

Redbridge College

General further education college

Inspection dates		2–6 June 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- The proportion of students successfully completing qualifications, whilst improving slowly, is below the national average. Too few students aged 16 to 18 stay to the end of their course.
- Teaching, learning and assessment are not consistently good across the college, resulting in low success rates in too many subjects.
- Teachers do not have high enough expectations of students and do not set and enforce standards for attendance and punctuality, which require improvement.
- Too few students pass functional skills examinations in English and mathematics.
- Not enough level 3 students achieve the grades of which they are capable, compared to their starting points.
- Apprenticeship success rates require improvement at a small minority of subcontractors.
- Managers focus too much on the college's strengths and do not adequately take into account the impact of areas for improvement on students' and apprentices' progress. Quality assurance arrangements with subcontractors require improvement.

This provider has the following strengths:

- Students in many subject areas develop good practical skills and the proportion of level 3 students that go to university is high. Student success is celebrated well.
- Students' conduct and behaviour on campus are good. Staff and students have created a harmonious atmosphere in which people from diverse backgrounds feel safe and work together well.
- Students who are in need of extra help receive good support and most achieve their qualifications.
- Many students take part in interesting projects and competitions through which they learn to produce work of a good commercial standard.

Full report

What does the provider need to do to improve further?

- Improve teaching, learning and assessment so that more students achieve or exceed their target grades by:
 - ensuring that students attend lessons, and instil in them an attitude towards attendance and punctuality that prepares them for the world of work
 - ensure that all teachers plan lessons with closer reference to information about students' starting points so that all students are challenged to achieve their full potential, including in English and mathematics lessons
 - improving teachers' skills in using a range of strategies to check the progress students make during lessons
 - planning assessments so that students achieve components of their courses more rapidly throughout the year and have more opportunities to achieve higher grades
 - providing students and apprentices with consistently useful feedback on assessments which clearly shows how they can make further improvements in order to achieve their target grades
 - ensuring that all apprentices have regular assessments and reviews and that they receive feedback in a timely manner.
- Improve teaching, learning and assessment of functional English and mathematics by:
 - planning learning and assessment so that they are related to students' vocational subjects and to their future employment
 - improving teachers' skills in assessing students' readiness to take examinations so that more of the students pass at the first attempt
 - ensuring that teachers and managers have a clear overview of the progress that learners are making, and of the outcomes from examinations, and use this information to implement improvement actions.
- Improve quality assurance and improvement processes by:
 - ensuring that in all quality assurance activities managers consider more self-critically the areas for improvement and take a more balanced view of the impact of weaknesses in teaching, learning and assessment on students' outcomes
 - strengthening quality assurance and improvement arrangements with subcontractors.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ In 2012/13 the proportion of students successfully completing qualifications improved from a low base, but remained below the national average. The proportion of adults successfully completing qualifications is above the national average, but for students aged 16 to 18 the proportion staying to the end of their course is low. College data for students in the current year show limited progress in raising retention rates. Students' attendance at lessons requires improvement. ▪ Managers rely on subcontractors to provide training for apprentices and other workplace trainees, and learner numbers are expanding rapidly. Success rates were good on the large majority of apprenticeships in 2012/13, but required improvement at a small minority of subcontractors. This variability in the performance on different apprenticeships and traineeships continues in the current year. 	

