

Havering College of Further and Higher Education

Inspection Report
23 - 27 April 2007

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Background information

Inspection judgements

Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievements over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: construction; leisure, travel and tourism; preparation for life and work; business, administration and law.

Description of the provider

1. Havering College of Further and Higher Education is a large general further education (GFE) college. It occupies two main sites at Ardleigh Green and Quarles with a Professional Development Centre at Rainham. It has information technology (IT) centres in Romford, Brentwood and Hornchurch with several community venues for basic skills and English for speakers of other languages (ESOL) provision. The college is also a partner in the Centre for Engineering and Manufacturing Excellence with Barking College and an international motor manufacturing company.
2. The college serves the local community of Havering, but also draws learners from Redbridge, Barking and Dagenham and Newham and a wider area of Essex, Kent and inner London. The proportion of black and minority ethnic (BME) learners attending college is 24%. This is significantly higher than the proportion of BME residents in Havering, which is about 5%.
3. The borough has six schools with sixth forms, thirteen 11-16 schools, three special education schools, three further education and two work-based learning providers.
4. The college operates in all 15 sector subject areas (SSAs). It has large work-based learning (WBL) contracts and is also a major provider of directly funded higher education (HE). It gained a large contract for Train to Gain in November 2006. It also offers vocational education for a large number of learners aged 14-16. Approximately 78% of enrolments are further education and 12% are higher education.
5. The college increased its further education (FE) full-time equivalent (FTEs) learner numbers from 4,516 in 2003/04 to 4,532 in 2005/06. FTE learners aged 16-18 increased from 2,404 to 2,788 and adult FTE learners decreased from 2,112 in 2003/04 to 1,744 in 2005/06 respectively. The majority of learners are those aged 16-18 years old at level 3; adults at level 1 make up 30% of enrolments.
6. The mission of the college is to provide high quality education and training, and its vision, as shown in its self-assessment report (SAR), is 'a college provided by the community for the benefit of its communities'.
7. The college has three Centres of Vocational Excellence (CoVEs): in accountancy and finance; building services; and manufacturing engineering. It has the Matrix Quality Standard, Investors in People and a Beacon Award for workforce development.

Summary of grades awarded

Summary of grades awarded

Effectiveness of provision	Good: grade 2
Capacity to improve	Good: grade 2
Achievement and standards	Good: grade 2
Quality of provision	Good: grade 2
Leadership and management	Good: grade 2
<i>Equality of opportunity</i>	<i>Good: contributory grade 2</i>

Sector subject areas

Construction	Satisfactory: grade 3
Leisure, travel and tourism	Satisfactory: grade 3
Preparation for life and work	Good: grade 2
Business, administration and law	Good: grade 2

Overall judgement

Effectiveness of provision

Good: grade 2

8. The college's overall effectiveness is good. Achievement and standards are good and success rates for learners aged 16-18 and adults are high. They have risen steadily since the last inspection and are above average compared to similar colleges. Work-based learning success rates are rising and are now at the average. Success rates for learners aged 14-16 are high and for all groups of learners, progression is good both into and from the college.
9. Teaching and learning are good. The college's efforts to improve teaching and learning have been largely successful. It has an effective range of strategies to develop teachers' skills and improve learning. These have been appropriately backed up by significant development of, and investment in, information learning technologies (ILT).
10. Social and educational inclusion is outstanding as is the college's responsiveness to local employer and community needs. The college has a wide and inclusive curriculum that enables good progression from pre-entry to level 4 and higher education in many areas. It has a very good track record for widening participation for learners. BME learners benefit from specific measures to tackle underachievement.
11. Support for learners is good. The support services are effective; the help for vulnerable and at-risk learners is particularly good and well resourced. Welfare arrangements are well managed and co-ordinated. Tutorial arrangements for full-time learners are effective, though target setting for learners is not consistently applied across the college.
12. Leadership and management are good. The college has a clear strategic vision and direction. The management information system is very reliable and produces exactly what staff want in a timely and accessible way. The commitment to, and promotion of, equality and diversity are good. This is evident from the positive messages around the college, in its literature and the policies that have been translated into actions. Financial management and staff development are strong. The governors have a good knowledge of the college and monitor performance well.

