

Newham College of Further Education

General further education college

Inspection dates		28 January-1 February 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Success rates are very high for the large cohort of adult learners.
- Learners develop good practical and personal skills and technical knowledge.
- Learners value the welcoming, safe and vibrant atmosphere of the college.
- Learners benefit significantly from the strong academic and personal support they receive which helps to motivate them and ensures they keep up to date with their work.
- The college has been highly responsive to the employment opportunities provided by the Olympics and continues to have a very productive involvement in many local and regional regeneration projects.
- The college has a strong focus on social inclusion and open access for all local people, combined with a determination and clear direction from the highly ambitious principal and governors to raise the aspirations of its local communities.

This is not yet an outstanding provider because:

- Too few learners aged 16 to 18 complete their qualification successfully, particularly on intermediate level courses.
- Success rates for apprentices are below the national average and not enough of them complete their training on time.
- Attendance rates have improved but are still too variable and punctuality is poor in some areas of the college.
- Too many lessons require improvement and not enough are outstanding.
- The college uses self-assessment as a developmental tool but it is not sufficiently self-critical and does not provide an accurate evaluation of the provision.

Full report

What does the provider need to do to improve further?

- Increase the amount of good and outstanding teaching and learning, through: greater use of specialist subject knowledge by lesson observers; more joint and peer lesson observations; and, better use of action plans to develop teachers' skills once teachers have been observed. Teachers should focus more on learners' individual needs in lessons, and ensure that they do not dominate lessons by talking too much.
- Improve success rates for apprentices, and improve the number completing their qualification within the planned timescale, by: monitoring learners' progress more effectively; and, ensuring that staff with relevant subject expertise manage the work-based curriculum. Ensure that attendance and punctuality are consistently good across all areas of the college by improving teaching and learning, so that learners are more motivated to attend lessons. Strengthen the role of teachers in setting clear expectations for learners as part of the college's overall policy on attendance and punctuality.
- Revise the way in which the college carries out self-assessment of its curriculum areas, to ensure that a more rigorous and detailed evaluation takes place of the strengths and weaknesses in teaching and learning and their impact on learners' outcomes. Ensure that the self-assessment process uses more self-critical curriculum evaluations to establish an accurate overall view of the college's performance.

Inspection judgements

Outcomes for learners	Good
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- The college has been successful in improving its performance significantly over the last two years. Success rates are now high for most learners on long courses and are outstanding for the large cohort of adult learners on vocational courses. The college is particularly successful in enabling learners on entry and foundation level courses to achieve their qualifications. However, success rates remain below the national average for a significant minority of learners, particularly those aged 16 to 18 on intermediate and advanced level courses.
- Prior to 2011/12, success rates declined between 2009/10 and 2010/11, to be significantly below the national average for learners aged 16 to 18 and satisfactory for adults. In contrast, success rates for the large number of learners on short courses were high in 2010/11, but declined last year and are now below the national average.
- Success rates in almost all curriculum areas improved very significantly in 2011/12 and are now above or, in some cases, at the national average. Learners succeed particularly well in a number of subject areas. However, for learners on early years and business courses, success rates are very low. A-level provision forms a small part of the college's curriculum offer, but success rates for learners aged 16 to 18 are low and significantly so for those on AS-level courses.
- Most learners who enrol at the college have low prior attainment and some arrive with no qualifications at all. They make good progress in lessons in many subjects and produce satisfactory or better standards of work. The small numbers of learners on A-level courses make better progress than expected, but the slightly larger cohort of learners on BTEC vocational programmes at advanced level make very poor progress.
- The college has been successful in reducing gaps in achievement for some, but not all, of the groups of learners who achieve less well than their peers. Those with identified learning needs succeed very well and perform better than their peers. The college has made progress in improving success rates for adult male learners, but young men aged 16 to 18 perform much

less well than their female counterparts. Some cohorts of learners from particular ethnic backgrounds achieve very successfully. Others perform less well and have declining success rates, most notably young learners from White British and Caribbean backgrounds.