- An effective equality and diversity advisory committee maintains a clear oversight of the performance of different groups of students. The committee closely monitors the progress of projects undertaken to support groups of students to attain at higher levels. As a consequence, gaps in performance have narrowed and are mostly negligible. Managers recognise the continued need to close the gap in performance between adults and students aged 16 to 18.
- The extent to which learners at level 3 achieve or exceed the grades expected of them varies across subjects. It is good on information and communication technology (ICT) courses, but in many other subjects requires improvement. Managers and teachers have implemented actions to rectify this and their more consistent use of progress monitoring software is enabling them to measure students' achievements more precisely. College data show that students in the current year are performing better than last year.
- Teachers' skills in supporting students to improve their English and mathematics require improvement. In 2012/13 the proportion of students that successfully completed functional skills qualifications rose from a low base, but remained below the rate for similar colleges. The pass rates for examinations taken in February this year show improvement, but too many students still do not achieve their qualifications at the first attempt.
- The standard of students' work is mostly good. Hairdressing, beauty therapy, catering and hospitality students demonstrate their good practical skills in the training salon and restaurant which operate to high commercial standards. Students taking English for speakers of other languages (ESOL) courses develop their skills rapidly with a high proportion achieving their qualifications. Teachers use a range of challenging projects and competitions to motivate and inspire students, such as the career academy for business students. Graphic design students won a national competition organised by a major software manufacturer and have progressed to the international stage of the event.
- The extent to which students are prepared for employment is not consistent. Staff work well with Jobcentre Plus to provide ESOL courses for unemployed people who need to improve their English skills to prepare them for jobs. Catering and hospitality students attend good work placements and teachers across a range of subjects link assessments well to employment scenarios. However, staff have yet to ensure that all students are equally well prepared for future jobs.
- Staff have formed good links with local schools and a pupil referral unit located on the college campus in order to provide vocational training to students aged 14 to 16 who are no longer in school. In an outstanding creative arts project, in partnership with London City Hall, students have transformed their attitudes to learning. They have substantially raised their aspirations and confidence, as well as gaining valuable skills in photography, filming and video editing.
- Managers have improved the quality of information they have about the next steps that students take when they leave college. The extent to which students progress into employment and to higher levels of learning requires further improvement. The proportion of level 3 students that progress to university is high, particularly for those on business and science courses.

The quality of teaching, learning and assessment	Requires improvement
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- Teaching, learning and assessment require improvement and reflect the variability in students' success rates over the past two years. A lack of consistency in the quality of teaching, learning and assessment across the college results in not enough students making good progress and achieving their qualifications.
- In a minority of subjects, teachers have very high expectations of students and this is a feature of the outstanding teaching, learning and assessment on ESOL courses. Most teachers encourage students to realise their full potential, although this is not evident in a minority of subjects. Actions to prepare students for work, by ensuring that their attendance at lessons is high and that their punctuality is good, have had insufficient impact.

- Teachers and support staff provide good guidance to students, many of whom have to overcome barriers to learning, and this has a positive impact on the likelihood of them finishing their courses successfully. However, the quality and frequency of support through work-based reviews for apprentices requires improvement.
- The most effective teachers plan learning through comprehensive schemes of work and lesson plans, and make use of stimulating projects to motivate students. For example, catering students participate and win awards in a national competition. In ESOL, teachers make very effective use of technology to maintain students' interest and enjoyment, resulting in high achievement rates.
- Teachers in good or outstanding lessons create high quality resources relevant to current employment practice and appropriate for the age and level of study. Students show high levels of concentration and demonstrate an ability to undertake detailed research with a minimum of supervision. As a result, they make good progress.
- In lessons that require improvement, teachers' checking of students' understanding is insufficient and teachers do not adequately use strategies to develop students' learning. Students do not come to the lessons ready to learn and their teachers do not challenge them sufficiently to achieve higher grades.
- The majority of teachers make good use of the detailed information they receive about students' abilities on starting their courses and set students challenging targets. Teachers carefully monitor students' progress towards achieving their goals. In some subjects, including ICT, staff and students make good use of an online system that provides a clear overview of students' progress.
- Most teachers assess students' work accurately, but there is too much variation in the extent to which they correct mistakes in spelling, punctuation and grammar, and in the quality of advice given to students about how they can improve their work. Apprentices within the college's own provision receive clear guidance on how they can improve. However, on programmes managed by subcontractors, feedback from assessors is not consistently good enough.
- Teachers' skills at raising students' career chances through improved English and mathematics are in need of improvement. Their assessment of students' readiness to take examinations is not accurate enough and too many fail these at the first attempt. The support to help apprentices improve their English and mathematics is underdeveloped.
- Most prospective students receive adequate information and advice about the courses offered to help them choose a suitable option. Whilst students on ICT and ESOL courses receive good guidance, this is not consistent across all subjects. Managers have taken actions to remedy this and are developing ways of measuring the effectiveness of advice for students, whilst also improving the ways in which staff help students to settle into college at the start of the year.
- Staff and students work well together in a harmonious and diverse community. Teachers are good role models for their students. Staff organise many initiatives to celebrate the success of students of all abilities. Staff raise awareness of issues related to social diversity well through tutorials and through a range of whole-college events and relevant wall displays. However, the extent to which this forms an integral part of lessons to heighten students' awareness of the varying needs of clients in the workplace is in need of further development.

