

North Hertfordshire College

General further education college

Inspection dates

31 October–3 November 2017

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

Summary of key findings

This is a good provider

- Governors, senior leaders and managers provide inspirational leadership, have a robust understanding of the quality of provision and have been effective in improving the quality of teaching, learning and assessment and outcomes for learners.
- An increasing proportion of learners, trainees and apprentices successfully achieve their qualifications and progress into purposeful employment, further study or gain promotions at work.
- Learners who have learning difficulties and/or disabilities benefit from outstanding provision that ensures that a very high proportion excel, complete their programmes and gain highly effective independent living skills.
- The large majority of teachers have high expectations of their students. They set work that challenges learners and design resources that enable students to rise to the challenge, develop higher level thinking skills and take responsibility for their own learning.
- Highly effective partnerships enable learners to participate in high-quality work experience. Consequently, learners gain good work-related skills that are valued by employers.
- Learners, trainees and apprentices behave well and demonstrate high levels of respect towards each other, college staff and visitors.
- The proportion of apprentices who complete their programme within their planned timescales, while improving, remains too low.
- A minority of teachers do not help learners improve the standard of their written English skills.
- Too few learners improve their English and mathematical skills by achieving grades A*–C at GCSE.
- Too few learners, trainees and apprentices understand or have a good enough awareness of the risks from extremist groups and possible radicalisation.

Full report

Information about the provider

- North Hertfordshire College is based on two main campus sites located in Stevenage and Hitchin. It also has a dedicated engineering and construction campus in Stevenage. It serves a local population of around 200,000 people. The college provides study programmes and adult learning programmes in most subject areas, apprenticeships (including with a reducing number with subcontractors) in a large majority of subject areas, and traineeships, and has provision for learners with high needs.
- A good proportion of young people locally achieve five or more GCSEs at grades A*–C including English and mathematics. A much greater proportion of the local population is educated to levels 3 and 4 than nationally.

What does the provider need to do to improve further?

- Ensure that the quality of English and mathematics provision continues to improve in order that all learners attend their courses and improve their English and mathematical skills effectively.
- Ensure that all staff effectively promote learners', trainees' and apprentices' understanding of radicalisation and threats from extremist groups.
- Continue the focus on ensuring that a higher proportion of apprentices complete their programmes within their expected timescales.

Inspection judgements

Effectiveness of leadership and management

Good

- As a result of inspirational leadership, there has been a substantial and positive impact on the culture of the college and a rapid improvement in the quality of teaching, learning and assessment and outcomes for learners since the previous inspection. Senior leaders have ensured good communications at all levels in the college and have developed a culture of trust and respect. Consequently, staff feel respected and valued. They contribute effectively by using their expertise to improve the quality of provision and outcomes for learners.
- Leaders have made good progress and dealt effectively with a large majority of the areas for improvement since the previous inspection. The pace of improvement has been rapid and significant. Senior leaders focus well on enacting the college strategy, securing a sound financial basis and simplifying working practices to enable staff to prioritise the quality of teaching, learning and assessment for their learners. Leaders have been particularly successful in analysing the achievement of different groups of learners and have provided them with the appropriate support so that they achieve at least as well as their peers. However, the extensive improvement actions have not yet had sufficient time to remedy all areas for improvement, for example, in engineering and construction.
- Senior leaders have monitored carefully the college's curriculum to ensure that programmes match closely local and regional skills demands. Consequently, learners benefit from a broad range of courses and progression routes to further learning and employment in priority sectors such as business administration and management, information and communication technology (ICT), catering and hospitality, construction and engineering, and in healthcare services. The programmes for learners with high needs and traineeships are particularly effective.
- Leaders have developed effective partnership arrangements with external agencies. As a result, they have identified a large number of young people and adults who have multiple and complex barriers to learning and have designed bespoke courses to help a significant majority of them to secure further training or employment.
- Leaders have ensured that learners benefit from sustainable, high-quality teaching and learning resources to aid the advancement of their skills. For example, investment in industry-standard high-tech catering equipment has enabled learners to develop their culinary skills in both practice and in commercial kitchens. As a result, most learners acquire high-level skills and progress to industry. An increasing number of learners achieve success in regional and national skills competitions. Additionally, young people are being inspired to follow exciting careers in science, technology, engineering and mathematics as a result of a partnership with a major aerospace company building vehicles for space exploration.
- Leaders and managers have developed strong and effective employer relationships. These ensure that learners access comprehensive work experience, work-related learning experiences, supported internships, apprenticeships and employment opportunities. Leaders have successfully introduced a range of apprenticeship standards that provide employers with the talent they need to improve the quality and productivity of their

businesses. As a result, employers value highly the practical skills and the specific behaviours that apprentices acquire at work.