- Learners develop good practical skills and technical knowledge in many lessons and improve their self-confidence and personal attributes. A significant number of learners have the opportunity to demonstrate their skills and achievements at local, regional and national events. They feel safe around the college and value highly the lively and welcoming atmosphere. Learners respect the diversity created by the varied, and often challenging, backgrounds of their peers. They enjoy, and benefit from, a wide range of guest speakers and events which have a very relevant focus on lifestyle topics and current affairs.
- Attendance rates have improved during 2012/13 and are now good in some areas of the college. Staff have worked hard to bring about these improvements in attendance which was low, and declining, in 2011/12. However, attendance varies too much around the college and is still low in a small number of subject areas. Punctuality is poor in too many lessons.
- The development of learners' mathematical skills is good but, in English, the standards of correction of spelling and grammar are too variable across the college. Functional skills success rates are very high, particularly for adult learners. The number of learners taking GCSE qualifications is small. The proportion who are successful in achieving GCSE mathematics at grades A* to C is improving and is now at the national average. However, the high grade pass rate for GCSE English is very low and declining.
- Success rates for the large number of apprentices training in the workplace are low, but are starting to improve in 2012/13. Too few apprentices complete their qualification in the timescale planned for them when they started the courses. The smaller cohort of young apprentices achieve successfully, whereas the larger group of adults perform poorly. Many learners in work-based training make good progress and develop their technical knowledge and employability skills well.
- Progression rates to higher education courses for those learners completing advanced level courses are low. Progression between different levels of study is satisfactory overall, although it is particularly good from foundation to intermediate level courses. Where sufficient data are available on the destination of learners outside the college, most learners aged 16 to 18 progress to further education or into employment when they have completed their studies.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good, reflecting the college's improving performance and high success rates for most learners. The college's support services provide particularly comprehensive and high-quality support for learners across all aspects of their work. Teaching and learning vary across the college and are good in some subjects but no more than satisfactory in others.
- Better lessons involve well-qualified and experienced teachers and assessors, who plan their activities in detail so that learners can take part in realistic tasks that maximise their learning. Examples are well-planned science experiments and stimulating role plays to consolidate and develop language skills in English for speakers of other languages (ESOL) lessons. In health and social care lessons, teachers use vocationally relevant scenarios to link theory and practice very effectively. Learners in a hairdressing lesson observed during the inspection gained considerable technical knowledge through experimenting with samples of chemically treated hair.
- In the less effective lessons, teachers make little use of technology to enhance and enliven learning. They fail to plan effectively for the diverse needs of the learners in the group and give insufficient attention to the results of the initial assessment of each learner's needs. Many teachers talk too much in lessons and do not plan adequately for group work and other activities to develop independent learning. In a minority of lessons, teachers do not demonstrate basic classroom management skills, such as ensuring they arrange seating so that

all learners can see the whiteboard. In ESOL lessons, the accommodation is too small for the numbers of learners which limits opportunities for group work.

- Teachers make very effective use of activities and events outside the classroom to enhance learners' experiences. In business, teachers motivate learners through enterprise events which involve activities such as writing business plans, and in hairdressing and beauty therapy, learners benefit from taking part in activities such as the 'World Skills' nail treatments competition.
- Initial guidance and support for learners when they enrol at the college are good. They receive very helpful pre-course information in finding appropriate programmes and identifying progression routes. Local careers services actively promote the college's apprenticeship and other work-based learning options.
- The monitoring of learners' progress on courses is good. In the best lessons, teachers provide very helpful and effective feedback to learners about their progress. Assessed work provides constructive advice on what learners need to do to improve their work, although the standard of this feedback varies too much across the college. Teachers use six-weekly formal reviews very effectively in most subject areas to monitor learners' progress.
- A significant strength of the college is the provision of high-quality support through a team of staff whose role is to support learners at all stages of their studies. Academic progress advisers and course teams work closely together to provide a range of very effective interventions such as study skills lessons and in-class support when learners fall behind with their work, or are having difficulty with academic concepts. Learners value highly these interventions which keep a significant number on course to complete their qualifications.
- Support for learners with disabilities and/or additional learning needs is good, enabling them to succeed at all levels in the college. They often perform better than their peers. Specialist staff provide a good range of opportunities to help learners with additional support requirements to improve their skills and to encourage them to become more independent.
- Where learners are at risk of dropping out of their studies for a range of social, welfare or medical reasons, staff intervene swiftly to support them in a number of different and highly effective ways, including referrals to specialist agencies. Support staff are frequently successful in helping learners to remain on their courses. However, whilst attendance is improving generally across the college, it is still low in some subject areas and below the college target.
- The teaching of English and mathematics varies across the college. Some teaching of mathematical concepts in vocational subjects is good, but the correction of spelling and grammar is often insufficient in assessed work. Support for learners with additional language needs to develop their specialist vocabulary is good. Teachers have introduced contextualised assignments for advanced level hairdressing learners which prepare them well for higher education.
- Discrete functional skills classes take place as part of the timetabled provision for most learners and many gain the qualifications they need to progress. Teachers often set challenging and vocationally relevant tasks for learners in these lessons and use good practical resources that link the subject well to learning in English and mathematics.
- The college promotes equality and diversity well overall in lessons. A culture of mutual respect is evident in most classes. In the better lessons, staff use the course syllabus effectively to explore topics that further learners' understanding of equality and diversity. In a business class observed during the inspection, learners explored their understanding of business ethics; and in an ESOL lesson, learners enjoyed discussing the achievements of women in society while developing their language skills. However, other teachers miss opportunities to explore equalities topics in lessons. Work-based learning reviews do not probe apprentices' understanding of equality and diversity in sufficient detail.

