

The College of Haringey, Enfield and North East London

General further education college

Inspection dates		10–14 March 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This college is good because:

- Teaching, learning and assessment have improved significantly since the last inspection and are now good.
- The proportion of learners who successfully complete their courses has risen significantly and is now high on many courses.
- Support and guidance are very effective and make a strong contribution to the improvements in learners' success, both in gaining their qualifications and moving on to further study and employment.
- Outstanding leadership and management have significantly improved provision that was previously judged to be weak; improved relationships with a wider range of partners and created a course offering that better serves the needs of local communities.
- It provides a very welcoming, friendly and lively environment in which learners from a wide range of diverse backgrounds enjoy their learning and their social interactions.

This is not yet an outstanding college because:

- Although most lessons are good, few are outstanding.
- On a small number of courses, the proportion of learners who successfully complete their studies is too low, including the proportion gaining high grades in GCSE English and mathematics.
- The considerable improvements in the progress made by apprentices on their programmes have yet to be translated into consistently high success rates across all subject areas.

Full report

What does the college need to do to improve further?

- Monitor closely the impact of staff development activities to ensure that all teachers:
 - plan and teach lessons that ensure all learners effectively develop their skills and attain the highest grade of which they are capable
 - use a wider range of assessment approaches so that learners can show better what they can do
 - use targeted questioning more effectively so that they know more about how well learners are progressing.
- Ensure that the well-founded strategy to improve English and mathematics is fully and consistently implemented across the whole college.
- Ensure that a higher proportion of apprentices complete their programmes within the agreed timescale through the robust implementation of the current successful strategies.

Inspection judgements

Outcomes for learners	Good
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- The proportion of learners who successfully complete their courses has risen significantly since the last inspection and is often high. This has been due to a relentless focus by managers and teachers to ensure that more learners attend lessons regularly and work hard to achieve their potential. For learners on college-based programmes, these improvements are evident for both younger and older learners studying on all levels of courses. There are no significant gaps in performance between male and female learners or between learners from different ethnic heritages.
- Performance has not improved consistently in all areas and a small number of courses require further improvement. While learners make good progress in developing their skills in English and mathematics, the proportion who attain high grades in their GCSE examinations hovers around the national average and is an area the college has identified for improvement. Current learners in these subjects are making at least good, and often better, progress. In a minority of subject areas, a few courses have success rates that are too low.
- The proportion of apprentices successfully gaining their qualifications has been around the national average for some time. The college has introduced a range of successful strategies to improve this and current apprentices are making excellent progress and completing well within their agreed timescales. Their skills development is very good and their employers are very positive about the contributions they make to the success of their businesses.
- Learners aged 14 to 16, on both full- and part-time courses, are very successful. Learners are recruited from a wide range of partner schools, including pupil referral units; they enjoy their time at college and do well. Nearly all of them achieve their qualifications. Around two thirds of them progress on to other courses at the college when they are 16 and a quarter move on to other further education colleges or into apprenticeships.
- The college's successful partnerships with Jobcentres Plus results in the recruitment of very high numbers of learners who make good progress towards qualifications that enhance greatly their prospects of employment. Some of them also find work straight after their time at college.
- Learners are confident and articulate, and clearly the vast majority of them enjoy their time at college and make good or very good progress in their lessons. They are well behaved and staff and learners have successfully created an environment where respect for each other is expected

and its absence is not tolerated. Lessons are often characterised by learners working together, listening to each other and engaging in lively discussions and debates to develop their skills.

