

London Borough of Newham

Local authority

**Inspection dates**

9–10 and 14–15 March 2016

Overall effectiveness**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Outstanding
Adult learning programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- Governors, leaders and managers are highly aspirational for all learners; they set and achieve high standards for all learners, preparing them well for their next steps in learning.
- Leaders and managers have placed strong focus on the teaching of skills for employment; learners develop particularly effective skills to seek jobs.
- Most adult learners and almost all learners aged 16 to 19 achieve their qualifications.
- Leaders and managers have developed swiftly an excellent range of study programmes for the most-able learners to fill the gap in the provision locally.
- Learners develop good personal skills and demonstrate good behaviour and attitudes which prepare them well for independent learning and their next steps.
- Managers have improved the provision as they have successfully implemented the majority of the recommendations from the previous inspection.
- The highly inclusive culture in the local centres means that all learners enjoy learning and most achieve their learning goals.
- Strong governance and support have ensured that learners benefit from free classes in English for speakers of other languages (ESOL).
- Outstanding partnerships in the borough mean that managers work exceedingly well with schools, the local college, libraries and voluntary sector partners to identify thoroughly the needs of residents and design provision which meets their education and training needs closely.
- Staff use their expertise, knowledge and skills very successfully to provide good teaching on adult learning programmes and outstanding teaching, learning and assessment on study programmes.
- Learners feel safe in the centres as safeguarding arrangements are effective.

It is not yet an outstanding provider

- Managers do not use data well enough to conduct a detailed analysis of the destinations of learners to demonstrate the full impact of the provision.
- Tutors do not set precise and measurable targets for a small minority of learners; it is difficult to measure the progress they have made.
- Tutors on adult learning programmes do not set appropriate work to ensure that the more-able learners make rapid progress and fulfil their potential.

Full report

Information about the provider

- London Borough of Newham holds a contract to provide accredited and non-accredited adult learning programmes that it delivers through Newham Adult Learning Service (NALS). Since September 2014, leaders and managers of NALS have provided 16 to 19 study programmes known as Newham Collegiate Sixth Form (NCS) under subcontracting arrangements with Newham Foundation, a charity jointly owned by the London Borough of Newham and Newham College of Further Education. NCS is the academic A-level centre of a group of partner secondary schools in the borough. These schools are Cumberland, Kingsford, Lister, Little Ilford, Plashet, Rokeby, Royal Docks, Sarah Bonnell and Stratford School Academy. This part of the provision is currently subject to conversion to an academy.
- Approximately three quarters of the local population belongs to minority ethnic groups. In recent years the population has increased by just over one fifth, primarily made up of migrants from Eastern European countries. The borough has the largest transient immigrant population in London.

What does the provider need to do to improve further?

