

Newham College

General further education college



Inspection dates	26–29 April 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	Good
Adult learning programmes	Good
Apprenticeships	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- Leaders, governors and managers have secured an aspirational shared culture that underpins the many improvements that have been made since the previous inspection.
- The large majority of learners achieve well and make good progress.
- The introduction of work experience on study programmes has been very effective so that all learners undertake vocationally linked external work experience and enrichment activities; around two thirds of learners with high needs benefit from the same arrangements.
- Apprentices develop skills and knowledge that support their employers to grow their businesses.
- Learners who enrol on English courses for speakers of other languages develop skills which help them to integrate quickly and boost their employability.
- Leaders have introduced very effective arrangements to ensure that learners recognise potential safeguarding risks such as those linked to radicalisation and extremism. As a result, learners know how to keep themselves and their peers safe.
- Learners are highly respectful of one another. They learn from and contribute to the very diverse cultural experiences and values they experience in college.

It is not yet an outstanding provider

- Attendance across the college and punctuality in a small minority of courses, including mathematics and English, are not good despite the good range of improvement actions.
- Targets for learners are not always precise enough to ensure they know how to improve; in a minority of cases teachers' feedback, although supportive, does not help learners to make the specific improvements that will ensure they make the progress of which they are capable.

Full report

Information about the provider

- Newham College of Further Education is a large general further education college operating on two campuses and several community-based learning centres in the London borough of Newham. The area has been characterised by high levels of multiple deprivation, high levels of unemployment and low wages but the regeneration stimulated by the 2012 Olympic Games is beginning to improve conditions.
- 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?

- Rapidly improve attendance and punctuality in those subjects where too many learners miss learning, particularly in mathematics and English lessons, so that they are able to achieve their qualifications and improve their chances of progression at work or in further studies.
- Identify those subject areas where target-setting is particularly good. Managers should make use of existing arrangements to ensure that this good practice is shared and adopted across all subjects so that all learners understand clearly how to improve their work and make the progress of which they are capable.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection a new principal and senior leadership team have secured improvements in learners' achievements through a comprehensive restructuring of college management, a relentless concentration on improving teaching, learning and assessment and frequent monitoring of all areas of performance. They have established a culture of high expectations and increased levels of accountability by sharing openly and transparently with all staff important information on college performance and finance.
- Managers have simplified quality assurance processes to place greater emphasis on the critical evaluation of teaching, learning and assessment and their impact on learners' achievements. Leaders and managers have an accurate understanding of strengths and areas for further improvement. For example, while attendance and punctuality are improving, and younger learners are making better progress in English and mathematics, managers acknowledge that these are not yet at consistently high levels.
- Curriculum managers use performance data well to identify specific strengths and areas for improvement. Senior and middle managers review performance frequently, especially for any courses or departments where they have identified underperformance. Increased collaborative working by staff between different departments is helping managers and teachers share good practice to accelerate improvement.
- Quality assurance arrangements are now implemented consistently across all the subcontracted provision, and the impact is already evident in improvements in the number of apprentices achieving within the planned time. Subcontractors and college managers identify how the increased scrutiny of performance and targeted support are helping improve the quality of provision and learners' achievement. Managers actively seek and respond to learners', subcontractors' and employers' views and use these well to improve provision.
- Advanced practitioners provide targeted support to teachers where lessons observed are less than good, and many improve their practice as a result. Where teachers or subcontractors are not able to demonstrate sufficiently rapid or sustained improvement, contracts are terminated. The principal has introduced a very well-received monthly reward scheme, which motivates staff to be the best they can and to aspire to be outstanding. All teachers whose lessons have been judged outstanding are celebrated and can choose from a range of rewards; the scheme extends to all full- and part-time teachers and support staff throughout the college and to the celebration of learners' achievements, including the recent success of the college cricket team in a national competition.
- Strong and effective partnerships have been a consistent feature of the college's work over many years; partners and employers speak very highly of the flexibility and speed with which college managers respond to identified needs. Senior leaders are extending strategic alliances with a range of further and higher education providers in East London, to plan and develop the curriculum needed for future employment, to avoid unnecessary duplication and to create clear progression routes to higher levels of study, training and employment.
- Managers place a very strong emphasis on improving learners' English and mathematical skills; a high proportion of learners are at the very early stages of learning English when they join the college. Following poor results in functional skills qualifications for 16–18-year-olds last year, managers appointed a new director and heads of English and mathematics and employed a largely new team of teachers. As a result, there has been a marked improvement in how well learners progress in these subjects, particularly in mathematics.
- The culture of the college is highly inclusive and managers have successfully reduced some important achievement gaps between groups of learners. For example, a collaborative project between the college, a local charity and the nearby football club enabled young learners, often from areas of economic or social deprivation, to complete apprenticeships and move into well-paid jobs in business and finance. Equality of opportunity and respect for diversity permeates the college environment.
- **The governance of the provider**
 - Governors' wide range of expertise in business, finance and public services along with their very comprehensive knowledge of the locality, current developments and council priorities enables them to support the college well in business and curriculum planning. They work closely and constructively with the senior leadership team to set a clear strategic direction for the college, well informed by local priorities and current developments in the borough.
 - The improved clarity of performance reports provided by senior leaders enables governors to evaluate college performance and to challenge managers much more effectively than previously. Governors are