- Learners' attendance and punctuality were judged to be poor at the last inspection. The college has introduced a wide range of successful strategies and most learners now attend lessons regularly and arrive on time. Managers realise that their focus on this work needs to continue. Inspection did reveal low attendance and poor punctuality in a very small number of lessons, but this has reduced greatly.
- Many students progress into employment or further study when they leave college. The college has detailed information about the destinations of the majority of students, but managers recognise they need more comprehensive information to aid their course planning.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved significantly because teachers have benefited from high-quality staff development and performance management is now strong. Teachers have high expectations of themselves and their learners. In most lessons, teachers' planning and enthusiasm ensure that learners develop knowledge and skills that prepare them well for work or further study. A small minority of lessons, however, lack sufficient challenge and this restricts the progress that some learners, particularly the more able, make.
- Learners benefit from the wide ranging information, advice and guidance that they receive from teachers, student mentors and welfare advisers. This very good support is a significant factor in helping learners to be successful on their courses and to be well informed about their choices for further study and employment.
- Effective and rigorous initial assessment, combined with frequent tutorials, ensure that tutors and teachers know their learners well. The majority of teachers plan well and set challenging personal targets for learners. The new monitoring and tracking system ensures that teachers, tutors and learners are able to track learners' progress and help the learners to see what they need to do to improve. In a few lessons, teachers do not use this information sufficiently well to plan tasks that are appropriate for all their learners.
- Most teachers use technology very well to teach lively and interesting lessons. As a result, learners deepen their understanding and make better progress. In a lively and successful GCSE English class, the teacher searched for and used images to help learners better understand the use of metaphors in the text they were reading.
- Learners work well both independently and as members of teams. They enjoy taking responsibility and sharing their growing knowledge with their peers. In a hairdressing lesson, learners who had been asked to be 'salon managers' evaluated their role and could say confidently how they would improve their work.
- Learners benefit from regular assessment and most teachers provide good written and verbal feedback that helps learners to improve. On several courses there is an over-reliance on written assessments and learners are not given sufficient opportunity to show the full range of their skills, especially their practical skills. Most teachers use the college's approach to marking and correcting learners' work, including their spelling and grammar, well. In a very small minority of lessons, teachers do not always challenge technical or subject-knowledge errors so that learners are able to avoid them in the future.
- Teachers are not always sufficiently skilled at asking questions that help them to assess learners' understanding and stretch their thinking. Sometimes they do not allow learners enough time to answer the question. Some questioning is too general and does not make sure that everyone has a chance to contribute to the lesson.
- Good use of work experience and enrichment activities as part of their study programmes helps learners to gain additional qualifications and develop their personal and vocational skills. Learners in media, and in hair and beauty, have won awards and commendations in regional

and national competitions. Posters and news items are used well around the college to encourage learners to 'Focus on Success'.

- Most apprentices benefit from good training in the workplace and frequent assessments and reviews. The involvement of employers, apprentices and assessors in designing individually relevant training and assessments is exceptional. This approach helps most apprentices to complete their studies on time, and prepares them very well for their chosen careers.
- In the majority of subject areas, the teaching, learning and assessment of English and mathematics are good and learners rapidly develop their skills. Teachers effectively emphasise the relevance and importance of English and mathematics in everyday life.
- Most teachers promote equality and support diversity well in their lessons. Learners are polite and respectful to each other and their teachers; they clearly enjoy the rich diversity of the college. In a small number of lessons, teachers do not challenge common stereotypes or develop discussions about equality or diversity as fully as they could.

Early years and playwork

16-19 study programmes

Apprenticeships

19+ Learning programmes

Good

- The quality of teaching, learning and assessment is good. This is reflected in the high proportion of learners and apprentices who successfully complete their courses.
- Knowledgeable and experienced teachers make good use of their vocational expertise. They illustrate key points to enhance and consolidate learning, and successfully motivate learners. A wide range of interesting learning activities is closely linked to learners' placements and meets most learners' needs well. For example, foundation learners showed a good understanding of the needs of nursery children when asked to design a nursery for them. In a minority of lessons, more able learners are not sufficiently stretched by the tasks set. Some teachers are not good at using questions to elicit responses from the quieter members of their group.
- Learners enjoy their studies and make good progress. They become self-confident, independent learners who develop a range of skills essential for employment such as research, teamwork, communication and problem solving. They are punctual and attend well. This results in them quickly becoming valued team members in their placements.
- Thorough initial assessment places learners on the right course. Teachers generally set realistic targets for learners and closely monitor how well learners are progressing towards these. In a few cases, some targets lack sufficient stretch and challenge for more able learners. Apprentices are well supported by their assessors, who respond promptly to deal with emerging issues and work closely with the apprentice's employer.
- Teachers and assessors plan timely assessment opportunities. Learners benefit from robust assessment and detailed feedback. Their assessed work reflects the high standards expected of them. Learners clearly articulate the rate and amount of progress they have made in developing their confidence, in forming opinions and applying their knowledge in their lives as well as in the workplace.
- All learners on study programmes have planned work experience and value the support from their placement staff. Learners demonstrate a clear ability to reflect on their practice and improve performance. Foundation learners particularly value the realistic insight of what skills they need to prepare for their progression. Employers value the work-ready high calibre apprentices they receive from the college.
- Learners make very good progress in developing their literacy and language skills and good progress in mathematics. They understand the importance of acquiring literacy and numeracy

