



Three Year Development Plan 2009–2012



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1. INTRODUCTION



On August 1st 2009 Enfield College and the College of North East London (CONEL) merged to become the College of Haringey, Enfield and North East London. In this document we set out our plans for our first three years, 2009/10 to 2011/12.

We are a further education (FE) college, located on the eastern sides of the London boroughs of Haringey and Enfield – the Upper Lea Valley. The area was hard hit by the decline in manufacturing even in the prosperous times before the latest recession. Our local community has high levels of deprivation, including low employment rates and a high proportion of the working age population claiming means-tested benefits. This situation is likely to deteriorate as the recession hits our communities and the public expenditure cuts are implemented in the coming years.

Our role is to help to meet the London skills and funding priorities by working in the Upper Lea Valley, developing new education and training opportunities, extending choice, improving quality and contributing to economic regeneration by increasing educational achievement and improving skills within a climate of declining resources. To achieve this we will work in partnership with key stakeholders and be responsive to local policies and strategies as well as regional and national developments.

The creation of the new College is a response to the needs and changes in the Upper Lea Valley and major developments in further education funding and organisation. The plans for raising the participation age mean that choice and diversity will be essential and we will be able to make a valuable contribution. The merger is the catalyst for changes to the two predecessor colleges, ensuring that the training and education needs of the Upper Lea Valley are met. We are large enough to be a key partner in realising improvements in the area. We will help local people and businesses to cope with the recession by improving skills. Our increased focus upon vocational training and responsiveness to employers, including developing sustainable industries, will deliver significant skills and will contribute to the economic regeneration of the Upper Lea Valley and the Olympic legacy.

We have been created by the merger of two successful local colleges. We are big enough to play an important part in meeting the local skills needs and in regenerating our community. We aim to be in the top 10% of colleges for learner success rates and to be judged as an outstanding college by Ofsted. We aim to become a nationally recognised provider of first class teaching and learning and to work with other large, successful colleges to promote our work and our good practice.

The themes for our developments over the next three years are:

- **Develop and promote our provision for vocational skills and employment skills, for young people and adults**
- **Improve the quality of our provision to outstanding**
- **Improve learner satisfaction and the learner experience to outstanding**
- **Develop efficient and effective business support systems**
- **Develop and support our staff to achieve our strategic objectives**

All areas of our work have detailed plans, which we have summarised in this Development Plan.

We are at an exciting stage, setting out as a new College with big ambitions. We are proud of the history and successes of the two colleges from which we are formed. We are committed to showing that one college is even better than two. We will be a source of pride for our learners, our employers, our staff and our wider community.

2. OUR CONTEXT



London and the Upper Lea Valley

The London Skills and Employment Board published *The London Story* in October 2007, which was summarised as:

- London is a highly successful economy and is likely to remain so.
- Global trends have resulted in a polarised job market with the greatest growth at the higher skill levels . . .
- . . . but London's businesses do not face major skills gaps due to high levels of inward migration and commuting.
- London's challenge is therefore to equip more Londoners to compete successfully for jobs alongside workers from across the UK and around the world . . .
- . . . and to tackle worklessness which is a bigger problem in London than the rest of the UK partly because of stiff competition.
- Public provision of skills and employment services need to be better integrated and targeted.

The report highlighted a major shift in employment in London from manufacturing to the business/financial services. This has had the effect of concentrating people into smaller geographical areas such as central London.

In May 2009 the Mayor of London published "Rising to the Challenge", a consultation document setting out his broad intentions for building London's economic future. His overall aims are to:

- position and promote London as the undisputed business capital of the world
- ensure that it has the most competitive business environment in the world
- make it a leading global low carbon capital
- give all Londoners the opportunity to share in London's economic success
- invest to ensure growth is spread across London, and in particular outer London.

Within London, the Upper Lea Valley comprises the eastern sides of the London Boroughs of Enfield and Haringey – that is the area stretching from the M25 in north eastern Enfield, through Ponders End and Edmonton in southern Enfield and Tottenham in eastern Haringey to Stamford Hill in north Hackney. Both Enfield and Haringey boroughs are characterised by more affluent areas in the west with prosperous suburbs that are within easy reach of central London and more deprived areas in the east close to a concentration of manufacturing along the Lea Valley.

The recently published “An Economic Future for the Upper Lea Valley”, by the North London Strategic Alliance establishes how partners including the college can develop new skills to ensure sustainable and sustained growth for our communities.

Even before the current recession the Upper Lea Valley was going through significant changes affecting the social structure and was characterised by increasing poverty. In both Enfield and Haringey wards in the east of the borough are amongst the 10% most deprived in England. There are two big influences on the area.

Firstly, there has been a growth in population – and a high rate of turnover – with new arrivals being predominantly younger and increasingly drawn from ethnic minority communities. In 2007, for the whole age working population 17% claimed benefits in Enfield and 20% in Haringey. In Enfield a declining proportion of the 20–24 aged population was in employment (64% in 2006). This was particularly pronounced for young women; only 52% employed compared to 83% of males in this age group. In Haringey only 50% of 20–24 year olds were employed, with the rate for females and males almost identical.

In London as a whole the population is diverse. In Enfield 28% of the whole adult population is non white, among 16–19 year olds nearly one third. In Haringey 40% of the population is non white and the young population considerably higher at 62%. Additionally, in Enfield and Haringey a significant proportion of pupils who are classified as white are not from white British backgrounds, being from Turkish, Greek and other European backgrounds. Before the current recession both Enfield and Haringey had increasing numbers of young people claiming benefits such as job seekers allowance, income support and incapacity benefit. In terms of the 16–18 year olds not in education, employment or training (NEET), Enfield’s NEET population was 6% of the borough’s young people and in Haringey it was 8.8% (at June 2008).