Health and social care

Apprenticeships

Other work based learning

Good

- Teaching, learning and assessment are good for learners in the workplace, leading to success rates that are well above the national average. Most learners make good progress at work and in lessons towards the achievement of their qualifications. However, too few learners achieve their qualification in the time planned for them to complete their studies. A small number of learners make slow progress as a result of difficulties in gaining appropriate employment or work experience.
- Trainers plan interesting and relevant activities in the classroom-based lessons which take place fortnightly. They stimulate learners' involvement through using realistic case studies and examples that relate theory to practice. These learners apply their learning to simulated or real work situations. In one lesson, the trainer demonstrated correct manual handling techniques which the learners were able to apply to the movement of clients in their own workplaces. In a minority of lessons, trainers do not stretch learners' understanding fully by asking them challenging questions or by getting them to justify and explain the reasons for their answers to questions.
- Assessors and trainers support learners well through regular individual tutorials and reviews. Learners enjoy all aspects of their training and value the way in which their assessors are positive and encouraging and always accessible. Learners who have additional learning needs, for example because English is not their first language, receive prompt extra support to help them in their studies.
- Monitoring of learners' progress is good. Assessors communicate very effectively with trainers, functional skills teachers and employers to check that learners are attending training and are progressing well. Most employers contribute constructive feedback about learners' performance at work, although some assessors do not always use this to have meaningful and professional dialogues with learners about how to improve. Whilst assessors make it clear to learners what work they need to complete next at reviews, the targets they set for learners are not always sufficiently specific or challenging.
- Assessment of learners' work is good. Assessors provide positive feedback on learners' written assignments which gives them clear advice about how to improve the content and presentation of their work. Not all assessors correct spelling and grammar mistakes consistently. Assessors visit learners regularly in the workplace to assess their skills and give them detailed feedback about their performance.
- Specialist functional skills teachers use practical activities and learning resources well to stimulate learners' interest in developing their English and mathematical skills. Real life events, such as planning a party in a care home, provide learners with the understanding of why they need to develop their knowledge of English and mathematics. Assessors help learners during reviews to develop their computing and research skills. However, in a minority of lessons, teachers do not make use of good opportunities to develop learners' English speaking skills.
- Information, advice and guidance are satisfactory. Most learners carry out a thorough initial assessment of their needs and receive appropriate guidance from specialist staff to ensure they are on the right training programme. However, pre-course guidance is not sufficiently thorough for some learners. One subcontractor provides learners with valuable assistance to find suitable employment during, and on completion of, their course through a staffing agency.
- Teachers promote equality and diversity well during classroom-based lessons. They challenge stereotypes effectively and learners are able to describe working practices that avoid discrimination and respect people's dignity. However, assessors do not reinforce equality and

diversity sufficiently well during reviews to ensure that individual learners understand how to improve their own personal interactions with service users and staff in the workplace.