skills to enable their progression into their professions. Work is routinely marked for spelling, punctuation and grammar. Teachers embed literacy and numeracy very well into their learning activities, with a very good focus on developing professional language skills.

- Teachers promote equality and support diversity well. Learning resources reflect and celebrate the college's diverse community. Teachers create a safe environment enabling learners to grow in confidence within a culture of mutual respect. Learners have a good understanding of how to keep themselves and those they care for safe. Learners initiate the promotion of equality and support for diversity in many discussions, applying what they have learnt to their placement or their personal lives.

Science

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good. These, together with the excellent support for learners, combine to produce very high success rates on most courses. The proportion of learners successfully completing diploma programmes at all levels is well above national averages for similar colleges. However, not many of these learners achieve high grades. Learners studying on Access to higher education courses have done well for several years, but last year the proportion of successful completers dropped to below average.
- Learners make very good progress through science courses. Many of them start at foundation level and around two thirds of these learners carry on studying through intermediate level and on to an advanced course. The majority of learners on advanced diploma and Access courses move on to higher education. A large proportion of the remaining learners enter employment.
- Teachers plan their lessons well. They make good use of a wide range of activities that capture learners' interest well. Many of them make very effective use of video clips to introduce new topics which form the basis of tasks for learners to use the new materials they have seen. Most teachers employ very effective, focused questioning techniques which challenge learners to think for themselves. Computers and interactive boards are used well in lessons, and there is a reasonable range of materials on the virtual learning environment (VLE) that learners can use in their own time. In the few weaker lessons, teachers did not encourage all their learners enough to get the whole group working hard, and learning was too slow for the most able learners.
- Assessment is effective. Learners' work is marked carefully and spelling and grammar are checked and corrected. Assignment briefs clearly identify what is required in order for the learners to gain the higher grades. However, some teachers do not provide sufficiently encouraging or detailed feedback to help learners to improve their work sufficiently to gain a higher grade.
- Tutors provide excellent support. They set targets for learners and check and monitor their progress, attendance and punctuality closely and follow up any problems. Tutorials provide support so learners can develop study skills, make strong university and job applications, and further develop their knowledge and opinions about everyday issues.
- Learners receive very good support to help them to develop their English skills. Learners who are bi- or multi-lingual are articulate and confident in their use of the English language. They are able to present work to their peers very effectively, as well as answer and ask challenging questions. Equality and diversity issues are included in all lesson plans and learners respect one another and their teachers.
- Information, advice and guidance are good, resulting in learners being guided on to the right courses. Timely information is given about, for example, employment, university application and careers. Enrichment is excellent and includes a good range of speakers and visits. Work experience has been incorporated into the enrichment programme by timetabling groups of

learners to spend time working with the science technicians within the college. In this way the learners gain good skills that are useful for future employment.