- Leaders and managers should ensure that:
 - they enable the sharing of good practice within the service so that assessment more accurately identifies the personal learning goals of all learners
 - tutors set targets that are challenging, specific and measurable so that they can measure learners' progress accurately
 - tutors provide learners with detailed feedback on their progress and what they need to do next.
- Increase the flexibility and capacity of the data system so that managers can analyse the performance of the service more effectively, especially the progression and destinations of learners, and demonstrate the impact of the service.
- Ensure that tutors are better prepared to meet the education and training needs of the more-able adult learners by providing them with work that helps them make the level of progress they are capable of.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders, managers and governors have very high aspirations for all learners. Their vision, to provide programmes for improving employment prospects of local residents and establish a high-quality sixth-form provision for high-achieving learners aged 16 to 19, is very clear and shared by all staff.
- By conducting a thorough analysis of the needs of the local communities, leaders and managers design and implement programmes that meet the needs of the local residents very well. For example, senior leaders have recognised that courses in English for speakers of other languages (ESOL) are the most pressing need of the local community where a significant number of migrants have arrived in the borough. Therefore they have grown the ESOL provision from one third at the previous inspection to just over one half of the total adult learning programmes.
- Leaders and managers have provided a high-performing sixth-form provision for 16- to 19-year-old learners – a need that was identified by the elected leaders and the head teachers of nine secondary schools. This development has reduced the duplication of provision, unnecessary competition and improved the efficiency in planning the service. As a result of this, the young people in the borough attend excellent study programmes in their neighbourhood instead of going into the other boroughs.
- Managers manage adult learning programmes particularly well. For example, the acting head of NALS now focuses on improving quality and is supported by four area managers and a family learning manager. Tutor coaches, curriculum leaders and curriculum development tutors support the largely part-time pool of tutors well to improve their practice. Managers manage the study programme provision exceptionally well as learners are getting an outstanding learning experience.
- Senior leaders and managers have developed outstanding partnerships with Newham College of further education, schools, children’s centres and other partners in the borough such as Workplace and Newham ESOL exchange. This level of integration means that learners attend courses at their local centres, often progressing seamlessly from one programme to another at higher levels. Staff from NALS attend staff training provided by the college and share their good practice in dealing with adults. This has enhanced the teaching skills of tutors and improved outcomes for learners.
- Managers conduct thorough and frequent evaluations of programmes through various means, such as gathering learners’ views, analysis of data on attendance, staying-on rates and achievement of qualifications. As a result they have reshaped and reduced the provision of information communication technology (ICT) programmes, and developed new courses to meet local demand for education and training.
- The learning centres are of high quality and conveniently located in different parts of the borough to ensure that learners can access the provision easily in safe and familiar surroundings. The centres are used very well by the local community, including the local college and a variety of organisations such as youth services. Learners feel safe in the centres.
- Staff development, an area for improvement at the previous inspection, is now strong. Tutors are now well qualified and many of them have teaching qualifications at higher levels. This has improved their skills and competence and ensures that their teaching and assessment are of a high standard. Leaders and managers at NCS support teachers very well to maintain their focus on providing excellent teaching, learning and assessment.
- Managers have effective arrangements to ensure that the performance of staff remains at least good. They hold tutors to account for their performance and involve them fully in their professional development through, for example, the lesson observation scheme. Staff morale is high and staff turnover is very low. Learners continue to get good-quality learning experiences from a stable pool of tutors.
- Tutors and managers collect data at local level and use it well during the curriculum planning stages. However, they do not make enough use of this to show the impact of their work on local residents, such as the impact of family learning for children and their parents, or progression to higher levels or positive destinations. Managers recognise that the current data system is limited in its capacity and flexibility to produce reports. This limits their ability to detect poor performance and low attendance to make changes in good time.
- Leaders and managers know their provision well and have taken effective steps to improve it. Almost all weaker aspects identified at the previous inspection have improved and are now strengths. For example, the support for tutors after lesson observations is highly effective at improving their practice. By appointing more staff in management roles and reshaping some job roles, managers have improved the

capacity of the service to maintain and improve standards further. Action planning and self-assessment for the NCS provision is excellent.

- Leaders and managers have considerably improved the setting of learning goals and checking of progress of learners on non-accredited programmes since the previous inspection. However, they recognise that the setting of learning goals and the quality of learning plans are not consistently good. These remain weak in a small minority of non-accredited learning programmes including in ESOL at pre-entry and beginner level. They also recognise the need to improve the quality of written feedback so that learners continue to improve their work to higher levels.
- Staff at NALS are drawn from various ethnic groups. They understand the diverse social, cultural and religious needs of the learners well. They act as good role models for how everyone can maintain their identity and culture and achieve their potential in British society. This motivates learners to enjoy learning alongside learners from different ethnic groups. Learners are protected well from any forms of bullying and harassment and are well aware of what to do to report it.
- Managers ensure that staff promote fundamental British values of tolerance, respect for law and democracy successfully in the centres and through the curriculum. As course representatives, learners know well that their voice counts and are able to influence decision making about their learning and also in wider society.
- **The governance of the provider**
 - Governors provide strong challenge and support to the leaders and managers to find ways of fulfilling the mayor's commitment to provide free ESOL courses for Newham residents by harnessing the resources of the local public services.
 - Governors ensure that NALS is fully embedded in the local authority structures and works with various parts of the council to obtain maximum value for public money.
 - The highly committed and influential members of the management board of the NCS provide exceptional challenge and support so that the senior leadership team remains focused sharply on achieving excellent outcomes and improving the quality of learning experiences for the learners.
- **The arrangements for safeguarding are effective**
 - Leaders and managers use safe and effective recruitment practices and routinely check the suitability of the staff who teach learners.
 - All staff and senior managers have good awareness of safeguarding issues including the 'Prevent' duty; they know their vulnerable learners well and take effective action to deal with any arising issues. As a result no referral has been made to Channel, despite Newham being a 'Prevent' priority area. The local authority complies with its statutory duties under the 'Prevent' legislation.
 - The NCS managers vet all external speakers and take necessary steps to ensure that learners are not exposed to any radicalisation or extremist ideology.
 - Letting of premises and monitoring of activities is rigorous to ensure that managers are clear about who uses the premises.
 - Learners are aware of the dangers of cyber bullying and crime and take precautions to protect themselves through their lessons and informative induction.

