

Newham Training and Education Centre (NEWTEC)

Independent learning provider

Inspection dates		13–15 February 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- Most learners successfully achieve their qualifications.
- Very effective actions are taken to improve outcomes for learners with learning difficulties and/or disabilities.
- The development of personal, social and employability skills is good, leading to good progression from foundation to advanced level courses and into higher education or employment.
- Teaching, learning and assessment are good, reinforced by highly effective care, guidance and support.
- Strategic direction is excellent, supported by clear actions to achieve the mission of the organisation and closely monitored by experienced and knowledgeable leaders and trustees.
- Staff receive an impressive range of staff development and training activities.
- Passionate teachers, assessors and support staff are well qualified and experienced in their fields.
- The comprehensive, critical and inclusive self-assessment process drives improvement in teaching, learning and assessment.
- The promotion of equality and diversity is outstanding, creating an inclusive warm and friendly learning environment.

This is not yet an outstanding provider because:

- The attendance of intermediate level learners is low.
- The checking of learning is insufficiently rigorous.
- Insufficient information is shared with external employers about learners' progress or the links between on- and off-the-job learning.

Full report

What does the provider need to do to improve further?

- Improve the attendance of intermediate level learners through closer monitoring of their barriers to engagement in learning and increasing the flexibility of courses to take account of young learners' interests and lifestyles.
- Develop methods to check learning in lessons and extend learning in assessment feedback to learners by giving them opportunities to reflect on how to apply their learning.
- Increase the information that is shared with external employers about learners' progress, enabling effective links between on- and off-the-job learning to be maximised and coordinated. Extend the approach used in NEWTEC's own nurseries to external employers.

Inspection judgements

Outcomes for learners	Good
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- Overall success rates have improved for early years and health and social care learners to just above the good national rates for all providers. Learners completing the foundation level progression award and functional skills in English at foundation level are very successful, with 100% of both groups achieving their qualifications in 2011/12.
- Progression rates are good and NEWTEC offers qualifications from introductory courses in early years to the foundation degree. There are many examples of learners progressing through these levels and returning to NEWTEC as teachers and managers.
- NEWTEC has been very successful in narrowing achievement gaps for different groups of learners. In 2010/11, learners with learning difficulties and/or disabilities taking advanced qualifications did not perform as well as their peers, with success rates 20 percentage points below the rate for all learners. NEWTEC recruited a dedicated member of staff to provide additional learning support for those learners who need it. As a result, success rates for this group were 100% in 2011/12.
- The small number of male learners and those from White British backgrounds do not achieve as well as their peers. NEWTEC recognises this and actions to support these groups are planned.
- The development of employability skills is good. Many learners taking early years or health and social care qualifications gain part-time employment in their placements. Learners who need to develop their literacy and numeracy skills complete functional skills qualifications in English and mathematics alongside their vocational qualification, increasing their employability prospects.
- Learners' work related skills are good. Learners demonstrate good reflective practice and are ably planning appropriate activities in their placements, making thoughtful and skilled interventions with parents and children, for example in early years settings.
- The attendance of intermediate level learners in lessons is low. Teaching staff monitor this closely, ensuring learners are aware of the impact of this on their engagement in learning and the importance of good attendance as a key employability skill.
- Progression to higher level qualifications and employment is good. In 2012, 75% of learners progressed from foundation to intermediate level within NEWTEC or into an apprenticeship. This year, 16% of learners have already progressed to higher levels of study.

The quality of teaching, learning and assessment

Good

- Outcomes for learners are good with, for example, two courses having excellent results because teaching, learning and assessment are good. Teachers and tutors are very well qualified and are experienced early years practitioners. Very well planned lessons have an appropriate balance of practical vocationally linked tasks and knowledge-based activities.
- Learning is well organised. Teachers offer innovative, lively topics to promote learning. However, on a few occasions, directions for the completion of tasks are insufficiently clear and learners are confused.
- In the best lessons, teachers assess the extent of learning regularly using good questioning techniques. Learners respond well and demonstrate a good level of knowledge. However, in some lessons, checking of learning is insufficiently thorough. Questions are insufficiently challenging and teachers do not demand sufficiently detailed answers to check that learning has taken place.
- Learners are highly motivated and enjoy their learning. They work cooperatively in groups, supporting each other and gaining knowledge from their shared experiences. Learners are keen to progress to further qualifications and into employment.
- Some learners aspire to progress to higher education and are supported in this by teachers and their placement's nursery staff. To support employability prospects, learners have attended workshops on interview skills and the revised early year's framework.
- Written work is of a good standard and portfolios are well organised. Teachers mark work promptly and provide guidance to help learners improve their work, to extend learning and also to meet the awarding body's marking criteria. Reflective and critical writing is encouraged. For example, one learner wrote a good critical analysis of how a practical creative activity would promote children's all-round development.
- Assessment practice is good. It is organised to ensure that it meets the individual needs of learners so that they feel ready and confident for assessment. Well qualified assessors have a good knowledge of the various unit qualifications. They make good use of their observation of learners at work to identify their competence across a range of the qualification standards which motivates learners and then enables them to make good progress.
- Assessors work well with employers, particularly in NEWTEC nurseries, to ensure that learners acquire good employment skills; many learners are employed in NEWTEC nurseries. Good opportunities are offered to learners for them to take responsibility for planning and implementing small group activities for children. For example, one group of learners planned a classroom-based activity, using musical instruments and creative resources, to promote equality and diversity in their nursery settings.
- Additional learning support is highly effective. A very dedicated, highly-motivated team supports learners with additional learning and social needs particularly well. The well-organised and supported team of volunteers works with all staff effectively to enhance learning. This cohesive approach has made a significant impact on the progress of learners.
- Communication is good and all staff are informed of the individual needs of learners and the ways in which these needs will be met. Additional learning support staff share their knowledge with teachers and assessors for the benefit of learners, for example sharing information about how dyslexia can be identified.
- The promotion of equality and diversity during lessons is good. This is also evident in the experiences offered to learners in their work with children. Many learners show empathy and sensitivity during discussions relating to equality and diversity themes which they encounter in their placements. Events, such as Refugee Week, further develop the learners' understanding.