Sport, travel and tourism

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good which closely reflects the high proportion of learners achieving their qualifications. Standards of work and the progress learners make are good. Learners demonstrate good leadership skills, are confident, work well in teams and thoroughly enjoy their lessons. A small minority of learners studying on level 3 courses do not make the progress expected of them given their qualifications on entry to the course.
- Lessons are well planned. In the better lessons creative activities are designed that really bring learning alive. For example, learners' knowledge of the rising popularity of the seaside holiday in the United Kingdom was imaginatively extended using video clips and skilful questions. Effective role play helped learners to understand the significance of non-verbal communication in customer service. Teachers are good at making learning a socially interactive and collaborative process.
- Learners' progress is very carefully monitored. Learners at risk of underperforming are identified early and appropriate intervention strategies are put in place. Learners are clear on the progress they are making. While there is an ethos of high expectations, a few teachers do not set high enough standards to extend more able learners on level 3 courses so they can achieve their full potential.
- Teachers understand their learners' needs well and pastoral support is good. Learners value tutorial time, in particular individual sessions, where they gain a clear focus on their short- and long-term targets. Teachers advise and guide their learners well and act as positive role models, inspire learners and give them good support in defining their progression routes. However, not all teachers plan learning to ensure that they extend learners' skills in English and mathematics sufficiently.
- Learners are well supported and most receive good written feedback on their work. In a few cases, teachers' feedback is not of a high standard and teachers do not indicate clearly enough what it is that learners need to do to achieve higher grades. Teachers are over-reliant on written assignments and do not use a wide enough range of assessments to enable all learners to show the full range of their skills.
- Interactive learning technology is often used well. In a sport lesson, for example, a commercial interactive game was used to check the knowledge and understanding of nutrition and digestion. This engrossed learners, stimulated their competitive instincts and offered good opportunities for assessment and reinforcement of understanding. However, the virtual learning environment is too limited to fully support independent learning.
- Learners develop good employability skills and benefit from a useful variety of visits, work placements, external speakers and the opportunity to achieve additional industry-specific qualifications. The football academy learners are trained and coached in a very professional environment and experience competitive football at a high level. Travel and tourism learners acquire good organisational and communication skills through planning numerous national and international trips. Strong partnerships with local schools give learners valuable experience of working with children with a wide range of needs.

Foundation English**Apprenticeships
16-19 study programmes**

Good

- Teaching, learning and assessment are good. Outcomes have improved steadily over the past three years and are now good, particularly at entry level. The large number of learners whose first language is not English gain confidence in improving their fluency in spoken English and they are articulate in describing their good progress in developing a more in-depth knowledge and wider vocabulary. Learners are highly motivated to improve their skills, and attendance at lessons is high. Teachers set high expectations for the development of both verbal and written language. However, not enough learners have achieved level 2 English qualifications; although, in the current year, GCSE learners are making good progress towards gaining high grades.
- Learners receive good support in lessons through individual coaching, clear wall displays of essential grammar and spelling points, as well as through well-directed questioning and additional support. Teachers provide further effective support through additional workshops, email coaching and signposting learners to the good range of resources on the VLE. They set homework routinely which encourages learners to consolidate their learning.
- In most lessons, experienced language teachers plan and structure lessons well. They develop grammatical language to challenge all learners and take good account of learners' specific needs. Learning activities are varied and teachers make good use of open questioning techniques and individual coaching to encourage individuals to further develop their thinking skills. In one functional English lesson, learners worked on a card sorting activity in small groups to match adjectives and their meanings and identify antonyms. The teacher challenged learners to extend their knowledge through skilful questioning supported by the independent use of dictionaries.
- In a minority of lessons, learning is too slow. Teachers do not plan in sufficient detail to involve fully all learners. Explanations of new learning points are often rushed, without giving learners enough time to absorb the information and ask questions for clarification. Much time is spent in whole-group discussion, where more vocal learners are often allowed to dominate so that quieter learners are not able to contribute fully.
- Resources are varied and of a good standard. They are well chosen to be interesting and relevant to the needs of learners, the environment in which they live and to enhance their employability prospects. However, teachers do not routinely use information and learning technology (ILT) in lessons to provide a range of visual images to support learners' comprehension of more colloquial or sophisticated language concepts.
- Thorough initial assessment identifies learners' starting points well so that learners are placed on appropriate courses reflecting their existing levels of English rather than simply their vocational course levels. Teachers set learners clear individual targets linked to a range of internet resources so they can work independently outside lessons to practise language areas which they find particularly difficult. Teachers mark this work regularly and, in most cases, annotate written work clearly before setting new exercises for further development.
- Assessment is used well to aid learning. Most learners understand their targets and know what they need to do to improve. In most lessons, teachers use a wide range of methods to check progress; they place a good emphasis on learners evaluating their own and their peers' progress. Learners understand well the skills they need to acquire to pass their assessments. Feedback on learners' work is encouraging, although in a minority of cases teachers do not check individual work thoroughly enough in lessons.
- A positive, new college initiative promotes a consistent approach to the importance of high standards of written work and improving spelling and grammar in written work. Vocational teachers are becoming skilled in routinely providing opportunities for learners to practise their

