

# North Hertfordshire College

General further education college

## Inspection dates

7–10 June 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Requires improvement
16 to 19 study programmes	Requires improvement
Adult learning programmes	Requires improvement
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is an a provider that requires improvement

- Too much teaching, learning and assessment in study programmes and adult learning provision requires improvement.
- Not enough teachers set high expectations of their learners; they place too much emphasis on learners completing their qualifications to the minimum standard and do not challenge them to improve their higher-level thinking skills, master relevant theory proficiently and produce written work of sufficient depth and quality routinely.
- Although improving, attendance is low in the majority of subjects, and very low in English and mathematics.
- Too many teachers do not schedule assignments and assessment tasks effectively nor adhere to resubmission timescales. Consequently, too many learners have a backlog of work that they often do not complete to the best of their abilities, resulting in lower grades.
- Teachers' monitoring of learners' progress requires improvement. Their use of target-setting does not provide sufficient challenge to learners to achieve higher grades or maximise their potential.
- The majority of teachers do not set challenging homework nor provide sufficient written feedback on learners' work that enables them to understand how they can improve.

### The provider has the following strengths

- Leaders have been effective in rectifying the perilous financial position of the college, ensuring that expenditure is sustainable and now directed to quality improvement.
- Leaders' performance management and quality assurance processes are now rigorous and focus accurately on the impact of teachers' practice; as a result, most underperforming areas are improving quickly.
- Teaching, learning and assessment are good in apprenticeship provision. The 'Springboard' provision for learners with autism is outstanding. The supported internship programme is exemplary.
- Leaders' strong partnership working with employers and the local enterprise partnership informs curriculum planning effectively.

# Full report

## Information about the provider

- North Hertfordshire College is based on three main campuses located in Stevenage, Hitchin and Letchworth, and serves a population of around 210,000 people. A greater proportion of local young people aged 16 taking GCSE examinations achieve five or more grades A\* to C, including English and mathematics, than nationally. More people of working age are employed than nationally. A much greater proportion of the local population is educated to levels 3 and 4 than across England.
- The college provides study programmes and adult learning in all subject areas. In line with national and regional priorities, the college's apprenticeships and traineeships provision has grown exponentially in the past year; apprenticeships are offered in 11 subject areas.

## What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment on study programmes and adult learning provision by ensuring that teachers:
  - set high expectations of what their learners can achieve and plan learning that challenges learners to excel
  - promote the importance of attendance effectively, and managers ensure that absenteeism is followed up rigorously, so that far more learners attend their lessons regularly
  - use target-setting rigorously to challenge their learners to extend their learning, accelerate their progress and achieve to the best of their abilities
  - plan learning that develops learners' higher-level thinking skills, enables them to understand and apply theory proficiently and produce high-quality written work routinely
  - schedule assignments and assessment tasks effectively and adhere to resubmission timescales in order to provide all learners with sufficient time to research, analyse and produce work of sufficient depth and quality in a timely manner
  - set demanding homework and promote the importance of working outside of lessons successfully
  - provide detailed written feedback on learners' work that enables them to understand how they can improve their performance, produce a higher standard of work and, for courses with grade boundaries, achieve higher grades.

