

Sir George Monoux College

Inspection report

Unique reference number: 108393

Name of lead inspector: Harriet Harper HMI

Last day of inspection: 4 December 2009

Type of provider: Sixth form college

Address: Chingford Road
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Information about the provider

1. Sir George Monoux College is located in Waltham Forest in north east London. It attracts a high proportion of students from areas of significant social and economic deprivation, with many recruited from the neighbouring boroughs of Newham, Hackney, Haringey and Enfield. Reflecting these ethnically and culturally diverse areas, some 80% of the student population are from ethnic heritages other than White British.
2. The local economy is dominated by small and medium-sized businesses. Unemployment levels are relatively high in Waltham Forest, when compared to other outer London boroughs, but planned regeneration associated with the forthcoming London Olympics may present further job opportunities for local residents.
3. The college enrolls approximately 2,000 students each year. Almost all are aged 16 to 18 and are studying on a full-time basis. Around 80% are enrolled onto advanced level courses. The curriculum includes more than 25 subjects at A and AS level as well as vocational programmes at foundation, intermediate and advanced levels. The college also provides courses to support students in the development of their literacy, numeracy and information technology skills.
4. The college's mission is to ensure that the learning experience of each of its students 'is of the highest quality, enabling them to achieve and progress to their full potential and beyond'. All provision funded by the Learning and Skills Council for London North was covered by the inspection, including information and communication technology, humanities, languages and social studies. The subject areas inspected in depth were science and mathematics; English; creative and performing arts; and business, accounting and law.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Further education (16 to 18)	1,954 full-time learners
Provision for adult learners: Further education (19+)	51 full-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
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Capacity to improve	Grade 3
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	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

Subject areas	Grade
Science and mathematics	4
English	2
Creative and performing arts	3
Business, accounting and law	4

Overall effectiveness

5. Sir George Monoux is a satisfactory college with the capacity to improve. Students enjoy their studies and a high proportion progress on to higher education. However, not all students do as well as they should. This is particularly the case in science and mathematics and in business, accounting and law, where too many students fail to make the progress expected of them. Often, students struggle with a subject because their literacy skills are not of a sufficiently high level. The quality of teaching in these subject areas is not good enough and this is not helped by a series of staffing difficulties that have remained unresolved for a long time. In other areas of the college, though, students make at least appropriate progress and are taught competently. In English, the quality of teaching is good and students achieve particularly well.
6. Students are kept safe and they benefit from a pleasant, respectful and tolerant atmosphere within the college. They are given helpful support and guidance and offered a wide range of academic and vocational courses from which to

choose. Increasingly, students are contributing to the work of the college, for example through the active students' union, the governing body and focus groups.

7. The college knows its strengths and weaknesses. Arrangements to improve the quality of teaching and learning are not yet sufficiently rigorous but the most recent self-assessment report is realistic and broadly accurate.

Main findings

- Outcomes for students are satisfactory and students enjoy being at the college. The overall success rate has remained stable over the last three years up to 2008/2009 and is broadly in line with the national average for similar colleges.
- A-level success rates have improved over the last three years and are in line with national averages but AS-level success rates remain low. In many subjects at A and particularly AS level, students fail to make the progress expected of them, given their prior attainment. The proportion of high grades on GCSE programmes, particularly in mathematics, has declined and is unacceptably low.
- As acknowledged by the college, most of the poor provision is concentrated within science and mathematics and business, accounting and law, and these subject areas are inadequate.
- Students on vocational programmes, representing around 50% of the college's work, generally achieve in line with expectations and those in art and design, health and care and information technology make good progress.
- Teaching and learning are satisfactory. The better lessons are well planned with appropriate activities and resources to enable students to participate fully in lessons and make good progress. Some teaching, though, is uninspiring and, as a consequence, students remain too passive. Too often, teachers provide tasks that are insufficiently challenging for students.
- The college's response to meeting the needs and interests of students is satisfactory. Students have a wide choice of academic and vocational options, particularly at advanced level. Partnerships with schools are productive. Links with employers are less well developed.
- Care, guidance and support are satisfactory. Students benefit from good guidance on applying to higher education. Tutorial provision is satisfactory. Although specialist support is available, progress for many students is still hampered by a low level of literacy.
- Leadership and management are satisfactory. The principal and governors set a clear strategic direction for the college and recent developments provide an appropriate basis for future improvements.