ICT practitioners and ICT for users

16-19 study programmes
19+ Learning programmes

Good

- Good teaching, learning and assessment are having a positive impact on improving students' performance and college data show that their attendance and retention are markedly higher this year than last. Students develop good industry standard computing skills, using hardware and

software systems with confidence. The proportion of level 3 students that achieve or exceed their target grades is high.

- The majority of teachers plan lessons well to meet the needs and interests of all students. They draw on their good industry experience to develop students' skills and to provide students with an understanding of the demands of employment. Teachers make effective use of the well-equipped computer rooms and modern software and hardware to maintain students' interest during lessons. Students use commercial software with confidence, producing animated presentations, event-driven computer programmes and websites to a proficient standard.
- Students receive good pastoral support based on a themed programme of life skills and personal welfare. Teachers place a high priority on well-being and all students receive training on the safe use of equipment and correct posture, with helpful on-screen messages to remind them to take a break, stretch or rest their eyes. Teachers give their time freely to provide support and advice, which students appreciate, and this helps them make good progress.
- Teachers have high expectations of their students and share best commercial practice. They make creative use of technology to add interest to, and enhance, students' understanding of the subject through presenting images, graphics and interactive learning materials. In one lesson students confidently produced an event-driven programme for a car hire company, with a user-friendly and visually-appealing interface. In another lesson, students used high-level skills to produce a commercial website for a fast food outlet, using advanced features to provide triggers and image transitions.
- In the majority of lessons, teachers use questioning techniques effectively to check students' understanding and progress. However, in a small number of classes, teachers do not use strategies well enough to ensure all students apply themselves to solving problems, but accept too readily the responses from the more able students.
- In most lessons, teachers encourage students to reflect on how systems operate, to help develop their problem solving skills. However, in a few lessons teachers are too quick to provide information and do not give students the time or opportunity to contribute their own ideas or develop their understanding further.
- Staff undertake thorough assessments of all students prior to the start of their course to identify any individual support needs. They provide in-depth interviews to ensure students are on the most appropriate programme. All students have minimum target grades set at the start of their course and teachers closely monitor students' progress in achieving these. In-class additional learning support is very effective; students who are in need of extra help receive valuable support through which they develop their skills, such as in formatting and laying out work, at the same pace as the rest of the class.
- Teachers ensure assessments are well organised, thorough and timely. They return marked work promptly and give good developmental written and verbal feedback to help students improve. All teachers have taken an assessor award this year, which has improved their skills by extending the range and type of assessments and feedback used.
- Teachers help students develop their skills in mathematics well during lessons and students demonstrate confidence in basic calculations such as percentages and fractions, as well as computer arithmetic such as binary and hexadecimal. Teachers are less skilled in developing students' use of English. Teachers do not focus enough on helping students to be proficient in the use of vocabulary and technical terminology associated with the computing industry.
- Students work collaboratively in class, are respectful, polite and share ideas. Students clearly understand the importance of equality. However, teachers do not always plan lessons to help students to better understand and respect the diverse needs of the customers they will encounter in employment.