The second big influence is that since the 1980s the boroughs of Enfield and Haringey have seen a significant decline in their industrial base, which has impacted upon employment opportunities. Between 1996 and 2006 there was a 47% decline in manufacturing jobs in Enfield and a 39% decline in Haringey. In 2006 the biggest employment sector in both boroughs was wholesale and retail trade, with real estate, renting and business activities the second biggest sector. The development of new jobs has mainly been in the service and public sectors.

The Upper Lea Valley has attracted re-development effort from the London Development Agency as well as the two boroughs and has been designated as the largest Opportunity Area in London in the Greater London Authority’s London Plan. The current developments in the Lower Lea Valley to deliver the 2012 Olympics and Paralympics provide an opportunity to ensure the legacy ripples out to the Upper Lea Valley.

We need to take account of local policies, strategies and employment and skills contexts. These range from the Sustainable Community Plans for each borough, through the Local Development Frameworks to consultations on the regeneration of particular places, for example, Ponders End in Enfield and Seven Sisters in Tottenham.

Our role is to help to meet the London skills and funding priorities by working in the Upper Lea Valley, developing new education and training opportunities, extending choice, improving quality and contributing to economic regeneration by increasing educational achievement and improving skills. There are opportunities for employment, for example the area is developing as a location for London’s waste management sector, and to be innovative in developing “green” solutions for a range of sectors including construction.

Changes in Education and Training

Nationally major changes are imminent that will have significant effects on FE colleges over the next few years.

Over the last three years structural and policy changes have been made at national level and more are proposed in response to the need to increase the skills of the population and also to fulfil the Government’s wish to give local authorities a bigger role in the education of young people. By

2010 there will be new structures and arrangements for the planning and allocation of funds for education and training. Learners aged 16–18 years will be funded through local authorities and the Young People’s Learning Agency. Learners aged 19 and over will be funded through the Skills Funding Agency, incorporating the National Apprenticeships Service. These arrangements will replace the Learning and Skills Council (LSC). We will work closely with our local authorities and new funding bodies to ensure the changes benefit our community.

Other changes that are currently underway include:

- An increasing proportion of funding for adult learners will be paid through Train to Gain (T2G) and learners with Skills Accounts, resulting in a demand-led funding system
- The introduction of Diplomas for 14–19 year olds to cover 17 subjects by 2011
- The introduction of the entitlement to an apprenticeship for 16–18 year olds
- The compulsory participation age will be raised to 17 by 2013 and 18 by 2015.

These changes will affect who our learners are, what we do and how we market ourselves. Through the changes we will concentrate on ensuring our learners succeed in achieving their goals.

The implementation plans for “A New Approach to Speakers of Other Languages” published in September 2009 will develop the role of the college in supporting community cohesion through this provision. There will now be a localised approach to the way the funding is allocated and we will work with our local authorities to provide the best services to meet the new agenda.

We are committed to using diverse funding sources and working with the local authorities and other bodies to meet emerging stakeholder needs which may not match with the funded activities from the new agencies identified above. We have a strong record of successfully bidding for projects in response to changing requirements and needs, including Response to Redundancy initiatives.

The College

On 1 August 2009 Enfield College merged with the College of North East London (CONEL) to become our College, officially called the College of Haringey, Enfield and North East London.

Enfield College was a medium sized FE college, one of three in the borough of Enfield. The college is located on one site in the east of the borough at Ponders End, in the Upper Lea Valley. CONEL was a large FE college in the borough of Haringey, located on two sites in the east of the borough at Tottenham, also in the Upper Lea Valley. CONEL was well over twice the size of Enfield College and it had excellent success rates. Like Enfield College, it was a major provider of preparation for life and work, but its curriculum was wider than Enfield College’s, with a strong focus on vocational specialisms including health and care and construction. CONEL was one of the most successful London colleges in working with employers and had unmet demand.

The creation of the new College is a response to the needs and changes in the Upper Lea Valley and the major developments in further education funding and organisation. The plans for raising the participation age mean that choice and diversity will be essential and we will be able to make a valuable contribution. The merger is the catalyst for changes to the two predecessor colleges, ensuring that the training and education needs of the Upper Lea Valley are met. We are large enough to be a key partner in realising improvements in the area. We will help local people and businesses to cope with the recession by improving skills. Our increased focus upon vocational training and responsiveness to employers will deliver significant skills and will contribute to the economic regeneration of the Upper Lea Valley and the Olympic legacy. We will work closely with key stakeholders to align the skills we offer to the local and regional economy.

3. OUR OBJECTIVES



Our Vision

Our mission is to help individuals, employers and our community to succeed by providing outstanding education and training.

At our heart are our high expectations that serve the community of the Upper Lea Valley, promote social inclusion and economic prosperity through the provision of education and learning, and above all enhance the life experience of young people and adults and help them expand their aspirations in life.

Our key values and beliefs are:

- We will strive to embed all aspects of equality and diversity into our corporate culture and operating practices
- We will ensure a safe and healthy environment for our staff and learners and will actively participate in those initiatives which seek to promote good role models for staff and learners
- We will actively promote the voice of the learner and respond positively to those suggestions which improve learner participation, involvement and performance
- We will actively seek and respond to the views of key stakeholders including staff, employers and the wider community
- We will ensure success for all our learners and increase aspirations

Working for Our Local Community

We are a new college created from the merger of two successful local colleges. We will play an important part in meeting the local skills needs and in regenerating our community:

- Local employers can look forward to working in partnership with us to develop the local workforce as well as being able to recruit suitably qualified new employees who are used to striving for excellence.
- Local youngsters who are currently at secondary school can look forward to choosing between a range of options at the age of 14, including our high reputation, our success rates and our vocational and skills offer enabling their successful progression to work or HE.