## Inspection judgements

### Effectiveness of leadership and management is good

- The principal, who commenced in post in March 2015, took swift and decisive action to rectify the previous poor practice in the reporting of learners' success to funding organisations. Following the appointment of a new governing body and senior leadership team, leaders have developed a clear vision for the future of the college that focuses on the provision of high-quality learning linked explicitly to meeting the needs of employers and the aspirations of learners. Leaders have been effective in rectifying the perilous financial position of the college and ensuring that expenditure is sustainable and is now directed to quality improvement.
- While leaders have high expectations of what learners can achieve, this has not yet translated effectively to all teachers' practice. Too many teachers' expectations of learners are too low and not enough learners on study programmes and adult learning courses make the progress of which they are capable. Too few learners achieve high grades. Although attendance is improving, it remains low in the majority of subjects.
- Leaders and managers demonstrate a good level of self-critical analysis and candour in reviewing performance. The college's self-assessment report contains a detailed analysis of the key strengths and areas for improvement that match the findings of the inspection team closely. Although leaders' quality improvement plans focus appropriately on improvements required, too many targets are insufficiently precise and lack incremental milestones to facilitate robust monitoring of progress.
- Leaders and managers have recently developed a comprehensive performance management process that places strong emphasis on the quality of teaching, learning and assessment. The college's staff appraisal process is rigorous; appraisals are informed fully by the quality of teachers' and assessors' practice. Observations of teaching, learning and assessment focus precisely on the progress learners make, and subsequent action planning targets identified weaknesses accurately to appropriate timescales.
- Teachers and assessors receive a good range of high-quality support and training to bring about improvement and are set challenging targets to improve their practice that are monitored regularly. As a result, underperforming provision, such as beauty therapy and apprenticeships, is improving quickly. Teachers whose performance is not at the expected standard either improve their performance or leave the college. Leaders recognise that there remains too much variability in the quality of teaching, learning and assessment and have recently committed further financial resources to increase the number of quality improvement staff to help improve identified weaknesses.
- Leaders' partnership working with transnational employers such as Airbus, Fujitsu and GlaxoSmithKline, as well as the local enterprise partnership (LEP), is particularly strong, informs curriculum planning effectively and has resulted in leaders securing significant levels of funding from the LEP to provide high-quality resources. In particular, leaders have been successful in securing the support of local business leaders to help guide the development of engineering and information and communication technology (ICT) courses.
- Leaders have invested significant resources in ensuring that learners with high needs benefit from good teaching, learning and assessment. For example, the 'Springboard' programme provides outstanding provision for learners with autism that enables them to achieve well and progress to apprenticeships, higher learning or employment. An increasing number of learners with learning difficulties and/or disabilities access high-quality supported internships with national employers.
- Leaders' monitoring arrangements of subcontracted provision are good. Leaders set all subcontractors challenging targets for their learners' success; any underperformance is tackled swiftly and decisively. Subcontractors value the support they receive from leaders and managers and welcome the recently improved focus on the quality of provision within the monitoring process. As a result, the majority of learners and apprentices on subcontracted provision make good progress.
- Leaders demonstrate a strong commitment to improving the quality of English and mathematics provision and have invested heavily in raising the profile and importance of these subjects across the college. Leaders have been successful in recruiting new managers and teachers with appropriate expertise. However, these staff have only recently been appointed and it is too early to judge the impact of their actions in bringing about much-needed improvement.
- Leaders' data for the current year indicates that the retention and achievement gaps between most groups of learners and apprentices have reduced significantly. Although leaders ensure that staff take up regular training on equality and diversity, too many learners and apprentices do not demonstrate sufficient understanding of these important facets of life in modern day Britain nor show enough awareness of the dangers of extremism and the importance of British values.

## ■ The governance of the provider

- The membership of the governing body has been reconfigured and changed significantly since the previous inspection. Leaders' effective recruitment processes have ensured that recently appointed governors have the relevant business and commercial experience needed to support the development and positive impact of the college.
- Governors meet regularly and receive detailed reports on the progress being made towards improving the quality of provision. Consequently, governors are acutely aware of the key strengths and areas for improvement, and challenge senior leaders well to ensure improvements are made.

## ■ The arrangements for safeguarding are effective.

- Leaders and managers have effective policies and procedures in place to ensure that learners feel safe and are safe. External visitors and guest speakers are vetted thoroughly and managers work well with external agencies, such as the Local Safeguarding Children Board, to ensure that learners are supported and kept safe.
- Managers record, monitor and follow up safeguarding referrals thoroughly. There are accurate records of Disclosure and Barring Service checks on the single central register and all staff receive regular training.
- Leaders and governors receive detailed reports and analyse patterns of referrals carefully and ensure swift action is taken to support these learners. For example, in response to staff recording heightened levels of stress among learners, further staff training on supporting learners with anxiety and additional counselling services for learners are now provided.

