56.1	-6.9	151	61.6	62.2	-0.6
Other	02/03	279	41.9	48.1	-6.2	661	41.6	48.7	-7.1
	03/04	263	34.6	52.9	-18.3	637	51.8	52.7	-0.9
	04/05	313	57.5	58.3	-0.8	1,298	45.0	57.4	-12.4

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2003 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	02/03	808	55.0	58.8	-3.8	1,012	49.4	49.6	-0.2
	03/04	891	56.9	61.1	-4.2	864	50.0	52.6	-2.6
	04/05	943	59.0	64.9	-5.9	775	61.0	56.4	4.6
A/A2 Levels	02/03	179	71.5	81.0	-9.5	78	73.1	67.0	6.1
	03/04	193	83.9	83.6	0.3	51	64.7	69.3	-4.6
	04/05	183	83.6	84.6	-1.0	59	76.3	73.3	3.0
AS Levels	02/03	394	53.8	58.4	-4.6	90	52.2	47.3	4.9
	03/04	414	55.1	60.0	-4.9	52	50.0	49.8	0.2
	04/05	501	57.5	63.5	-6.0	38	52.6	53.4	-0.8
GNVQs and precursors	02/03	179	45.3	46.7	-1.4	223	51.1	44.5	6.6
	03/04	74	16.2	50.3	-34.1	103	40.8	42.6	-1.8
	04/05	25	48.0	59.4	-11.4	60	81.7	51.4	30.3
NVQs	02/03	11	72.7	49.9	22.8	98	41.8	42.8	-1.0
	03/04	4	50.0	50.5	-0.5	105	50.5	48.1	2.4
	04/05	8	50.0	53.1	-3.1	116	44.8	54.1	-9.3
Other	02/03	45	33.3	52.0	-18.7	523	46.1	51.0	-4.9
	03/04	206	50.0	51.3	-1.3	553	50.3	53.6	-3.3
	04/05	226	43.8	56.0	-12.2	502	61.2	56.3	4.9