Hairdressing and beauty therapy**16-19 study programmes****19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment require improvement, which correlates with students' success rates across different levels of learning. Students' attendance at lessons requires improvement. Teachers' evaluation of students' likely achievements are over optimistic and teachers do not maintain high enough expectations of students throughout the year to motivate them to succeed. This has been compounded by a move to new premises midway through the year, which has caused some disruption to learning.
- Teachers and managers recognise the need to raise standards and, through participation in recent staff development activities, teachers have improved their planning of lessons. In most lessons teachers set clear objectives and effective strategies which help students improve their skills and understanding. Teachers use their industry knowledge and experience well to make sure that students achieve good standards of hairdressing skills such as cutting, colouring and barbering, and beauty therapy skills such as manicure, pedicure and theatrical makeup.
- Teachers make good use of regional and national skills competitions to motivate the more able students, help them develop skills to a high level, and assist them in gaining employment. However, students' poor attendance at lessons has had a negative effect on the motivation of both students and staff.
- Since January, teachers have made good use of the new well-resourced classrooms and salons in a town centre location in order to introduce students to a commercial standard of work. However, while the new build offers scope for improving the enterprise and entrepreneurial focus of the curriculum, staff have yet to establish a sufficient client base to meet students' needs. In some cases this affects students' ability to complete assessments required on their course.
- Teachers' assessments of students' initial starting points are good. Teachers regularly review the progress of students and set them appropriate targets. Students who need extra help to succeed receive good additional learning support. Support staff provide good assistance to these students during and outside lessons. However, opportunities for students to achieve higher level qualifications in mathematics and English are not yet well developed.
- Most teachers are able to help students understand how to improve their skills, and this is evident in the work of students who are completing assessments towards the end of their course. These students demonstrate their ability to work independently and, in some areas, such as theatrical hair and makeup, students have a comprehensive grasp of demands of the work and are able to solve problems well.
- Not all teachers are sufficiently skilled in using strategies to assess the progress students make in lessons. In their written feedback teachers describe what students can, and cannot, do well, and their comments are positive and encouraging. However, too often they do not provide enough constructive comments so that students can incrementally improve their work. Poor punctuality and attendance by a minority of students are slowing the pace of in-class assessment and require improvement.
- The majority of teachers support students to improve their English and mathematics within the context of hairdressing and beauty therapy, and students have good verbal communication and customer service skills, which are important for employment. However, managers do not give sufficient priority to timetabling English and mathematics lessons so that they are convenient for students, and subsequently attendance is poor. Students do not receive consistent guidance to help them improve their grammar, punctuation and spelling.
- Teachers' ability to place students on the correct level of learning requires improvement, both for those applying to the college for the first time and those who are moving up from one level

of learning to another. Subsequently, the proportion of students who have remained on courses this year has declined compared to the previous year.

- Teachers promote safe working practices in all they do and learners respond positively and develop good relationships with teachers and within their peer groups.
- Teachers have been successful at influencing an improved understanding among students of equality and diversity themes. For example, an exploration of 'faith' extended students' knowledge of the wider community and was related to personal development as well as a skill for employment.

Sport

16-19 study programmes 19+ Learning programmes Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in students' outcomes. Over the past year, the proportion of students staying until the end of their programme and achieving their qualifications at advanced level was very low. Managers recognised the need for urgent improvement and took decisive action by reducing the number of courses offered. In the current year a much higher proportion of students are still in learning and making reasonable progress.
- As part of the focus on stronger performing courses, managers and teachers have planned a curriculum for 2013/14 based predominantly on football. Students are subsequently not prepared well for the wide range of employment opportunities in the sector and the curriculum does not fully meet local or regional employment needs. Managers recognise these shortcomings and have plans to broaden the curriculum, in partnership with local agencies, in the coming year.
- Teachers support students well, are encouraging and positive. They recognise and praise students' efforts well, and students have the confidence to answer questions, share their ideas, compete and work together. Students value the increased confidence and team working skills they have gained. They recognise that these are useful in jobs such as sports coaching, and in higher education.
- The standard of students' written work requires improvement. Teachers do not always challenge students to produce work of a high standard and focus too much on ensuring that students meet the minimum standard to pass. Several students nearing the end of their programme needed to complete additional work to enable them to achieve the grades required to take up places at university.
- In too many cases students do not prepare adequately for lessons. They often arrive late, which disrupts learning for those who are punctual, and are without note paper and the necessary prior information about the lesson.
- Teachers plan lessons well and make good use of topical events, such as the football World Cup, to add interest. In theory lessons on the technical and tactical aspects of sport, students analyse and record information about the performance of a particular player to learn more about coaching skills and fitness requirements. In one lesson students were able to pursue their own sporting interests well by analysing an elite performer in a sport of their choice.
- Teachers use technology well to help students learn. They use interactive whiteboards well, for example by timing activities to quicken the pace of learning and by using quizzes which capture students' interest. In one lesson students took part in a word game to test their knowledge of words with a mathematical meaning, before practising those skills. Students use video well to record coaching sessions which they evaluate, developing useful thinking skills.