## Quality of teaching, learning and assessment requires improvement

- Within the different subjects much variability of teaching, learning and assessment exists on classroom-based courses, with too much requiring improvement. Not enough teachers use information about learners' starting points purposefully to plan lessons that provide the necessary challenge and extend their learning. Not enough teachers make sufficient demands of their learners to improve their higher-level thinking skills, master relevant theory fluently and produce written work of sufficient depth and quality routinely.
- Not enough teachers set high expectations of their learners. Too many teachers place too much emphasis on learners completing their qualifications to the minimum standard and do not challenge their learners to achieve their 'stretch' targets. Not enough teachers set and review precise short- and long-term targets with their learners nor measure their progress robustly and motivate them to excel. As a result, a majority of learners are not able to recall or discuss their targets, nor are they sufficiently aware of the progress they are making.
- Teachers' scheduling of assignments and assessment tasks for learners varies across the subjects and a minority do not provide learners with sufficient time to complete in-depth research and analysis and achieve a high standard. In addition, too many teachers and learners do not adhere to resubmission timescales. This combination of poor practice often results in a backlog of work for learners and too many are not able to complete their assignments and tasks well and in a timely manner.
- The large majority of teachers in childcare, creative arts, media, health and social care, and plumbing use their vocational and industry experience well to plan lessons that motivate the majority of learners to produce high standards of work and make good progress. Teachers place strong emphasis on the demands of industry, legislation and employers, with the result that the large majority of learners are able to demonstrate how relevant theoretical concepts and principles underpin practical vocational skills, responsibilities and roles in a variety of workplaces.
- Not enough teachers provide written feedback on learners' work that enables them to understand how they can improve their performance, produce a higher standard of work and, for courses with grade boundaries, achieve higher grades. In lessons, too many teachers do not use questioning techniques successfully or use assessment to gauge whether all learners have understood a concept thoroughly before moving onto another concept or aspect of a topic.
- The majority of teachers do not set challenging homework nor promote the importance of working outside of lessons successfully; not enough learners are encouraged to work independently in order to meet deadlines. As a consequence, too many learners are making slow progress with the completion of their assignments and qualifications.
- Teaching, learning and assessment on apprenticeship programmes are good and, as a result, the large majority of apprentices make good progress. The large majority of teachers and assessors plan tasks and activities that challenge apprentices to accelerate their learning, grasp fully the relevance of underpinning theory to practical skills and enhance their contribution to the workplace. Staff place good emphasis on

developing apprentices' independent research skills and the standard of their written work. For example, assessors facilitate apprentices following business administration programmes to research and analyse successfully the legislative requirements for references and use of personal information in the context of defamation and intellectual property legislation.

- Teaching, learning and assessment of English and mathematics require improvement. The majority of teachers' promotion of literacy and numeracy ensures that more learners are making expected progress in their functional skills courses than in previous years. Most teachers and assessors ensure that most apprentices develop their English and mathematics skills effectively. However, too many learners on GCSE English and mathematics courses do not make the progress of which they are capable; not enough learners attend frequently to ensure that they have sufficient depth of knowledge and fluency of application to secure higher grades at examinations. For example, not enough learners enrolled on the higher GCSE mathematics course are able to solve problems involving trigonometry or vectors adeptly. Managers and teachers have ensured that the previous inaccuracies and leniency in the marking of learners' controlled assessments on English GCSE courses were not repeated in the current year.
- Teachers ensure that high-needs learners benefit from well-planned teaching, learning and assessment that enable them to make good gains in knowledge and understanding and significant progress towards independent learning, living and fulfilling purposeful lives.
- Across all subjects, learning support practitioners provide a good level of appropriate guidance for learners with assessed support needs and are adept at enabling these learners to develop their independent learning skills.