Science and mathematics

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment in science and mathematics require improvement. This reflects the satisfactory outcomes in the two curriculum areas. Success rates on vocational courses were high in 2011/12 and improved significantly from the previous year. The proportion of learners achieving grades A* to C for GCSE science was also high. However, while success rates for A-level mathematics courses were outstanding, those for all of the A2-level sciences declined in 2011/12 to be below national averages. High grade pass rates for GCSE mathematics improved in 2011/12, but are still just below the national average. The attendance and punctuality of learners vary too much across the subject areas.
- In the better lessons, teachers share the objectives for the class clearly with learners and use them to check learning throughout and at the end of the lesson. Teachers explain important theoretical concepts well in a way which learners are able to understand. Teachers' questions are probing and ensure that all learners take an active role in the lesson.
- Teachers use group work well in some lessons to enable learners to support and learn from each other. In a biology class observed during the inspection, carefully selected groups of learners worked well together to illustrate the description and functions of starch, glycogen and cellulose. Learners were allowed to choose their preferred method of presenting their findings. However, too little group work takes place other than in practical lessons.
- The development of learners' practical skills is good. For example, in a chemistry class seen by inspectors, learners focused well on the accuracy of measurements in a titration practical experiment. However, in some lessons, learners are not always clear about the purpose of their experiments or the theory that supports the practical work. Adherence to health and safety procedures is good in all lessons.
- Teachers do not use a sufficiently wide range of activities to meet learners' different learning styles and levels of ability. Teachers tend to dominate the lessons by talking too much, which prevents learners from practising independent or collaborative learning. Teachers do not use information and learning technology (ILT) effectively to stimulate learning, including the college's virtual learning environment (VLE). The standard of learning resources on the VLE varies too much and, in some subject areas, it contains insufficient materials for learners to use.
- The use of initial assessment to identify learners' additional learning needs is effective, but teachers do not always use this information sufficiently well to plan and deliver teaching that meets learners' individual requirements.
- Learners value highly the support they receive from teachers outside the classroom, including the weekly subject-based revision classes at AS level. Study coaches also offer useful compulsory, timetabled academic support sessions, but attendance at these classes is low. A helpful peer mentoring scheme operates in the first year of the BTEC course. Newly graduated teachers provide support in GCSE mathematics lessons to challenge both the more able learners and to assist those who are struggling. However, the curriculum includes few external speakers or visits to contextualise learning. Teachers do little to promote equality and diversity actively in lessons.
- Standards of assessment, and its use to monitor progress and identify learners at risk, are very good. Teachers set learners homework regularly and mark it promptly. Feedback is constructive and helpful. Teachers test learners frequently to assess their progress. On GCSE courses and advanced level programmes, detailed and constructive action plans support learners at risk of

not attaining their fully potential. Learners make good progress. However, the actions stipulated in some personal learning plans are too general and lack specificity.

- The development of learners’ mathematical skills in science subjects is good. However, the development of their English skills is limited. Some teachers emphasise the importance of the accurate use and meaning of terminology well, but others do not always correct spelling and grammar mistakes in written work.

<p>Hairdressing and beauty therapy</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Good</p>
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- Teaching, learning and assessment are good on hairdressing and beauty therapy courses and this is reflected in the high success rates in 2011/12. Learners enjoy their studies and make good progress overall, developing high levels of practical skills. They have well-developed personal and social skills and work confidently, both on their own and as part of a team. Learners participate in a wide range of events that enrich their skills and development of technical knowledge. However, some courses lack sufficient opportunities to prepare learners fully for the workplace through better engagement with employers.
- Learners’ attendance in lessons is variable and below both the college target and average attendance for all subject areas. However, actions to improve attendance are starting to have a positive impact on lessons. Teachers, managers and support advisers work well together to prevent and rectify poor attendance.
- Teachers are knowledgeable and enthusiastic about their subjects, and this is evident in their innovative teaching methods which inspire learners to want to achieve. The pace of learning is brisk and appropriately challenging in many lessons. In the best classes, which are vibrant and lively, teachers act as good role models for the learners and extend their knowledge and skills. In the small number of weaker lessons, teachers talk too much and do not involve all learners in the class fully.
- Initial assessment is effective in identifying learners’ individual needs at an early stage in their studies and teachers use the results to place learners on the correct level of course. Teachers plan most lessons well and use good quality learning resources. Lesson planning is detailed and closely linked to the learning outcomes for the course overall. Teachers have access to notes on learners’ profiles, but do not always use these effectively to plan teaching and learning activities which support the less able learners and challenge those who are more capable.
- Teachers use a wide range of good strategies in lessons to check learners’ understanding of key topics, including the effective use of games and some innovative use of ILT. Standards of learners’ written work are good and demonstrate clearly the progress learners make during their studies. Most learners receive helpful feedback on written work, which is highly effective in motivating them to meet the challenging targets set by teachers. However, some teachers’ feedback lacks sufficient detail to help learners improve.
- Assessment and monitoring are effective in helping learners to make good progress. Most learners are clear about what they have achieved and what they still need to do to complete their qualification successfully. Teachers set clear and challenging targets for learners using personal learning plans.
- Learners on nail treatment courses, and those based at the college’s commercial salon located in a nearby high street, have good opportunities to develop their vocational skills on clients in commercial conditions. However, some of the college salons have too few clients upon whom the learners can practise their skills. Managers have recently developed a plan to increase the number of clients internally from within the college, but too many learners are currently working on their peers or on practice blocks.