- Governors, leaders and managers monitor the quality of provision diligently. They use timely information on the progress and outcomes of learners very well to accurately assess the quality of provision and to take swift action to remedy underperformance. Consequently, there has been a substantial improvement in the large majority of areas underperforming. However, there remains a small minority of provision, including the development of learners' English and mathematical skills and subcontractor performance, that is not yet consistently good enough to ensure that all learners and apprentices make the progress expected of them.
- Leaders and managers understand their responsibilities well and have clear targets for improvement. Managers use information on teachers' performance carefully to provide them with individual targets that link closely to departmental and college aspirations and goals. As a result, staff value the training and development sessions that specifically address their needs and help them to improve the experience for their learners. For example, teachers are able to choose from a carousel of activities during staff development to extend their teaching and learning practice in areas such as online assessment and how to provide helpful feedback.

The governance of the provider

- Governance arrangements at the college are well established. Governors hold leaders to account and ensure that suitable plans for improvement are in place for the small minority of remaining underperforming areas including engineering, construction, business, and travel and tourism, and the effective management of the few remaining subcontractors.
- Governors have highly relevant and a wide range of skills from industry, commerce and education. They provide leaders with expertise and insight in developing project plans for sustainable growth and improved outcomes for learners. Governors benefit from visiting subject areas and learn, first hand, the good practice and challenges of the department. As a result, they are able to provide valuable support and ideas to help quicken the pace of improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, managers and staff place a high priority on the safety of learners. Leaders review regularly effective systems and policies to confirm their usefulness and ensure that learners are safe at all times. Learners benefit from an extensive range of support services to ensure their safety inside and outside the college. Leaders have good working relations with the local authority and other agencies and ensure that referrals are seen through to a suitable and effective conclusion for the learner.
- Support for learners, trainees and apprentices is strong. As a consequence, they feel safe and are safe. Learners with high needs are particularly confident about how to keep themselves safe and whom they would contact if they were concerned.

- Learners take part in a variety of activities to develop their understanding of how to contribute successfully to life in modern Britain. However, managers have been slow to ensure that all learners can demonstrate how to keep themselves safe from the threat of radicalisation and extremism.

Quality of teaching, learning and assessment

Good

- The large majority of teachers use their experience and knowledge of their subject well to plan and manage effective activities for learners. Consequently, the large majority of learners, trainees and apprentices quickly learn new skills, concepts and terminology appropriate to their chosen career path or next steps in education and make good progress.
- Leaders, managers, teachers and assessors have high expectations of their learners, trainees and apprentices. Teachers make good use of questioning techniques, choice of resources, linking of theory to practice, and language used in class to check on learning and the progress learners make. Consequently, the standard of learners' written work and practical applications of theory is high. For example, art and design teachers challenged learners to produce work of an exceptionally high standard by providing highly motivating, stretching resources to help them plan carnival costume design. Teachers use complex and professional language throughout lessons and learners consequently use similar language as a matter of course.
- Most teachers plan teaching well and use effective techniques which motivate and challenge learners to gain higher level thinking skills. However, in a few lessons, teachers do not consistently use information about learners' starting points sufficiently to provide interesting activities and resources. In these sessions, learners become disengaged and do not make the progress of which they are capable.
- Teachers and staff support learners well. Learners, trainees or apprentices requiring additional help make good progress in line with their peers. Teachers use information efficiently to plan learning aligned to learners' individual starting points. For example, teachers and managers have devised an innovative, bespoke course in creative arts for learners who have additional support needs who have completed a level 1 course but are not yet ready for level 2. As a result, learners who have additional support needs make progress in line with that of other learners.
- Teachers work closely and highly effectively with specialist staff and learning support assistants in the provision for learners with high needs. Consequently, these learners learn and progress at least in line with their peers while also developing good and appropriate independent living skills.
- Most teachers provide high-quality resources to enable learners to make good progress in their independent study between sessions. For example, science learners complete an online quiz about the skeleton in their independent study time; a wrong answer prompts links to further revision resources, while a right answer signposts learners to more challenging activities that stretch the most able. Teachers monitor this independent study well and adapt their own planning in response to the work learners do outside lessons. The majority of learners use resources well for independent study and appreciate the opportunity to extend their learning.