The effectiveness of leadership and management

Outstanding

- NEWTEC trustees provide excellent strategic direction, supported by clear actions, to achieve the mission of the organisation. Managers have high expectations of learners and of staff, setting ambitious targets for success. Experienced and knowledgeable leaders and trustees closely monitor performance.
- The quality of management information has much improved over the last four years, giving trustees a clearer picture of the organisation's performance and enabling them to provide firm challenge and effective support to senior leaders.
- Improvements to teaching, learning and assessment are closely monitored through the comprehensive system of internal observation of teaching and learning, which is very effective.
- Good links made between teaching and learning, staff development and training, performance management and annual appraisal, enable teachers and support staff to hone their skills and respond to professional criticism with confidence.
- An impressive range of staff development and training activities, including mandatory training in equality and diversity and safeguarding, has led to a heightened awareness of all staff to the needs and interests of learners.
- Teachers and assessors are very well qualified and experienced, showing passion and excitement in their work. Supportive peer mentoring and peer lesson observations are proving particularly effective methods for sharing good practice, as practitioners pool their expertise. Communication between all parties is excellent.
- The comprehensive, critical and inclusive self-assessment process results in a self-assessment report for the whole organisation which has a good contribution from staff and learners.
- The establishment of a learner forum has made a key contribution to the improvement agenda, resulting in clear and valuable changes to provision such as the establishment of social space, a canteen and changes in the timings of classes to take account of learners' dependent care needs.
- The closely-monitored quality improvement plan, supported by a range of improvement activities, involves careful scrutiny of performance against ambitious targets.
- The well-managed learning programmes have a clear focus on the needs of learners and on enhancing their employment prospects.
- The development of functional skills in English, mathematics and information and communication technology improves and effectively enhances learners' employability skills. The development of a recruitment agency to help learners gain employment and work experience has improved employer engagement; this is a significant development since the previous inspection.
- NEWTEC maintains strong partnerships with well-established placement providers and employers. Learners placed in NEWTEC's own nurseries benefit from very strong links between their learning at work and in the classroom. However, external employers and placement providers are not always kept informed of learners' progress, and links between on- and off-the-job learning are not always shared with them.
- The promotion of equality and diversity is outstanding, building on an ethos of inclusion. NEWTEC has created a welcoming, friendly centre with front-of-house staff who demonstrate excellent customer care skills.
- The ethnicity of centre staff reflects the broad range of minority ethnic groups within the local community and both men and women are represented well. Equality and diversity are promoted very well in the content of lessons and through the planned different activities to meet the needs of all learners in classes.
- Support services are promoted particularly well and learners are directed to help for a wide range of personal and social barriers to learning.
- Arrangements to ensure children and vulnerable learners using NEWTEC are safeguarded are very effective. Risk assessments are thorough and useful. The maintenance of very tight

controls on visitors to the building and the spaces they have access to are recorded well. Reception staff are vigilant while maintaining good customer care.

- Good, clear records are kept on the recruitment of staff and volunteers, including a single record for Criminal Records Bureau checks. These are updated in line with NEWTEC's policy. A designated member of staff oversees the safeguarding arrangements to ensure compliance and continued good practice. The provider meets its statutory requirements for safeguarding learners.

Record of Main Findings (RMF)

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	2

Provider details

NEWTEC	
Type of provider	Independent learning provider
Age range of learners	16-18
Approximate number of all learners over the previous full contract year	Part-time: 162
CEO	Mr Pat Edwards
Date of previous inspection	20 November 2009
Website address	newtec.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	0	0	0	0	0	0	0	0
Part-time	68	0	38	0	46	0	0	0
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ None 							

Additional socio-economic information

Newham Training and Education Centre (NEWTEC) offers vocational training and registered children's day care in the London Borough of Newham. From February 2007, NEWTEC became a wholly-owned subsidiary of Newham College of Further Education with separate charitable status. Training for 16- to 18-year-old learners, funded through the EFA, represents 4% of all provision. NEWTEC works with a range of partners such as Newham College of Further Education, Kingston University and Newham Early Years' Service, as well as a range of community organisations. Of the learners in 2011/12, 98% were female, with two thirds from mostly Asian groups, broadly reflecting the local population. The remaining learners were from White or mixed backgrounds and 14% from Black groups. Almost half had previous qualifications below intermediate level, and 13% also had either a physical disability or a learning difficulty.

Information about this inspection

Lead inspector	Rosy Belton HMI
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One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the Head of Learning Services 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 and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions and assessments. The inspection took into account all of the provision at the provider funded through the Education Funding Agency. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject area 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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