To achieve our aims for the local community, our objectives are to:

- Increase local participation rates by launching innovative new services to meet the needs of employers, adults and young people within a period of reduced public spending
- Encourage choice in the education and training available to employers and learners.
- Contribute to the economic development of Greater London, particularly the Upper Lea Valley, by improving skills and preparing people for work.
- Increase learners' opportunities to exercise choice by offering breadth within the curriculum.
- Provide efficient support and delivery systems

Building on these objectives, our themes for the Development Plan to 2012 are:

- Develop and promote our provision for vocational skills and employment skills

We plan to review our curriculum offer ensuring it is aligned to local and regional needs. Our offer will be cost effective and offer best value for money. This will underpin our planning for the future and we will take full account of the planned cuts in public expenditure in developing the new college offer. We aim to provide progression pathways at all levels for all our areas of provision.

Successfully recruiting young people is critical to the success of the college. We will work with our local authorities and other local providers to deliver Diplomas, new provision targeted to reduce the proportion of local 16–18 year olds who are NEET and to develop education and training opportunities for people with learning difficulties and/or disabilities. We will develop new provision taking account of curriculum initiatives such as Foundation Learning and the new QCF offering accredited qualifications for all learners.

We plan to extend CONEL's previous successful whole college approach to workforce skills development to our whole curriculum and to expand work-based learning opportunities and apprenticeships. We will work with HE providers to develop new local opportunities including new foundation degrees.

We will develop our employer engagement strategy taking full account of funding changes and the need to develop new programmes in response to the recession and supporting those affected by redundancy. We will diversify our sources of funding to ensure we can grow our provision during the recession. We will also take account of local strategies and support new areas of development.

Improving Our College

We aim to be in the top 10% of colleges for learner success rates and to be judged as an outstanding college by Ofsted. We aim to become a nationally recognised provider of first class teaching and learning and to promote a network of similar providers which seeks to disseminate good practice.

To achieve our aims to improve our college, our objectives are to:

- Meet the needs of employers and learners by improving all success rates to at or above the national benchmarks.
- Improve quality, measured by all provision being self-assessed as good or outstanding by 2009/10 with our self-assessment grades being externally confirmed.
- Maximise value for money.
- Embed all aspects of equality and diversity.
- Implement a property strategy to develop our two main sites in Ponders End and Tottenham.

Building on these objectives, our themes for the Development Plan to 2012 are:

- Improve the quality of our provision to outstanding
- Improve learner satisfaction and the learner experience to outstanding
- Develop efficient and effective business support systems
- Develop and support our staff to meet our strategic objectives

Our first priority is to improve teaching and learning, radically changing or even discontinuing provision that is not successful and ensuring that excellence is celebrated and has a positive influence on all our work.

We will need to ensure the college is prepared for the new Ofsted Inspection Framework, which came into effect in September 2009, and that our measures of success are fully aligned to the changed system for assessment of providers. We will support our staff to improve teaching and learning and increase the proportion of teaching judged to be good and outstanding.

We will exploit ICT to develop e-learning, providing more interactive and flexible learning opportunities. We will also strengthen advice, support and guidance systems for learners and improve progression routes by introducing new provision that is not currently available within the normal travel to learn area. It is our ambition to establish a national reputation in respect of the voice of the learner.

We will review our learner support systems to ensure maximum impact on our success rates and the learner experience. We will survey all our users and listen to their views to improve our services.

We will be financially strong, which will enable us to invest to improve our facilities. We will review the structure of the organisation and ensure we are an efficient and effective organisation. We will develop a new brand for the new college and develop our communication with internal and external stakeholders.

Engaging our staff and developing their skills to meet the future direction of the college will be vital to our success. We plan to develop extensive training and support programmes to bring the two staff groups together and create a new culture to achieve excellence.

Through gaining industry standard vocational qualifications and skills our learners will be better placed to deal with the current economic climate and be flexible in the labour market with transferable skills.

4. LEARNING OPPORTUNITIES FOR OUR LOCAL COMMUNITY



Growth Plans

The LSC currently funds well over 80% of our learners. During 2009–10 this LSC funding will transfer to local authorities and the Skills Funding Agency. In addition to mainstream FE and HE provision, learners take part in Train to Gain (T2G), work-based learning (WBL) and entry to employment (E2E) provision. Some activities are paid for by other public bodies such as Job Centre Plus, whilst other learners have little or no public subsidy for their education and training.

In 2007/08 our two predecessor colleges together had over 22,000 learners, including:

- 15,493 further education adults, of whom 2,542 were on work-based provision including T2G and apprenticeships
- 3,529 young people aged between 16 and 18 years
- 641 young people aged between 11 and 16 years attending local schools
- 171 higher education learners.

Nearly two thirds of learners were aged between 25 and 59 years, and learners aged between 16 and 18 years accounted for a fifth of the total. About three quarters of learners were studying part-time.

Over the next three years we plan to increase total learner numbers by 3%. Within the overall increase, national government policies will mean some provision will significantly reduce, whilst others will significantly increase.

For adults funded by the LSC on mainstream FE courses, there will be a reduction of 9% (1,091 learners) over the three years. The reduction will be more than offset by an increase of 23% (1,190) in LSC funded work-based provision, particularly T2G and apprenticeships. We plan to expand our successful work-based provision northwards into Enfield as part of our planned growth.

For young people aged between 16 and 18 years, no growth in learner numbers is planned. (There will be growth in apprenticeships for 16–18 year olds but they are classified as work-based provision and included in the figures above.) There are more sixth forms in local schools and new academies for these young people to choose from, but we expect higher staying on rates, our specialist provision and our quality standards to stabilise our learner numbers for this age group.

HE learner numbers are projected to increase by 25% between 2009/10 and 2011/12. We want to maintain the strong local association with Middlesex University and are developing links with Birkbeck College University of London.