Capacity to improve

Good: grade 2

13. The college's capacity to improve is good. Success rates are improving. The management information system enables the college to monitor its performance effectively. Self-assessment and quality improvement procedures are rigorous and comprehensive. Judgements made are accurate and the quality improvement plan clearly identifies actions to be taken. Staff are clear about their role and accountabilities in raising standards. The distinct focus on teaching and learning is leading to higher standards. The strong financial position of the college and its record in meeting its targets are sound indicators of its good capacity to improve.

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

14. The effectiveness of steps taken since the last inspection is good. The college has tackled all the major areas for improvement. It has undergone a significant rebuilding programme. Retention rates are improving and the introduction of electronic registers has been effective in improving attendance and punctuality. Changes to work-based learning are now starting to have a positive effect. There has been progress in developing initial assessment and target setting though impact has been slow. The college has recognised that implementation of its previous skills strategy was not successful and has a new more fit-for-purpose strategy.

Key strengths

- effective strategic leadership and management of change
- good performance in raising achievement and standards
- very good provision and support for vulnerable and at-risk learners
- outstanding responsiveness to local employer and community needs
- outstanding social and educational inclusion
- harmonious and respectful college community.

Areas for improvement

The college should:

- increase the proportion of good and outstanding teaching
- integrate Skills for Life provision across the college more effectively
- improve target setting for learners.

Main findings

Achievement and standards: Good: grade 2

Contributory grades:

WBL: Satisfactory: grade 3
Learners aged 14-16: Good: grade 2

15. Achievement and standards are good. In 2005/06, success rates for learners aged 16-18 at levels 1, 2 and 3 and for adults were above the national averages. Overall success rates for long and short courses are above national averages and have improved since the last inspection. There were pockets of lower performance; for example, in engineering, information communication technology (ICT) and the hairdressing apprenticeship but this course has now been withdrawn.
16. Retention rates for learners aged 16-18 are above the national average and improving. Though retention rates for adults have fallen, they are still at the national average.
17. The college exceeded its improvement targets for both long and short courses in 2005/06. Learners on GCE A level and vocational courses at level 3 made better progress than learners nationally in similar colleges. The standard of learners' work is mostly satisfactory, and good in some areas of the college; for example, in visual and performing arts.
18. The college offers a broad range of vocational courses for learners aged 14-16 from local schools. On these courses, the pass rates and progression rates into further education are high. The achievements of learners with learning difficulties and/or disabilities are good and the college's 'Realistic Opportunities for Supported Employment' (ROSE) course has been successful in helping these learners into employment.
19. Success rates in work-based learning, particularly timely achievement of frameworks, have been low. However, the college has put in place effective tracking procedures and better coordination and management of work-based learning. Better liaison between employers, learners and the college are now having a positive impact on improving timely success rates. The acquisition of skills in vocational and practical areas is good.
20. Data are accessible, timely and well used to monitor progress of learners. The progress and tracking of the different groups of learners are carefully monitored. Success rates for learners aged 16-18 from different minority

ethnic groups are in line or better than similar groups nationally. College data show that those learners who receive extra help or additional learning support achieve better than they would without the support and in comparison to other learners in similar circumstances.

21. Though pass rates are high, progress in improving retention since the last inspection has been slower in some areas. Attendance is good and it is monitored systematically. Electronic registers have been successfully introduced and are used effectively to monitor the progress of learners both in lessons and for tutorials.

Quality of provision

Good: grade 2

Contributory grades:

WBL:

Satisfactory: grade 3

Learners aged 14-16:

Good: grade 2

22. The college assesses its teaching and learning as good overall and the inspection confirms this. Learners are positive about the quality of teaching and learning, particularly the enthusiasm and extra help given by their teachers. Classrooms have engaging displays and positive messages about courses, careers, diversity and equality and learners' achievements. Teachers use schemes of work and lesson plans effectively. Learners have good opportunities to develop practical skills and they enjoy their lessons.
23. Resources for teaching and learning are good with very good access to information and learning technology (ILT), including an easy to use virtual learning environment (VLE) and well stocked learning resource centre.
24. Teachers monitor learners' progress well, and assessments are well planned. Teaching and help for learners are effective. Attention to health and safety in lessons is also good. Accommodation for learning is generally good and used appropriately, although some rooms are too cramped.
25. The college's strong focus on improving the quality of teaching and learning is having a positive impact. The lesson observation process is well established with good follow-up for developing teachers. This includes effective use of advanced practitioners and subject coaches to support staff and clear links to staff appraisal. The staff development programme, emanating from the self-assessment, is successful in improving teaching skills and has clear targeted themes. An apt example is the current focus on raising the standard of lessons delivered by part-time teachers.