very well informed about strengths and areas requiring further improvement; they have a thorough understanding of where quality improvement has taken place and where further improvements are required.

- Governors and senior leaders have worked closely together to eradicate a significant unplanned financial deficit which emerged in 2013/14; the college's financial position is now much improved, providing a stable basis for sustainable future development. Financial planning for the future is very well informed by a sound understanding of the borough priorities of supporting young people and adults into jobs created by the area's regeneration projects.

■ **The arrangements for safeguarding are effective**

- Managers implement thorough and comprehensive pre-employment checks on all staff to confirm their suitability to work with young people and vulnerable adults. All staff, including governors and subcontractors, are clear about their individual and collective responsibilities to keep learners safe. The safeguarding team investigates any reported concerns or allegations thoroughly, refers cases to external agencies where necessary and closely monitors the subsequent actions to ensure that learners receive prompt and effective support.
- Effective working with external agencies enhances learners' understanding of potential risks to their health or well-being, including awareness of sexually transmitted disease, female genital mutilation and forced marriage. Learners develop a good understanding of how to keep themselves safe when working online, for example by using privacy settings on social media. Information on identifying possible types of harm or abuse, and who to contact for help, is displayed on posters and on every computer screen in the college; the availability of a 'report abuse' button on the website ensures that any learner or member of staff can quickly and easily report a concern to the safeguarding team.
- Managers ensure that learners develop a good understanding of the duty to prevent radicalisation and extremism. Learners discuss the 'Prevent' duty following presentations in tutorials and lessons; topics are revisited throughout the year to refresh and consolidate their knowledge and awareness. Learners articulate a very good understanding of potential signs of radicalisation or extremist views and an increasing number report possible concerns to college staff. Managers provide additional support and training for teachers to help them manage discussions and respond to, and where necessary challenge, learners' views on often sensitive and controversial topics or current events, such as the recent terrorist attacks in Europe.
- Learners have a good understanding of the rigorously implemented secular policy in the college. They fully understand, and use, the arrangements for booking spaces for private prayer or contemplation and understand the reasons why the college does not permit group prayers or other faith activities on the college premises. Effective arrangements are in place to screen external speakers or external users of college facilities.
- The development of learners' understanding of fundamental British values is central to the college's ethos of inclusion, mutual respect, individual freedoms and acceptance of diversity of cultures and faiths. Posters around the college and in classrooms explain and reinforce these values, and teachers are increasingly integrating discussion and debate around this through the curriculum and in lessons. Learners are also active in promotional campaigns; for example, a recent student-led campaign on democracy, in the context of the forthcoming mayoral elections and the European Union referendum, heightened learners' understanding of the impact these might have on their own lives and encouraged a significant number of learners to register to vote for the first time.

