

Havering College of Further and Higher Education

Inspection report

Unique reference number: 130444

Name of lead inspector: David Martin HMI

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Type of provider: General further education college

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Information about the provider

1. Havering College of Further and Higher Education is a large college, situated in the outer London Borough of Havering, on the borders of east London, Essex and Kent and within the London Thames Gateway. It has three main sites at Ardleigh Green, Quarles and Rainham, together with various community venues. Engineering provision is also offered at the nearby Thames Gateway College, a partnership with Barking and Dagenham College and the Ford Motor Company.
2. The college offers provision from pre-entry, including courses for learners with learning difficulties and/or disabilities and learners aged 14 to 16, and extending to a large higher education programme. It operates in all 15 subject sector areas of further education. In addition to its learner responsive provision, it has large work-based learning and Train to Gain contracts. The proportion of learners from ethnic minority communities attending the college is significantly higher than in the local population, at around 25%.
3. The London Borough of Havering has a population of approximately 230,000, with 23% over the age of 60, compared to the London average of 16%. Just over half of the population are women and around 90% are of White ethnic groupings. Havering is generally considered to be an area of comparative affluence, with low unemployment. However, there are pockets of deprivation within the borough which rank highly on the scale of key indicators of social deprivation and many learners are drawn from surrounding boroughs which are amongst the most economically and socially deprived in the country.
4. The mission of the college is to provide high quality education and training and its vision is of a college provided by the community for the benefit of its communities.
5. The following organisations provide training on behalf of the college:
 - M2 Training Limited (Train to Gain, for National Vocational Qualification (NVQ) road passenger transport operations and NVQ aviation operations in the air)
 - Muradi LLP (Train to Gain, for NVQ vehicle body repair)
 - Results Consortium Limited (Train to Gain, for NVQ business improvement techniques)
 - Waste Management Assessment Service Limited (Train to Gain, for NVQ waste management operations and NVQ cleansing and support services)
 - Writtle College (Adult learner responsive and apprenticeship provision in horticulture).

Type of provision	Number of enrolled learners in 2009/10
<p>Provision for young learners: 14 to 16</p> <p>Further education (16 to18)</p> <p>Foundation learning, including</p>	<p>165 part-time learners</p> <p>2,782 full-time learners</p> <p>567 part-time learners</p> <p>445 full-time learners</p> <p>110 part-time learners</p>
<p>Provision for adult learners: Further education (19+)</p>	<p>707 full-time learners</p> <p>4,105 part-time learners</p>
<p>Employer provision: Train to Gain</p> <p>Apprenticeships</p>	<p>1,518 learners</p> <p>365 apprentices</p>

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Engineering and manufacturing technologies	3
Construction	2
Arts, media and publishing	2
Provision for learners with learning difficulties and/or disabilities	1
Business, administration and law	3

Overall effectiveness

6. This is a good college, with many strong aspects to its work. The college, with its large and complex offer, is well led and managed. Learners are at the centre of its work and ambitions and they have good opportunities to express their views, which are listened to. The college’s capacity to make further improvements is good. Quality improvement arrangements, including the college’s self-assessment of its own strengths and weaknesses, are good, although they have not yet brought about sufficient improvements in advanced level course outcomes. Previous issues with the accuracy of data are now fully resolved.
7. Learners achieve satisfactory outcomes overall and enjoy their learning. Overall college outcomes for young and adult learners on further education courses are satisfactory and improving. They are often good for learners on entry,

foundation and intermediate level courses, but poorer for those on advanced level courses. Outcomes for learners following Train to Gain courses are very good and satisfactory overall for apprenticeship learners. Learners' skills and standards of work are good and learners often make good progress on their courses. Many continue with their studies to higher levels, often at the college. Learners feel very safe in the college and the college's arrangements for safeguarding learners are good.

8. Teaching and learning are good. Well-qualified and experienced teachers, often plan and teach lessons well and learners gain good knowledge. In less successful lessons, teachers provide too few opportunities for learners to be involved and to participate actively. The needs of users and the local community are met outstandingly well through a wide and expanding range of courses. The college's extensive partnerships with other organisations are outstanding in helping to improve the quality of learners' courses. The care, guidance and support of learners are good. The promotion of equality and diversity is good.