- Through effective links with other training providers, managers support employers within the sports industry to recruit apprentices. Assessors on these programmes use technology well to support individuals to study independently and provide constructive, timely feedback on their work.
- Teachers assess students' abilities at the start of their programme well and they set individual targets for completion of assignment work during lessons. However, teachers do not use this information effectively to ensure that all lessons meet individuals' needs.
- Teachers' assessment of students' work is satisfactory. Teachers' feedback on assignments, although positive and encouraging, is brief. Teachers do not correct students' use of colloquial language, long sentences and poor structure. Nor do they routinely correct grammar, punctuation and spelling. Students' written work is adequate to pass their vocational subjects, but those due to sit functional skills tests are not producing work of a high enough standard.
- Students understand that individuals have different needs and know how to adapt their coaching to cater for a broad range of requirements. For example, they have coached school children in football and worked with adults and people with disabilities. They were also challenged to discuss whether fitness requirements are different for male and female footballers.

Foundation English

16-19 study programmes

Requires improvement

- Teaching, learning and assessment require improvement and although current students are making adequate progress, historic data show that success rates on most courses are below average. Managers' actions to improve on the poor success rates of previous years are beginning to prove successful and the proportion of students who have already passed examinations in the current year is higher than for 2012/13.
- Teachers have high expectations about what students can achieve. At the start of the course staff assess the level of students' English skills well and use this information to put students on courses that will challenge them to achieve at the next level.
- The majority of teachers plan well-structured lessons and use a variety of resources and activities which stimulate students' interest. For example, learners wrote articulate letters that captured the spirit of a poem about the challenges an athlete had faced before becoming successful. Students are attentive and participate positively in the tasks they are given.
- In a minority of lessons teachers do not plan lessons sufficiently to meet individual needs. In these lessons teachers set all students the same work which does not extend the learning of the more able or focus on the specific areas individual students need to develop. Teachers do not always adequately assist less able students, who continue to make the same errors in their work and do not make sufficient progress.
- Staff use questioning and prompts effectively so that students become more able to identify key information and develop their responses. They provide verbal feedback in lessons that is encouraging and helps students review their work.
- Most teachers give positive feedback on marked work so that students know where they have met the examination criteria and where they have made spelling and punctuation errors. However, too often teachers do not extend the feedback to include guidance on what students need to do to improve and not all students are producing work of the standard of which they are capable.
- Only a few teachers set precise individual targets for students and give them work that focuses on individuals' specific areas of development. In these lessons students' written work becomes more complex and more accurate. The majority of teachers do not set individual targets to help students develop their skills and students' progress is slow. Teachers do not sufficiently monitor the development of students' skills from their starting point or sufficiently track individual progress within lessons. As a consequence, although achievement rates are improving, teachers

rely too heavily on students retaking tests to gain qualifications and not enough students pass examinations at the first attempt.

- In most lessons teachers encourage students to check their own work, but students do not always have the strategies to do this fully and so continue to make errors. Only a minority of teachers give clear guidance so students are able to review aspects of their work, for example by using dictionaries to check spellings.
- Staff provide adequate advice and guidance at the start of the course. Students are aware that learning English is part of their study programme and teachers explain how it will help them in their careers. Students mostly have a good understanding of how these skills will help them with written assignments and presentations in their vocational subjects. However, teachers do not direct enough students towards studying GCSE English.
- Students and teachers treat each other with respect and students benefit from an inclusive environment. Teachers use resources that reflect aspects of social diversity. However, they do not routinely reinforce or develop students' awareness and understanding of communicating in a diverse world.