26. The integration of the essential skills of literacy and numeracy across the curriculum is at an early stage. The arrangements for assessing individual learning needs and setting targets are not yet rigorous enough. However, the initial assessment of learners with learning difficulties and disabilities is carefully managed.
27. The college's response to meeting the needs and interests of learners is outstanding. There are strong and beneficial partnerships between the college, the community, schools, other colleges, and employers. Stakeholders are extremely positive about how well the college responds to their needs and interests. For example, in response to employers, it has provided courses for cleaners and stewards. Community-based entry-level courses in literacy, numeracy and IT are particularly innovative and successful; for example, provision that combines digital photography with numeracy.
28. The college provides good information, advice and guidance services in the college, in community venues and on employers' premises. Advice for school leavers is impartial and suitable for them. There are good arrangements for providing careers education through tutorials and individual sessions with Connexions and the college's careers adviser.
29. Learners enjoy the variety of activities in their induction and tutors provide appropriate support. Arrangements for monitoring learners' progress are effective, featuring tutorial case conferences which learners value. Links with the parents of learners aged 14-16 and learners aged 16-18 are good.
30. Target-setting to improve learners' performance has improved but is still variable in quality as targets are not always sufficiently specific.
31. Support is excellent for learners who are vulnerable and at risk of not achieving or dropping out. Central college services and tutors work very effectively together in ensuring the right type and level of support. Learners with sensory impairments and mental health problems are also very well supported and there is very good support for learners with physical disabilities. Learners feel safe inside the college where there are effective security arrangements. Vulnerable learners report that there is no bullying and they are comfortable in the college.
32. Social and educational inclusion are outstanding. The college has effective strategies and partnerships to attract under-represented groups. It works effectively with community and voluntary organisations in a way that makes opportunities flexible, accessible and responsive to need.

Leadership and management: Good: grade 2

Contributory grades:

Equality of opportunity Good: grade 2

33. Leadership and management are good. The college has managed change very effectively through strong strategic leadership. Commitment to continuous improvement is good throughout the college and internal communications are effective. The mission of the college is clear and understood by all staff. There is a strong culture of raising standards resulting in the rise in college success rates over the past three years.
34. Self-assessment is well established and used effectively at all levels. The management information system, introduced since the last inspection, is very successful. It provides clear, accurate and timely data to managers. Staff consider the system supports them very helpfully in monitoring and reviewing learner and course performance.
35. Quality assurance is good and well understood by staff; the links to the college's priorities are clear. Internal inspections of subject areas are thorough and comprehensive. The use of a 'special measures' action plan to make improvements in underperforming areas is successful. For example, in travel and tourism, this had a positive impact on improving teaching and learning and led to improved retention. Appropriate actions have been taken to improve success rates on work-based learning courses, including better learner target setting. Early indications of tangible progress are positive but it is too early to judge the full impact of some of these measures. The actions and targets in the quality improvement plan are thorough and detailed.
36. Curriculum management is good. Curriculum managers contribute effectively to the self-assessment process. A positive feature at this level is how actively they take responsibility for promoting and implementing equal opportunities in their curriculum areas.
37. The college has strong, productive links with local schools, employers and other providers. They work well together to improve the opportunities for learners and share information effectively about courses and learners' needs.
38. There is some excellent new accommodation, including a new creative arts facility. Substantial investment has been made in teaching resources

including ILT with a good programme for replacing computing equipment. The proportion of staff with teaching qualifications is high. The small number who have yet to obtain a recognised teaching qualification are on appropriate training programmes. Clear staff performance targets are set and followed up. The range of staff training undertaken is wide, very relevant to needs, and links clearly to the strategic plan.

39. The college complies with child protection, race relations and disability discrimination legislation. The college monitors its performance in these areas well, the result of which has led to effective actions to address underachievement of some groups of learners. However, there has been limited progress on a small number of the actions identified in the college's race equality scheme. Equality and diversity issues are appropriately addressed at tutorial sessions and there are regular engaging cross-college diversity events. The college site is fully accessible to learners with restricted mobility.
40. Governance is good. Governors are highly committed and knowledgeable about the college. They provide appropriate challenge and are fully aware of the college's key priorities. Financial management is good. The college provides good value for money.