## **Personal development, behaviour and welfare**

### **requires improvement**

- Although improving, attendance is low in the majority of subjects, and very low in English and mathematics.
- The standards of work that learners and apprentices produce depends on how effectively their teachers and assessors challenge them to excel. The majority of learners develop their practical skills well and demonstrate a good level of vocational knowledge and application in practical tasks that culminate in good standards of work. Employers value the enhanced contributions that the large majority of apprentices make in the workplace. For example, apprentices following health and social care programmes plan and manage efficient staff working rotas that comply fully with health and safety legislation requirements. However, not enough teachers make sufficient demands of all their learners to improve their analysis skills and produce written work of a high quality, appropriate to their level of study.
- The large majority of learners develop a good understanding of the world of work because teachers provide a good level of reference to relevant occupational standards and helpful insight into the expectations of industry. Most learners on study programmes benefit from meaningful work experience that extends their understanding of the demands of employers.
- Leaders and managers ensure that an increasing number of learners with learning difficulties and/or disabilities improve their work-related skills and levels of confidence through an exemplary, supported internship programme that champions the value of the learners to employers very well.
- Leaders' and managers' recent, well-publicised promotion of the importance of English and mathematics within all vocational areas is enabling the majority of learners and apprentices to develop their literacy and numeracy skills well. However, not enough learners studying GCSE courses in English and mathematics make sufficient gains to achieve the higher grades required to achieve their career ambitions.
- The large majority of learners benefit from an enrichment programme that includes guest speakers, taking part in trade skills competitions, charity fundraising events and visits to employers. As a result, these learners broaden their understanding of personal, social and ethical skills well and are able to relate these skills to their progression and career aims.
- The majority of learners benefit from a weekly tutorial programme that enhances their understanding of career opportunities and helps prepare them well for their next steps. However, not enough learners develop sufficient awareness of the diverse needs of different groups in society, nor the dangers of extremism and the importance of British values.
- Most learners and apprentices exhibit high levels of respect, tolerance and understanding with each other and staff. However, a very few learners display insulting behaviour towards other learners or persist in low-level disruptive behaviour in lessons.
- Learners say they feel safe and show a good understanding of safeguarding issues such as internet safety and bullying. They know whom and how to report their concerns to if they do not feel safe. Apprentices have a good understanding of how health and safety relates to their job responsibilities.
- In the current year, leaders have strengthened the provision of careers information, advice and guidance;

leaders ensure that a wide range of relevant information across a broad spectrum of routes to employment or further learning is made available to younger learners. However, apprentices and adult learners do not receive enough information on their next steps or help with future career choices.

## Outcomes for learners

### requires improvement

- In 2014/15, the proportion of learners of all ages who completed their courses successfully was below that nationally. In particular, too many learners studying courses at levels 1 and 2 did not achieve. In the current year, leaders' data indicates that more learners on study programmes and adult learning provision are set to achieve their qualifications. However, not enough make good progress when compared with their starting points or produce work of a high standard routinely, because not enough teachers challenge them to accelerate their knowledge and skills effectively.
- In the previous year, a smaller proportion of apprentices completed their programmes successfully than nationally; fewer apprentices completed within the agreed planned timescale than in similar colleges. Too many younger apprentices did not succeed. Leaders' in-year data indicates that overall success rates have improved to around the national rates. The large majority of apprentices are now making good progress, extending their knowledge and skills and, as a result, enhancing their contribution in the workplace greatly.
- Not enough learners develop their English and mathematics skills effectively. In 2014/15, too many learners studying functional skills courses at all levels did not achieve. In the current year, leaders' data indicates that the proportion of younger learners who achieve their functional skills has improved considerably to around the national rate and that a greater proportion of adults achieve than nationally. In 2014/15, the proportion of learners who achieved GCSE grades A\* to C passes in English was well above the national average but below in mathematics. Far more younger learners are studying GCSE English and mathematics than in previous years but leaders' predicted data indicates that the proportion set to achieve passes at grades A\* to C will decline to just above the low sector average in English and well below in mathematics.
- The large majority of learners on study programmes make good progress in their practical skills development but not enough develop their higher-level thinking skills and deepen their knowledge, understanding and application of theory sufficiently.
- The gap in performance between male and female learners has narrowed and the in-year retention of most groups of learners with learning difficulties and/or disabilities is similar to their peers. Leaders' data indicates that a greater proportion of learners and apprentices in receipt of free school meals are set to achieve than previously, but the proportion remains considerably below that of other learners. The number of learners with experience of local authority care enrolled on courses with the college has increased significantly over time; the large majority succeed because leaders ensure targeted support and intervention strategies encourage nearly all at risk of dropping out of learning to stay and achieve.
- Nearly all learners on study programmes who left the college in 2014/15 progressed to employment or higher learning; very few destinations are not known. Leaders do not collect robust data on the destinations of all apprentices who leave their programmes.

