

Haringey Sixth Form College

16–19 academy

Inspection dates	13–15 October 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Good
Provision for learners with high needs	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a good provider

- Governors and leaders have created a culture of ambition and have high expectations of staff and students. They set and achieve challenging targets for improving the quality of teaching, learning and assessment.
- A large majority of students make very good progress often from low starting points, particularly at AS level and on BTEC level 3.
- Teachers create interesting opportunities for learning and promote good student attitudes for learning. Students enjoy learning and make good progress in lessons.
- Leaders and staff use data effectively to closely monitor student progress and achievement, and to inform rigorous and accurate self-assessment, which leads to further improvement.
- Students from many different backgrounds, including those with learning and/or physical disabilities, study and socialise together in a safe and harmonious setting.
- A high number of students gain places at university.

This is not yet an outstanding provider because

- Leaders have not implemented improvement actions consistently enough to raise the standards in GCSE mathematics, and to improve the quality of the provision for high-needs students.
- Not enough level 1, level 2 and high-needs students engage in external work experience.
- Teachers do not always use the initial assessment of students' prior learning well enough to plan, promote and develop students' literacy and numeracy skills in lessons.

Full report

Information about the provider

- Haringey Sixth Form College is a small 16–19 college situated on the eastern side of Haringey, North London. This area of Haringey contains wards in the top 10% most deprived in the country, with transient communities and multiple levels of deprivation.
- Around 709 students study full time at the college; of these approximately 656 are students aged 16–18, and 53 are 19+. About 140 students aged 16–19 joined the college without a GCSE at grade C or above in English and mathematics. Unemployment in Haringey is 8.1% compared with a national average of 9.1% and the rest of London at just over 10%.

What does the provider need to do to improve further?

- Ensure that the quality of teaching and learning in GCSE mathematics and in the provision for high-needs students is consistently high so that students make good or better progress towards achieving their qualifications and personal and career goals.
- Closely monitor all students' progress to ensure that they are all on track to achieve, and take prompt remedial action where students are not making sufficient progress.
- Ensure that all teachers consistently make good use of initial and ongoing student assessment information to plan learning that develops effectively all students' literacy and numeracy skills.
- Ensure that all level 1, level 2 and, where appropriate, high-needs students benefit from external work experience; ensure that teachers evaluate the impact of work experience and work-related learning for all students and use it to inform the next stages of their learning.

Inspection judgements

Effectiveness of leadership and management

is good

- Senior leaders have taken highly effective action to promote and embed a culture of high expectations and ambition for all staff and students. Leaders and teachers use data well to monitor students' performance. This has resulted in marked improvements in students' progress and achievement in a short space of time.
- Leaders have strengthened performance management systems, and identified very clearly where the performance of any teacher, middle or senior manager did not meet the required standards. Leaders have taken the necessary action to remove staff who were not able to demonstrate improved performance.
- The rigour of curriculum area and whole college self-evaluation has improved and leaders make largely accurate judgements about the quality of provision. They acknowledge that some judgements about the quality of teaching, learning and assessment made through lesson observations last year were overgenerous. The process has been revised this year to ensure greater accuracy.
- Leaders have successfully raised the profile of English and mathematics and work-related learning as key components of students' study programmes. Arrangements to assess students' English and mathematical skills at the start of their courses are much improved on last year. Early indications are that many more students are now taking these courses at the appropriate level. However, despite marked improvements in functional skills results last year, these and GCSE mathematics results require further improvement.
- Leaders closely monitor students' progression to further and higher education, training or employment, and have reasonably comprehensive information on destinations for each student. They analyse carefully the achievements of different groups of students. There are few significant differences. Where leaders identified lower attainment for White British and Black British Caribbean students, they put actions in place to support and monitor these students throughout the year.
- Leaders make good use of educational and business partners to plan and develop a broad curriculum to meet the needs of students in local communities and provide good progression opportunities for them. Students benefit from good opportunities to work with employers, through visits, lectures, projects and placements. Leaders acknowledge that they need to improve how well staff plan and prepare students for these opportunities throughout their courses.
- **The governance of the provider**
 - Governors are well informed about the college's performance and have a very clear understanding of where provision is not yet good or outstanding, and the actions being taken to improve. They have played a key strategic role in making recent appointments at senior level and in the management restructure to secure improvements in quality and financial savings.
 - They provide a high level of challenge to the Principal and senior leaders. While recognising the clear improvements they made in the last year, they continue to set challenging targets for further improvement and monitor progress regularly and rigorously, and they have increased the performance targets set for this academic year.
 - Governors, along with senior leaders, are highly ambitious for the future of the college and all its students, with a stated aim of becoming an outstanding provider to meet the needs of their local communities.
- **The arrangements for safeguarding are effective**
 - Leaders work closely with a range of external agencies to provide staff with regular training and to ensure that students are safe in college. Students know how to keep themselves safe in and out of college.
 - Leaders carry out appropriate recruitment checks on all college staff and keep detailed records. They have responded promptly to ensure that staff and students are protected from the risks of extremism and radicalisation. Students attend assemblies with an external speaker to help them to understand the risks and how to challenge existing beliefs, prejudices or misconceptions. Leaders work closely with their local authority 'Prevent' coordinator to identify and mitigate risks and to report concerns appropriately.