The number of learners and contracts for non-LSC activity including full cost recovery provision is also planned to increase – by 18% in terms of learner numbers.

What We Plan to Teach

In 2007/08 nearly a third of learner enrolments in the two predecessor colleges combined were in the subject area of preparation for life and work. Information and communications technology (ICT) was the next largest subject area, followed by enrolments in business, administration and law and in health, public service and care.

In response to local, sub-regional and regional skills needs, there are four key subject areas around which we are focussing provision:

- **Construction and built environment.** This will include construction skills, licences to practice (gas, electrical, etc) and professional construction and housing management.
- **Health, care, early years and applied sciences.** This will include practical skills and access to health, as well as professional skills for the industry and management.
- **Service industries comprising hair, beauty, retail and business, sport and recreation, financial services, ICT and networking and creative industries.** This will include practical skills, customer services and professional skills such as accounting for service industry and management.
- **Skills for life and work comprising English for speakers of other languages (ESOL), languages, literacy, numeracy and employment skills.**

We will deliver learning on our own sites, in the workplace and at other suitable locations.

For 14–19 year olds we aim to work collaboratively with other providers to complement provision in local schools and sixth form colleges to increase choice, innovative provision and success.

Working with Other Organisations

We work with many organisations, including:

- **Local authorities**
- **Schools**
- **Employers**
- **Other local colleges and training providers**
- **Community and voluntary organisations**
- **Funding bodies.**

Our work with these other organisations contributes to us achieving our ambitions for the local community – to improve skills and to prepare people for work by increasing local participation rates, encouraging choice and providing opportunities.

As a newly merged college working in two London boroughs, the development of a strong relationship and support between us and our local authorities is a priority. We are working with both local authorities to ensure that our curriculum and quality plans meet the needs of both Haringey and Enfield. Our involvement in the local strategic partnerships and the arrangements for 14–19 year olds ensure that we make links across both boroughs. We also plan to work with our local authorities to:

- develop new provision to reduce the number of 16 to 18 year olds who are NEET
- develop our provision for learners with learning difficulties and/or disabilities utilising Foundation Learning frameworks
- develop our ESOL offer in conjunction with the local authority

We have a number of partnerships with schools to provide a varied curriculum catering to the needs of individual learners. In 2007/08 there were over 600 14 to 16 year old learners from local schools studying on nearly 30 courses at the two predecessor colleges. Our focus now is on delivering the five Diplomas and extending their delivery across our local area.

We are building on CONEL's success as one of the most successful London FE colleges in employer engagement, for which it received certification under the new Training Quality Standard (TQS) with excellence in Adult Social Care. The college's delivery of skills for life (SFL) in the workplace was commended by the LSC and it was one of 11 colleges in London that took part in the Employability Demonstration Pilots. We will work with the local authority to deliver the new local ESOL plan to enhance community cohesion.

We will extend the reach of our employer engagement strategy through a whole college approach to T2G and other initiatives to raise workforce skills. Our work with employers includes:

- Working with employers through the T2G programme
- Preparing learners for employment by developing their employability skills
- Assisting employers to identify their SFL needs and providing workplace solutions
- Listening to employers in an employers' forum and project/sector steering groups
- Developing distance learning delivery to allow blended, college supported, flexible, open learning for vocational qualifications
- Providing work-based learning through apprenticeships and E2E
- Working with employers in workplace learning centres
- Response to Redundancy programmes
- Maximising funding opportunities to maintain high quality standards in teaching staff, venues and learning materials.

We plan that we will work in partnership with Southgate College and Haringey Sixth Form College, particularly on 14–19 provision. We hope to develop further collaborative working with Haringey Sixth Form Centre and local schools in Haringey and Enfield. We will work with other large colleges nearby to ensure that learners in the area have choices as well as the maximum breadth and depth of provision available.

We have a history of HE provision in partnership with Middlesex and Canterbury Universities. We are seeking to work with HE partners to develop an HE centre at both Tottenham and Ponders End as Middlesex University has relocated from the Upper Lea Valley to Hendon. We want to maintain the strong local association with Middlesex University and continue to build links with other providers in areas of vocational specialism, for example further education teacher education and construction. We are developing plans with Birkbeck College University of London based upon the very successful 'Birkbeck in Stratford' model.

From our predecessors we inherited both formal partnerships and collaborative links with a range of stakeholders and delivery organisations in Enfield, Haringey and the sub-region. We work with the two local umbrella organisations for the voluntary sector, Enfield Voluntary Action (EVA) and the Haringey Association of Voluntary and Community Organisations (HAVCO). Between them these organisations have 350 member organisations. We deliver a wide ranging curriculum in community venues and with community partners and have strong links with the Chickenshed Theatre Company and the Middlesex County Football Association as well as the Ponders End Development Trust. Our focus is on maintaining and developing strong community links.

5. STRIVING FOR EXCELLENCE IN OUR WORK



How Our Quality is Assessed

We are inspected and the quality of our work is assessed by a range of external and independent bodies. Most of our work is inspected by Ofsted under the Common Inspection Framework. The Framework covers provision funded by the Learning and Skills Council, and the bodies that will succeed it, and the Department for Work and Pensions.

Ofsted's new Common Inspection Framework for further education and skills 2009 has a sharper emphasis on the capacity of providers to make and sustain improvements; raising expectations for all learners. More prominence has been placed on the progress of different groups of learners. Limiting grades, relating to Safeguarding and Equality and Diversity, will now be considered before an overall effectiveness judgement is made. More time will be spent observing teaching and learning and talking to users.