Sector subject areas

Construction

Satisfactory: grade 3

Context

41. There are full-time and part-time courses in bricklaying, electrical installation, wood occupations, plumbing, painting and decorating and technician studies. The college provides progression from entry level to level 4. Of the 915 learners on construction courses, 735 are aged 16-18, 38 are female, 35 are on apprenticeship courses and 96 are of minority ethnic heritage. In addition, 265 school learners undertake a mixture of practical and theory-based construction courses at a separate construction centre for learners aged 14-16.

Strengths

- high success rates on level 1 courses
- good standard of practical work
- good tracking of learners
- effective leadership.

Areas for improvement

- low retention on level 2 craft courses
- insufficient checks on learners' prior knowledge
- weak target setting on WBL reviews.

Achievement and standards

42. Achievement and standards are satisfactory. Success rates on most courses are at or above national averages. For level 1 courses, success rates are high. On the building construction operation course, the success rate is 75%, which is above the national average. On a number of level 2 courses, retention is low, although in-year retention is now much improved. Framework completions for work-based learners are poor. The standard of learners' practical work is good in all areas. For example, in plumbing, learners are able to set out and commission cold and hot water systems accurately and to industrial standards whilst working independently and to time constraints. Attendance is good.

Quality of provision

43. Teaching is satisfactory. There is a strong team ethos in practical lessons. Teachers, technicians and support staff all work well in ensuring learners are given every opportunity to develop practical skills. In bricklaying, support staff work tirelessly ensuring the brickwork area is kept clean and tidy. The progress of learners is monitored effectively using a combination of wall tracking charts and individual learner task sheets. Both are updated during lessons with learners present. Teachers use their experience well to provide illustrative practical demonstrations. Theory lessons are well planned and ILT is used appropriately to support learning. For example, a teacher used an interactive whiteboard expertly to explain initial setting out of construction lines in drawing axonometric shapes. In both theory and practical lessons, there are insufficient checks on prior knowledge or understanding of learners. Teachers ask too many closed questions and not enough open questions that can help learners to assess their own work and develop more independent skills.
44. Monitoring progress of work-based learning is now good. Reviews are carried out regularly. Communication is effective between learners, teachers, employers and the work-based coordinator. However, target setting at learner reviews remains weak. Targets are not specific or challenging and sometimes they are not even set.
45. The range of courses is good in meeting the needs and interests of the learners.
46. Guidance and support are satisfactory. Teachers and support staff give extra help as needed to learners to encourage and guide them. Assessment is satisfactory. Learners' work is marked appropriately within a clear timeframe. In most cases, feedback is constructive.

Leadership and management

47. Leadership and management are satisfactory. There is good capacity to improve. Lines of communications and key responsibilities are clear. The self-assessment report is reliable and accurate. Weaknesses have been correctly identified and are being suitably addressed. Significant numbers of new teaching staff have been inducted well. For example, work shadowing and team teaching is used extensively alongside formal teacher training qualifications for new teaching staff. Resources have been well developed and are fit for purpose. The 14-16 construction centre provides a safe and educationally inclusive environment for school learners to explore construction craft skills.

Leisure, sport, travel and tourism

Satisfactory: grade 3

Context

48. The college offers courses in leisure, sport, travel and tourism with clear progression routes for learners from level 1 to level 3. Courses include full-time and part-time provision at foundation, intermediate and advanced levels. At the time of inspection, there were 101 full-time learners in this area and 281 adult part-time learners. The majority of learners are at level 2. The college, in partnership with a local school, also attracts learners aged 14-16 onto a leisure and tourism course. It has a good link up with Leyton Orient girls' football academy team and also delivers an NVQ in spectator control in partnership with a number of premier league football clubs.

Strengths

- high success rates on BTEC national award in sport
- good progression rates from intermediate to advanced courses
- good monitoring of learners' progress
- effective employer links.

Areas for improvement

- low success rates on all travel and tourism courses
- low success rates for BTEC first diploma in sport
- insufficient curriculum enhancement for travel and sport learners
- insufficient challenge in teaching and learning in travel and tourism.