Main findings

- Learners' attainment of qualifications is satisfactory. Overall college learner responsive success rates, over the last three years, have improved to national average levels for general further education colleges. Overall long course success rates have also improved over the last two years and are now just above the national average, but with poorer performance at advanced level.
- Employer responsive course outcomes are very good for Train to Gain, both for completion and for completion within expected timescales. Overall, they are just below national averages for apprentices, but with some high success rates.
- Learners' skills and standards of work are good. They often make good progress. Learners enjoy their studies, are well motivated and develop the confidence to progress to further learning. Their attendance is good. Progression to further studies, including at the college, is good.
- Learners feel very safe in the college and value the sensitive attention to security at the college's sites. Arrangements to manage safeguarding issues are good.
- Teaching and learning are good. Inspectors confirmed the college's own observation and judgements of teaching and learning outcomes. In the best lessons, enthusiastic, and sometimes inspirational, teaching is supported by good use of information learning technologies (ILT) to provide stimulating and memorable lessons. Most learners take an active part in group work, ask questions and share their own experiences.
- The needs and interests of users are met outstandingly well. A broad, inclusive curriculum has good progression routes. Very successful projects develop employability including excellent provision for adults with learning difficulties and/or disabilities. An exceptionally wide range of flexible, customised

programmes are highly responsive to employers' needs. Learners' enrichment activities are good.

- Partnership working is outstanding, with particularly strong links into local workforce development and regional planning. Good educational and subject related networking broadens opportunities for learners. Community partnerships are strong.
- Pastoral support for learners is excellent and improves their chances of success. They receive fast and effective help for personal and financial problems. Extensive investment in staff training has developed outstanding specialist support for learners with disabilities.
- Learners receive good advice and guidance. Improved guidance, including initial assessment, better helps them choose the right course and ensures appropriate support to succeed, although the monitoring and review of improvements is insufficiently developed. Tutorials and individual meetings monitor progress effectively following extensive staff training. However, target setting for learners' progress, whilst improved, is insufficiently thorough.
- Leadership and management are good. Senior managers and governors promote clear values and objectives within a supportive and inclusive culture. Curriculum management is generally strong, although some inconsistencies remain in approaches to the implementation of improvement strategies.
- The promotion of equality and diversity is good. Learners feel that the college is a safe environment where everyone is treated with respect. The college is very effective in enabling learners, employers and other stakeholders to make their views known.
- The college provides good value for money. Financial management is strong, staff are well qualified and accommodation and resources are of a high standard.

What does Havering College need to do to improve further?

- Improve poorer success rates, especially at advanced level, by building on the college's work to ensure that teachers and managers apply consistently and rigorously quality assurance processes and by sharing the college's good practice in improving pass rates.
- Improve target setting for all learners by sharing the good practice achieved on some courses. Ensure that further monitoring leads to a consistently high standard of target setting to support learners in completing their work and achieving their qualifications or learning goals.
- Better monitor and review the impact of measures to improve guidance for learners to further embed the work to ensure that all are enrolled on appropriate courses and receive appropriate advice on their next step.

Summary of the views of users as confirmed by inspectors

What learners like:

- the helpful and approachable staff
- the good teaching, from teachers who really know their subjects
- the good learning resources in many areas
- the easy access to a wide range of support services
- the friendly and safe environment at all sites
- the good range of additional activities.

What learners would like to see improved:

- the availability of a gym and fitness area
- ventilation and air conditioning in some classrooms.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the highly professional approach and attention to detail by the college
- the high standard of skills their employees develop
- the motivated and well-qualified college workforce, bringing new ideas into their businesses
- the excellent communication with work-based learning assessors
- the large range of flexibly delivered provision
- the excellent college support for the Realistic Opportunities for Supported Employment (ROSE) learners giving employers the confidence to take them on.

What employers would like to see improved:

- smaller employers would like clearer information about courses and contacts in the college and earlier warning when their employees are falling behind on courses
- the amount of specific information they receive about the content of each lesson their apprentices attend.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. The college's capacity to improve is good. Many aspects of the college's work are strong and, with good leadership and management, the college has moved forward well since the previous inspection. A revised management structure, new appointments, revisions to the curriculum and rigorous quality assurance arrangements, including self assessment, are in place and well embedded.
10. Governors, leaders and managers are well aware of what needs to be done to continue improvement, including the imperative to improve further outcomes for learners on advanced level courses and to tackle the few remaining pockets of weaker provision. Considerable management time and energy have been devoted to this, to good effect, over the last eighteen months. There is evidence, in terms of improved success rates for short courses, improved retention, standards of work and staff feedback, to indicate that this approach has begun to have a positive impact on outcomes.

Outcomes for learners

Grade 3

11. Learners' attainment of their qualifications is satisfactory. The overall college success rate for learner responsive provision has been very much at the most recent national averages for similar colleges over the last three years. It fell slightly in 2008/09, but recovered to 79% in 2009/10. Learners' retention is often high and where there are poorer success rates this is mainly due to poorer pass rates.
12. For long courses, constituting the largest part of provision, the overall success rate is now just above the most recent national average for general further education colleges, at 78%. Success rates for the much smaller number of short and very short courses declined since 2007/08 and were well below the national averages for 2009/10. However, they show significant signs of improvement for the courses so far completed in 2010/11.
13. Overall college success rates on long courses are now much the same for learners aged 16 to 18 and for learners aged 19 and over, at 77% and 78% respectively in 2009/10. They differ significantly by course level however, with overall rates of 82% and 79% respectively for foundation and intermediate levels, where many course success rates are above national averages. In contrast, although they are improved in 2009/10, advanced course success rates are too often below national averages. Success rates for link course school pupils aged 14 to 16 are often high and were 98% in 2009/10.
14. Learners' outcomes for employer responsive provision are satisfactory overall, but are very good for the large number of Train to Gain learners, both for completion, at 92%, and completion within planned timescales. Overall success for the smaller number of apprentices is slightly below the national average and

well below for advanced apprentices, but outcomes are improving and in some subjects, such as plumbing, success rates are high.