## Types of provision

### 16 to 19 study programmes

### requires improvement

- Currently, 2,119 learners are enrolled on an extensive range of study programmes. The largest areas are health, public services and childcare; building and construction; and creative arts. Just under a half of all learners study courses at level 3.
- Leaders ensure that the principles of the study programme are being met. The large majority of teachers ensure that most learners develop their understanding of the demands of employers and occupational standards of relevant industry well. Nearly all learners take up purposeful work experience that reinforces their awareness of the expectations, pressures and technical skills required in the world of work. Good information, advice and guidance ensure that most learners are able to make informed decisions about the next steps to achieving their career aspirations.
- Too many teachers do not have high expectations of their learners. They do not plan effectively to enable their learners to realise their potential, secure high grades or achieve to the best of their abilities; they do not provide teaching that challenges them to excel nor plan the workload of learners appropriately. As a result of poor planning and the late return of learners' written work, too many learners do not have enough time to complete an assignment or assessment task before moving to the next; this leads to learners having too much work to complete at the end of their course. At the time of the inspection, with assignment deadlines a week away, too many learners studying on level 3 courses were behind with their

work to secure the grades of which they are capable.

- Where teaching is much stronger, teachers plan well-resourced lessons that learners find interesting and that encourage them to work independently and try hard. Teachers check and extend learners' understanding of concepts and principles constantly by asking precise questions and reinforcing knowledge and skills through individual, paired and group assessment tasks. As a result, learners make thoughtful and creative contributions and enhance their analysis skills. The most effective teachers provide learners with clear timescales to produce written assignments; feedback is detailed, helps learners to improve their work and challenges them to exceed their well-established targets, which learners value.
- Teachers' monitoring of learners' progress requires improvement. Their use of target-setting does not provide sufficient challenge to learners to achieve higher grades or maximise their potential; too many targets are ambiguous, lack precision and are reviewed infrequently.
- Not enough teachers provide sufficient time in theory lessons for learners to reflect and apply new concepts and constructs, improve their independent thinking skills and produce high-quality work.
- Conversely, in most practical workshop-based lessons, most teachers plan tasks and activities rooted in meaningful industry contexts that motivate most learners to hone their practical vocational skills to professional standards well. For example, teachers enable learners studying art, graphics and fashion courses to manipulate and produce images of their work adeptly to produce eye-catching exhibition publicity fliers and promotions to a high commercial standard.
- Poor attendance on English and mathematics courses impedes the progress of too many learners. In lessons, teachers often set the same task for all learners with a broad range of abilities; as a result, the most able learners are not challenged to develop their English and mathematical skills. They are not given sufficient opportunity to solve more complex mathematics problems or hone their creative writing skills. Too many vocational teachers do not promote the value of English and mathematics in the relevant industry sufficiently nor encourage their learners to attend discrete English and mathematics lessons.
- Teachers provide a good level of challenge that motivates most learners with learning difficulties and/or disabilities to make significant advances in learning and make good transitions to further learning or employment at the end of their programmes.