Accounting, finance and business management

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement and, although the proportion of students that successfully complete qualifications is improving, this is still below the national average on most courses. Not enough students make the progress expected of them, although the proportion of level 3 students that progress to university is high.
- Teachers' skills in planning lessons that are interesting, meet the needs of individual students, and motivate students to achieve at the highest level require improvement. Teachers do not set high enough expectations of their students and too many students leave courses having only achieved pass criteria.
- In too many cases teachers do not plan lessons well enough to inspire students or challenge them sufficiently to understand the rapidly changing demands of the world of work. As a result, not enough students make good progress or develop skills of analysis and independent study. Students' poor punctuality and attendance further disrupt lessons.
- The most effective teachers make good use of a range of teaching strategies, including interactive resources and technology to record feedback, that helps students make progress. Students take part in discussions confidently and present their work through reports, presentations and information booklets that replicate industry practice.
- The extent to which teachers prepare students for future employment varies across different courses. Level 3 students on the Career Academy programme gain valuable skills through work placements, well-planned internships in financial banking, and regular contact with a business mentor. However, teachers do not extend the same work-related experience to students at other levels of learning.
- Students gain a secure understanding of job roles in business and finance through educational visits and guest speakers, and most gain good business skills in enterprise planning and accounting. Students use accounting practices well to work out net profit costs and apply case studies to sections of the Sales Act with accurate judgements. However, teachers do not sufficiently develop students' knowledge of business concepts or the application of these to the real world of work.
- Teachers plan good and supportive tutorials which develop students' communication skills through well-planned group discussions. Students confidently debate business requirements for job applications and identify common errors made by potential applicants. Personal tutors set and monitor students' performance targets which they review on a regular basis, but they do

not challenge students enough to achieve high grades. Students requiring extra help receive adequate one-to-one support, as well as additional workshops and lessons to enable them to achieve.

- Teachers provide good and regular developmental feedback to students on assessments. Students understand what they have achieved and, in the majority of cases, know what they need to do to improve, although this is not consistent across all subjects. Teachers routinely correct students' spelling, punctuation and grammar.
- Teachers' support for students to develop and improve their English and mathematics is satisfactory. Most students present their work to an adequate standard in presentations, business reports and financial accounts and develop the skills used in commercial settings. Students accurately calculate formulae in accounting to work out running costs used in distribution. However, teachers do not develop students' knowledge of specialist business terminology sufficiently well.
- The quality of the advice and guidance that teachers give to students at the start of their course is an area for improvement. Not all students have a detailed interview and they are therefore not always able to identify their preferred career pathways. This results in a minority of students making poor progress or leaving before the end of the course.
- Teachers use role models from different cultural groups to raise students' awareness of social and cultural diversity. However, teachers do not take full advantage of the opportunities to discuss with students the effects of business practices on race, gender, age and religion in a national and global context. Students show mutual respect and work well collaboratively.

The effectiveness of leadership and management

Requires improvement

- Senior leaders have recently revised their strategic plans and have rightly focused these on improving teaching, learning and assessment and meeting the needs of the local community. The Principal and senior managers have high expectations of students, but their progress in achieving steady improvement across all courses has been hampered by a lack of continuity of management.
- Managers have been unable to sustain the standard of teaching, learning and assessment since the last inspection. They have recently taken action to assess more accurately the college's position and have made changes to the management structure to serve better the needs of students and staff. They have been successful in bringing about improvements on a minority of courses, including ESOL and ICT, but actions to tackle key weaknesses, such as students' poor attendance and low success rates on English and mathematics qualifications, have not yet had sufficient impact. Senior managers recognise that securing greater consistency in curriculum management is an area for further development.
- Governors bring to the college a good range of skills with appropriate experience to support and challenge senior managers. They give a high priority to overseeing the college's financial position and this is leading to a major redevelopment of the college estate. However, their ability to question in detail the variability in students' achievement and the robustness of key improvement strategies is not yet good enough, and the information made available to them is not sufficiently clear.
- Managers have recently strengthened the arrangements for the performance management of staff and this mostly leads to meaningful and timely improvement actions. However, not all managers focus sufficiently on identifying and tackling staff under-performance and this is reflected in the variability in student success across different curriculum areas.
- Managers' evaluations of teaching, learning and assessment are mostly accurate. In a minority of records of lesson observations their judgements do not sufficiently reflect the grades awarded, which at times are too generous. Actions to improve teaching, learning and assessment following observations are not always sufficiently robust, but where these are in

place teachers receive good support through targeted professional development by a small and skilled team of staff.

