

Havering Sixth Form College

Sixth Form College

Inspection dates

9–12 October 2018

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

Summary of key findings

This is a good provider

- Governors and senior leaders are ambitious and have high aspirations for staff and students. They have established a strong culture of improvement at the college.
- The large majority of students make good progress during their time at college. Students on A-level art and chemistry and vocational engineering, applied science, information technology and travel and tourism make particularly good progress.
- Governors, leaders and managers have accurately identified the strengths and weaknesses of the college and have rectified many of the areas for improvement noted at the previous inspection.
- Senior leaders and managers have established excellent partnerships within the local community. They use these well to provide a suitable and extensive curriculum offer across the borough.
- Leaders and managers have put effective strategies in place to improve the quality of teaching, learning and assessment, which is now good.
- Staff know their students well and support them to remain in learning and make good progress. Students enjoy their studies, are highly motivated to learn and work diligently during lessons.
- Students benefit from well-resourced learning environments in classrooms, practical areas and open study areas.
- A very high proportion of students progress into further education, higher education or employment.
- Managers do not ensure that all students, particularly more vulnerable students, receive good, relevant careers advice.
- Too few students who plan to progress into employment or apprenticeships have a work placement with an external employer.
- On a minority of A-level courses, the proportion of students who successfully complete their qualification is still too low.

Full report

Information about the provider

- Havering Sixth Form College is based on a single site in Hornchurch, in the London borough of Havering. The college offers 16 to 19 study programmes to over 2,000 students. The large majority of these are at level 3, but a small proportion is at level 2. The majority of level 3 courses are A-level, but there is an increasing proportion of vocational courses in a wide range of subjects.
- College leaders work collaboratively with schools in Havering, many of which do not have sixth forms. The college provides guaranteed progression for pupils within the borough. The proportion of black and minority ethnic students at the college is higher than that of the local population, which is low compared to the rest of London.

What does the provider need to do to improve further?

- Leaders and managers should improve the support given to students whose career plans include progression to an apprenticeship or to employment. They should ensure that these students have a work placement with an external employer to give them a detailed understanding of the career path they plan to take.
- Leaders and managers should ensure that all students, including the most vulnerable, for example students on education, health and care plans, are given appropriate careers advice and guidance.
- Leaders and managers should improve teaching, learning and assessment in those subject areas that need to improve, by ensuring that teachers:
 - check students' knowledge and understanding effectively before moving on to new learning
 - use students' own experiences and views to broaden and extend learning
 - ensure that students capture and record their learning to help their future progress
 - share more widely the best practice that exists within the college.

Inspection judgements

Effectiveness of leadership and management

Good

- Governors and senior leaders are committed to the strong ambition for the college set out in 'Outstanding Vision 2020', and they communicate this effectively to staff and other stakeholders. Clear and succinct strategic objectives, which focus on creating an inclusive college which provides high-quality education for students, support the college vision. Governors, leaders and managers have worked diligently since the previous inspection to rectify weaknesses and create a culture of improvement.
- Governors, senior leaders and managers have established effective self-assessment processes through which they accurately identify the college's strengths and weaknesses. They have a clear understanding of their performance and the improvements that need to be made. In a small minority of curriculum areas, leaders and managers have been too slow to rectify weakness and have not secured improvements quickly enough. Leaders plan and manage study programmes well.
- Leaders have put in place a revised management structure which has enabled managers swiftly to improve those weaknesses identified at the previous inspection. Senior staff have led this improvement through the development of well-structured quality processes which ensure that management information is accurate, timely and reliable. Leaders and managers use this information effectively to analyse performance and secure improvements.
- Leaders continue to develop close and effective partnerships with other providers and stakeholders in the borough. The strong, collaborative working relationship with local schools and the local further education college has led to highly effective curriculum planning across the borough. A recent federation with a local college will provide opportunities to develop the curriculum offer. As a result of this collaboration, all young people have a guaranteed offer of a post-16 place. The number of young people not in education, employment and training within the borough has decreased, and is one of the lowest in London.
- Leaders and managers have placed a high priority on improving teaching and learning. Since the previous inspection, senior leaders have implemented effectively a range of strategies to bring about improvements. As a result, teaching, learning and assessment on the majority of courses have improved and are good.
- Leaders and managers have high expectations of staff and they manage performance well. The majority of managers set appropriately challenging targets and the comprehensive appraisal system allows managers to monitor progress against these targets effectively.
- Managers have invested in a broad and effective staff development programme which they link strategically to the college's key objectives. They have worked jointly with partner organisations such as local colleges to share best practice. An internal staff development programme provides opportunities for staff to improve their practice. Managers prioritise teaching and learning at weekly faculty meetings. They have attended leadership courses which have enabled them to develop their

teams effectively. A professional development fellowship project has provided teachers with the opportunity to carry out research focused specifically on the needs of the college.

- Leaders and managers have placed the development of students' English and mathematics skills as a high strategic priority. All students who have not achieved a grade 4 or better in these subjects on entry to the college take GCSE English and mathematics as a part of their study programme. The majority of students make good progress in these subjects.