Achievement and standards

49. Achievement and standards are satisfactory. Success rates for sport courses at level 3 are high. On travel and tourism, the success rates have been low and below national averages for the last three years. Pass rates are high on most sport courses, particularly on the national award in sport. Learners' practical skills are good. Progression rates are high from intermediate to advanced courses. Learners enjoy their courses. Their written work is satisfactory and their presentational skills are good. Teachers make good use of target grades and monitor learner progress effectively. This has contributed to improved attendance and retention. However, learners are not offered sufficient additional industry relevant qualifications to enhance their employability. Attendance and punctuality are good.

Quality of provision

50. Teaching and learning are satisfactory. Teachers do not challenge learners sufficiently to develop their own ideas and in some travel and tourism lessons, assessment is only checked by repetitive activities. However, feedback is constructive and helps learners to improve. A comprehensive travel and tourism work placement programme helps them to develop good commercial expertise. Some sports learners also complete voluntary sports coaching in local leisure centres and sports clubs. Learners are confident in the use of ILT.
51. The range of courses is good in meeting the needs and interests of the learners. Support for learners is good with some effective mentoring. The literacy, numeracy and other needs of all learners are assessed accurately at enrolment and they receive appropriate learning and language support. Progression rates are very good in sport, and travel and tourism. Good partnerships exist between the college, local schools, employers and community groups. Progression from local schools to college is good.

Leadership and management

52. Leadership and management are satisfactory. Course review procedures are thorough and clearly guide staff to focus on raising standards. The college is successfully implementing a special measures action plan to improve success rates on travel and tourism courses. The self-assessment of the area is accurate. Most staff have relevant and up-to-date commercial or industrial experience, which they use to good effect in their teaching. Mentors provide effective support for new staff. On-line learning resources are good and easily accessible to learners.

Preparation for life and work

Good: grade 2

Context

53. Skills for Life provides full- and part-time courses, from pre-entry to level 2, located on two main campuses, in the community, and in the workplace. Currently 1,271 learners are enrolled on literacy and numeracy courses, and 433 learn in the workplace. There are 353 learners studying English for speakers of other languages (ESOL). On pre-entry, entry and level 1 courses, there are 252 learners with learning difficulties and/or disabilities. Of these learners, 50 are taking part in the Realistic Opportunities for Supported Employment (ROSE) course. There are 610 learners across college with literacy and numeracy needs who receive support in class or individually. All learners take national certificates in literacy and numeracy at entry, level 1 and level 2. The majority of learners, about 76%, are adults, and the rest are learners aged 16-18.

Strengths

- high success rates and good progression
- good development of employment skills
- innovative provision to attract new learners
- good management.

Areas for improvement

- inconsistent quality of assessment to support individual learning
- slow implementation of Skills for Life strategy.

Achievement and standards

54. Achievement and standards are good. Overall success rates are high and were significantly above national averages in 2005/06. Success rates for ESOL entry level learners are satisfactory, though retention in ESOL has been weak and significantly below national averages, but is now improving.
55. The college has replaced key skills at levels 1 and 2 with the national tests for literacy and numeracy. Success rates for these learners aged 16-18 have improved and are satisfactory. Key skills success rates of 55% in work-based learning in 2005/06 are satisfactory.
56. Progression rates are good for all learners and learners' progress from entry to level 2 is good. Progression for learners on the ROSE course is also good.

57. Learners develop good employment skills including job preparation, teamwork, and decision making alongside literacy and numeracy. Learners with learning difficulties and/or disabilities gain relevant personal, vocational and independent living skills. All learners develop self-confidence and skills to support their own further education and lifelong learning.
58. The standard of learners' work is satisfactory, although in some lessons there is insufficient challenge to meet the wide range of needs. Some tutors mark work thoroughly and their comments help learners to improve. However, on occasions, learners' files are disorganised and contain little evidence of their learning. Attendance overall is satisfactory.