Quality of teaching, learning and assessment is good

- Teaching, learning and assessment are good and support adult learners to make good progress and gain new skills well. Much teaching, learning and assessment, for learners aged 16 to 18 taking A-level study programmes at the NCS, is outstanding, enabling these younger learners to make good, and often exceptional, progress from their starting points.
- Teachers are very well qualified and skilled. They have high expectations of what their learners can achieve and make effective use of their own subject knowledge and vocational skills to devise interesting and relevant activities to motivate learners well. On AS- and A-level courses, teachers provide an excellent balance of challenge and support; teachers check learners' understanding of key information and concepts frequently and ensure that learners can apply new learning in different contexts. Teachers encourage learners to reach and test their own conclusions and learners debate different viewpoints confidently and present and discuss counter-arguments fluently.
- On adult learning courses, tutors make good use of demonstration to teach new skills, often breaking down more complex tasks into achievable stages. This helps learners to acquire new knowledge and skills in small steps. They consolidate their learning by using these skills to work independently in and outside lessons. For example, learners on creative crafts courses produce well-crafted artworks, clothing and jewellery; those on cake-decorating courses design and make delicate flower and leaf arrangements in icing to produce well-finished individual touches to their cakes.

- Teachers support learners to improve their English and mathematical skills very well; on A-level courses, teachers correct errors in spoken and written English routinely and learners develop very good oral communication skills through discussions and giving presentations on their work. However, tutors' correction of adult learners' written and spoken English is not consistently good. For example, in a few ESOL lessons tutors do not correct learners' mistakes in spoken English or spelling consistently enough, which slows the progress learners make.
- Tutors enable learners to improve their mathematical skills, often through their chosen subject; for example, learners on dressmaking courses improve skills in measurement and scaling as they work with patterns and cutting fabric. In another example, learners on a cookery programme, cost the ingredients and set prices to sell cupcakes to raise money for their chosen charity.
- Younger learners on A-level programmes know their achievement targets and all have aspirational targets, which motivate them to achieve higher grades and reach their full potential. Teachers review learners' progress often and take prompt and effective action to help learners at risk of underachieving.
- Targets for adult learners are not sufficiently or consistently precise to challenge the more-able learners and to enable tutors and learners to monitor progress accurately. While a large majority of tutors set specific and individualised targets for developing new knowledge and skills in each class, too many targets on learners' individual learning plans on non-accredited programmes are too broad or long-term to help them know how to improve or what aspects of their work they need to focus on most. In a minority of lessons, tutors do not set work which matches learners' skill levels and abilities; in a few ESOL sessions, tasks set and language resources used are too difficult for lower-level learners; more-able learners finish work more quickly and are not given additional or more challenging work to extend their learning.
- Staff promote and enhance learners' understanding of the importance of diversity as a key aspect of life in modern Britain. Learners come from a wide variety of different ethnic and cultural backgrounds and tutors make good and frequent use of this to help learners discuss and share their different experiences. For example, adult learners often discuss differences and similarities between the culture, food, transport and gender roles in their homelands and the United Kingdom. Learners preparing to work with children develop a good understanding about inclusion and anti-discriminatory behaviour and the law.