- Academic and pastoral support for learners is wide ranging and very effective. Learners recognise and value the good support they receive from their teachers who offer them a great deal of practical help and guidance. The design of course timetables enables some learners to continue with their studies while managing other commitments outside college. Learners with additional learning needs achieve their qualifications successfully.
- Teaching in hairdressing and beauty therapy incorporates well-planned celebrations and the promotion of equality and diversity. Teachers promote a strong ethos of inclusivity in which they treat learners and clients sensitively. Learners are respectful of each other and work well together. Apprentices benefit from a high-quality commercial training experience at the college's salon in East Ham, which gives them the opportunity to work on clients from a very wide range of backgrounds. Sensitive adjustments made by the salon manager enable learners to work on some clients in a women-only environment. The well-considered design of courses ensures that learners work with Afro-Caribbean and European products, hair and skin types. Learners draw on diverse family backgrounds to carry out their practical assignments. Well-designed learning resources promote equality and diversity effectively.

<p>Visual arts</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Good</p>
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- Teaching, learning and assessment are good in visual arts, as reflected in the high success rates and the wide range of good technical, personal and employability skills which learners develop. Teachers create a welcoming environment in lessons which helps learners to feel comfortable, develop their self-confidence and complete different tasks to a high standard.
- Teachers have high expectations of the learners and are confident in their abilities when setting them interesting and challenging assignments and project briefs. They involve learners fully in all activities such as creating designs, drawing and pattern drafting. Learners display high levels of confidence and maturity when evaluating and discussing well-known fashion and textile designers and retail outlets. Teachers make good use of peer review and evaluation to help learners gain confidence and a clear understanding of their subject.
- Teachers provide good individual support and help for learners. They use their professional experience and industrial contacts very effectively to create stimulating activities in lessons that link learning to employment and industry standards. Learners understand the requirements and expectations of working in a commercial environment. However, teachers talk too much in some lessons and do not encourage learners to think independently about how they might approach specific tasks. Punctuality is improving, but too many learners arrive late for lessons which causes disruption for their peers already in attendance.
- Learners benefit from good enrichment activities. Teachers arrange interesting and relevant visits to fashion exhibitions and textile factories to enhance learners' understanding of the retail industry, and clothing sector in particular. The college negotiates work placements with prestigious companies for learners on tailoring courses. The fashion and textile museum owned by the college provides an exciting and vibrant venue which learners visit every week to see exhibitions and to attend lectures given by industry experts.
- Induction and initial assessment for learners are rigorous. Learners on tailoring courses are formally assessed at the end of each project. However, the monitoring of learners' progress overall is informal which results in insufficient recording of learners' results. Teachers provide learners with constructive and timely feedback in lessons which gives them a clear indication of what they need to do to improve their work further and to develop particular technical or study skills. Learners on fashion courses benefit from regular tutorials and have comprehensive action plans in place to monitor their progress and to set future targets.

- Learners develop good English and mathematical skills through the practical teaching of fashion and textiles. Teachers ensure that they incorporate opportunities to develop these skills well in lessons through, for example, learners taking measurements for pattern cutting, estimating fabric requirements, conducting research and making presentations. Most learners gain employment successfully or progress to higher education on completion of their studies.
- Learning resources are generally good. The plentiful supply of machinery for use by learners in lessons reflects industry standards. However, some teachers do not use ILT or other innovative resources sufficiently to encourage learners’ interest. Some learning materials are of poor quality and a few classrooms are too cramped for the numbers of learners taking part in the lesson.
- Information, advice and guidance for learners are good. Learners receive high-quality pre-course information and other marketing information which provide them with clear guidance about course requirements and possible progression routes and employment opportunities. Learners receive good support from staff on personal and financial issues.
- The promotion of equality and diversity in the curriculum is good. Learners value highly the opportunity to work with other people from a wide range of backgrounds and cultures. They make good use of cultural themes and diversity in their research, discussions and assignment decisions. Teachers celebrate diversity well through examining patterns, shapes and textiles used in fashion around the world. The college has been successful in recruiting men to the subject area who were previously under represented on courses.