- Most teachers promote diversity well and raise learners' and apprentices' awareness of equality effectively. Teachers encourage learners and trainees to work together and to develop the skills they will need as young adults in modern Britain. As a result, they develop good teamworking skills and positive attitudes of tolerance and cooperation. For example, customer services apprentices working in call centres handle confused, angry or upset callers with dignity, care and respect.
- Most teachers integrate the use of ICT well into lessons, which enables learners to extend their knowledge and skills. For example, learners confidently used online resources to communicate with a biology submarine research station off the coast of the USA in order to question and evaluate the work carried out by scientists on board. Therefore, learners improve their communication skills.
- Apprentices and trainees improve their English skills well as part of their apprenticeship and training. Apprentices improve their verbal communication skills and use correct technical vocabulary to make discussions with professionals in healthcare and business sectors more meaningful. Most assessors mark work carefully and give helpful advice on how to improve grammar and sentence structure. However, a minority of teachers do not help learners improve their English skills rapidly enough, slowing their understanding.
- Trainees and apprentices improve their understanding of mathematics well. For example, trainees are able to use new skills to help their understanding of universal credit budgeting, with an emphasis on developing their ability to manage their money in their personal lives. Apprentices on technical engineering programmes use data and work to accepted tolerances while producing work to a high standard. However, a minority of teachers do not help learners to improve their understanding of mathematical concepts in line with their chosen career paths or aspirations.
- Almost all learners, apprentices and trainees improve their work through effective, detailed and timely feedback. This enables them to better apply their learning and develop their skills, and guides them to make the improvements they need to make better progress. For example, teachers provide helpful feedback on apprentices' work in sessions, which gives them clear guidance on what they need to improve, and increase the challenge for those who can work at a more rapid pace or to a higher level.

Personal development, behaviour and welfare

Good

- Learners, trainees and apprentices are polite, well behaved and motivated to learn as a consequence of attending the college where managers ensure that an inclusive and friendly atmosphere welcomes all. They work well together, and respect and support each other well in their studies and skill development. As a result, they improve their self-confidence and resilience for learning and life in general. Learners feel safe and are safe at the college and in their employment setting. They know whom to report to when they are concerned for their safety. However, too few understand or have a good enough awareness of the risks from extremist groups and possible radicalisation.
- A high proportion of learners benefit from a broad range of enrichment activities and work-experience opportunities. As a result, learners improve their awareness of British values, ethical issues and the need to stay fit and healthy. For example, learners in health and social care and ICT work alongside each other in conjunction with a local care home to introduce elderly and infirm people to social media and the use of tablet

computers. Learners enter, and often win, local and regional competitions and work with local groups to organise community events.

- Learners, trainees and apprentices develop good and relevant work-related skills and attitudes, specifically related to their career aspirations. The vast majority of learners participate in meaningful work-experience activities and gain a good level of skills and understanding that are valued by employers. Learners benefit from very good supported internships and work-related learning activities, such as with local authorities, which provide good progression to further training, apprenticeships or employment.
- The large majority of learners, trainees and apprentices enjoy their learning, are punctual to lessons and attend well. They take an active part in lessons and follow teachers' directions and demonstrate good behaviours around the college. Learners with additional needs attend very well and gain very good independent living and social skills exceptionally well. However, attendance on discrete English and mathematics sessions, while improving, remains low.
- The standard of work produced by the large majority of learners, trainees and apprentices is good. They gain high-level theoretical knowledge and practical skills that are valued by employers. For example, employers encourage apprentices to undertake complex and detailed work tasks and responsibilities, such as organising meetings or diagnosing problematic vehicle faults. In theory lessons, the large majority of learners produce work to a good standard, which aids their progress and progression.
- Learners, trainees and apprentices value the effectiveness of the information, advice and guidance provided by staff, which from the outset focus well on individual learners' career aspirations. Learners, trainees and apprentices are clear about their progression routes and where their aspirations lie. Consequently, the large majority of learners progress into meaningful employment, further training or higher education. However, a few apprentices do not benefit from timely advice and guidance on future employment opportunities following the completion of their programme.