Quality of teaching, learning and assessment is good

- Teaching, learning and assessment have improved since the last inspection and are now good. Most teachers are helping students to make good and in many cases exceptional progress from very low starting points. For example, students in an AS level history lesson made rapid progress. They learnt to accurately analyse information and used it well to evaluate the importance of historical events. However, the pace of learning for high-needs students is often too slow.
- Students are well engaged in lessons and the standard of work is good, particularly on higher-level and vocational courses. Teachers create interesting opportunities for learning through well-paced lessons and by using a variety of learning and assessment activities. In one English literature lesson, students correctly identified the characteristics of two main characters in a novel and then brought them alive through convincing role play.
- Leaders have recently strengthened the process of initially assessing students' prior learning, and they closely monitor students' English and mathematics development to make sure that students are placed on the right level of course and are achieving well. While it is too soon to see the impact of these management actions, there are early indications of positive impact. For example, the previously low student attendance in mathematics lessons has increased by 7% compared with the same time last year. However, subject teachers do not always use attendance and ongoing assessment information effectively when planning for the development of students' literacy and numeracy in lessons. As a result, the opportunities to develop further individual students' speaking, listening and problem-solving skills are not always maximised across all subject areas, including in the lessons of high-needs students.
- Most teachers provide students with good verbal feedback in lessons. They use questions effectively to check students' understanding, to extend their skills and to promote their critical thinking. Teachers' feedback on students' written work is constructive and helpful. As a result, students know what to do to improve their grades. However, a small minority of teachers, including those teaching high-needs students, insufficiently focus on improving students' spelling, grammar and vocabulary.
- Teachers monitor progress and attendance well and make good use of this information to alert students to how they can improve further. Students know what they need to do to achieve their qualification. Students like the fact that they are actively involved in regular progress reviews and find the support from teachers helpful. As a result, they are able to improve the quality of their written and practical skills over time.
- Teachers' promotion of the equality of opportunity in lessons is effective. Students treat each other and staff with respect both in lessons and around the college. Students from many different backgrounds, including those with learning and/or physical disabilities, study and socialise together in a safe and harmonious setting.
- The college is actively engaged in the promotion of safeguarding and the 'Prevent' agenda. Students are well informed and appropriately safeguarded. For example, students told inspectors the importance of e-safety when using the internet and social media. Students develop their understanding of key messages regarding British values through attendance at cross-college celebrations of different cultures and faiths. However, the learning materials used by teachers in tutorials are not sufficiently pitched at the different levels to meet the needs of all students.

Personal development, behaviour and welfare is good

- Most students are punctual to lessons and teachers challenge lateness well. A few latecomers are quickly settled into their lesson and teachers make sure they do not disadvantage others. Despite their lateness, all students make good in-class progress towards achieving the lesson's objectives.
- Students have a good attitude to learning, want to progress and display very good classroom behaviour. They develop well the skills of communication, teamwork and critical thinking, enabling them to advance their understanding of their study programmes. Students take ownership of their learning and have pride in their work and in the achievements they aspire to gain by the end of the academic year.