Personal development, behaviour and welfare is good

- Learners of all ages are highly motivated and enjoy their learning. Younger learners at the NCS attend very well, are punctual to lessons and are eager to learn. Their behaviour in lessons and around the collegiate is exemplary. Adults attend classes frequently, combining their personal responsibilities and learning well and clearly enjoy their courses. They articulate well how they benefit from their learning; for example, developing greater self-confidence and improving their communication and language skills help them to support their children and families more successfully and prepare them to progress to higher levels of study or employment.
- Learners develop and improve their ICT skills well. Most adults gain confidence in using ICT for communication and internet research, using websites which are helpful to them in their everyday life and work.
- Clear information and pre-course guidance are easily accessible to all learners, both online and in printed form; information on adult learning provision is disseminated widely throughout the borough. Leaflets and websites include clear and up-to-date information of course content, useful resources, as well as costs, and further sources of information. Tutors provide effective on-course support and guidance and help learners plan for their next steps, for example through writing CVs, making job applications and researching further study options within the adult learning provision or with other local further education providers.
- While course tutors collect information on learners' destinations, managers do not have an effective means to collate and analyse this data at service level, which slows down their ability to evaluate fully the effectiveness of the curriculum and guidance in helping learners progress into further study or employment. Tutors have a good range of individual case studies of learners who have achieved very well and have become tutors or set up their own businesses.
- Teachers provide excellent information to learners about higher education and employment, related to their career aspirations, and highly effective support with completing higher education applications and preparing for interviews. The vast majority aspire to attend university, and in this first year of university applications, a very high proportion have received offers from highly-regarded universities. This is an excellent example of social mobility, since many of these young people come from families with no or limited history of university education.

- On a minority of adult learning courses, tutors do not have high enough expectations of more-able learners. Therefore they are not making the fast progress of which they are capable.
- Learners feel safe at the different centres, and work very well together in a culture of tolerance and respect for others and for social or cultural difference. Learners know how to work safely online and protect themselves from potential risks, including those posed by radicalisation or extremism. For example, in an ICT lesson, adults discussed potential risks in using the internet, and also discussed the restrictions placed on internet usage by governments in different countries and the implications of this on individual liberty and free speech. Learners acquire a good understanding of British life and values; topics such as the workings of democracy and the judicial system are often threaded through lessons and the curriculum. Learners develop a deeper and wider understanding of their own locality in east London and its history.

Outcomes for learners

are good

- Learners on accredited programmes make good progress and almost all achieve their qualifications to work in the care sector and in schools, having developed good vocational skills. Most ESOL learners who were mandated by Jobcentre Plus in 2014/15 achieved their qualifications. A large majority of these learners gained employment during the programme and the rest continued in learning to enhance their skills in listening and speaking as well as reading and writing.
- Learners on non-accredited programmes, which constitutes a third of the provision, achieve their learning aims well. These are particularly good for learners with additional needs such as learning disabilities and/or difficulties and for those on courses in arts and crafts, cookery, hair and beauty and sport. These programmes are very effective at attracting new learners to programmes, thus providing them with the opportunities to continue learning. Most of the learners make good progress from their starting points.
- Learners on English and mathematics qualifications did not achieve well in 2014/15, with legitimate reasons such as learners moving to different areas and others not being able to get accreditation for the units of qualification. Managers have taken effective steps to improve the situation and current learners are making good progress.
- Most of the non-accredited provision and a small percentage of ESOL provision are monitored using the process of recognising and recording progress and achievements (RARPA). Managers have made substantial progress in the previous year to ensure that the assessment and target-setting are rigorous to demonstrate learners' progress clearly. However, this practice is not consistently good across the provision. In a small minority of cases tutors do not identify or record the learners' starting points accurately. This makes it difficult to measure the exact progress the learners have made.
- Outcomes for learners on 16 to 19 study programmes are outstanding. Almost all of the Year 12 AS-level learners have progressed to A-level programmes. Learners, most of whom have high GCSE grades when they start their course, achieve their qualifications exceptionally well. Most achieve A* to B grades in their AS levels. Learners make outstanding progress in mathematics, further mathematics, biology and religious studies.
- Learners develop and practise good skills for independent learning, including research and applying these skills to learn in their own time. Younger learners spend a significant amount of their time after formal classes to prepare fully for life at university by attending master classes, soft skills workshops and a lecture programme from eminent guest speakers who have accomplished a great deal in their field. Learners on adult learning programmes are encouraged to enrol on free online courses and use libraries to further their learning. As a result, learners are well prepared for their next steps in learning or employment.
- Learners' targets on a small minority of non-accredited programmes including pre-entry and beginner level in ESOL are not specific or measurable; learners' targets do not clearly identify the skills and learning they will undertake and how they will use these skills in their daily lives.
- Tutors review achievement and the progress of learners against their personal targets frequently; however, the quality of these in a small minority of cases is not consistently good. The targets are not specific. In such cases it is difficult to establish what the learners have achieved and what they need to achieve further.
- Learners progress well to higher-level courses and jobs. Tutors provide a good range of case studies of learners progressing from across the provision to higher-level programmes and into jobs such as teaching, teaching assistants or care roles and into self-employment. This inspires and motivates current and potential learners.
- Standards of work on adult programmes are good overall, except for a few of the most-able learners on

