

## MONITORING VISIT: MAIN FINDINGS

Name of college: The College of North East London (CONEL)

Date of visit: 6 November 2007

### Context

The College of North East London is a large FE college located in Haringey. The student population reflects the diverse nature of the borough. Haringey has some extremely affluent areas bordering on to some of the most underprivileged parts of the country. The college provides a broad range of provision covering the 14 areas of learning, with a strong focus on vocational specialist pathways. A significant amount of provision is offered at community venues, especially in information and communications technology (ICT) and English for speakers of other languages (ESOL). There is a substantial programme for 14-16 year olds and a growing range of adult training programmes. The 2004 inspection judged four sector subject areas (SSAs) to be inadequate. On reinspection in January 2006, construction was graded good, and the others satisfactory.

### Achievement and standards

What progress has been made in improving achievement on under-performing courses?	Significant progress
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The college has made significant progress in raising success rates over the last 5 years and on all but a few courses they are now above national averages. The college's Targeted Strategy Groups for levels 1 to 3 are having a noticeable impact. Between 2003 and 2007 overall success rates rose from 65% to an interim figure of 86%. Success Rates for long courses rose from 54% in 2003-04 to 79% in 2006-07. Level 2 pass rates show a particularly sharp rise. Average success rates for 16-18 year olds at level 2 rose 10% in 2006-07 to 78%. Value added is satisfactory at 0.9. The LSC Minimum Level of Performance report shows less than 2% underperforming. Although key skills pass rates have improved sharply and retention rates are high, 2006/07 data still indicate that only half of the learners enrolled for the qualifications are successful. The college acknowledges that this remains an area for development.

## Quality of provision

How is the college developing its 14-19 curriculum including new diplomas?	Significant progress
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The college provides strong leadership in a wide range of partnerships to develop collaborative provision in Haringey and across North London. Increased Flexibility arrangements have been in place for some time, plus weekend tuition to fill local gaps such as schools' inability to offer science. Plans are well advanced for the 14-16 construction diploma starting in September 2008 as is the work to develop materials for diplomas in society, health and development and creative and media beginning in 2009. The college uses its vocational expertise effectively, both in direct delivery and in training local teachers to support the development of vocational options in schools. College courses for 14-16 year olds with poor school attendance, and for new arrivals, have been particularly successful in offering good quality alternative education. Progression rates from these programmes into further education and training are high. In 2006-07, 56% of year 11 pupils on these courses stayed on to study at the college. The college has played a key role within the local partnership in reviewing 16-19 provision in Haringey in preparation for the opening of the new sixth form centre. Early plans to deliver collaborative vocational provision there have not been realised. However the college has redesigned its own curriculum and directorate structure to match learners' vocational needs more closely. A strong focus on developing positive attitudes and providing realistic working environments is complemented by vibrant enrichment activities and targeted projects to raise aspiration.

What is the impact of developments in the tutorial system?	Significant Progress
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The college has made significant progress in designing and implementing a rigorous tutorial system. Group and individual tutorials are well coordinated and their effectiveness evaluated. Initial assessment is used well to plan individual support needs. All interested parties have ownership of and access to learners' progress on courses. Induction and individual learning planning is thorough and systematic. All learners are given scores on a range of performance and life skills such as punctuality or behaviour. The system is good at identifying potential at risk learner groups prompting quick action to resolve issues or recognise high learner achievement. Learners are fully aware of the tutorial system and note its benefit in tackling personal issues and reviewing academic progress.

Tutorials strongly reinforce the importance of making good progress towards achieving skills, qualifications and attendance and punctuality. Returning learners appreciate changes in the college both in discipline and student attitudes, noting a safe and inclusive environment. The learners' voice is well used to implement change.

How has the college developed its adult training offer to meet the changing needs of the community?	Significant progress
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The college has made significant progress in expanding adult training this year. A well established national centre of excellence in Trade Union Studies provides a good experience base for highly effective employer engagement. The college has built on this with innovative work to create an integrated approach to adult employability development. Cross departmental working brings together a wide range of skills to focus on learners' individual needs in a very flexible and contextualised way and to combat worklessness. Employer forums are well used to develop realistic, relevant and appropriate training in partnership with the LSC and JobCentrePlus. The college is extremely responsive and willing to innovate, for instance to take account of changing legislation. An area for improvement is to further integrate the approaches across all subject areas to ensure that marketing messages are consistent.

What is the impact of measures to improve the skills for life curriculum?	Significant progress
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The college has made significant progress in this area. A strong organisational commitment to skills for life is evident throughout the college. Well thought out strategies across all levels and subject areas are having a noticeable impact on achievement. A particularly sharp focus on embedding literacy, numeracy and language throughout the curriculum is supported by new and well used diagnostic processes that are followed through into individual and group planning. All staff have received training in embedding basic skills into their teaching, and course reviews and planning procedures emphasise opportunities to integrate key skills. There is much cross directorate working to ensure that learners get appropriate and relevant support contextualised to their vocational area.

## Leadership and management

What is the impact of the teaching and learning observation scheme?	Significant progress
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The college has made significant progress in improving the rigour of lesson observation procedures, which are now viewed positively by teachers. For the sample of lesson observation records examined, the grades allocated generally matched the qualitative information recorded well. Observers are trained well and the outcomes of observations are used effectively to plan staff development activities. Support to improve teaching practice is good. New staff are inducted thoroughly and supported well. Good systems exist to identify and integrate teaching styles with good practice in teaching and learning across the college.

What steps have been taken to resolve areas for improvement in construction identified at the previous inspection?	Significant Progress
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Managers in construction have made significant progress in addressing areas for improvement identified at the previous inspection. Level 1 success rates for all learners have improved. More specifically pass rates for 16-18 year olds, identified as low, have risen and are now in line with the 2005-2006 national average. Key skills success rates have also improved from 41% in 2006 to 54% in 2007. College data indicate that many learners are progressing from level1 programmes to higher level courses. Generally, managers have ownership of performance and work well in partnership with other schools across the college to achieve targets. For example good partnerships exist in skills for life, ESOL provision and 14-16 courses when learners attend CONEL construction courses at level 1. Teachers have received training in the use of ILT in teaching and how best to challenge learners and check their learning in theory lessons. Poor workshop accommodation for brickwork has been replaced.