- The principal and governors have found it difficult to establish a stable senior management team. As a result, the principal has taken on too much of the day-to-day running of the college. Some unresolved staffing difficulties have held back progress.
- Equality and diversity are promoted well. There is an atmosphere of mutual respect and tolerance among the students, who come from many different backgrounds. The college has identified gaps in achievement for different groups of students and work to tackle this is at an early stage.
- Arrangements to improve the quality of the college's work have been made better, but they are not yet making enough of a difference. The college's self-assessment report is broadly accurate but arrangements for assessing the quality of teaching and learning are not rigorous enough. Procedures for identifying the views of students have improved and are satisfactory.
- Value for money is satisfactory. The college manages its finances well, but two inadequate subject areas undermine the value for money it achieves. The learning environment is pleasant and resources for learning are satisfactory.

What does Sir George Monoux College need to do to improve further?

- Ensure that all students are placed on courses where they can succeed, reach their full potential and benefit from appropriate literacy support.
- Improve the arrangements for the observation of teaching so that there is a real focus on evaluating learning. Support staff to develop stimulating and challenging lessons and to share existing good practice so that their teaching has a demonstrable impact on students' progress.
- Use the self-assessment process more effectively to identify weaknesses at an early stage so that swift action can be taken to minimise any negative impact on student outcomes.
- Analyse carefully why so many students fail to achieve their predicted grade at AS level and take urgent steps to improve outcomes for present and future students on these programmes.
- Resolve long-standing staffing issues so that students are not adversely affected by ongoing instability.

Summary of the views of users as confirmed by inspectors

What students like:

- the friendly and safe atmosphere
- the helpful security guards
- the cultural diversity of the college
- good facilities, particularly in the learning resource centre

- the teachers they can talk to.

What learners would like to see improved:

- computing facilities, in order to have access to more computers, faster internet speed and the availability of a wireless network
- tutorial support, so that they can have more frequent one-to-one meetings with tutors
- timetabling, so that there are shorter sessions, fewer staff changes and fewer long gaps between lessons
- teachers' use of the virtual learning environment, so that more resources are available online.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. Since the last inspection, the college has maintained an overall success rate that is broadly in line with the national average, despite considerable staffing instability at senior and middle management levels. Revised processes for quality improvement, including the introduction of a new management information system in the current academic year, are yet to have an impact on students' outcomes, particularly in the two inadequate subject areas. However, with a clear strategic direction, new appointments, significant changes to the governing body and a well-embedded self-assessment process, the college has in place the foundations for further improvements.

Outcomes for learners

Grade 3

9. Students' attainment of qualifications is satisfactory. The overall success rate has remained stable, at around 80%, over the last three years up to 2008/09. This is broadly in line with the national average, when compared to the small group of sixth form colleges that, like Sir George Monoux, recruit students from areas with particularly high levels of deprivation.
10. Success rates for A-level provision have improved over the last three years and remain broadly in line with the national average, although the proportion of high grades has declined. A decline in the retention rate on national diplomas in 2008/09 led to a fall in success rates on these courses. Of those who remained on their programmes, almost all passed and a significant proportion gained high grades. In-year data suggest that retention on these programmes has improved.
11. In 2008/09, too many students on A-level and particularly AS-level programmes failed to make the progress expected of them, given their prior attainment. Most of the poor provision at advanced level is located within business, accounting and science. The proportion of students who achieved a grade of A*–C at GCSE in mathematics has declined and is unacceptably low.
12. In general, students on vocational programmes make the progress expected of them on foundation, intermediate and advanced levels. In 2009, students made good progress on advanced vocational courses in art and design, health and care and information technology.
13. There are no consistent variations in attainment between different minority ethnic groups. Gaps between groups change each year and college managers have begun to address this more systematically. Students receiving additional learning support achieve as well as, and sometimes better than, the college average.

14. The development of economic and social well-being is satisfactory, with a high proportion of students progressing from the second year of advanced level courses to higher education. Attendance is satisfactory. Students report that they feel safe and that they have the information they need to make informed decisions about their health. Through the students' union, governing body and focus groups, students make a satisfactory contribution to the work of the college and also to the wider community.