<p>ESOL</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement on ESOL courses. This reflects the wide variations in the performance of the significant numbers of ESOL learners. Success rates vary from being well below national average on some courses to almost 100% on others, but the overall success rate is at the national average. Teachers create a welcoming atmosphere for learners in lessons which they find motivating. Learners gain confidence and skills in speaking English and are able to communicate better in their local community and at work.
- Attendance rates on ESOL courses have improved in 2012/13 but vary too much between courses. Punctuality is poor in a significant number of lessons with many learners arriving late and/or having to leave early which causes disruption to learning for their peers.
- Teachers are well qualified and experienced. They provide good care and support for learners in lessons. Many plan courses well so that they are flexible and responsive to the needs of learners. In the better lessons, teachers use their skills and expertise very effectively to promote the development of learners’ study skills. They give learners clear instructions about how to complete tasks and explain points of grammar well so that, for example, learners understand fully when and how to use adjectives. Most teachers provide learners with sufficient opportunities to work independently and encourage them to make use of dictionaries in tasks which focus on extending their vocabulary.
- Teachers make effective use of pair and small group work in lessons to provide learners with opportunities to practise their speaking skills, for example when asking and giving directions. Teachers use correction and drilling techniques well to help learners improve their pronunciation, intonation and spelling, whilst ensuring they give them positive feedback and encouragement in lessons.
- In the majority of lessons, teachers make good use of ILT to support learning. However, some do not use the electronic whiteboards in classrooms to their full potential. Learning resources are generally dull and uninspiring and many paper-based materials are of poor quality. The VLE

provides a useful additional learning resource for learners, but is not yet sufficiently well developed to inspire learners fully.

- Teachers do not have sufficiently high expectations of learners to prepare them effectively for further training and/or employment. The majority of lessons do not focus sufficiently on teaching learners the specific language and practices required in the workplace, although plans are in place to increase the development of learners' employability skills.
- Teachers talk too much in many lessons and do not provide learners with sufficient interactive and challenging opportunities to practise their spoken English in a realistic and meaningful context. Teachers do not pay enough attention to the layout and organisation of classrooms and groups of learners so that they can participate fully in learning, particularly where classes are large.
- Teachers use initial and diagnostic assessments of learners well to enrol learners on the appropriate level of courses. However, the majority of teachers do not use this information sufficiently to plan learning to meet individual learners' needs. The electronic individual learning plan involves learners effectively in setting their own targets, but is not fully integrated across all courses. Targets for learners are often too general and do not provide them with sufficient detailed information on what they have to do to improve their skills and work.
- The provision of information, advice and guidance is satisfactory. A clear induction handbook introduces learners in detail to the requirements of the different courses and explains their rights and responsibilities clearly. Teachers encourage learners to progress to higher level ESOL courses or to other vocational subject areas.
- The promotion of equality and diversity in lessons is good. Learners work well together in an atmosphere of mutual respect and support each other well in classes. In the better lessons, teachers debate issues regarding equality and diversity very effectively, discussing subjects such as the achievements of women in society.

Business studies

Learning programmes for 16-18
Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement on business studies courses. This reflects the very variable success rates on courses in the curriculum area with some performing very well and at, or above, national averages; whilst others have success rates which are very low. In the better lessons, teachers structure lessons well and learners make good progress, but this is not consistent across all courses. Most learners make reasonable progress in lessons and produce satisfactory standards of work which are appropriate for the level of study.
- Many teachers motivate learners well and stimulate their interest in lessons through good use of a wide range of imaginative business-related activities, such as Social Enterprise Week where learners produce business plans which they present to Dragon's Den-style panels. However, in the less successful lessons, teachers do not focus enough on ensuring that learners fulfil their full potential and do not challenge them to achieve higher grades. Teachers' expectations of learners are not always sufficiently demanding.
- Learners develop good employability skills on business courses. For example, the Peter Jones and Finance Academies at the college give learners the opportunity to practise interview skills and access to high-quality work placements which improve their work related skills.
- The planning of lessons is generally effective but, too often, teachers do not adapt their teaching sufficiently to meet the needs of individual learners. Many classrooms are very well equipped but teachers do not always use the learning resources at their disposal to create imaginative activities for learners. The VLE is well populated, with a wide range of resources for

business which learners value and use productively to catch up on missed to work and to revise for examinations.

- The ways in which teachers monitor learners’ progress have improved and are now satisfactory. New college procedures to improve attendance and punctuality have not had a sufficiently positive impact on business courses where attendance is significantly below the college target and most other curriculum areas. Attendance rates have declined during the last two years. Additional learning support is highly effective in enabling learners with additional support needs to make progress and achieve their qualifications successfully. Staff are highly committed to caring for learners and offer very good support for those who have particular individual needs.
- Assessment of learning is satisfactory. In the better lessons, teachers use a wide range of questioning strategies to check learning and to develop higher level thinking skills. Formal assessment takes place frequently and provides learners with good feedback which they use to improve the standard of their work and to make progress. Some teachers use peer assessment well to support learning in lessons. Targets set for learners are not always detailed enough to help learners understand what they need to do to produce higher standards of work in the future.
- The development of learners’ mathematics skills in lessons is effective. However, teachers do not place enough emphasis on improving learners’ English and, in particular, their writing skills. Teachers do not always encourage learners to take appropriate notes in lessons when it would be useful for them to do so. The correction of spelling and grammar in learners’ work is insufficiently precise.
- Information, advice and guidance for learners on which courses to select, progression routes and employment opportunities are good and support them well in making the right decisions to match their career aspirations. Learners have good opportunities to progress to higher level courses and to employment.
- Teachers promote equality and diversity well in lessons. Learners work well together in very diverse learning groups and demonstrate a good understanding of business-related topics which incorporate considerations of equality and diversity. In-depth discussions take place about ethical issues in businesses in different cultures.