## **Adult learning programmes**

## **requires improvement**

- A total of 3,116 adults are enrolled on a range of courses, including English, mathematics, English for speakers of other languages (ESOL) and access to higher education. The large majority of learners are on short and part-time employment programmes in health care. About half study on subcontractors' provision. Some 303 adults study a range of subjects, full-time, alongside learners aged 16 to 19.
- Leaders ensure that adult learning provision meets local community, disadvantaged groups' and employers' priorities. For example, unemployed learners aged 19 to 24 develop their work-related skills well through a 12-week programme that improves their self-confidence and team-working skills successfully.
- Not enough teachers use information on learners' starting points to provide a good level of challenge for learners and galvanise them to excel. Too often, teachers adopt a 'one-size-fits-all' approach in lessons that results in less-able learners struggling to keep up while the most able finish early and become bored. Teachers do not reinforce learning from previous lessons routinely and, as a result, not enough learners deepen their understanding and apply techniques and approaches fluently to improve their writing, level of analysis and problem-solving skills.
- The majority of teachers use assessment in the workplace well to enable learners to improve their understanding of how theory relates to the practical skills and occupational standards demanded by industry.
- Too many teachers do not develop learners' English and mathematics skills effectively. Not enough teachers identify or correct errors in the use of learners' written and spoken English language routinely and, consequently, not enough learners improve their English skills sufficiently. A minority of teachers make errors in their spelling, punctuation and grammar in their written feedback and, as a result, do not promote correct use of written English with learners. Learners on part-time vocational programmes do not complete assessments in English and mathematics when they start programmes. As a result, teachers and learners are unaware of learners' development needs and do not plan to develop specific skills in lessons to help learners improve.
- On access to higher education art and design, childcare and hair and beauty courses, teachers plan interesting lessons that arouse learners' curiosity and motivate them to explore and master new knowledge that they subsequently apply adeptly. Teachers provide good feedback that helps learners identify how they can improve their work. Teachers provide good individual coaching outside of lessons and promote learners' use of the virtual learning environment effectively; as a result, most learners study

outside of lessons frequently and accelerate their progress.

- Few teachers set and review targets that demand the very best of their learners. For example, in electrical installation, teachers plan targets for completion of practical tasks that are a repeat of the qualification's assessment criteria; they do not seek to challenge learners to extend their learning beyond minimum requirements.
- In lessons, most teachers provide a good level of verbal feedback that encourages learners to develop their work further. However, too much of teachers' written feedback is cursory and does not provide the guidance learners need to improve their work.
- Not enough teachers plan to develop learners' understanding of diversity in lessons. A few teachers do not challenge inappropriate and derogatory comments made by learners to others or use these instances to explore the principles of inclusion, tolerance and respect and promote equality for all.
- Managers do not make sure that learners on ESOL and distance learning courses receive sufficient impartial advice and guidance to help them make informed decisions about their next steps and career opportunities.