The quality of provision

Grade 3

15. Teaching and learning are satisfactory. Most students are well motivated, participate well in lessons and enjoy their learning. The better lessons are planned and managed well, and make good use of a range of active learning methods to engage students. In these lessons, learning is thoroughly checked and teachers use well-constructed and varied resources which reinforce learning effectively. Poorer lessons are uninspiring and do not meet the varying needs of all students. Questioning, to check what students have understood, is weak in many lessons, particularly in science.
16. Assessment practice is satisfactory. Initial assessment is used effectively to match students to appropriate courses. Most students receive effective explanations of assessment criteria and constructive comments on written and practical assignments. However, feedback for some students is insufficiently detailed or helpful.
17. The use of technology to promote and support learning varies. Good use is made of interactive whiteboards by some teachers to enliven lessons and engage students, whereas others use them simply to display plain text.
18. In most of the joint observations, judgements made by inspectors and college managers were in agreement regarding strengths and weaknesses. However, the college monitoring arrangements are insufficiently thorough. Teachers are well supported by advanced practitioners and college training sessions to improve aspects of teaching but observations do not focus strongly enough on evaluating the impact of teaching on learning. Insufficient attention is paid to improving satisfactory sessions.
19. The college's response to meeting the needs and interests of students is satisfactory. Students have a wide choice of academic and vocational options, particularly at advanced level, and they take advantage of a good range of enrichment activities.
20. Partnership working is productive. The college plays a key role in reviewing and developing provision for those aged 14–19 in the borough. Links with employers are less well developed and do not lead to work placements for many students, although those in the finance academy benefit from good internships.

21. Care, guidance and support are satisfactory. All students' needs are assessed early in their programme. Support for literacy is arranged promptly and delivered by an appropriately qualified specialist tutor. However, the progress of students in some classes is still hampered by low levels of literacy and/or numeracy. Provision for those students who need numeracy support is limited.
22. Students value highly drop-in sessions in the learning resource centre that provide support for literacy, numeracy and some academic subjects. However, the sessions do not cover all subjects and timetabling constraints mean that not all students can attend.

Leadership and management

Grade 3

23. The principal and governors have set a clear strategic direction for the college. Some progress has been made towards meeting strategic objectives, although this has not been adequate in improving provision in business, accounting and law and in science and mathematics. Under the principal's leadership, developments have taken place which provide a foundation for future improvements, such as the new management information system. Other initiatives, such as the observation of teaching and learning, are not as effective as they should be.
24. The principal and governors have had difficulty until recently in establishing a stable senior management team, and as a result the principal has taken on significant operational responsibilities. Some staffing problems have not been resolved, in some cases leading to a poor experience and outcomes for students.
25. Governors provide satisfactory support and direction. Governors have a good range of skills. The make-up of the governing body has changed significantly in recent years, and many governors are relatively new. The ethnic profile of the governing body is diverse and several former students have been recruited. The level of challenge provided by the governors to the college's senior managers on the college's performance has increased but is not yet having a significant impact on outcomes for students.
26. The promotion of safeguarding is satisfactory. Policies and procedures for safeguarding young people are appropriate. Relevant training and checks are undertaken. The work experience coordinator carries out appropriate risk assessments to safeguard students on placements. The college works closely with partner agencies and there is very good welfare support for vulnerable students. There are good arrangements for the management of health and safety and for managing site security. The guidance for students on internet safety and the staff code of conduct are not fully up-to-date.
27. The college promotes equality and diversity well. It has successfully created an atmosphere of mutual respect and tolerance among its very diverse student body. There are appropriate policies for the college to meet its duties in relation

to gender, race and disability. There are good examples of the promotion of equality and diversity within the curriculum, in enrichment and across college services. The analysis of data relating to aspects of equality has been improved considerably. This has provided the basis for action planning to address gaps in achievement between different groups. This work is at an early stage and is satisfactory. Equality impact assessments have been carried out to check college policies. Appropriate adjustments have been made to the college site to meet the needs of disabled students, and supportive aids are provided. Discussion of bullying, including homophobic bullying, is part of the tutorial curriculum.