15. The college uses data well to analyse the performance of learners by the various equality and diversity categories. Whilst there is no consistent pattern of underperformance, the college has worked well to close the achievement gap for Black learners over the past three years, although the performance for Asian learners has not consistently improved.
16. Learners make good progress on their courses overall, and in some areas, such as arts, media and publishing, and provision for learners with learning difficulties and/or disabilities, progress is outstanding. Value added measures to determine learners' progress in relation to their starting points show that overall the college has added significant value over the last six years and most markedly so in 2010. However, it is a mixed picture across subjects and between academic and vocational advanced level courses.
17. Learners make good progress in improving their economic and social well-being. Their standards of work, and the skills they develop, are often good, especially in practical tasks. They are well motivated, well behaved, enjoy their studies and develop the confidence and enthusiasm to study further. Attendance has been maintained at high levels, and is good. Learners are punctual to their lessons.
18. Learners' progression between levels of study is good, with well over a third of learners moving on to more advanced further education courses at the college annually. An increasing percentage, currently around 11% of all learners, progress to higher education on leaving the college or at the college.
19. Learners feel very safe within the college. They have good opportunities through the college's curriculum and supporting activities to help them make informed decisions about their health and well-being. Learners make a good contribution to both the college and local communities, helped significantly by the extensive and successful promotion of the 'Learner Voice'.

The quality of provision

Grade 2

20. Inspectors agreed with the college's self-assessment that teaching and learning are good. They have improved since the previous inspection. The college's lesson observation scheme is rigorous and accurate and much of the teaching and learning observed by inspectors was good or better.
21. Teachers often demonstrate particular enthusiasm and commitment to their subjects and learners, teaching good, and in some cases inspirational, lessons. Learners enjoy their lessons and most take an active part in group work. They have the confidence to ask questions and share their own experiences. The fewer less successful lessons are too teacher led and do not interest and motivate all learners, so learning suffers.

22. The promotion of equality and diversity is good in many lessons. Equality and diversity are a standard element of lesson planning. Learning assistants work well with teachers to ensure that learners with sometimes multiple health and learning challenges can participate and learn effectively.
23. Teachers are well qualified and often very experienced. In practical areas, such as construction and the arts, they offer learners a wealth of insights from their own work experiences. Teachers receive excellent support from particularly helpful and experienced technical staff.
24. Support arrangements to develop learners' literacy and numeracy skills have improved since the previous inspection and are good. Appropriate training for staff and new initial assessment arrangements are helping to better integrate learners' literacy, numeracy and information technology (IT) development into courses. Teachers, learning support assistants and well qualified specialist support staff work well with the enthusiastic student services team to provide well regarded and effective support.
25. Interactive learning technologies are readily available throughout the college. Smart boards are used in many lessons. Sometimes they are skilfully used to provide stimulating and memorable learning, but too often effective use is not made of the technology available. The college's virtual learning environment is well used by teachers and learners in some subject areas, but further work is needed to provide a consistent level of availability of resources and their use.
26. The assessment of learners' work is sound. Most learners feel confident in the accuracy of their assessments and the feedback they receive. Good progress has been made in improving target setting for learners in some subject areas. However, targets are not of a consistently high quality across the college. Too many lack clarity and timescales for completion which are challenging but achievable. Target setting in some employer responsive provision is poor.
27. The college's response to meeting the needs and interests of users is outstanding. Learners have access to a broad and inclusive curriculum with progression from pre-entry to degree level. They enjoy a wide range of subject-based enrichment activities which showcase and enhance their skills and widen their horizons. Educational and social inclusion are very good. The college works very successfully with jobcentres to help unemployed adults and disengaged young people into employment. The ROSE project for adults with disabilities provides excellent opportunities.
28. Employer engagement is outstanding. The college listens well to employers and provides an exceptionally wide range of highly customised, flexible learning opportunities. Learners are drawn from a particularly wide range of private and public sector employers, with job roles at many levels. The college recognises a need for more detailed course and contact information and has drafted an improved employer handbook.