- Staff place a strong emphasis on developing students' personal and social skills through a wide range of enrichment activities, including those that create positive relationships with local community groups such as the dance programme, volunteering in community projects and participating in the police cadets programme. However, only a small minority of students gain additional qualifications when attending enrichment activities.
- Students feel safe and looked after by staff. Leaders have developed a good strategy to deal with behavioural issues. They adopt a determined approach using 'The Big 10'. This clearly identifies a list of high expectations regarding staff and student conduct. As a result, students enjoy the new structure to college life and they feel protected and supported. Students are very aware of internet and social media safety procedures, the potential of radicalisation and extremism and how to tackle discrimination.
- The large majority of students participate in industry-relevant activities that improve their communication skills and confidence and self-esteem. As a result, their employability prospects and the preparation for the next stage in their career are enhanced. For example, two BTEC public services students participated in a local competition. They presented their ideas on 'how to increase the number of families that attend a football match' to senior staff at the local Tottenham Hotspurs football stadium. The students were able to tell inspectors how they could improve further their presentation skills, as a result of the constructive feedback received.

Outcomes for learners

are good

- To determine the progress that students make whilst at the college, based on their prior achievement at Key Stage 4, leaders make good use of 'value added' data to track the progress of each learner. These data show that the number of students achieving high grades A*-B at A level and AS level has significantly increased. Students on AS level and on BTEC level 3 courses make excellent progress and A level students make very good progress. However, not enough students on business and media courses attain their qualifications at the highest level or grade possible in comparison with their starting points. The majority of the more able students achieve the grades expected of them.
- Most students make good progress in lessons. Students' standards of work are good, particularly on higher level and vocational courses. A high proportion of learners in receipt of high-needs funding achieve their qualification aims, but only make satisfactory progress towards their learning goals.
- College data show that staff have been successful in increasing the proportion of students achieving their qualifications. On study programmes, most students achieve in line with or above similar groups nationally. Success rates are high on most courses, for example law, public services, art and English, but are low on business and media courses.
- The number of students staying on their course has improved slightly. Despite this, student retention rates remain just below similar groups nationally.
- The college has been successful in reducing the gaps in achievement for some, but not all, of the groups of students. For example, male and female students' achievement rates are now similar. Although White British and Black British Caribbean students' achievements have improved, they do not perform as well as their counterparts because too many students leave their courses early.
- The majority of students studying GCSE English and mathematics have improved by at least one grade. Students' success rates on GCSE in English courses at grades A* to C are well above the average. Success rates for the large number of students on GCSE in mathematics at grades A* to C have significantly declined and are low. Students' success rates on functional skills courses have improved but require further improvement, particularly at level 1.

Types of provision

16 to 19 study programmes

are good

- The college provides study programmes in 11 subject areas. There are currently 656 students on 16 to 19 study programmes. The vast majority of students study at Level 3 and of those, two thirds are on AS- and A-level programmes. Around one third of students study on vocational programmes at levels 1, 2 and 3.

- Leaders have successfully implemented most aspects of the study programme requirements and the curriculum is individualised to meet the large majority of students' needs. For example, functional skills qualifications are provided as a stepping stone onto GCSE for students with very low prior achievement. All level 3 students participate in external work experience. However, not enough level 1 and level 2 students have the opportunity to gain external work experience.
- Students enjoy their learning. Most teachers know their students well; they prepare lessons using an extensive range of interactive activities including quizzes, video footage and discussions, and they use challenging questions effectively to make learning purposeful and fun. Consequently, students' work is of a good standard and they achieve good outcomes in most lessons.
- Specialist learning mentors are based in subject-specific study centres, one in each curriculum area. All students are timetables to use the centres each week. They also take advantage of the flexible drop-in facility. Mentors provide students with good-quality support with their course work. In addition, they complement the helpful advice and guidance provided by the careers manager, by supporting students with their application to UCAS.
- Careers advisers from external organisations work effectively with the careers manager to provide students with independent careers advice and guidance. Students receive this at the application and enrolment stages and during their course. A careers virtual learning environment (VLE), developed by BTEC IT level 2 and 3 students as a live project brief, provides students and parents with comprehensive careers information, and links to additional resources and other organisations' websites. Consequently, students are aware of the full range of career pathways available when deciding on a programme and when planning their next step.
- Staff are well qualified and use their subject expertise effectively to develop their students' skills and knowledge. They prepare students well for their exams and increasingly pay good attention to the skills that the students will need for their next step in higher education, further studies and employment.
- On completion of their courses, a high number of students whose intended destination is higher education are successful in gaining places. Leaders are closely monitoring the range of universities and setting more aspirational targets to increase the number of students who gain places at prestigious universities.
- Work placement and work-related activities are appropriately coordinated at all levels of the study programme. They are purposeful and focus well on developing students' understanding of the skills that help them prepare for the world of work. However, not enough students at levels 1 and 2 and high-needs students engage in external work experience. Teachers do not always evaluate the impact of work experience and work-related learning for all students and/or use it to inform the next stages of their learning.
- Teachers provide clear and useful information on the progress that their students make. Students know their targets, what they need to do to achieve them and how they can achieve to a higher level. As a result, they make good or better progress, especially considering their low starting points on entry to their course.
- English and mathematics skills development in subject area lessons is inconsistent. Many students receive good support from teachers and specialist-subject mentors and have excellent opportunities to develop their English language skills, such as the use of formal English. Students have good access to additional English and mathematics workshops during lunch hours and college holidays to help them to improve the standard of their course work and to prepare better for assessments and exams. However, not all subject teachers use naturally occurring opportunities in lessons or within course work to further develop students' English and mathematics skills.