Quality of provision

59. Teaching and learning are satisfactory overall. Learning is well managed and learners enjoy their learning. Since the previous inspection, the management of learning has become systematic and tutors provide good environments for learning. A wide range of good resources stimulates learning. In some lessons, ILT is used effectively as an interactive learning tool. However, there is over reliance on worksheets and not enough evaluation of learning in less effective lessons. Some classrooms are too small and inhibit group work and the ability of teachers to monitor learners' progress effectively.
60. The quality of assessment is inconsistent. Teachers do not use diagnostic assessment enough to inform the planning of individual learning. Targets are not specific or measurable. Records of learning are weak and relate to activities and not the development of skills.
61. Essential skills provision in vocational areas, including work-based learning, is satisfactory. Teachers and support tutors work well together to identify and plan successful joint activities and integrate literacy and numeracy skills into coursework. For example, in motor vehicle, the development of numeracy skills is timely and provides good preparation for vocational lessons. However, the practice of ensuring teachers are informed about learning support needs of their learners is not systematic enough. Integration of essential skills is at an early stage of development.
62. The range of provision is good. Provision in community sites across the area is highly responsive to local need and well located. The college has been active in promoting literacy and numeracy courses in the workplace. Lessons are held at flexible times and are tailored to the specific needs of learners and their employers. Innovative Skills for Life courses using digital

photography, IT and horticulture attract new learners who gain new skills and national qualifications in literacy and numeracy.

63. Support and guidance for learners are good. Tutors give clear and helpful advice on entry to courses and further learning opportunities. They use their close knowledge of their learners' complex needs to support them effectively. Effective personal assistance and guidance for vulnerable learners help them to learn and progress on their courses.

Leadership and management

64. Leadership and management are good. The curriculum team shares a strong vision with clear attention to raising standards and meeting local and regional skill needs. Communication is good, in particular with part-time teachers. Management of performance is rigorous and the self-assessment process is effective with wide staff involvement. Most weaknesses identified at the previous inspection have been addressed successfully.
65. Observation of teaching and learning is good though grading does not consistently take sufficient account of the quality of learning. Professional development and training to meet national requirements is appropriate.
66. The implementation of the Skills for Life strategy has been slow. The previous strategy failed and there has been a recent restructuring to integrate better essential skills in vocational areas. Leadership of the strategy at senior management level is strong and vocational areas are now being effectively integrated.

Business, administration and law

Good: grade 2

Context

67. The college provides a wide range of courses across accounting, administration, business, management and secretarial provision from level 1 to foundation degree. These courses include pre-16 courses, GCE AS and A level, as well as specialist legal and medical secretarial courses and extensive provision of NVQ accounting. There are 540 learners aged 16-18 on full-time courses and 95 on part-time courses. There are 84 adult learners on full-time courses and 414 who study part-time. On work-based learning, there are 23 apprentices and 6 advanced apprentices. Business administration learners have the opportunity to fast track through their apprenticeship programme.

Strengths

- high success rates on administration and secretarial courses
- high retention rates
- good teaching
- good progression by learners to employment or further study
- good leadership.

Areas for improvement

- insufficient numeracy support
- the adverse impact of staff shortages.

Achievement and standards

68. Overall achievement and standards are good. Success rates are high on administration and secretarial courses. In 2005/06, they were at least 14 percentage points above national averages. Retention is high on most courses and college data indicate it is improving in the current year. However, pass rates declined on accounting courses in 2005/06 and are satisfactory. Learners on GCE A-level law achieve better results than expected given their entry qualifications, but those on AS level business studies achieve less well. Standards of learners' work are at least satisfactory and good in several areas. Medical secretarial learners show a good grasp of legal concepts, and are confident and articulate in voicing their views on medical ethics.

Quality of provision

69. Teaching is good overall, though there is little outstanding teaching. Teachers pay much attention to the needs of individual learners, and monitor and support them closely. Most teachers use the extensive ILT equipment well to present and reinforce key learning points. However, in a few instances, hand written board work was untidy and unclear. The virtual learning environment (VLE) is used well on business and administration courses, but relatively little on accounting courses.
70. The range of courses is good and meets the needs of the learners. Significant proportions of learners progress into appropriate employment or further study. Many legal secretarial learners secure jobs with major city firms, and likewise medical secretarial learners with the NHS. These opportunities are founded on the very good links the college has with major recruitment agencies and leading employers. Many learners also progress to higher level courses within the college. In 2005/06, 70% of business level 3 learners progressed to higher education. However, work experience is not provided for most business and accounting learners.
71. Guidance and support are good. Learners are generally well supported by tutors and teachers. However, there is insufficient additional support for lower level learners to improve their numeracy and no numeracy qualification is offered for such learners.

Leadership and management

72. Leadership and management are good. Managers support staff well and teamwork is good with a shared approach to solving problems and making improvements. Strategies to improve retention are successful. Standards of teaching and learning are judged accurately in internal lesson observations, with good follow-up to improve performance. A high proportion of staff have also updated their skills and knowledge through placements in commerce or industry.
73. The area has faced difficulty in recruiting appropriate staff to fill some vacancies and this has affected progress of learners. The college is trying several appropriate measures to improve the situation. The self-assessment report is accurate with clearly identified priorities for improvement.