28. The college's arrangements for quality improvement and self-assessment have improved since the last inspection, but they are not yet fully effective. In particular, they are not enabling problems to be identified and tackled with sufficient speed. Hence, two subject areas remain inadequate. Intense monitoring of poorly performing courses has had some impact in improving success rates on those courses and overall success rates have remained broadly in line with those in sixth form colleges with similar intakes. However, success rates on GCE AS-level courses have declined and remain low, and the college has been slow to tackle underachievement in GCSE mathematics. The scheme for the observation of teaching and learning is not sufficiently rigorous and has not led to sufficient improvement in learning. The college's self-assessment report is broadly accurate, except with regard to aspects of teaching and learning.
29. Arrangements for the users of the college to contribute their views and promote improvements have improved since the last inspection and are satisfactory. There is an active students' union, and a new group which enables students to comment on course provision, although this is in its early stages. Two student governors are supported in their role and participate in meetings. Surveys of students' views have led to changes at course level.
30. The college provides satisfactory value for money. There is good financial management and control. Inadequate provision in two subject areas undermines the value for money achieved in the curriculum. The college provides a pleasant learning environment with good social facilities, good access for disabled students in most areas or arrangements for re-rooming, and attractive grounds. Resources for learning are satisfactory.

Subject areas

Science and mathematics

Grade 4

Context

31. Currently 1,018 students study on advanced programmes, mostly A- and AS-level courses, 153 on GCSE mathematics, 24 on GCSE psychology, 22 on an intermediate level applied science course and 108 students on a foundation money management course.

Key findings

- Overall outcomes for students are inadequate. On many courses, success rates are low compared to national averages for similar colleges. Too many students fail to make sufficient progress or achieve the qualification they aim for.
- Success rates on most A- and AS-level mathematics courses are good. On A-level mathematics, the success rate has improved to 98%, above the national average. Students make good progress on AS-level mathematics, based on their prior attainment.
- The proportion of students achieving a grade of A*–C in GCSE mathematics is unacceptably low. It fell from 46% in 2007 to 28% in 2008 and then 19% in 2009.
- Outcomes on most AS- and A-level laboratory science subjects are inadequate. At AS level, success rates for physics, biology, chemistry and applied science are low, as are the A-level success rates in biology and chemistry. On most science subjects, students do not achieve the grade expected of them.
- Teaching and learning are satisfactory. Lessons are carefully planned and include appropriate activities. Clear lesson objectives are drawn from detailed schemes of work. Students are eager to learn and respond well to opportunities to be involved in group work.
- There is insufficient focus in practical lessons on the development of students' laboratory skills. In observed lessons, opportunities to reinforce the need for calm, accurate, methodical and safe working practices were missed, students took too little care over accurately filling burettes and pipettes and they were not directed towards relevant risk assessments.
- Teachers' questioning techniques are weak in many lessons. Most of the questions require students to recall information or undertake a simple calculation. Furthermore, they are asked to the whole group and only elicit a response from a few students. This approach neither challenges students to think, nor provides a secure way of assessing understanding.
- Some good practice in the use of technology is developing. All teaching areas have interactive whiteboards and work completed in lessons is often saved and placed online for students to access at a later stage. Good practice was observed in one lesson where students were each asked to contribute to an

online glossary of key biological terms which was then used to help other students.

- Students benefit from a wide range of enrichment activities, many of which successfully encourage them to pursue their studies at a higher level. In both mathematics and science, there are good links with local universities and opportunities for students to hear from visiting speakers.
- The promotion of equal opportunity and the celebration of diversity are good. Students like the diverse nature of the college community.
- Leadership and management have been ineffective in bringing about improvement. Success rates overall declined in 2008/2009 and key areas for improvement were not addressed. For example, the necessity to improve the setting and completion of homework on the GCSE mathematics course was identified in previous years but mark books indicate that this remains an area for improvement.

What does Sir George Monoux College need to do to improve further?

- Ensure that the good practice of rigorous monitoring of homework evident on some courses is extended to all programmes and that the emerging progress monitoring systems are embedded so that tutors can intervene promptly when students fail to make progress.
- Place greater emphasis, through lesson observation, on the analysis of how teaching impacts on learning. Identify good practice that can be shared and provide targeted training for individuals or groups of teachers.
- Improve the management of practical science activities and the procedures for risk assessment so that students are helped to develop better laboratory skills and work in a safe and ordered manner.

English

Grade 2

Context

32. Some 628 students follow courses in this area. The college offers A- and AS-level courses in English language, English language and literature and English literature. It also provides a GCSE course in English.