29. Outstanding partnerships include particularly strong links into local workforce development and regional planning. Good educational and subject related networking broadens opportunities for learners, for instance the L'Oreal flagship, motor racing clubs and work with '15' restaurants. Local 14 to 19 partnerships are very productive, supporting diploma development and successful Young Apprenticeship schemes. School and college staff benefit from sharing ideas. Community partnerships are strong, with 10 outreach centres providing a range of courses for local adults.
30. The care, guidance and support of learners are good. Their pastoral support is excellent. Learners receiving support have significantly higher success rates than those who do not. Learners receive fast and effective help for personal and financial problems, including good access to external agencies, for instance speech and language therapy and counselling. The college has invested extensively in staff training to support a wide range of needs including dyslexia and autism.
31. Learners receive good advice and guidance from well-qualified staff. Changed recruitment and initial assessment procedures this academic year are helping learners better choose the right course and are informing the support they need to succeed. This has reduced the number on courses for which their previous learning has not equipped them. Careers advisers liaise closely with teachers to advise learners about suitable progression.

Leadership and management

Grade 2

32. The principal and governors promote a highly supportive culture and are committed to providing learners with a wide range of opportunities. This focus on choice and progression is exemplified by 'the curriculum map', displayed throughout the college, highlighting pathways from pre-entry and entry through, in many cases, to the final year of a degree course. Values that centre on a desire to meet the needs of learners, employers and the community permeate the organisation.
33. Corporate objectives are communicated well to all staff. Provision is satisfactory in six subject areas, good in eight and outstanding in three. Teaching is good and learners speak very highly of the staff and the facilities. However, leaders and managers have been insufficiently effective in improving outcomes for all groups of learners. Overall, the college's success rate is broadly in line with the national average. There are areas of excellence and many learners achieve well, particularly at entry and foundation levels. However, the proportion of learners who complete advanced level courses successfully is several percentage points below the national average.
34. Over the last eighteen months, a strong senior management team has been instrumental in bringing together groups of staff so that they have a more strategic approach to their work. Much more responsibility for learners' performance has been devolved to middle managers and teachers. Lines of accountability are clear and quality assurance arrangements have been

- reinvigorated. Managers take swift and effective action to tackle poorly performing provision and this is beginning to have a tangible impact on outcomes.
35. Following problems with data in the past, the current stringent monitoring systems are effective in improving the accuracy of enrolment and funding data and better ensuring that learners are on the right course. Managers at all levels use readily available data to good effect to review performance and inform future planning. Self-assessment at course level is realistic and broadly accurate and acknowledges some inconsistent management practice. Rigorous target-setting reviews for each curriculum area have been successful in focusing managers' concentration on outcomes.
 36. Governance is good. The chair, although new in post, is an experienced governor and very familiar with the college's work. He works closely with the principal to establish the college's strategic direction, within the context of a complex political, economic and regional landscape, for both further and higher education. The chair is reviewing thoughtfully the way in which the corporation works to ensure that best use is made of the governors' wide-ranging skills and expertise. Supportive governors make a significant and very positive contribution to the college, most notably in relation to financial and estates management. They are less effective when challenging college leaders on learners' performance.
 37. Policies and procedures for safeguarding young learners and vulnerable adults are good. Learners are made aware of internet safety and cyberbullying. The college provides appropriate safeguarding training for all staff and governors and bespoke courses for those with specific responsibilities. The college undertakes appropriate recruitment checks on all staff and volunteers. It works closely with partner agencies to support those who require protection and safeguarding. There are good arrangements for the management of health and safety in the college. Learners feel safe and employ safe working practices.
 38. The promotion of equality and diversity is good. The college has a distinctly calm and respectful ethos that is valued highly by staff and learners. Diverse groups, including school pupils, apprentices, young and older learners, work and socialise together in a harmonious environment. The college has appropriate policies in place to meet its duties in relation to race, gender and disability. Analysis of learners' achievements shows no clear or consistent differentials by ethnicity or gender. Provision for learners with learning difficulties and/or disabilities is outstanding. Many cross-college events, including those initiated by the students' union, celebrate different cultures, religions and ethnicities. Equality and diversity are generally well embedded in curriculum areas.
 39. Partnership working is a key strength. The college routinely seeks the views of learners, employers and other stakeholders and, where appropriate, takes action to accommodate their suggestions. The college is particularly good at tailoring its curriculum offer to the needs of employers. It has excellent, well

established links with employers, schools, local government and community groups.

40. The college provides good value for money. Financial management is strong, accommodation is of a high standard and most learners have access to excellent resources. Staff are well qualified and benefit from the college's investment in their training and development.

Subject areas

Engineering and manufacturing technologies

Grade 3

Context

41. The college has approximately 950 learners in this area, the majority aged 16 to 18, studying a range of full, part-time and work-based learning courses at foundation to advanced level. Courses are available in electrical and mechanical engineering, electrical installation and vehicle maintenance and repair. There are 180 apprentices and 279 Train to Gain learners. Nearly 50 school pupils aged 14 to 16 attend college link course programmes. Around 95% of learners are male and 80% are from White British backgrounds.