ESOL programmes, who find the work too easy. The standard of learners' work on study programmes is excellent.

- Learners develop personal and vocational skills well in classes and as a result they play a more active part in society, taking more control of their day-to-day lives. Their confidence levels improve. Many overcome social isolation and develop friendships and resilience and, as a result, they thrive in classes, enjoying British values such as freedom of speech, equal respect for religions, cultures, faiths and languages and above all equality of opportunity to learn.
- Managers recognise that male learners on study programmes achieve better than the females and have taken steps to close the achievement gap. The single largest ethnic group of Bangladeshi learners and those on free school meals achieve equally as well as other groups of learners. The diversity of the learner groups makes it very difficult to identify any trends in under- or overachievement for learners from various minority groups.

Types of provision

16 to 19 study programmes

are outstanding

- The local authority managers established study programmes in September 2014. It has 396 learners, of which 136 are in year 13 and 260 in year 12. The provision is focused mainly on providing AS- and A-level programmes in sciences, mathematics, economics, English, history, politics, psychology, geography and religious studies.
- Senior leaders within the service have forged exceptionally effective partnerships with the Newham Foundation and secondary schools in order to provide outstanding 16 to 19 A-level study programmes within the borough under subcontracting arrangements with the NCS. The head teachers of all secondary schools are very supportive of the work of the collegiate and value the excellent contribution it makes to provide high-quality learning opportunities for more-able young people in their neighbourhood. They provide exemplary support and challenge to the dynamic principal and his senior leadership team.
- Leaders, managers and staff at NCS have extremely high expectations and ambition for their learners and encourage them constantly to achieve highly aspirational targets in their qualifications in order to progress and reach their potential. Almost all learners stay on their programmes and attend their classes frequently and on time. Teachers provide outstanding teaching, learning and assessment. This ensures that all learners make very good, and often exceptional, progress with their work and in gaining their qualifications.
- Learners participate very well in lessons; their behaviour is exemplary in lessons and around the college. Learners are confident and willing to debate points in detail. For example, in an English lesson learners participated in a lively discussion and analysis of local poetry and its influence on society. Learners in a physics class completed a series of practical experiments, linked to their assessment outcomes where they confidently explained the rationale behind the experiments and their outcomes.
- Teachers check learning constantly through highly effective and thought-provoking questioning; they listen carefully to learners' responses and guide them well to reach their own conclusions and understanding.
- Learners make highly effective use of technology such as tablet computers in lessons to research, take notes and prepare presentations. Teachers challenge learners very effectively to keep up to date with their assignments and provide extra sessions where they need more help; learners value these as part of the revision process.
- Staff plan study programmes very well and tailor the content to individual learners' educational needs, aspirations and interests. These include a wide variety of work-related activities including work placements, career insight visits to high-calibre employers, visits to the House of Commons and talks by guest speakers from eminent universities about career options and courses that learners may wish to pursue. They develop sound understanding of the world of work and raise their aspirations to enter top universities that will prepare them to enter sectors such as banking, medicine, dentistry, pharmacy, journalism and law. After careful consideration they make informed choices about the careers they want to enter and make applications to relevant universities.
- Learners continue to improve their English skills in lessons as teachers correct errors routinely in lessons and submitted work. Learners demonstrate very strong oral communication skills. For example, in a geography lesson, learners put forward their thoughts on the regeneration of an area of London and its impact on the local community. Conversely, their peers countered the argument very eloquently to stimulate a lively debate.
- Learners see the importance of mathematics in their daily lives and refresh their skills on an ongoing

basis. They challenge each other to find answers to the mathematical formulae set by their teachers and written on the windowpanes of the classrooms in the building. They continue to develop mathematical skills on an ongoing basis through additional weekly sessions on complex mathematics.