We aim to achieve grades of 'good' or 'outstanding' for all our provision under the new Ofsted Framework. The Framework assesses the college's overall effectiveness and its capacity to improve by looking in detail at three areas:

- The outcomes for learners, including their achievement and enjoyment of learning, improving their economic and social well-being, how safe they feel, whether they can make informed choices about their own health and well-being and how they make a positive contribution to the community.
- The quality of provision, including how teaching, training and assessment support learning and development, how the users' needs and interests are met, how effectively partnerships help to meet learner needs and the effectiveness of care, support and guidance for learners.
- Leadership and management, including raising expectations and promoting ambition, the effectiveness of governors, how learners are safeguarded, how equality and diversity are promoted and discrimination and the achievement gap are tackled, the effectiveness of user engagement and self-assessment to make improvements and the value for money obtained.

Both our predecessor colleges were inspected by Ofsted and had a good track record of making significant improvements in both cross-college areas and subject performance. In its last full inspection in November 2005 Enfield College was judged to be satisfactory with some good features. CONEL was last inspected in March 2008, when it was judged to be good with outstanding features. Cross college areas judged outstanding were leadership and management, capacity to improve and a contributory outstanding area was equality of opportunity. We will build on these assessments in our Quality Improvement Plan, to ensure that the whole college achieves grades of at least good.

A crucial part of our quality improvement systems is our annual self-assessment report. It gives detailed evidence of performance and provides a basis for developing plans to improve quality. Ofsted uses our self-assessment report to compare to their findings and reaches a conclusion on the accuracy of our judgements. Part of the self-assessment process is the analysis of success rates.

Our performance as a college is also assessed under The Framework for Excellence, which is the Government's performance assessment tool for FE colleges and other providers receiving funding from the LSC. So far only some national headlines have been published from the 2008/09 assessments, not information at individual college level. More details are expected to be published in 2010.

Our quality is also assessed by other independent bodies. There are a range of relevant nationally-recognised quality kitemarks that look at particular aspects of our work, such as the Training Quality Standard (TQS) and Investors in People (IIP). It is not compulsory for us to have these kitemarks, but we believe they are valuable to us in ensuring we meet the highest quality standards and informative to others in assessing our performance.

Quality Improvement Plan

We are building on CONEL's plan for achieving an Ofsted grade of outstanding in all areas of provision and its robust mechanisms for monitoring and addressing under performance. Through the scrutiny of performance data using a traffic light system, highlighting all courses below national benchmarks, we take timely actions to increase success rates.

Enfield College's learner performance improved steadily over time and its overall success rate (combined long and short qualifications) in 2007/08 was 76%, one percentage point above the national benchmark. Retention rates were good at all levels, but achievement rates on short courses and on some programmes were below the national average, reflecting the challenge faced by Enfield College to develop an infrastructure to support the needs of learners across all levels of provision.

At CONEL there was a marked improvement in learner performance from 2003 onwards. In 2006/07 the overall success rate for the college was 86% – some 9 percentage points above the national average, which positioned CONEL as the top performing London general FE college for overall success rates. The position and success rate were maintained in 2007/08. CONEL delivered these improvements by implementing an innovative 'Transforming Learning' strategy based upon improving teaching and learning with a clear focus on supporting the needs of learners at all levels of provision.

Our provision is subject to our own rigorous evaluation of its success, including regular curriculum and business reviews. All existing and new courses are assessed and each area of learning is required to show year-on-year improvement against agreed criteria.

In 2007/08 there was a 10 percentage points difference between the success rates of the two predecessor colleges: CONEL's was 86% and Enfield College's was 76%. The effect of merging the two colleges' performance is that we have an overall success rate of 85% in 2008–09, even though both predecessor colleges improved their success rates. Our target is to increase our overall success rate from 85% to 90% by 2011/12.

As part of our quality improvement plan, we aim to secure and maintain all relevant nationally-recognised kitemarks. In some cases quality awards previously held were automatically withdrawn on merger.

We currently have Learning and Skills Beacon Status. CONEL was one of the first FE colleges to be awarded the Training Quality Standard, but it was automatically withdrawn on merger. We are working towards regaining it. We are also working to strengthen our advice, support and guidance systems for existing and potential learners and achieving the Matrix Standard. We also work to achieve Investors in People status as well as a range of other chartermarks.

6. OUR RESOURCES



Staff

Staff are our key resource and are crucial to our success. The merger has inevitably caused some changes and anxiety. We are working to promote clarity and certainty for staff through communication and consultation across a range of channels including recognised trade unions. In addition, a cultural change is needed to unite our staff and to break down barriers between different groups of staff. Consultation, communication and a staff development programme are all important in making cultural changes.

We are working to integrate the staffing arrangements of the two predecessor colleges:

- In 2007/08 Enfield College directly employed about 99 full-time equivalent (FTE) teaching staff, at a direct cost of about £3.8million. In addition, the college used an external agency for hourly paid teaching staff at a cost of about £0.9million in the year. There were also about 101 FTE non-teaching staff. Including agency teaching costs, the total expenditure on staff was about £8million, 65% of the college's income.
- CONEL employed about 434 FTE teaching staff and 218 FTE non-teaching staff in 2007/08. Teaching staff cost about £11.7million in the year and total staff costs were about £20million, 63% of total college income.

The merger requires:

- The review and amendment of relevant policies and procedures, in consultation with recognised trade union representatives, to ensure they are appropriate for the merged college
- Following the requirements of TUPE (Transfer of Undertakings and Protection of Employment) and the European Acquired Rights Directive
- The resolution of a number of contractual issues, including the transfer of former Enfield College administrative staff to the Local Government Pension Scheme administered by the London Borough of Haringey.

The merger has improved employment prospects for former Enfield College staff. We are planning to grow, which will mean that additional teaching staff and teaching support staff will be needed. Whilst it is planned that there will be more teaching staff, it is anticipated that some savings will be achievable from reductions in management and administrative staff, which we expect to achieve through normal staff turnover. We aim to provide excellent opportunities for all our staff, in terms of both professional and career development.