Key findings

- Learner responsive success rates are satisfactory overall, but marginally below rising national rates for the past three years. They are often high for long courses at foundation and intermediate levels, but those for learners aged 16 to 18, at advanced level, are below national averages. Recent management interventions are making good in-year improvements. Retention rates are good.
- Apprenticeship completion rates are satisfactory overall, although advanced apprenticeship engineering and motor vehicle rates declined in 2009/10, and are now below national averages. Electrical installation completion rates are significantly below. Timely completion rates improved year on year and are good in most cases. In-year progress is now good with early achievement of elements of apprenticeship frameworks.
- Success rates in key skills and functional skills at foundation and intermediate levels are particularly good, especially for motor vehicle and performing manufacturing operations electrical apprentices.
- Learners benefit from good opportunities to improve their economic well-being. Their standards of work are good. Courses successfully promote opportunities for learners to improve their work and employability skills, for example with learners of electrical studies, allowing them to obtain a formal qualification to underpin their generally self-developed practical trade skills. Learners feel safe and work safely on all courses.
- Learners make a positive contribution to the community. Motor sports learners attend track days and races in order to achieve their qualification. Events involve motor sports clubs to which the learners make a positive contribution. Other learners are concerned with community activities, such as attending college and local school open evenings and promoting engineering to potential learners.
- Teaching and learning are good across all areas of engineering. Teachers are well qualified by both industrial experience and formal qualifications. They have a universal enthusiasm for their subject. Excellent use is made of the college's

virtual learning environment. Teachers capture learners' curiosity. They present interesting and innovative approaches to the teaching of basic principles, critical to learners' future success.

- Resources are good. Good staff expertise, workshop and classroom accommodation support teaching and learning well. At the Quarles campus, there have been recent extensions, with a new machine shop, welding and vehicle body repair workshops. Networked computers and interactive technologies are in every teaching room and in many workshops. Facilities for the delivery of Ford Motor Company programmes are outstanding.
- Provision meets the needs of users well. Employers applaud the college's work in developing industry-friendly courses, such as the programmes for major employers, particularly in motor and electronic manufacturing and electrical power distribution. Smaller employers sometimes feel their needs are not as well met. Learners make guided choices of the best options of available units to suit their current or intended job role.
- Partnerships are good. The most significant is the longstanding Thames Gateway College. It provides robust apprenticeship and higher education programmes to Ford Motor Company employees. There are many smaller partnerships with local schools, universities, the National Skills Academy for Manufacturing and with the sector skills council for science, engineering and manufacturing technology.
- Support for learners is good. They benefit from effective weekly tutorials for full time learners, helpful additional learning support, and a wide range of informal mentoring and pastoral care activities, such as catch-up sessions offered by teachers. In work-based learning however, the 12-weekly progress review documentation is poor and targets for improvement are not precise.
- Operational management is now good following recent improvement. Managers take purposeful and realistic steps to remedy shortcomings in engineering provision. Curriculum performance reviews are rigorous, set against the Common Inspection Framework, make self-critical judgements and lead to real improvement. These changes are having an immediate impact on in-year examination results.
- Safeguarding, equality of opportunity and diversity are each effectively promoted and high learner awareness levels are maintained. Significant staff training and learner briefings have been undertaken.
- Rigorous self-assessment measures are now in place to improve quality of provision and outcomes for learners. Advanced courses in motor sport, engineering and electrical engineering receive intensive quality improvement interventions. Demanding routines have resulted in improved data management, teaching and learning and progress on advanced level courses. Internal and external verification are satisfactory.

What does Havering College need to do to improve further?

- Improve success rates overall and particularly on advanced courses, by continuing the rigorous management quality assurance interventions now in place.
- Improve advanced apprenticeship framework completions through the more intensive data management, closer supervision and monitoring of learners' progress already in place, ensuring that every component of each apprentices' framework is examined.
- Improve communications with smaller employers to remove any perception that their needs and learners' interests may not be fully addressed. Make them more aware of course content and the sequence in which it will be delivered.
- Improve apprenticeship progress review documentation and target setting for improvement to ensure that short, sharp, measurable targets are set and dates are agreed for future reviews.

Construction

Grade 2

Context

42. Some 570 further education learners study full- or part-time courses in bricklaying, carpentry, technician awards, plumbing and painting and decorating at foundation, intermediate and advanced levels. Nearly 90% of learners are aged 16 to 18. Another 68 learners are work-based apprentices, mostly in plumbing. Over 90 school pupils, aged 14 to 16, attend courses in construction. Most courses are delivered at the recently refurbished specialist campus in Rainham, within the Thames Gateway development area. Plumbing provision is at the Quarles campus. Opportunities for progression to higher education are available within the area.