Outcomes for learners

Good

- The overwhelming majority of learners, adults, trainees and apprentices make good progress. Leaders' data indicates that most learners and trainees and the large majority of apprentices complete their qualifications and make good progress from their starting points.
- A very high proportion of trainees and adult learners achieve their qualifications. Data provided by leaders indicates that the proportion of study programme learners who are successful in completing their programmes has increased since the previous inspection. Most now complete their qualifications and make good progress from their starting points.
- Leaders have ensured that almost all adults achieve their intended outcomes to a high standard, particularly on access to higher education courses and provision provided as a route into employment or further training. Leaders' data indicates that the majority of adult learners improve and gain appropriate English and mathematical skills aligned to their future aspirations and to a higher level than their prior attainment.

- The large majority of apprentices make good progress and achieve their qualifications. The number of apprentices who complete within their planned timescale has improved over the last three years. However, a reducing and small minority of current apprentices with subcontractors do not achieve within their expected timescales.
- Learners with high needs and trainees produce work of a very high standard and most achieve their targets well. Almost all gain employment or an apprenticeship or progress to higher level courses at the college or elsewhere. A small and increasing proportion benefit from high-quality internships and all gain work experience with local organisations.
- Leaders have been highly effective in ensuring that achievement gaps between different groups of learners are reduced. There are no significant differences between different groups of learners, including those identified as having mental health issues, whereas in previous years they did not achieve in line with their peers at the college.
- Most learners, trainees and apprentices have a positive destination on completion of their programmes. For example, the majority of study programme learners return to the college to study at a higher level. Almost all apprentices remain in employment and a high proportion take on extra responsibility at work or gain promotions. The large majority of trainees gain sustainable employment or an apprenticeship or go on to access further study.
- Too many learners who sit their English and mathematics GCSE qualifications at the college do not achieve the good grades to which they aspire. Leaders' data indicates the improvement in A*–C grades for 2016/17 to be above that of similar colleges, but it is still too low.

Types of provision

16 to 19 study programmes

Good

- Governors and senior leaders have ensured that the principles of study programmes are met. The college provides study programmes for around 1,762 learners: approximately just over a third studying at level 2 and just over a third at level 3; the remainder take up programmes at level 1 and entry level. Programmes are available across a wide range of vocational subjects, together with English and mathematics GCSE and functional skills courses. The very large majority of learners successfully complete their academic and vocational qualifications.
- Teaching practice is good. Tutors use their high levels of subject knowledge to plan well-structured and interesting learning activities. Learners enjoy their lessons and are well behaved, confident and punctual. Consequently, the large majority make good progress from their personal starting points as they learn new knowledge and skills. However, a few tutors do not always ensure that the learners sufficiently practise and apply their learning to confirm their skills and understanding before moving on to a new topic or activity.
- Learners participate well and make good progress in practical sessions. They gain the practical and personal skills appropriate for their intended careers, such as increased confidence, improved communication skills and teamwork. For example, in catering, learners successfully take control and prepare the college training commercial restaurant

for lunchtime visitors and demonstrate particularly good speaking and listening skills as they meet and greet customers.

- Learners benefit from well-planned individualised work experience that closely supports their career plans and future aspirations. Leaders, managers and staff have forged highly effective links with a very large variety of employers. Consequently, learners experience the world of work in schools and nurseries, automotive garages and tyre specialists, financial institutions, gyms, the armed forces, charities, garden centres, hair and beauty salons and retail stores. A few learners gain permanent employment as a result of their work-experience placement.
- Learner benefit greatly from a recently revised tutorial programme. As a result, they broaden their knowledge and understanding in a wide range of topics, such as mental health, equality, British values and diversity. This greatly enhances their knowledge of wider issues they may encounter both personally and professionally. They have good regard for others, including staff at the college, and work well within their diverse groups.