English skills. In one well-planned science lesson, learners made diagrammatic notes while watching a video clip on the nature of genes and then worked in pairs to write a summary paragraph of their learning. They then evaluated their peers' work before producing an accurate individual version. Teachers are developing the English curriculum to support learners to take more measured steps in their journey towards level 2 standards of English, but it is too early to measure fully the impact of this strategy.

- Information, advice and guidance are very effective in directing learners to the most appropriate course to meet their needs and aspirations. Learners understand well how crucial high standards of spoken and written English are to their future prospects. Learners have opportunities to improve their English via referrals from Jobcentre Plus, on vocational programmes as well as on discrete courses in English and apprenticeships.
- Equality and diversity are well promoted and supported. Teachers take care to use naturally-occurring issues to reinforce equality and wider issues of diversity.

Business administration, finance and accounts

Outstanding

Apprenticeships

- Teaching learning and assessment are outstanding, reflecting the excellent progress that apprentices make in developing their workplace and personal skills and gaining their qualifications. Accounting apprentices develop practical skills and financial expertise particularly well in business and banking environments. Business apprentices develop a very wide range of business administration skills including marketing, payroll, data manipulation and customer service.
- Apprentices enjoy their learning very much and develop into highly-motivated independent learners. They produce work of a high standard. They have a particularly good understanding of their progress and their targets, which helps them to aim high and succeed. Most apprentices progress into employment, often with the companies where they work. A small number of them have not completed their qualifications within the agreed time, but for the overwhelming majority their apprenticeship has seen them progress extremely well.
- Training and learning are of high quality overall in the workplace. Apprentices understand their programmes well as a result of very skilfully planned and organised induction. New apprentices undertake effective numeracy and literacy assessments and discussions of their additional needs. This initial assessment is used successfully to plan additional learning support where required.
- Apprentices develop professional business knowledge and occupational skills through the well-organised opportunities which are carefully and collaboratively planned by assessors and employers. For example, one business apprentice gave an outstanding presentation at a company event, explaining the apprenticeship scheme. This contributed well to the evidence for their verbal communication assessment. Assessors are very skilled at using questions, observation and generating discussion to extend apprentices' understanding during reviews.
- Assessment practice is strong. Apprentices are constructively engaged and confidently involved in assessment planning. They provide evidence from a wide range of sources to demonstrate the skills they have developed. A comprehensive e-portfolio system holds evidence, records attainment and calculates progress. This system provides the basis for good online communication and assessment between apprentices and staff. Constructive feedback from assessors, both verbal and written, motivates apprentices and helps them to improve. Assessment decisions are clear, fair and consistent as a result of well-organised internal verification.
- Frequent reviews are thorough and supportive and assessors are highly successful in promoting discussions between learners and employers. Together, they develop realistic targets which are

monitored effectively. For example, one employer suggested that the business apprentice move to a different department to widen his experience and opportunities for learning and assessment.

- Care, guidance and support are especially good. Every encouragement is provided to ensure apprentices succeed because both assessors and employers are highly supportive. Thorough initial advice and guidance, closely involving the employer, ensure that apprentices are enrolled on the correct programmes that will enable them to demonstrate the planned skills. Subsequent guidance enables the apprentice’s career aspirations to be discussed to ensure they understand progression routes.
- Strong links with a wide range of employers have been established and employers are very complimentary about their apprentices. For instance, one employer offered to talk to new companies about his first class experience of the apprenticeship scheme. Programmes support the job roles of the apprentices and meet the needs of employers very well. For instance, an innovative scheme for accounting apprentices extends their personal skills by having them coach school children alongside staff from Tottenham Hotspur Football Club.
- Apprentices have a clear focus on safe working practices in the way they relate to their working environment. Apprentices demonstrate their understanding of equality and diversity very well through discussions during their reviews.