Learner's achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	1,356	69.6	60.3	9.3	2,006	52.2	59.1	-6.9
	04/05	1,074	76.4	64.2	12.2	1,896	70.0	61.6	8.4
	05/06	826	75.7			910	74.5		
GNVQs and precursors	03/04				--				
		68	44.1	65.1	21.0	2	50.0	52.3	-2.3
	04/05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	05/06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NVQs	03/04	77	67.5	61.0	6.5	29	62.1	62.3	-0.2
	04/05								--
		110	74.5	67.2	7.3	14	42.9	66.9	24.0
	05/06	104	79.8			62	100.0		
Other	03/04	1,211	71.2	60.0	11.2	1,975	52.1	59.0	-6.9
	04/05	964	76.6	63.6	13.0	1,882	70.2	61.4	8.8
	05/06	722	75.1			848	72.6		

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	1,372	69.1	56.3	12.8	1,240	61.1	53.6	7.5
	04/05	1,671	67.3	60.9	6.4	1,643	69.6	59.5	10.1
	05/06	1,520	73.0			992	67.8		
GCSEs	03/04	482	76.1	61.3	14.8	147	74.8	58.8	16.0
	04/05	542	72.3	64.1	8.2	102	76.5	62.3	14.2
	05/06	487	78.2			137	64.2		
GNVQs and precursors	03/04	122	58.2	63.0	-4.8	6	50.0	56.6	-6.6
	04/05	107	67.3	66.8	0.5	11	45.5	70.4	-24.9
	05/06	73	68.5			1	100		
NVQs	03/04	183	64.5	51.9	12.6	255	69.4	53.5	15.9
	04/05	142	61.3	57.0	4.3	540	84.8	59.6	25.2
	05/06	214	74.3			306	81.4		
Other	03/04	585	67.0	54.1	12.9	832	56.3	52.7	3.6
	04/05	880	65.1	60.1	5.0	990	60.8	58.8	2.0
	05/06	746	69.6			548	61.1		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	1,728	66.7	64.1	2.6	1,023	65.4	53.5	11.9
	04/05	1,696	67.0	67.5	-0.5	918	67.2	57.3	9.9
	05/06	1,664	73.4			772	71.4		
A/A2 Levels	03/04	285	83.9	83.8	0.1	107	82.2	65.5	16.7
	04/05	260	91.9	85.6	6.3	73	84.9	69.1	15.8
	05/06	241	90.0			69	87.0		
AS Levels	03/04	726	64.6	62.9	1.7	92	62.0	49.6	12.4
	04/05	616	63.5	65.5	-2.0	98	64.3	52.2	12.1
	05/06	584	71.1			100	75.0		
GNVQs and precursors	03/04	426	59.4	52.4	7.0	43	53.5	43.5	10.0
	04/05	189	75.1	60.2	14.9	33	75.8	52.9	22.9
	05/06	56	83.9			21	71.4		
NVQs	03/04	8	50.0	53.7	-3.7	136	61.8	47.0	14.8
	04/05	35	48.6	62.4	-13.8	206	76.2	53.9	22.3
	05/06	81	74.1			220	70.9		
Other	03/04	283	66.1	56.3	9.8	645	64.7	55.7	9.0
	04/05	596	58.4	60.0	-1.6	508	61.0	58.3	2.7
	05/06	702	68.8			362	67.7		

Table 4

Success rates on work-based learning programmes managed by Havering College in 2003/04, 2004/05 and 2005/06

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	44	18	32	52	47
	Advanced	57	56	31	58	48
2004/05	Apprenticeship	98	38	38	59	50
	Advanced	98	28	34	45	48
2005/06	Apprenticeship	76	41	53	59	58
	Advanced	158	51	44	58	54

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

b) Timely success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	54	11	16	35	24
	Advanced	68	32	19	34	30
2004/05	Apprenticeship	102	25	22	37	29
	Advanced	112	7	21	17	31
2005/06	Apprenticeship	73	30	33	44	38
	Advanced	165	3	27	13	34

* The number of learners who planned to complete their learning programme in the given year

** College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'