Key findings

- Success rates are high for young people, with 81% achieving their awards. The development of the introductory award in basic construction has provided outstanding taster and diagnostic results, with a success rate of 92%. Success rates on some advanced courses are poor and declining. Those for 14 to 16 provision are high, averaging 91%. Retention on most courses is excellent, at 91% overall last year.
- Learners produce work of a good standard, particularly in practical activities. In wood occupations, they are able to work in pairs to solve problems, set out, construct and install components, such as floors, staircases, kitchen fitments and casings to industrial standards. Plumbing learners undertake realistic installation assessments which are tested live on completion. Some workshop areas are cramped for the number of learners working in them.
- Attention to health and safety is good. Teachers lead by example and learners are aware of both their own safety and that of others. They use appropriate personal protective equipment without being prompted by teachers. In the painting and decorating workshop good facilities are available for hand protection and the use of barrier creams.
- Teaching and learning are good. Enthusiastic teachers provide good instruction and support for learners who are generally very respectful and well behaved. Many teachers make good use of interactive learning technologies to make lessons interesting. The learning resources centre at Rainham is underutilised. Insufficient variety of teaching styles in longer theory lessons hinders learners' motivation and achievement.
- Teachers and managers monitor learners' progress rigorously and the extensive tracking of achievement is promoting high success rates. Assessment and internal verification are rigorous and well developed for all categories of learner. Feedback to learners is generally supportive.
- The care, guidance and support of learners are outstanding. Teachers use the outcomes of initial assessment well to build on learners' prior attainment. Specialist additional learning support staff work very closely and highly

effectively with teachers. Learners appreciate the depth and breadth of support and guidance provided. Tutorial support is rigorous.

- A good range of extra-curricular activities help learners develop their skills, confidence and employability. Brickwork, painting and carpentry learners have been involved in projects, including one at a local nursing home developing raised outside landscaping facilities for disabled, wheelchair-bound patients to enjoy.
- The promotion of safeguarding and equality and diversity is good. Learners have a clear understanding of the issues and appreciate the implications for employment and practice. Teachers use naturally occurring situations in lessons to extend the topics profitably.
- Curriculum management is good and focused strongly on improving learners' outcomes. Clear lines of accountability are in place and respected by staff. Course teams review learners' progress regularly and monitor course level performance closely. As a result, success rates have generally improved year on year and action plans to help further improvement are in place.
- Self-assessment is well organised and inclusive of all groups of users. The programme area self-assessment report makes accurate judgements about the quality of provision.

What does Havering College need to do to improve further?

- Improve success rates on advanced level courses, including the national diploma, by more rigorous application of the quality assurance measures detailed in area action plans.
- Develop teachers' capacity to provide more varied approaches to teaching and learning in the longer theory lessons, to maintain learners' interest and motivation.
- Improve the use of the learning resources centre by ensuring that learners' research and assignment tasks are linked closely to its facilities and resources. Improve the profile and location of the centre.

Arts, media and publishing

Grade 2

Context

43. Currently, 681 learners are studying programmes in art and design, film studies, media studies, music, and performing arts. There 612 students enrolled on full-time courses, with 69 studying part-time. Nearly 90% of learners are aged 16 to 18, and 61% of learners are female. The scope of provision allows learners to progress from foundation level in art, design and media through to higher education on a variety of specialist pathways.

Key findings

- Learners' progression is outstanding. For example, during 2009/10, 95% of art and design learners and 100% of performing arts learners progressed from intermediate to advanced level courses. Progression from advanced level to higher education exceeds 75% on all courses, rising to 100% progression to higher education in performing arts.
- Outcomes for learners are good on the majority of courses. Success rates have risen significantly at foundation level to 91%, and intermediate level success rates rose to 84% during 2009/10. However, success rates have not improved at advanced level, remaining at 79% overall for the past two years.
- The proportion of learners achieving high grades in relation to prior achievement is outstanding on media and film courses. High grade achievement is good on the majority of courses. It is significantly above average on GCSE, AS and A level in film studies and media studies.
- The college's promotion of equality and diversity is outstanding. Achievement by learners from minority ethnic communities is very good. For Asian Indian and Black African learners it is 92%, significantly exceeding the national average. Learners with significant physical, sensory and learning difficulties achieve well on all courses in creative studies.
- Learners work well together and enjoy their studies. The standard of learners' work is very good and learners express high levels of satisfaction with their courses. Learners make interesting and professional films and radio programmes, acquire excellent dance and acting skills, and complete very high quality music recordings. Learners feel safe in college and develop good social skills. Attendance is excellent, averaging 90% across the area.
- Teaching and learning are good and sometimes outstanding. Teachers interest and motivate learners to participate actively and are highly enthusiastic and committed to helping learners achieve. The most successful lessons are imaginative, challenging and fully involve learners. Good progress is made in the majority of lessons.
- A minority of less successful lessons lack differentiation and extension activities. The most able learners are not provided with additional tasks if they complete

work quickly, teachers do too much and do not fully encourage independent learning