Estates

We operate from buildings in Ponders End and Tottenham, which are well-placed in the Upper Lea Valley, accessible by public transport being well served by bus, underground and overground train routes.

In Hertford Road, Ponders End, Enfield, the older buildings were originally a secondary school built in the 1960s on a 5.6 hectare site. To the north and east of the Hertford Road site is Metropolitan Open Land, which extends into our playing fields on the site. There are five older main buildings – one four storey and the remainder two storeys. Also on the site is Kingfisher House, which opened in 2006 and comprises a new two storey building with 24 teaching spaces and the college reception. The reception provides a shop window on the Hertford Road and is a landmark for the local community.

There are two sites in close proximity in Tottenham, the Tottenham Centre on the High Road, which is the main campus, and the nearby Tottenham Green Centre on Town Hall Approach Road.

The original part of the Tottenham Centre dates back to the late 19th century with later additions being added or refurbished over the years. The four storey B block which houses much of the construction training facilities was built in the 1930s and an eight storey tower block was added in the 1970s. In 2000 a major rebuild of the north east corner together with some refurbishment was undertaken to provide a new reception, the learning resource centre (the Centenary Learning Centre) and a canteen together with the major refurbishment of some teaching space. Since then further infill has taken place. Firstly a new exams and conference centre was built from prefabricated units and in 2005 a four storey courtyard infill (the Ian MacWhinnie building) was completed. In 2007 a new commercial standard hair salon was created to satisfy increased demand in that area. This Centre includes vocational provision with specialist hair and beauty salons, construction training workshops and media facilities as well as a crèche with 49 places.

The Tottenham Green Centre is a listed building which was originally constructed as a Victorian school and comprises two floors built around a private courtyard. It is primarily used for care and health, and SFL. We also own the freehold of the old fire station situated on the northern boundary of the Tottenham Centre. This is leased to Tottenham Green Enterprise Centre Ltd (TGEC) until 2020. TGEC lets accommodation to new businesses starting up in Haringey and is jointly owned with the London Borough of Haringey.

The Ponders End site has great potential to provide high quality education and training facilities responsive to the needs of learners and employers. Redevelopment of the site could provide industry-standard, vocationally oriented buildings and accessible facilities for the local community such as hairdressing and beauty salons, sport, leisure and travel facilities. In addition, a nursery, health centre and library facilities could be developed in partnership with local agencies. We have been working for some times on plans to develop our properties. Unfortunately our original plans cannot now be funded due to the LSC's mismanagement of its FE college capital programme. Our advisors are currently looking at how our priorities can be addressed using our own reserves and possibly some borrowing.

Finance

We have an excellent financial inheritance from our predecessor colleges, both having a record of unqualified audits, sound risk management and strong financial health.

We now have a financial plan for our first three years, which shows that we will be generating surpluses each year. The surpluses will be reinvested for the benefit of learners through a capital programme to develop our estate. The plan is based on cautious assumptions about income, particularly from the LSC and its successors and includes the expected costs and savings arising from the merger. Overall the forecast is that our financial health will meet the criteria to be graded as outstanding in the Framework for Excellence.

Over the next three years our solvency and liquidity are forecast to be excellent. Our current long-term borrowing is modest, with the capital and interest payable amounting to less than 0.5% of income. If we choose, we have the financial strength to borrow more in order to improve our facilities.

Technology

We are working to integrate the ICT systems of the two predecessor colleges. First priorities were the financial systems to process transactions and to provide information and the learner management information systems, together with a high speed data link between the main sites. An ICT infrastructure integration plan has been developed based on a detailed audit of systems. Learner data and management information are still operating independently but are being brought together this year to enable single institution data returns to be made to the LSC for 2009/10 and final reports on Enfield College and CONEL for 2008/09.

In the future, as well as developing our corporate systems we will exploit ICT to develop e-learning, providing more interactive and flexible learning opportunities.

7. ANNUAL MILESTONES

Our plans for the next three years will be marked by annual milestones for each of our development themes.

Develop and promote our provision for vocational skills and employment skills

By the end of 2009/10, we will have:

- Reviewed our curriculum offer taking full account of funding sources and allocations, future skills and employment needs and promoted our offer
- Achieved our recruitment targets for young people and adults
- Reviewed course accreditation and met foundation learning and QCF requirements
- Increased our HE offer by 12% or 220 learners
- Developed our HE offer with Birkbeck College University of London
- Developed more flexible learning opportunities through e-learning
- Expanded our apprenticeships

Young people:

- Increased our key stage 4 offer by 2%
- Delivered the Diploma development plans with the Local Authorities and expanded the offer
- Prepared for commissioning
- Developed new engagement programmes to reduce the number of NEETs

Adults:

- Developed the employer engagement strategy and gained TQS
- Agreed new targets for defined areas of activity including response to redundancy
- Developed our links with local employers, local authorities, local education and training providers and local voluntary and community organisations
- Expanded our workforce skills development programme into Enfield
- Expanded our work-based learning opportunities
- increased our non-LSC activity by 8%
- Developed the local area ESOL plan in conjunction with the local authority to promote social and community cohesion

By the end of 2010/11 we will have:

- Consolidated the expansion made in 2009/10
- Increased our workforce skills development programme
- Implemented the plan to expand the delivery of Diplomas
- Started new Foundation Degrees
- Expanded our flexible provision
- Increased the number of adults following employer-responsive provision by 11%
- Increased the number of apprenticeships by 13%
- At least maintained the number of 16–18 year old learners compared to 2009/10
- Performed better locally than the national trend for the proportion of 16–18 NEETs
- Increased the number of 14–16 year old learners by 2%
- Increased the number of HE learners by 25%
- Increased the number of other learners by 9%