Adult learning programmes

Good

- A total of 846 adult learners were enrolled on a range of full-time and part-time courses at the time of the inspection, mostly on access to higher education courses, and English for speakers of other languages (ESOL), English, mathematics and employability programmes. Leaders and managers work effectively to ensure that those learners least likely to participate in education have the opportunities and incentives to overcome barriers to learning and progress to higher level qualifications.
- The large majority of adult learners make good progress. They gain valuable work-related skills and attitudes, such as improved communication skills and effective timekeeping. Teachers support and care for learners well. They foster a positive learning environment that breaks down barriers to learning and that helps learners to become more confident in their ability to learn and make good progress.
- Teachers ensure that teaching, learning and assessment activities meet the needs of adult learners well. In most lessons, monitoring of learning is frequent and includes helpful feedback to learners.
- Learners on access to higher education courses benefit from very detailed, precise and helpful written feedback on assessed work. This helps learners to improve their analytical skills and prepares them well for advancing to the next level. As a result, learners can clearly identify what they have learned and what they need to do to improve their performance. Consequently, almost all learners achieve their qualifications. However, the minority of adult learners completing short employability courses do not receive sufficient help in improving their English and mathematical skills.
- Learners gain and appreciate the development of skills valued by employers. They behave respectfully, work together well in teams and improve their independent learning and work skills. For example, employability learners on short courses work confidently to produce business plans through a workbook requiring specific skills and interpretation. Learners respond to questioning with confidence and demonstrate a good understanding of the skills they are learning.

Apprenticeships

Good

- Leaders and managers have ensured that the requirements of apprenticeships are met for both standards-based apprenticeships and those remaining on an apprenticeship framework. Just under half of the college's learners follow an apprenticeship programme; just under half at level 2, around half at level 3 and small minority on higher apprenticeships. The large majority work in health and social care settings, engineering and construction, and business administration.
- Leaders have ensured that the apprenticeship provision meets local, regional and national needs of employers and contributes well to closing skills gaps in sectors such as business and healthcare. The large majority of staff communicate well and are responsive to employers' needs. Partnership work is strong and this benefits the majority of apprentices by creating well-planned on- and off-the-job training that ensures good skill development and progress.
- Most apprentices make good progress. Managers and assessors track and monitor college-based apprentices' progress well. As a result, the proportion of apprentices completing their programme successfully has increased since the previous inspection and is now high.
- Most teachers and assessors are enthusiastic and use their own considerable skills and knowledge well to enrich and enliven learning, and place theory effectively into a workplace setting. Staff determine apprentices' starting points and needs well and provide help and support for those who need them. Assessors make themselves readily available and apprentices and employers value the frequent training and assessment visits and reviews of progress. However, not all teachers develop interesting and motivating learning sessions. A minority of apprentices find work in these sessions repetitive and mundane and they quickly lose interest and this slows their learning.
- Apprentices develop very good work-related, personal and social skills and the behaviours expected in the workplace. They improve their self-confidence, are reliable and integrate into busy workplaces very quickly. Many are hardworking and diligent and are highly valued and respected in the workplace. In business, apprentices develop good written reports and minutes, some of which are open to public scrutiny or litigation. In healthcare, apprentices develop care and compassion and work well as part of a team. Engineering and construction apprentices develop good resilience and fault-diagnosis skills.
- Employers are fully involved, expect and set high expectations for their apprentices and move them on to more complex work as soon as they are ready. They play a vital role in the development of good workplace skills, and value the positive impact apprentices have on their business. The majority of apprentices value the chance to move between departments to better learn all aspects of their employer's business, which helps them with their career choices. For example, a business administration apprentice attends trade fairs to support sales and marketing teams, while also working with translators to convert brochures for new target markets around the world.

Traineeships

Outstanding

- Leaders and managers have ensured that the college provides highly effective traineeships for care leavers and young people from disadvantaged backgrounds. At the time of the inspection, 147 trainees were on the programme. They benefit highly from accessible and welcoming community-based venues as well as the college campuses. The majority of trainees progress into sustainable employment with learning or an apprenticeship. Almost all the remaining trainees progress to a higher level of study either at the college or elsewhere.
- Managers ensure that there is an extremely effective range of high-quality work-experience placements available for young people, for example with national retail chains and internationally known companies. Managers and staff carefully consider work placements to ensure that they meet employers' business needs, including workplace behaviours and the career aspirations of trainees.
- Teachers determine trainees' starting points very well. They use the information highly effectively to ensure that a full profile of each trainee includes any potential support needs they may have, their interests and their aspirations for future work. Managers and staff make excellent use of this information to plan trainees' individual programmes and respective work placements.
- Trainees gain very good skills, attitudes and behaviours that prepare them exceptionally well for future employment. They are punctual and improve their self-confidence well, for example in talking to customers and working in teams. They extend their vocabulary well through researching new words when developing their business plans. In particular, teachers ensure that trainees understand and demonstrate the behaviours expected by potential employers, including good timekeeping, teamwork and showing respect for others. Trainees demonstrate very high standards of behaviour.
- Trainees develop their English and mathematics particularly well. Teachers ensure that activities include a high standard of English and mathematics and all trainees work towards gaining English and mathematics qualifications based on their starting points.