- The assessment of learners' work is good. Marking standards are particularly rigorous and internal verification is thorough and well managed.
- Teachers are well qualified and many have extensive industry experience. Learners appreciate their ready accessibility. Teachers and technicians give their time very generously outside timetabled hours, providing twilight sessions on portfolio preparation and running lunchtime studio sessions.
- Enrichment and partnership activities are outstanding. Annual study abroad trips and a constant programme of educational visits include an excellent exchange programme with an Ohio college, an annual performance at a premiere West End theatre, and learners' participation in the Cultural Olympiad. Performing arts learners perform regularly at a local theatre, giving them an excellent introduction to the professional environment.
- Leadership and management are outstanding. Communication between teachers and managers is excellent, and strategies developed by the new area manager and curriculum leaders to remedy retention issues at advanced level are beginning to have impact. The teaching team shares good practice effectively through a regular programme of team meetings and skill sharing. The self-assessment process is particularly rigorous and accurate.
- Continuous professional development is effective. Good in-house training is available and postgraduate study is funded generously by the college, but teachers lack annual update training in new software applications, dance and drama methods from specialist external agencies.
- Resources are outstanding. The college has managed its financial resources well to provide excellent teaching accommodation. It has an outstanding theatre and dance studio, professional grade radio and music recording suites, and excellent television and film editing equipment. The art studios are spacious, and extremely well managed, with excellent displays of learners' visual work.

What does Havering College need to do to improve further?

- Continue to improve success rates, especially at advanced level, by sharing existing best practice for learners at foundation and intermediate levels.
- Help all learners, particularly the most able, achieve their full potential by including more extension activities, both in lessons and through home assignments.
- Maintain high levels of expertise among teachers, by supporting regular specialist update training in new software and techniques, and encouraging teachers to visit a range of outstanding colleges.

Provision for learners with learning difficulties and/or disabilities

Grade 1

Context

44. The area offers courses from pre-entry to foundation level on a part-time and full-time basis, including the ROSE programme. There are 142 full-time learners and 26 on part-time courses. Some 101 learners are male, 144 White and 24 from minority ethnic groups. Programmes are managed by an area head supported by two curriculum managers, teachers, learning support assistants and by project managers and job coaches for the ROSE programme.

Key findings

- Outcomes for learners are outstanding. Success rates are maintained at high levels and are often well above national averages. Actions to remedy low achievement rates in literacy and numeracy are proving to be highly effective, with functional skills achievements at an impressive 99%. Progression between courses is excellent and rates of entry into supported and sustainable employment are high.
- Learners thoroughly enjoy their learning, as demonstrated by very high attendance rates, despite the complex health-related issues they have. Learners respond enthusiastically to very well-planned learning activities provided by energetic, and sometimes inspirational, teachers. Lesson plans are meticulous but unnecessarily detailed.
- Employability skills are very well developed. Of particular note is the ROSE programme. This successfully develops a range of work-related skills that learners put into practice through work experience in major retail outlets, restaurants, local authorities and housing associations. Employers are very positive about the benefits brought to their organisations by these learners.
- Learners feel safe and are well safeguarded. The very vulnerable learner cohort is inducted well with taster days and with parents/carers routinely involved in discussing provision. Procedures such as individual risk assessments and personal emergency evacuation plans result in clear understanding by learners of the steps taken to ensure their safety. Site security staff are alert, supportive and friendly.
- Much teaching is outstanding. Teachers demonstrate excellent classroom management and capture and maintain learners' motivation through well-paced activities introduced enthusiastically. Teachers use learners' personal experiences to draw out learning points. Targets for lessons are clearly set and presented to learners in an easily understood manner, for example by target cards being placed in front of each learner.
- The range and content of the courses meet very effectively the needs of learners. Highly effective recruitment ensures that learners are enrolled on suitable courses. Retention and progression between courses are very high.

Learners' interests are further met by a good range of enrichment activities, including a challenging residential course which increases learners' independence, confidence and self-esteem.

- Partners are very productively involved in identifying and responding to the specific needs of learners. National level consultations have led to beneficial changes in the timescales for the achievement of functional skills. Good links with feeder schools, social services departments, disability teams, employers and careers advice centres all combine to ensure that the learners' experience is rewarding and that the learners progress well.
- Excellent practical support arrangements, such as the introduction of a breakfast club, and the involvement of parents and carers as part of attendance monitoring, have ensured very good attendance and retention. Learning assistants demonstrate very close knowledge of the learners they work with and offer good support in lessons.
- Leadership and management are outstanding. Communications are frequent and meetings productive. The restructuring of departmental responsibilities and a realignment of the curriculum to offer suitable qualifications have successfully resolved both the low success rates in literacy and numeracy and enabled the ROSE programme to access funding for qualifications. Staff speak very positively of the focus on learners in all team meetings.
- The promotion of equality and diversity is very strong. Citizenship lessons promote understanding of diversity and staff training very much helps them to ensure equality for all. The learner group is representative of the community in terms both of deprivation and of minority ethnic representation. Data are analysed to ensure there are no identifiable gaps in achievement among learner groups.
- The self-assessment report provides a good basis for further quality improvement. Strengths identified were confirmed at inspection and areas for improvement had either been resolved or had little impact on the learners' experience. The report is, however, overly detailed, and while evaluative in most key areas, is too anecdotal.