By the end of 2011/12, we will have:

- Consolidated the expansion made to 2010/11
- A new Development Plan for the next three years to 2015
- Developed strong links with local schools centred on the needs of learners
- At least 2,877 other learners not following mainstream FE and HE programmes
- Increased the number of adults following employer-responsive provision by 11%
- Increased the number of apprenticeships by 11%
- At least maintained the number of 16 to 18 year old learners compared to 2010/11
- Performed better locally than the national trend for the proportion of 16–18 NEETs
- Increased the number of 14–16 year old learners by 2%
- At least maintained the number of HE learners compared to 2010/11
- Increased the number of other learners by 9%

Improved the quality of our provision

By 2009/10's self-assessment report, we will have:

- Aligned our self assessment to the new inspection framework
- Reviewed and implemented new curriculum and quality structures and processes
- Reduced the number of subject areas graded satisfactory to no more than 2
- Increased the number of subject areas graded outstanding to at least 2
- Developed a comprehensive staff development programme
- 80% of teachers graded good or better in lesson observations
- Increased e-learning
- Formed mutually beneficial partnerships with other colleges
- Achieved an overall success rate of at least 86%

By 2010/11's self-assessment report we will have:

- Reduced the number of subject areas graded satisfactory to no more than 1
- Increased the number of subject areas graded outstanding to at least 3
- All staff fully participating in our staff development programme
- 90% of teachers graded good or better in lesson observations
- Achieved an overall success rate of at least 89%

By 2011/12's self-assessment report, we will have:

- Increased the number of subject areas graded outstanding to at least 4
- All other subject areas graded good
- All teachers graded good or better in lesson observations
- Become recognised as a provider of first class teaching
- Disseminated our good practice to other providers
- An overall success rate of at least 90%
- Achieved a success rate in the top 10% of colleges

Improved learner satisfaction and learner experience

By the end of 2009/10, we will have:

- Reviewed our learner recruitment and enrolment process
- Reviewed our course offer to provide progression and high success rates
- Developed a strategy for facilitating and listening to the voice of the learner
- Introduced Student Forums at each Centre
- Developed learner support services at Ponders End to match the services at Tottenham
- Developed the tutorial system to at least meet Ofsted standards
- Developed a comprehensive programme of enrichment, mentoring, and college theme weeks
- Achieved Healthy College status
- Achieved the Matrix Award
- Developed a comprehensive plan for improving our sustainability
- An overall learner satisfaction rating of good

By the end of 2010/11 we will have:

- Embedded the improvements made in 2009/10
- An overall learner satisfaction rating of good or better
- Achieved an award for sustainability

By the end of 2011/12, we will have:

- An overall learner satisfaction rating of outstanding
- Become the preferred choice for local learners aged 16 and over
- Become the preferred provider for adults and employers
- Achieved additional relevant awards
- Become recognised nationally as a leading college

Develop efficient and effective business systems

By the end of 2009/10, we will have:

- A financial health grade of outstanding
- Achieved all our financial targets across all contracts and headcounts
- Made an underlying operating surplus in the year of over £500,000
- Improved our value for money in the year
- Made capital investments in urgent improvements
- Achieved the integration of our staffing structures, business systems and processes following the merger
- Developed plans to improve our business systems and processes
- Developed and obtained approval for a new estate development programme
- Managed a smooth transition following the replacement of the LSC
- Increased our non-LSC funding by 8%
- Developed a new brand and identity

By the end of 2010/11 we will have:

- A financial health grade of outstanding
- Made an underlying operating surplus in the year of over £1million
- Improved our value for money in the year
- Implemented the first year of the business systems and processes improvement programme
- Implemented the first year of the estate development programme
- Further integrated our systems enhancing the quality of our provision and support services

By the end of 2011/12, we will have:

- A financial health grade of outstanding
- Made an underlying operating surplus in the year of over £1.4 million
- Improved our value for money in the year
- Implemented the second year of the business systems and processes improvement programme
- Implemented the second year of the estate development programme
- Developed a new business systems and processes improvement programme to 2014

Developed and supported our staff to meet our strategic objectives

By the end of 2009/10 we will have:

- Completed all organisational reviews for the new college
- Developed an effective staff recruitment strategy
- Reviewed all our staff policies and procedures
- Ensured all Safeguarding requirements are met in full
- Achieved IIP status
- Improved our Health and Safety rating to good
- Developed a staff learning and development programme to support the new college and help us achieve our ambitions
- Developed a communications strategy
- Ensured 80% of our teaching staff are qualified

By the end of 2010/11 we will have:

- Developed an effective staff recruitment strategy with 85% of vacancies filled at first advertisement
- Developed rigorous safeguarding systems
- Improved our health and safety rating to good or better
- Ensured 90% of our teaching staff are qualified
- Improved staff satisfaction levels to good or better

By the end of 2011/12, we will have:

- Developed an effective staff recruitment strategy with 90% of vacancies filled at first advertisement
- Developed outstanding safeguarding systems
- Improved our health and safety rating to outstanding
- Ensured 95% of our teaching staff are qualified
- Improved staff satisfaction levels to outstanding