The governance of the provider

- Governors have high aspirations for the college. They hold senior managers to account for all aspects of the college's performance. They receive comprehensive and accurate reports from the senior leadership team that inform their challenges well. Governors have a very good understanding of the strengths and weaknesses of the college and they set demanding targets for improvement. Governors monitor progress against these targets systematically at their meetings.
- Governors have relevant and appropriate skills and experience. The training that managers have provided enables governors to interpret data and make informed judgements. Governors use their skills effectively to support managers to implement their focus on improvement and work towards achieving the college vision.

Safeguarding

- The arrangements for safeguarding are effective.
- Governors, leaders and managers give safeguarding a high priority. Managers have established comprehensive policies and procedures which staff use effectively to keep students safe. Students know how to keep themselves safe in the local community and know how to report any concerns they might have. They understand the risks associated with extremism and radicalisation.
- Leaders and managers carry out appropriate pre-employment checks to ensure that staff are suitable to work with young people. Managers have put in place a wide range of training, including on the 'Prevent' duty, to ensure that governors and staff have a good understanding of national and local safeguarding issues. Staff and governors receive frequent updates on safeguarding and the 'Prevent' duty.
- Leaders have put effective security measures in place at the college, while effectively creating a welcoming site and promoting a culture of diversity and mutual respect. Staff respond quickly to any concerns and have established good links with external agencies so they can put support for students in place swiftly. Managers maintain accurate records of safeguarding incidents.

Quality of teaching, learning and assessment

Good

- All students at the college follow 16 to 19 study programmes. The large majority of students study level 3 programmes, but a very small proportion study vocational qualifications at level 2. Just under two thirds of students study AS- and A-level

courses and the remainder study vocational qualifications. The A-level subjects with the largest number of students are sociology, mathematics, history and economics. The vocational subjects with the largest number of students are business and applied science.

- The large majority of teachers plan lessons thoughtfully to meet the needs of students. They use varied and stimulating activities during lessons, which challenge and enthuse students. As a result, most students are motivated to learn, take pride in their work and enjoy their lessons, enabling them to make good progress. Many students grow more self-assured. For example, in psychology students discuss concepts of 'conformality' confidently and use different examples to support or challenge the concepts.
- Teachers use their excellent subject knowledge, expertise and detailed understanding of assessment requirements to prepare students well for their examinations. They use questions skilfully to check and expand students' understanding. In sociology, students prepared questions for each other, based on their understanding of the topic and the structure of an examination question. Students consolidate their learning and prepare well for their assessments.
- Most teachers help students to grasp complex new concepts by skilfully using practical examples to explain key ideas. For example, students in physics lessons apply their understanding of vectors and projectiles to a practical task, in which they check their calculations with an online simulation.
- The majority of teachers develop students' wider skills in research, problem-solving, and analysis and evaluation. Students learning interior design explain how materials react together to change form, and how different surfaces might be applied to ceilings and walls in buildings.
- Teachers monitor and assess students' progress frequently and provide them with constructive and detailed feedback on their work. They encourage students to reflect on the feedback that they receive. As a result, most students know what they need to do to improve and many amend and improve their work independently. They use feedback and examination criteria well to help them improve their grades.
- Many students develop good skills in academic writing and reflect their ideas and discuss topics well. Teachers ensure that students quickly acquire relevant specialist terms in their subjects, which they use confidently and accurately. For example, students in A-level English discuss 'downward convergence' by analysing transcripts of popular television programmes.
- Specialist staff and teachers assess the starting points of students early in the application process. They quickly put effective and tailored support in place for students with additional learning needs, including those with high needs, to help them to develop their skills and knowledge. As a result, most students with additional learning needs remain on their courses and achieve their qualifications. Teachers monitor students' progress carefully and swiftly support students who fall behind in their work, so that they catch up and continue their learning.
- A small minority of teachers do not provide students with sufficient time to complete an activity, or do not discuss and explore students' ideas before moving

on to the next topic. In these instances, when teachers ask questions they do not allow students time to reflect on their answers, and do not follow a simple question with more challenging or probing questions. As a result, teachers do not know whether students have fully understood concepts and they do not challenge the most able students to broaden and extend their learning.

- Too many teachers do not ensure that students make accurate records of their learning so that they can review their knowledge and ideas to consolidate and improve their future learning.