Administration and customer service

**Apprenticeships
Other work based learning**

Requires improvement

- Teaching, learning and assessment require improvement on work-based training courses in administration and customer service, as borne out by the low overall success rates for apprenticeship frameworks over the last two years. Recent improvements which have taken place in the provision are not yet consistent across all of the subcontracted partners and it is too early to judge the impact of some of the corrective actions taken. Success rates have started to improve in 2012/13 for the small number of learners who have completed their training.
- Assessors plan training and learning well to meet learners’ individual needs and learning styles. They use their considerable commercial experience to motivate and enthuse learners to extend their skills and to have high career aspirations. Learners develop relevant business skills, such as time management, team working, telephone skills and problem solving. Assessors use questioning well to test learners’ knowledge and understanding of important aspects of business.
- Learners enjoy using the theoretical knowledge they gain from lessons in the workplace. One learner has used her training to develop a front-of-house folder for the reception area in which she works so that other staff know what to do in her absence. Learners make good use of the

internet for independent learning between assessors' visits, particularly for researching relevant legislation and current business practices. However, most learners do not have access to sufficient learning resources and are not able to use the good materials currently available on the college's VLE.

- Assessors provide good individual support for learners, visiting those who are judged to be at risk of not completing their studies more frequently. Learners who have previously had difficulty gaining employment become more motivated and interested in work, often gaining their first qualification and job. Assessors are easily available between visits by e-mail or telephone. In collaboration with specialist teachers, they provide very good support for learners who have additional learning needs.
- Assessment is generally effective. More frequent assessor visits, the widespread use of electronic evidence portfolios and, in some cases, better use of workplace assessors, have all helped to increase assessment opportunities for learners. Learners' portfolios contain a wide range of diverse evidence, but some assessment lacks sufficient rigour. Learners understand how to improve as a result of the encouraging feedback they receive from assessors.
- The monitoring of learners' progress is effective overall but varies too much between subcontractors. Employers liaise regularly with assessors to plan learners' training and assessment. Target setting has improved, but focuses too much on what parts of the qualification learners have completed and have yet to do rather than the learning or skills needed to improve their performance at work. Individual learning plans are not always completed or updated in sufficient detail to assist in planning how learners might benefit fully from their training.
- The development of learners' English and mathematical skills varies too much across the different subcontracting partners. Many of the apprentices in employment at the college develop their literacy and numeracy skills well and use them effectively in their job roles, for example when stocktaking, calculating sales and making budgeting and purchasing decisions. However, most of the subcontractors have not yet introduced functional skills training for their apprentices. Not all assessors are suitably qualified to support learners confidently in the development of their literacy and numeracy skills.
- Information, advice and guidance are particularly good at the start of learners' training programmes. Employers express satisfaction with the good matching of learners to suitable job roles. Staff give helpful advice to both learners and their line managers on what optional units to study as part of their qualification. Induction is structured well and motivates learners to want to take part in training. The quality of careers advice for learners once they have joined the training programmes varies across the subcontracted partners.
- Learners have a good understanding of equality and diversity which is often reinforced well as part of their job roles, particularly in customer service. Learners treat each other and clients with respect. They value the multicultural atmosphere of the college. However, questioning about equality and diversity during reviews is often superficial and does not challenge individual learners' understanding of how these topics apply specifically to them in the workplace.

The effectiveness of leadership and management	Good
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- The Principal and governors set a clear direction for the college. They are highly ambitious and true to their vision to achieve full local participation in learning and to bring about economic growth, regeneration and employment for the local area. These objectives are expressed clearly as both annual and longer-term priorities which the college monitors carefully. The college, together with its constituent subsidiaries and subcontractors, is highly innovative in seeking practical and workable solutions to achieve its strategic aims. Financial management is good, enabling the college to improve facilities on a regular basis and to broaden opportunities for learners across its various sites. The college is making good progress towards achieving the

detailed aims outlined in its strategic plan, but learners' outcomes and teaching and learning are not consistently good or better across all of the provision.