Key findings

- Success rates on AS- and A-level English literature and A-level English language and literature courses are good, when compared with those in similar colleges. On the A-level English literature course, success rates reached 100%. In 2008/2009, students were more successful than expected, given their GCSE grades, on A-level English language and literature courses and also on the A-level English literature course.
- Success rates on the AS-level English language and literature course and on the A-level English language course are low when compared with those in similar colleges. Success rates on the GCSE course have declined and are low. On all AS-level English courses, students achieved lower grades than expected.
- Standards of students' work are generally good and some students produce work at a very high level. Students' written work demonstrates a good grasp of concepts and well-developed analytical and creative skills. In class discussions, students are able to express their ideas and views in a perceptive and persuasive manner.
- Much teaching and learning is good. This is characterised by a variety of stimulating activities, supported by engaging multimedia resources. Lessons are well planned and well managed to meet the diverse needs and interests of students. Students are motivated and participate well in lessons. In a significant number, though, the use of group work to stimulate and maintain active learning is underdeveloped, often leading to students remaining too passive.
- The use of technology in lessons to support and enrich learning is limited. Classrooms are well equipped with computers, digital projectors and interactive whiteboards. Teachers have received training in their use but do not use the available technology to its full potential.
- Assessment of students' work is good. Teachers mark accurately and in detail. They provide detailed constructive feedback to enable students to improve the standard of their work and make good progress.
- Support for students is good. In lessons, teachers provide encouraging individual support for students. Timetabled extra-curricular workshops, run by teachers, offer students one-to-one support for their coursework planning and preparation. Students benefit from enrichment activities such as visits to theatres, cinemas and workshops offered in college by external experts.
- The college offers a wide range of English courses to meet students' needs and provides good opportunities for progression from GCSE to AS and A level. The

courses enable students to develop the knowledge and skills they need to progress on to further study or employment.

- The English department is well managed and teachers are supported well by the manager and course leaders. Most course reviews are thorough and course teams set appropriate targets. The department's self-assessment report accurately identifies key strengths and areas for improvement.
- The promotion of equality and diversity is central to the planning and delivery of all English courses. This is demonstrated in the selection of course texts and materials, wall displays and the good use of students' diverse cultural knowledge and experience to enrich learning.
- The systematic process for the monitoring and tracking of students' progress and achievement to lead to improvement is not yet fully developed. The English department has now put this process in place, well supported by an effective new system for providing data and information. It is too early to judge the impact of this initiative on students' success.
- English course teams regularly seek students' views on the quality of their learning experiences. The teams analyse and review the feedback and respond accordingly.

What does Sir George Monoux College need to do to improve further?

- Provide more opportunities for group work activities in lessons to ensure active learning.
- Increase the effective use of technology in lessons to support and enrich learning.
- Fully implement a rigorous and systematic process of tracking and monitoring students' progress to improve their success rates.

Creative and performing arts

Grade 3

Context

33. Some 529 students study intermediate and advanced courses in creative and performing arts, including media and music. Of these, 268 are studying A-level or AS-level courses and 239 are enrolled on vocational programmes.

Key findings

- Success rates for students on A-level programmes are high, but they are low on a number of AS-level and vocational courses. Success rates in 2008/2009 were 100% on the BTEC first diploma in art and design, and on A-level courses in media, art, performance studies and photography. However, a significant number of students do not make sufficient progress.
- Standards of work are satisfactory and students make significant gains in confidence. Students in performance arts and dance do not develop sufficiently the skills required for the discipline through regular practice. Students studying art and design, media and music demonstrate good analytical skills.
- Teaching and learning are satisfactory. Students benefit from a variety of trips which provide good stimulus to their work. However, planned activities do not always meet the needs of different ability groups. A number of lessons fail to engage students in learning and lack variety of activity. In a number of lessons, teachers do not sufficiently check students' learning before moving on to more complex work, and neither do they challenge students to reach high standards.
- Students receive a good assessment of their abilities prior to starting their course. Initial advice and guidance have been strengthened and as a result a number of students have been directed to vocational rather than academic courses. As a consequence, in the current year, fewer students have transferred to other courses after the start of term.
- Feedback on students' work is satisfactory. Grammar and spelling are corrected but feedback on how to improve is not always sufficiently detailed.
- Students do not receive sufficient literacy support despite the fact that a high number of students on A- and AS-level courses have been assessed as in need of additional support.
- The department has limited partnership working with schools and few links with employers or the community, and industry practice is not sufficiently reflected in the curriculum.
- Leadership and management are satisfactory. There have been significant changes to the leadership and management of the area and new quality improvement practices introduced. Staff are very positive about the recent changes and early indications demonstrate that the introduction of robust target-setting for students is raising standards.
- The self-assessment report is generally accurate but does not place sufficient emphasis on the quality of teaching and learning and its impact on raising

students' success rates. The report recognises that the learning environment is uninspiring and fails to reflect the creative and performing arts industries.