Personal development, behaviour and welfare

Good

- Leaders and managers have focused rigorously on improving students' attendance at lessons and, consequently, attendance rates have increased over the previous three years. Students' attendance at lessons is good. Most students arrive punctually to lessons and are prepared to learn. Most students enjoy their lessons.
- Teachers have high expectations of students and, as a result, students respond swiftly to instructions and participate enthusiastically in their learning. Students take pride in their work and the majority complete written and practical work to at least the level required by their course. Students develop confidence in their own ability, become more self-assured and work positively towards their learning goals.
- Students, many from diverse backgrounds, work collaboratively and support each other well. Student behaviour is very good during lessons and in the social areas. Students contribute well to college life. For example, they were involved in the design of the new library and they take a pride in their learning environment. The respect that students show to each other and to staff reflects the strong inclusive culture created by leaders and managers.
- Students have access to high-quality practical resources in most vocational areas. Teachers use these successfully to develop learners' practical skills and prepare them for employment. Leaders and managers have provided study areas around the college with good resources, which many students use to work independently between lessons. They work conscientiously and develop very good independent study skills which prepare them well for their future.
- Through an effective coaching programme, students receive good support and guidance which help them to stay on their course. Students have good access to counselling services. A support assistant works effectively with students to improve their resilience.
- Managers have put in place a comprehensive enrichment programme. Many curriculum areas provide additional activities to broaden students' knowledge and understanding of the subjects they study. For example, at a debating society law students develop skills required for their future careers.
- Managers and teachers have developed a wide range of activities to prepare students for their future careers. Teachers plan visits and projects that enable students to have a very good understanding of the vocational area in which they intend to work. For example, performing arts students attend National Theatre masterclasses, digital publishing students produce a high-quality college magazine

and law students visit the Old Bailey. Graphic design students have won, for two consecutive years, the 'graphic gathering' challenge from the Victoria and Albert Museum.

- Well-qualified and experienced staff provide very good impartial careers advice and guidance to students. All lower sixth form students attend an annual higher education and careers event at the college to prepare for their next step. Many teachers have developed strong links with past students. These students return to the courses they studied to motivate and inspire students in their future careers. Staff use very good links with external organisations, such as local banks and Young Enterprise to provide 'preparing for work' sessions for students. Consequently, the students not planning to progress to higher education have a good understanding of how to apply for jobs.
- Students feel safe and are safe within the college environment. Students appreciate the actions managers have taken to keep them safe. For example, they like the presence of security guards and the card access to site. Students feel safe on their journey to and from college. There are very few instances of bullying. Students are confident that staff deal swiftly with any issues that arise. Students know how to report any concerns.
- Independent careers advice and guidance for more vulnerable students, such as those with additional support needs, requires improvement. Managers do not accurately check whether these students receive appropriate advice and guidance to support their future progression. Where students are proactive in accessing the careers hub, they receive good advice and guidance, but those that do not seek opportunities receive insufficient support.
- Not enough students who plan to progress into employment or onto an apprenticeship go on external work placements. As a result, they do not have a realistic understanding of the world of work.

Outcomes for learners

Good

- Over the last three years the proportion of students who achieve their qualifications has increased and is now high. Most students on A-level programmes and on vocational programmes at intermediate and advanced levels achieve their qualifications.
- The large majority of students make good progress. Most students on A-level programmes make at least the progress expected of them. Students make particularly good progress in art and chemistry, but less good progress in mathematics and economics. Most students on advanced vocational programmes make good or better progress, particularly those studying engineering, applied science, information technology and travel and tourism. The vast majority of students on the 90 credit diplomas make excellent progress. Students on intermediate vocational programmes make the expected progress from their starting points.
- The proportion of students who stay to the end of their course has continued to increase and is high. The proportion of students who progress from the first to the

second year of a two-year A-level programme has improved since the previous year and is high. Retention rates on GCSE and vocational programmes are high.

- Leaders and managers monitor the achievement of different groups of students thoroughly. Students from different ethnic groups achieve as well as each other. Female students achieved slightly better than males, but the achievement gap, a reversal of the previous year, is very small. Students with learning difficulties and disabilities achieve in line with their peers.
- A very high proportion of students go onto further education, higher education or employment. Most students, on completing a two-year programme, enter higher education, many into prestigious universities. A small minority of students progress into high-quality apprenticeships or full-time employment. A high proportion of students with education, health and care plans progress well into further education, apprenticeships and employment.
- Staff require all students who have not yet achieved a grade 4 or better in GCSE English or mathematics to retake the qualification. The proportion of students who achieve a grade 4 or better in GCSE English is high. The majority of students who take English GCSE improve their outcome by at least one grade.
- The proportion of students who achieve a grade 4 or better in GCSE mathematics is too low but is slightly above that at similar providers. A minority of students improve by at least one grade.
- Although most students on A-level courses make the progress expected of them, the variation between different subjects is too great. Leaders and managers recognise the areas of weaker performance and are taking appropriate action to remedy them.

Provider details

Unique reference number	130445
Type of provider	Sixth Form College
Age range of learners	16–18
Approximate number of all learners over the previous full contract year	2,333
Principal/CEO	Mr P Wakeling
Telephone number	01708 514400
Website	www.havering-sfc.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	-	195	-	2,231	4	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	1							
Number of learners for which the provider receives high-needs funding	3							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the assistant principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners 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.

Inspection team

Lynda Brown, lead inspector	Her Majesty's Inspector
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Alan Winchcombe	Ofsted Inspector
Francoise Beregovoi	Ofsted Inspector

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