Provision for learners with high needs

Outstanding

- At the time of the inspection, 94 learners with high needs attended the college. The vast majority are on supported studies programmes with a few on mainstream vocational courses. Leaders and managers utilise their funding exceptionally well to ensure that learners benefit from dedicated and specialist teachers, resources and support to aid their development of independent living skills and preparation for their future aspirations. Links and relationships with external partners are particularly well established.
- Teachers help learners develop their confidence quickly by using highly effective strategies which encourage and help learners gain independent living skills and work readiness. For example, learners participate exceptionally well and enjoy travel training, regular visits to community settings, money management and budgeting information.
- Leaders, managers and teachers ensure that each element of a learner's programme meets their often individual, diverse and complex requirements. Most learners make excellent progress towards realising their independence and achievement of relevant

qualifications and skills. As a result, almost all learners achieve their intended outcomes and qualifications. The few learners following mainstream qualifications benefit from exceptional support and achieve as well as their peers.

- All learners participate and benefit from extremely well-planned, meaningful work experience, including an increasing proportion gaining internships with local organisations. Staff support learners exceptionally well as they gain confidence in everyday, real-life situations within their local community and in the workplace.
- Teachers and staff monitor and track learners' progress extremely well. They use education, health and care plans comprehensively to identify specialist support needs well, and ensure that learners make good progress. Learners considerably improve their employability, entrepreneurial skills and understanding of British values through the planning, delivery, promotion and participation in a significantly wide range of activities and community projects.
- Learners benefit from highly effective specialist and impartial advice and guidance. College staff work exceptionally well with schools to ensure that the transition into the college environment is seamless and a positive experience for learners. Learners and their parents or carers value the well-planned and highly effective college visits and taster activities provided by college staff and their partners which enable them to select the most appropriate course to study. Learners benefit hugely from advice and guidance throughout their course, which support them very effectively into supported employment or further study.
- Teachers use their specialist training and experience very well to ensure that learners make good or better progress and that the standard of their work meets or exceeds the requirements of the course. They have very high expectations of learners while taking into account their personal care needs while at the college. Consequently, learners produce work to a high standard and are proud of their achievements.
- Learners are enthusiastic and contribute very well in activities by utilising specialist resources such as speech and language therapists and computer-based assisted technologies. For example, learners make good use of sign language to aid communication between each other, and teachers make very good use of adaptive technologies to support progress and for learners to become more independent.
- Learners develop their English, mathematical and ICT skills extremely well within their learning activities. For example, learners working in the college shop improve their speaking, listening and communication skills very well. Learners organising and running the college radio station use advanced level ICT skills very effectively to produce playlists and jingles. Additionally, learners living at a local residential home have exemplary budgeting skills for their own daily living, in areas such as shopping, banking, travel costs and spending on leisure activities.
- Learners are safe and clearly state that they know what they need to do if they feel unsafe either in the college or online. Learners participate, enjoy and benefit hugely from enrichment activities while at the college. They value using the gym, and taking part in other sports activities such as swimming, archery, rugby and dancing helps them to keep themselves healthy, active and fit.

Provider details

Unique reference number	130721
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	10,500
Principal	Mr Matt Hamnett
Telephone number	01462 424242
Website	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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	471	468	631	330	660	48	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	222	737	148	695	1	177		
Number of traineeships	16–19		19+		Total			
	89		58		147			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	94							
At the time of inspection, the provider contracts with the following main subcontractors	Learning Curve Group Limited Flexible Training Limited Manley Summers Housing Personnel Limited New Generation Training and Consultancy Limited Trainplus Limited LD Training Services Limited Holts Academy of Jewellery Limited Groundwork East Hertfordshire Football Association Hertfordshire County Council							

Information about this inspection

The inspection team was assisted by the 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

Steve Hunsley, lead inspector	Her Majesty's Inspector
Richard Deane	Her Majesty's Inspector
Stefan Fusenich	Ofsted Inspector
Martin Bennett	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector
Gemma Baker	Ofsted Inspector
Dominic Whittaker	Ofsted Inspector
Rebecca Clare	Her Majesty's Inspector
Christine Blowman	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2017