## **Apprenticeships**

## **are good**

- There are currently 1,935 apprentices, of whom nearly half are taught by 23 subcontractors. The majority of apprentices follow programmes in health and social care and business administration, with an increased proportion studying engineering, manufacturing and construction subjects than in previous years. Just over a half of all apprentices study at intermediate level. The large majority of apprentices are aged 19 and above.
- Leaders ensure that the provision meets the principles of apprenticeship frameworks and are shaped to meet the requirements of most employers. Managers work well with most employers to plan apprenticeship programmes and ensure that the range and relevance of vocational units meet their needs well.
- The large majority of teachers and assessors use their considerable industry knowledge and expertise to plan a broad range of tasks and activities that motivate the large majority of apprentices to extend their technical skills and knowledge, accelerate their progress and provide much added value in the workplace. These teachers and assessors use questioning skilfully to check understanding and extend apprentices' thinking effectively.
- In a few sessions, assessors are too quick to provide answers to their questions. A minority of teachers do not provide apprentices with enough opportunity to develop their independent working skills sufficiently. As a consequence, apprentices do not make the swift progress of which they are capable.
- Staff work well with most employers. The majority of apprentices take up additional training outside of their programme and achieve qualifications such as first aid, health and safety, and fire training that enhance their contribution to their employers.
- The large majority of assessors now monitor and review apprentices' progress effectively, setting high expectations for progress against specific targets that challenge apprentices to extend their learning beyond the minimum expectations of their programme. As a result, the large majority of apprentices are making good progress. However, a minority of assessors do not set targets that focus sufficiently on apprentices' skills development and, consequently, a minority of apprentices fail to make the swift progress of which they are capable.
- Leaders have not ensured that all apprentices studying ICT and accountancy programmes receive sufficient teaching; a few apprentices are forced to rely on learning through online resources, do not benefit from enough tuition targeted to their individual requirements and, consequently, make slow progress.
- The majority of teachers and assessors promote the value of English and mathematics skills within the vocational subjects and workplace effectively. They pay good attention to ensuring that the majority of apprentices improve their written English skills well, and are able to write fluently with good use of technical vocabulary, sentence structure and effective paragraphing. The majority of apprentices develop their mathematics skills in the workplace successfully; for example, apprentices following health and social care programmes calculate measurements of medicinal fluids and weight quantities of tablets to times linked to dosages and care plans accurately.
- Leaders have not ensured that all apprentices receive sufficient impartial advice and guidance to inform them about career choices in their vocational area. As a consequence, a small minority of apprentices are not aware of the range of opportunities available to them or how they can progress in their chosen career.
- Leaders have been slow to collect accurate information on the destinations of apprentices when they leave or complete their programmes. Consequently, leaders do not know the full impact of their apprenticeships programmes.

## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	10,143
<b>Principal/CEO</b>	Matt Hamnett
<b>Website address</b>	www.nhc.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	656	1,132	545	1,751	918	233	0	13
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	261	782	116	668	4	104		
Number of traineeships	16-19		19+		Total			
	113		121		234			
Number of learners aged 14–16	0							
Funding received from	Education Funding Agency (EFA)/Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ Abis Resources Ltd</li> <li>■ Academy of Music &amp; Sound Ltd</li> <li>■ Ashtree Management Services Ltd</li> <li>■ Construction Gateway Ltd</li> <li>■ Eclipse Training Ltd</li> <li>■ Flexible Training Ltd</li> <li>■ Groundworks Trust</li> <li>■ Group Horizon Ltd</li> <li>■ Hertfordshire Football Association</li> <li>■ Holts Academy of Jewellery</li> <li>■ Industrial Training Services Ltd</li> <li>■ Institute of Groundsmanship</li> <li>■ Manley Summers Housing Personnel Ltd</li> <li>■ Seymour Davies Ltd</li> <li>■ Step Ahead Employment Ltd</li> <li>■ Synergy Music Ltd</li> <li>■ The Finance and Management Business School Ltd</li> <li>■ Training Works 4 U Ltd</li> <li>■ Trainplus Ltd</li> <li>■ Unique Training Solutions Ltd</li> </ul>							

## Information about this inspection

### Inspection team

Matt Vaughan, lead inspector	Her Majesty's Inspector
Shane Langthorne	Her Majesty's Inspector
Stephen Hunsley	Her Majesty's Inspector
Mary Aslett	Ofsted Inspector
Marinette Bazin	Ofsted Inspector
Suki Dhesi	Ofsted Inspector
Elaine Smith	Ofsted Inspector
Teresa Kiely	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector

The above team was assisted by the executive director for quality and innovation, as nominee. Inspectors took account of the provider's most recent self-assessment report, 'position statement' and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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