<p>Business management</p> <p>14-16 full-time provision</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- Business management learners enjoy their lessons and learn well because of the good teaching they receive. The proportion of learners who are successful in their qualifications has been steadily rising and is now well above national averages for similar colleges. Learners make good progress developing their technical knowledge and skills, which are closely aligned to employers’ needs, and include wider skills such as team work, communication, negotiation, independent study and personal confidence. The college participates in a Career Academy project which provides valuable internships and mentoring support with prestigious employers for a growing number of learners. Learners on trade union courses have very high attendance, but the attendance of a minority of full-time business learners is too low.
- Teachers plan activities carefully, aligning what learners learn in college with the skills they need in the workplace. Staff and learners have an excellent rapport, fostering an atmosphere of openness, mutual respect and trust. Most teachers promote equality and support diversity well in their lessons. Learners work well together, sharing their prior experiences and knowledge which greatly enriches the overall learning experience. For instance, learners on trade union education courses hold course meetings at the beginning of each day, taking turns to chair and record the meeting, in which they discuss issues they are engaged with at work.
- In the majority of lessons learners are engaged in a range of activities which stimulate their interest and motivation. Teachers on trade union education carefully design learning activities to meet the needs of learners, who have a wide range of abilities and backgrounds. However, on some full-time business programmes, more able learners are not always adequately stretched as learning is too slow and they could achieve more in the lesson.
- In most lessons there are very effective checks on learning. Teachers use a range of techniques, such as targeted questioning and helping learners to critically review each other’s work. In a particularly effective lesson, learners were required to demonstrate their understanding of workplace risk assessments by using them in a different context. In a minority of lessons,

teachers are too quick to provide answers for learners rather than supporting them to reach the answer for themselves.

- The standard of learners' work is good and, in most cases, is to a professional business standard. Teachers mark work carefully, including spelling, punctuation and grammar and provide detailed feedback to enable future improvement. On full-time courses teachers rely too heavily on written assessments and do not use more imaginative approaches that would allow learners to display their wider range of skills.
- Learners are well supported. Teachers know their students well and use this knowledge to set them realistic targets so they can be successful in their studies. Learners value highly the quality of support they receive.
- Learners develop good skills in English and many gain qualifications in the subject. Thorough initial assessment informs the learners' course placement and the strategies used by teachers to support their learning. In a particularly successful English lesson, the teacher skilfully embedded the learning into a business context, enabling learners to develop their skills in English and their use of wider business terminology. The teaching of mathematics in business lessons is less effective, with teachers missing opportunities to practise and consolidate key mathematical approaches.

The effectiveness of leadership and management

Outstanding

- Leadership and management of the college are outstanding. Senior managers and governors provide exceptionally good leadership to raise standards and fulfil the college's strategic aims. The Tottenham site is located close to the centre of recent civil unrest, and since then the college has played a key role in the regeneration of the local area.
- Leaders and managers have taken exceptionally effective action to bring about improvements in the quality of provision, and have high expectations of teachers and learners. They encourage them to aim high and celebrate success, with a well-established programme of excellence awards. Highly visible case studies of successful learners are displayed on the walls of the centres, reinforcing a culture of achievement, in particular, success in finding fulfilling employment. The arrangements to monitor the progress of learners, and provide extensive study support, have been very successful in improving significantly the proportion of learners completing and succeeding in their studies.
- The information provided to the governors is particularly informative and insightful. The governors are fully involved in shaping the strategic direction of the college, and receive timely updates on all aspects of the college's performance, enabling them to monitor the college's progress effectively. They hold the college to account well for all aspects of its performance and provision. They have recently completed a thorough review of their work which has identified clear and appropriate actions to help them to continue to improve their work.
- The college's provision is very carefully planned in response to the local labour market, as well as national priorities and the local demography. College managers are fully aware of the challenges and opportunities within the communities they serve and have been rigorous in adapting and rationalising their provision in relation to the labour market and learners' needs. A key strength of their planning is the way that managers build on the vocational expertise and knowledge of staff when developing provision.
- Managers work very effectively to reduce the numbers of young people who are not in education, employment or training. A great majority of learners study on programmes at level 1 or below. The college provides successful full- and part-time courses at Key Stage 4 for young learners who come from some of the most deprived wards, and they have a very large and successful provision for unemployed adults. Managers and teachers have established very effective partnerships with local authorities and local communities. Most subject areas have successfully developed work-related and employment opportunities for 16- to 18-year-olds as part of their study programmes.