What does Havering College need to do to improve further?

- Share fully the evident good practice by inspirational teachers so that all learners receive consistently highly-stimulating lessons.
- Improve the value of the self-assessment report to action planning for improvement through comprehensive evaluation of all key areas.

Business, administration and law

Grade 3

Context

45. The area has 449 full-time learners aged 16 to 18 and 178, mostly part-time, adult learners, on courses from foundation to management level. Of these, 143 follow GCE A-level courses in business, accounting and law, whilst 321 attend vocational courses in business, administration, legal studies and text processing. Some 114 learners study part time towards Train to Gain funded NVQ awards, mainly in business improvement techniques, and 41 undertake apprenticeships. There are 43 learners aged 14 to 16 who follow the Young Apprenticeship programme. The majority of learners are of White British heritage and just over half are female.

Key Findings

- Overall success rates are satisfactory, but have improved little over the last three years and are around the national averages. On long courses at foundation and intermediate levels they have risen significantly, and are at or above national averages, but for advanced level courses they have only just been maintained at national average overall. Overall and timely success rates on apprenticeship programmes are very high.
- Learners' progress on courses is good, but attainment varies considerably between courses and levels. Attendance is good, but punctuality is sometimes poor in vocational lessons.
- The implementation of functional skills is very effective and learners achieve good pass rates. Administration apprentices receive excellent support to achieve key skills in communication and literacy.
- Learners feel very safe and they perceive security levels to be very high. The promotion of safeguarding is very effective. Learners receive awareness training during induction and specialist software enables teachers to monitor learners' online activity effectively. Health and safety in lessons are not routinely addressed by teachers and there is insufficient awareness by learners of common hazards, such as tripping.
- Teaching and learning are good. In the best lessons, learners are highly motivated and produce a good standard of work. Teachers make clear links to employment practice, drawn from their personal experiences. Most lessons maintain learners' interest. However, in a significant minority, activities are too teacher led with insufficient opportunities for active learning. Resources for teaching and learning are good and used well.
- The range and breadth of provision is good, with coherent progression routes meeting personal and employment goals. Timely alternatives have been provided where provision has been adversely impacted by changes to funding. A new 14 to 19 diploma is planned for 2011/12, in partnership with local schools.

- Support for learners is good. Learners value the tutorial and pastoral support they receive from teachers. Classroom support for learners with additional needs is effective. Monitoring of learners' progress is particularly effective, with clear and timely feedback. Assessment is satisfactory.
- Highly effective partnership work with local schools is helping to develop further provision for learners aged 14 to 16. Good engagement with employers has led to suitable work placements. Visiting speakers from industry give learners an insight into the world of work, although on business courses learners feel there are too few opportunities to visit employers' workplaces.
- The area has a strong culture of improvement with the desire to eradicate underperformance. Managers set high standards and are ably led in a business-like manner. Teachers undertake regular subject updating and work well as a team. They receive very effective support, including advanced practitioner support and training.
- The promotion of equality and diversity is good. Tutorials address diversity well and learners further their understanding of equality of opportunity through college-wide 'Respect' events. Diversity data are well analysed and acted upon, although minor differences in performance between groups exist.
- Learners' views are effectively sought through small focus groups. Class representatives collate class feedback which has led to a number of positive changes. However, not all learners are aware of these arrangements and feel their voice is insufficiently heard.
- Self-assessment grades are accurate, but the area report is too descriptive and lacks clarity. Course performance, reviewed three times a year, effectively tackles areas for improvement. Action plans set good strategies for improvement and college in-year data show an upward trend in retention and pass rates. Target setting at course level is thorough.

What does Havering College need to do to improve further?

- Continue to implement improvement strategies, successful with other levels, to help raise success rates on advanced level courses.
- Further raise standards of teaching and learning, building on best practice in the subject area, to ensure a greater variety of learning activities that involve learners more in their learning.
- Ensure that all learners feel fully involved in the 'Learner Voice' to maximise their contribution to quality improvement processes.

Information about the inspection

46. Four of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's vice principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspections, and data on learners and their achievement over the period since the previous inspection.

47. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed lessons, assessments and progress reviews, both at the college and at employers' premises. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)

Havering College of Further and Higher Education

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners at the time of inspection					
Full-time learners	3,425		2,885	540	
Part-time learners	3,383	70	262	1,372	1,679
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
Outcomes for learners	3	2	3	3	3
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	2				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	2				
Quality of provision	2	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	1				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	2				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

*where applicable to the type of provision

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