- Teachers provide excellent impartial advice and guidance to the learners. Teachers are very adept at relating learning to learners' aspirations and they encourage learners to be ambitious in their future career plans. Almost all learners have clear, aspirational and carefully considered career plans. Managers and teachers support learners exceptionally well to realise their ambitions. Teachers and guest speakers provide highly effective guidance, support and challenge to help learners complete well-written personal statements and university applications.

Adult learning programmes

are good

- Newham Adult Learning Service (NALS) has 3,800 adult learners on its programmes, which is most of its total provision. Over half of the provision is made up of ESOL programmes, closely followed by provision in family learning, childcare, arts and craft courses, as well as in how to use smartphones, cake decoration and other leisure courses that are designed to attract new learners from targeted groups.
- The range of courses reflects the education and training needs of local residents well. A very good range of venues in local communities enables learners' first steps into learning particularly well. Learners become more self-confident to lead independent lives, such as getting to the learning centres by using public transport facilities, accessing libraries to learn alongside their children, and making and attending appointments with doctors and hospitals. Learners at beginner levels complete basic details on various forms and write simple notes to communicate with their children's schools.
- A small minority of the ESOL learners have limited or no experience of learning in their mother countries; they become confident and attend classes, with diverse minority groups learning from each other, and they are respectful of each other's culture and traditions. For example, in an ESOL class, men from Bangladesh, Pakistan and India work effectively in a group alongside women, a new experience for some.
- The quality of teaching and learning is good. Learners participate well in lessons, enjoy their learning and most make good progress. Lesson topics are relevant and meet the personal and vocational needs and interests of learners well. Tutors create well-planned sequences of activities which develop learners' skills over time. Overall the quality of learning and standards of learners' work are good, but in a small minority of lessons the more-able learners find the work that teachers set too easy.
- Leaders and managers have focused the adult learning programmes strongly on developing the skills for employment of the local residents. A large majority of activities relate directly to the world of work. For example, in one lesson ESOL learners compare the types of jobs that women do in their country of origin and in the UK. They value the fact that they have protection against unlawful discrimination and that people from all backgrounds can achieve equally well regardless of their gender, age, religion, ethnicity, disabilities and sexuality. They develop confidence that, due to British values, they will not experience any adverse impact on their ability to seek and obtain employment. The range of courses which lead directly to employment is good, for example in hairdressing and childcare. Learners receive good support with English and mathematics on these courses.
- Tutors and dedicated staff provide good advice and guidance flexibly to current and new learners. These include a range of face-to-face interviews, termly course information directories and online information. Once on courses, learners receive good support on personal matters and guidance on next steps into further education, training and employment. Learners receive useful practical support with job applications, CV writing and interview skills throughout and even after they have completed their courses.
- A small minority of tutors do not provide sufficiently specific feedback on learners' progress. Often the targets in such sessions are neither specific nor measurable. This means that learners do not have a clear idea what they should achieve and how well they are doing.
- Strategies to meet individual learners' language development needs are often limited. For example, tutors rely too much on more capable learners to support less-able ones in lessons. This has a negative impact on the learning of more-advanced learners, who do not progress as well as they could.
- A large majority of tutors monitor learners' own language use very well and help them improve their use of grammar, vocabulary and pronunciation expertly. However, a small minority of tutors provide insufficient support and challenge to learners to improve and refine their spoken skills so that the listeners can understand them fully.

Provider details

Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	6,378
Principal/CEO	Jane Moon
Website address	www.adult-learning.newham.gov.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+
	N/A	3,824	N/A	389	396	100	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		0			
Number of learners aged 14-16	0							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	Newham Sixth Form Collegiate Service							

Information about this inspection

Inspection team

Harmesh Manghra, lead inspector	Her Majesty's Inspector
Stephen Hunsley	Her Majesty's Inspector
Janet Mercer	Her Majesty's Inspector
Jaswant Mann	Ofsted Inspector
Sherrilee Dougan	Ofsted Inspector
Marinette Bazin	Ofsted Inspector
Philida Schellekens	Ofsted Inspector

The above short and converted inspection team was assisted by the acting head of Newham Adult Learning Service, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk.



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk .

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

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

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

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

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

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016