8. DEVELOPMENT PLAN: OPERATIONAL PLAN 2009–2010

Themes	For 09/10 this means we will:	Outcomes will be:	Responsibility
1. Develop and promote our provision for vocational skills and employment skills	Review our offer and align to needs, funding and achieving full progression ladders	Offer reviewed and plans in place which take full account of cuts in public expenditure. Plans communicated and promoted	VPCLE
	Review our qualifications and the awarding bodies used across the centres	Plan for new accreditation and streamlining of exam boards	VPCLE
	Expand our HE offer	Foundation learning accreditation expanded by 50%	CDs
		90% of provision accredited through QCF	CDs
	Expand employer responsive activity, including Expand Apprenticeships	12% increase in level 4/5 provision Birkbeck course in place at Tottenham Centre	DSCS
		+23% in the planned budget for 09/10 13% increase in numbers	CDs
Develop flexible models of delivery including through e-learning	Mobile technology pilots x 3	DVS CD	
1.1 Young People	Develop more partnership working with the LAs and 14–19 Groups	New programmes developed – 2% increase at key stage 4 Diploma plans developed as agreed with both boroughs Recruitment targets achieved NEETs Project established	D14–19 and CDs
	Prepare for commissioning	Established as a key partner and contracts awarded to maintain current numbers	PCE, VPCLE, D14–19
1.2 Adults	Develop the employer engagement strategy for the merged college with targets agreed for defined areas of activity including response to redundancy programmes Gain TQS Identify new employer markets and partnerships	New strategy in place with agreed targets covering the Enfield Centre New structure in place to reflect new organisation TQS achieved for whole college 3 new partnerships engaged, including at least one hard to reach employer 20% increase in employer numbers to include SMEs	DVS DSfLW
	Increase non-LSC activity	8% increase in non LSC funding	DSfLW
	Develop new partnerships to secure funding for adult community provision	Increase partnerships	DSfLW
	Skills for Life and Work programmes meet agreed priorities embedding employability skills	Review offer and agree strategy Decrease adult responsive offer by 3%	DSfLW
	Work with the LAs to identify priorities for the local area ESOL plan to promote community cohesion	College delivers local ESOL plan	DSfLW

Themes	For 09/10 this means we will:	Outcomes will be:	Responsibility
2. Improve the quality of our provision to outstanding	Introduce and embed the new Ofsted inspection framework Align our QIPs to the new inspection framework	All staff trained Revised QIPs	VPCLE DQE
	Review and merge curriculum and quality organisational structures across the two centres	New structures based on schools and new Quality Directorate in place	VPCLE
	Increase the number of subject areas achieving grade 1/2	Two new grade 1s – Science and Hair and Beauty	DSC
	Reduce the number of Grade 3s	Business and Leisure and Sport to become grade 2	D14–19
	Increase lesson and tutorial observation grades	78% good or better; 19% satisfactory	CDs
	Increase retention and success rates	Success rate of 86% achieved Apprenticeship and T2G Success rates increased by 5%	CDs
	Improve attendance and punctuality	85% minimum target achieved for all courses	CDs
	Further embed e-learning Develop employer links for curriculum delivery	90% of plans achieved Business and Hair and Beauty new links	CDs CDs
3. Improve learner satisfaction and the learner experience to outstanding	Review learner recruitment and enrolment process	More efficient system in place	VPCLE
	Review our course offer to meet needs and provide progression	Review completed	VPCLE
	Review tutorial and learner support systems and processes to meet Ofsted and best practice requirements	New tutorial curriculum and support system to meet ELM	DQE
	Strengthen learner and employer voice	New Students' Union in place All learners complete surveys Employer survey expanded 5% increase in employer satisfaction	DQE DVS
	Review learner support systems across the college and develop the learner entitlement at both centres	New structure in place	VPCLE DLS
	Target learner support to maximise learner success	Impact measures with targets set	DLS
	Review learner policies	All revised for merger New Disciplinary Policy	DQE

Themes	For 09/10 this means we will:	Outcomes will be:	Responsibility
4. Develop efficient and effective business support systems	Review and embed new systems for the merged college	Merged ICT, Finance, HR and MIS, Admissions, Marketing	VPs
	Review staffing structures and embed	New structures in place	VPs
	Plan for the development of the college estate	Plan in place with phase 1 development by 2010	PCE and VPs
	Plan for the development of integrated systems	Systems merged	PCE and VPs
	Improve responsiveness of support services to users	Helpdesk system for IT and Estates with PIs and reports	VPFR
	Diversify income streams	8% increase in non-LSC funding	VPFR
	Achieve financial targets across all contracts and headcounts	100% achieved	VPFR, CDs, DF
	Develop a new brand and identity for the new college and estate	New brand in place and merged web and Intranets meeting employer and learner needs	VPCLE VPFR
Improve our value for money	Operating surplus of £500K Financial health grade of outstanding maintained	VPFR	
5. Develop and support our staff to meet our strategic objectives	Complete all organisational reviews for the new college	All structures in place	PCE, VPs
	Review staff policies and procedures and introduce changes as required	New policies in place	VPHRD
	Develop an effective recruitment strategy	85% of vacancies filled with suitable high quality candidates	PCE, VPs
	Ensure safeguarding requirements are met	Ofsted and other requirements met	DHR
	Achieve IIP status		
	Improve LSC Health and Safety rating	IIP gained	VPHRD
	Develop a staff learning and development plan to support the merger, cultural changes and other agreed priorities including employer engagement	Grade 2 achieved Plan to cover merger events; Ofsted; Management training; teacher training; upskilling the workforce	VPCLE
	Increase the number of qualified teachers		
	Develop a communication strategy	100% of staff on training achieve qualification; 80% trained Strategy in place and implemented	VPCLE VPCLE

APPENDIX 1 GLOSSARY OF TERMS

PCE:	Principal and Chief Executive
VPs:	Vice Principals
VPCLE:	Vice Principal Curriculum and Learner Experience
VPFR:	Vice Principal Finance and Resources
VPHRD:	Vice Principal Human Resources and Development
DVS:	Director Vocational Skills
D14–19:	Director 14–19
DSFL&W:	Director Skills for Life & Work
DLS:	Director of Learner Support
DHR:	Director Human Resources
DF:	Director of Finance
DQE:	Director Quality and Equality
CDs:	Curriculum Directors



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