- Managers have put in place good arrangements for students to provide feedback about their experiences at college. Students' communication with senior managers is good and students are confident that managers listen and respond to their views appropriately and in a timely manner.
- Self-assessment covers all of the provision, but is not sufficiently rigorous. Managers are over-generous in their view of college performance and key areas for improvement are not fully recognised. They do not monitor progress in implementing actions in quality improvement plans sufficiently to drive up standards and to identify further areas of development.
- Historically, managers did not make good use of data to measure students' progress. This has improved and managers now make good use of data to inform them of students' progress on classroom based courses and this is leading to better clarity about where improvements are required. However, they have yet to extend a similarly effective use of data to the management of functional skills qualifications and apprenticeships provided by subcontractors. In these areas, managers need a better oversight of students' and apprentices' progress.
- Quality assurance arrangements require improvement. Managers have not fully implemented all recommendations from the previous inspection and the quality of teaching, learning and assessment has declined over the past three years. Managers recognise that the processes to monitor the quality of provision are not yet good enough on traineeships and apprenticeships delivered by subcontractors.
- Managers have good relationships with schools, local community groups, employers and a wide range of external stakeholders. They use these to good effect to ensure that the college's vision and curriculum is closely linked to local employment and skills priorities.
- Managers have made adequate progress in implementing the new study programmes. They have expanded the provision to support students to develop their skills in English and mathematics, although securing higher success rates in these continues to be a challenge for college staff and managers. On some courses the quality of work experience is excellent, but this is not the case in all subjects and managers recognise the need for further improvement.
- Staff have created an environment that is inclusive, harmonious and welcoming. Students are well behaved and respect each other. Policies and procedures on how the college embraces equality and diversity are relevant and supported by an effective equality and diversity advisory committee that includes student representatives.
- The college meets its statutory requirements for the safeguarding of students. The college has a designated safeguarding manager supported by a team of safeguarding officers. Managers and staff safeguard students effectively. Students feel safe and enjoy coming to college. Staff, governors and subcontractors have received appropriate training and this is updated regularly. Managers deal effectively with safeguarding matters in collaboration with local agencies.

Record of Main Findings (RMF)

Redbridge College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	3	-	-	3	-	3	3	-	-
Outcomes for learners	3	-	-	3	-	3	2	-	-
The quality of teaching, learning and assessment	3	-	-	3	-	3	3	-	-
The effectiveness of leadership and management	3	-	-	3	-	3	3	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for practitioners	2
ICT for users	2
Hairdressing and beauty therapy	3
Sport	3
Foundation English	3
Accounting and finance	3
Business management	3

Type of provider	General further education college								
Age range of learners	16+								
Approximate number of all learners over the previous full contract year	4731								
Principal/CEO	Mrs Theresa Drowley								
Date of previous inspection	October 2010								
Website address	www.redbridge-college.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		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	504	707	440	248	602	400	3	3	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	140	653	47	350	-		4		
Number of traineeships	16-19		19+		Total				
	89		43		123				
Number of learners aged 14-16	50								
Full-time	-								
Part-time	50								
Number of community learners	-								
Number of employability learners	105								
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 Care Agency ■ Aspire to Learn ■ Beautec Beauty Academy ■ First for Training ■ Halls of Ivy ■ J and K Training ■ Kruger Associates ■ NGTC ■ Teaching and Learning Group ■ Virtual Learning UK 								

Contextual information

Redbridge College primarily serves the population of the borough of Redbridge and the neighbouring boroughs of Newham and Barking and Dagenham. A large majority of learners attend the main campus at Chadwell Heath, with others attending a smaller campus in Ilford. The proportion of the population within Redbridge that is qualified is above the national average at all levels of learning. The number of pupils in Redbridge schools attaining five GCSEs at grades A* to C, including English and mathematics, is above the London and national rates. The attainment of pupils at schools in neighbouring boroughs is similar to the national average. The unemployment rate in Redbridge is similar to the rate for the rest of London and above the rate nationally. The borough continues to benefit from regeneration as a result of the 2012 Olympic and Paralympic Games and an improved transport infrastructure.

Information about this inspection

Lead inspector

Rieks Drijver HMI

Three of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the Deputy Principal 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 relevant 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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