- Governors use their wide-ranging skills and experience well in helping the college to respond to business and community needs and to develop partnerships which broaden opportunities for learners and help them to achieve. They are well informed about progress towards achieving the college's strategic aims and are knowledgeable about other college developments, standards of work throughout the college and learners at risk of not completing their studies. Detailed reports keep them well briefed about the college's assessment of the quality of teaching and learning.
- The college has clear arrangements for performance management. A well-coordinated small team of centralised college lesson observers carries out unannounced lesson observations and audits of teachers' paperwork. Teachers who do not achieve the necessary college criteria to be deemed as good receive effective support which helps them to improve their teaching in most instances. Teachers who fail to improve their classroom practice during a re-observation are put through the college's capability procedures. However, the college's lesson observation process does not critically explore in sufficient detail the link between lesson observation grades and learners' outcomes in different curriculum areas. Observers' lack of specialist knowledge in many instances leads to overly generous judgements about the standards of learners' work and the development of their technical skills.
- Quality assurance arrangements are successful in identifying aspects of the curriculum that require improvement and 2011/12 was characterised by significant increases in success rates in most subject areas. Systematic management audits of curriculum areas linked to performance management are effective in supporting managers to raise standards and in ensuring learners receive very good academic and personal support. Interventions by senior managers to bring about improvements on some courses have been very successful. They take decisive action to close or restructure underperforming areas of the curriculum. However, the quality of curriculum management remains variable across the college as a whole. The significant work-based learning provision does not have specialist managers who can improve the training and learners' outcomes in each of the main training disciplines.
- The college makes good use of learners' views to contribute to self-assessment. However, self-assessment overall is not sufficiently self-critical in evaluating the relationship between teaching and learning, leadership and management and outcomes in each curriculum area. The focus on the strengths and weaknesses in teaching and learning is insufficient and it is not clear what the college considers are its overall significant areas for improvement.
- The college offers a broad curriculum which meets the highly diverse needs of the communities it serves well, including those previously disengaged from education, training or work and those people who are new to living in the United Kingdom. Links with a wide range of employers and partners locally and nationally lead to innovative and high-quality education and training programmes which significantly improve learners' chances of employment.
- The promotion of equality and diversity across the college is strong. An atmosphere of social inclusion is very evident in all areas of the college which provides learning opportunities for all applicants whatever their background and status, including those at risk of social exclusion. While learners with learning difficulties and/or disabilities perform very well throughout the college, managers are aware of the underperformance of some significant groups of other learners and the need to continue to analyse the reasons that lead to these differences.
- Safeguarding has a high profile throughout the college. Learners feel very safe on the various college sites and a welcoming and calm atmosphere of mutual respect is very evident. Staff receive regular updating on safeguarding procedures. Strong links with the local authority, local safeguarding children's boards, police and other agencies are highly effective in identifying concerns and assessing risks for any vulnerable learners. Staff are very vigilant regarding any signs of possible bullying and encourage learners to think about their personal safety at all times.

Record of Main Findings (RMF)

Newham College of Further Education

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning
	Overall effectiveness	2	2	2	3
Outcomes for learners	2	2	2	3	3
The quality of teaching, learning and assessment	2	2	2	3	3
The effectiveness of leadership and management	2	2	2	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Science	3
Mathematics and statistics	3
Hairdressing and beauty therapy	2
Visual arts	2
ESOL	3
Business studies	3
Administration and customer service	3

Provider details

Newham College of Further Education	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 3,624
	Part-time: 17,133
Principal/CEO	Denise Brown-Sackey
Date of previous inspection	June 2009
Website address	www.newham.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)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	312	312	333	478	459	733	0	4
Part-time	570	4,100	505	2,047	150	1,416	4	20
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	130	608	7	698	0	0		
Number of learners aged 14-16	167							
Number of community learners	1,203							
Number of employability learners	425							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Alpha Building Services Engineering Limited ■ Eden College ■ Havilah Prospects Limited ■ Manley Summers Training Recruitment Service ■ Newham Training and Education Centre (NewTEC) 							

Additional socio-economic information

Newham College of Further Education is a large general further education college in the London Borough of Newham in East London. The college has two main sites in East Ham and Stratford, and a number of other specialist learning centres integrated with partners' and community activities. The area is one of multiple deprivation with high levels of unemployment and poor incomes. It is the most ethnically diverse district in England. The number of pupils in schools in Newham attaining five GCSEs at grades A* to C including English and mathematics was at the national average in 2011/12, having risen slightly from the previous year.

Information about this inspection

Lead inspector

Richard Moore HMI

Four of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the assistant principal quality improvement and learning development as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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