Provision for learners with high needs

requires improvement

- The college currently has 79 students receiving high-needs funding from four local authorities. All students are on foundation learning study programmes for five days a week, and 39 other learners with high needs or special educational needs join vocational courses mostly at level 1 and academic courses at level 2. A few study at A2 level.
- Staff manage the transition arrangements from schools to college for students with high needs appropriately. Detailed assessments of students' needs are based on a range of different sources including interviews with students and their parents/carers. Staff use this information well to identify

generic targets, such as applying good behaviour. However, students' individualised learning plans are not rigorous, timely or organised enough to provide an overview of who has met or exceeded their personal learning targets. This is making the pace of learning too slow.

- Teachers do not always prepare learning support staff and classroom resources sufficiently, which results in the majority of teaching lacking specific detail or a sufficient range of activities, and hinders students' development. For example, in one observed lesson the room layout was not conducive to learning, making visual references to the whiteboards very difficult.
- Teachers do not adequately promote and develop students' literacy and numeracy skills, which reduces their learning progress in lessons and during enrichment activities. For example, in a few written workbooks a teacher wrote 'great work' when there was a misuse of capitals, grammar and spelling.
- Students participate in a wide range of enrichment activities that build and encourage good life skills, healthy eating habits and develop students' confidence. These activities are provided through well-established community links and external organisations that provide holistic specialist support for high-needs students. Despite management plans to increase the number of work experience opportunities for high-needs students, too few undertake internal or external work experience.
- Transition arrangements out of college are good for high-needs students, with an increasing focus on moving students away from progressing to day centres. Staff work closely with local authority teams to provide students with independent advice on the next step in their development. For the few students with very challenging behaviour, teachers plan their transition exceptionally well, leading to good internal progression for those students. Last year, all 69 students progressed to a foundation course at a higher level or to a vocational course.

Provider details

Type of provider	16–19 academy
Age range of learners	16+
Approximate number of all learners over the previous full contract year	725
Principal/CEO	Mr Rob Thomas
Website address	www.haringey6.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)	170	0	114	1	372	52	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	0	0	0	0	0	0	0	
Number of traineeships	16–19	0	19+	0	Total 0			
Number of learners aged 14–16	0							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	None							

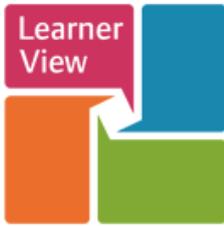
Information about this inspection

Inspection team

Denise Olander, lead inspector	Her Majesty's Inspector
Janet Mercer, assistant lead inspector	Her Majesty's Inspector
Deborah Vaughan Jenkins	Her Majesty's Inspector
Philida Schellekens	Ofsted Inspector
Fadia Clarke	Ofsted Inspector

The above team was assisted by the Vice-Principal, as nominee, and carried out the inspection at short notice. 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 and online questionnaires to gather the views of students. 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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