What does Sir George Monoux College need to do to improve further?

- Develop a range of tasks and activities that better meet the needs of students and allow them to reach their potential.
- Review teaching observations to focus more closely on learning which would allow teachers to ensure that their teaching methods meet individual needs.
- Ensure students develop appropriate levels of literacy to enable them to take notes clearly and complete written tasks effectively in class.

Business, accounting and law

Grade 4

Context

34. There are currently 732 students studying business, accounting and law on courses at intermediate and advanced level. Over 85% are studying at advanced level. Law is located within the social studies and health department.

Key findings

- Outcomes for students are inadequate. Success rates on the newly introduced national diploma are good. At intermediate level, and on national awards and certificates, success rates are below national averages but students make the progress expected of them, given their prior attainment. AS-level subject success rates are significantly below national averages. At A level, success rates are low in all subjects except law.
- On A-level business, students have made better progress than predicted for the last three years. However, at AS level, students are not making the progress expected of them.
- In lessons, students make satisfactory progress and the standard of their work is appropriate. They display a good understanding of business concepts and definitions. Progress is monitored frequently, and students are involved in setting targets for improvement.
- Teaching, learning and assessment are satisfactory. At intermediate level, literacy support is embedded well in the teaching. In one observed lesson, for example, rapid testing at the end of the lesson successfully reinforced the spelling of common business concepts.
- Too many lessons are dull and, as a consequence, students are bored. In one observed lesson, poor concentration went unchecked. Technology is used well in law but is not used to good effect in business.
- Links with employers are developing well to provide opportunities for business and law students to acquire relevant knowledge and skills but there are too few opportunities for students to gain work experience. Progression to higher education is good.
- The college offers a satisfactory range of courses in business, accounting and law. Students have a good choice at advanced level.
- Support for students is satisfactory. For those who are at risk, or have disabilities, it is good. The completion of individual action plans is too variable. For example, on some, the induction checklist is not completed and background details are omitted. On others, targets are too general to be helpful. Not all students who need literacy support are adequately catered for.
- Assessment is generally satisfactory and teachers' comments are helpful and constructively critical.
- In the business department, management arrangements are inadequate. Key members of staff have had long-term and intermittent absence. Poor leadership

and management have led to a decline in outcomes for students and slow progress in addressing weaknesses. Arrangements to cover lessons for absent teachers are not always effective.

- The promotion of equality and diversity is satisfactory. A recent analysis of performance of different groups has prompted action to address the relative underperformance of Black African Caribbean males.
- The self-assessment report is generally accurate, correctly identifying weaknesses in outcomes for students and management arrangements. However, weaknesses in teaching and learning are not given sufficient emphasis.

What does Sir George Monoux College need to do to improve further?

- Establish stable management arrangements to ensure that the business department is led appropriately, with a clear focus on the need to raise standards.
- Improve success and pass rates on AS-level courses so that students build on prior achievement and fulfil their potential.
- Improve the quality of teaching so that learning and assessment activities consistently challenge students of all abilities.
- Improve literacy support and monitor its impact, so that all students who are identified as needing such support receive it in the most appropriate way.
- Support teachers to better integrate technology into their lessons to provide variety and to enhance learning.

Information about the inspection

35. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's management consultant, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the local Learning and Skills Council or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on students and their achievement over the period since the previous inspection.
36. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires students and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Sir George Monoux College

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive
Approximate number of enrolled learners	2005	2005
Full-time learners	0	0
Part-time learners		
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	3	
How well do learners improve their economic and social well-being through learning and development?	3	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	3	
<i>How well do learners make a positive contribution to the community?*</i>	3	
Quality of provision	3	3
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

*where applicable to the type of provision

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