- Learners' views are sought through a range of different forums and managers respond to them very effectively. Learners have been instrumental in bringing about changes within the college, such as finding more classroom space for independent study. They have participated in training to observe lessons, and student governors make positive contributions to the work of the governing body.
- Managers, at all levels, have focused strongly on improving the quality of teaching, learning and assessment and have implemented a teaching and learning strategy to support teachers whose practice requires improvement. Inspectors agreed that the proportion of good or better teaching has increased substantially.
- The college's self-assessment report is a very useful document that reflects well the improvements made since the previous inspection and provides a sound basis for quality improvement. Progress against these objectives is rigorously monitored. In a few cases, specific areas for improvement in teaching and learning are not always sufficiently clearly articulated.
- Managers have taken very effective action to improve the quality of their subcontracted provision. They have reduced the number of subcontractors they use and the provision is now very closely monitored. Subcontractor staff find the arrangements rigorous and helpful. They view themselves as 'trusted partners' in enabling learners to achieve. Learners in the subcontracted apprenticeship provision are now achieving within planned timescales.
- Members of staff throughout the college promote a strongly inclusive atmosphere in which diversity is respected by everyone. The staff profile reflects the wide range of cultures and ethnicities within its community. The college's strategic equalities objectives focus on achievement within a climate in which discrimination, bullying and harassment are not tolerated. Complaints are swiftly resolved.
- Learners feel very safe on both sites and the college meets the statutory requirements for safeguarding. Risk assessments are rigorous and all members of staff are trained, with updates as required. Learners feel confident that they will be listened to and they trust the college to support them when they raise sensitive issues relating to their lives outside the college. Any issues raised regarding safeguarding are dealt with swiftly and appropriately and governors are kept informed.

Record of Main Findings (RMF)

The College of Haringey, Enfield and North East London

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community Learning
Overall effectiveness	2	2	2	2	-	2	2	-	-
Outcomes for learners	2	2	2	2	-	2	2	-	-
The quality of teaching, learning and assessment	2	2	2	2	-	2	2	-	-
The effectiveness of leadership and management	1	1	1	1	-	1	1	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	2
Science	2
Sport	2
Travel and tourism	2
Foundation English	2
Accounting and finance	1
Administration	1
Business management	2

Provider details

Type of provider	General further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 3924							
	Part-time: 18809							
Principal/CEO	Ms Jane O'Neill							
Date of previous inspection	January 2011							
Website address	www.conel.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	785	698	550	665	607	463	1	0
Part-time	243	7491	187	1526	21	68	1	58
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	111	411	31	351	0		17	
Number of learners aged 14-16	156							
Full-time	76							
Part-time	80							
Number of community learners	0							
Number of employability learners	0							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Alpha ▪ Mpower ▪ Chickenshed ▪ Skills Training UK ▪ Free to Learn ▪ Middlesex FA ▪ WimX ▪ JTJ ▪ Intertrain ▪ Learn Plus 							

Contextual information

The College of Haringey, Enfield and North East London is a very large general further education college with centres in Tottenham and Enfield. The college attracts learners from the particularly diverse, and often deprived, communities in which it is based. Over 100 different first languages are spoken in the college, reflecting the wide variety of ethnic heritages of its learners. The college focuses on providing full-time and part-time vocational education and training for learners with widely varying levels of ability on entry. It makes significant provision for learners aged 14 to 16 from local schools to study a wide range of vocational programmes. It works in partnership with the TUC to provide workplace training, and has a large apprenticeship programme.

Information about this inspection

Lead inspector

Wilf Hudson HMI

Three of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the Director of Quality and Learner Support as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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