Quality of teaching, learning and assessment is good

- The vast majority of learners, including those with high needs, enjoy a good learning experience across the college. Where learning is particularly effective, teachers plan activities and tasks so that learners of varying abilities are able to achieve beyond their expectations. Teachers and assessors are highly skilled and experienced; learners value their extensive subject knowledge and their welcoming and supportive manner. Managers use their good contacts with employers to provide productive learning opportunities for apprentices that enable them to progress in their chosen career. A small minority of learners gain a particularly wide range of knowledge and understanding of their subjects; a similarly small minority do not make sufficient progress in their learning because teachers provide narrow or rudimentary tasks that are insufficiently challenging, or move on from tasks too quickly so that learners do not have the chance to consolidate their learning effectively.
- Parents of younger learners value how well teachers are teaching their children at the college. Learners get the chance to participate, show what they can do and contribute to their courses. This makes them

feel that they have something important to say and improves their confidence when, for example, what they have remembered from their learning is proved correct, or their prior learning adds value to a discussion.

- Community learning for adults is available in a range of settings and reaches learners that may not be able to travel to the college main sites. Managers provide high-needs learners with good support and access to settings that enable them to learn how to do things independently. Teachers and assessors are skilled at working with learners and apprentices with disability and integrate them well on to a range of courses and levels where they flourish and make progress in their learning.
- Learners develop a very good understanding of their subjects, and teachers help them to have confidence in their ability and in how they might progress their learning to a higher level. Most teachers plan successfully so that learners can grasp key concepts and topics. For example, one teacher initiated a lively discussion from a question on how large the world would be, as a mass, if all its atoms were compressed. Learners enjoyed estimating the mass and were amazed to hear it would be far smaller than they imagined; this visual analogy was memorable and helped them grasp and remember the way atoms and forces function. A minority of teachers do not implement their plans sufficiently well. For example, literature provided to help learners develop their English skills, relevant to their vocational learning, was too complex for their level of reading so that they could not benefit from developing both their vocational understanding and reading skills.
- Teachers assess learners' prior skills accurately. Learners and apprentices follow a range of courses at levels that are right for them. Learners have a very good understanding of how many assignments and units they have to do to complete their qualifications. They are enthusiastic about their learning of topics as wide ranging as the system of government in Britain, the law, types of companies, concepts in audio engineering, techniques in tailoring, and accounting.
- Learners who follow courses in English and/or mathematics gain good skills; many have failed to attain sufficient skills in these subjects to pass examinations before coming to the college. Learners appreciate the time that teachers take to go through topics compared to learning that they say was rushed at their previous learning setting, and as a result feel more confident in the subjects.
- Teachers and assessors in practical sessions are good at helping learners to make or repair equipment or carry out tasks that will serve them well in employment. A small minority of teachers use technology that adds value to learning outside lessons, but too few teachers can use a range of technologies with confidence.
- Teachers provide useful and beneficial insights for learners about what diversity means in practice. This includes how British law protects citizens from discrimination on the basis for example of age, gender, ethnic heritage or sexuality when applying for jobs, and whether this is the case in different countries. Teachers guide learners well in their learning on, for example, the need to be aware when they design products that will attract customers from a wide variety of backgrounds, each with different needs. However, a few teachers struggle with planning and integrating equality or diversity concepts successfully into their courses.
- Teachers are diligent in monitoring the progress of learners towards their qualifications and the large majority of learners make the expected progress. However, a minority of teachers focus too narrowly on providing targets and feedback that relate only to the completion of assignments, thereby restricting learners' development of important skills such as professional attitudes to working life. In addition, on the college's electronic system for monitoring progress, only a minority of tutors provide feedback to show how well learners have done.

Personal development, behaviour and welfare are good

- Learners enjoy their learning programmes, which is reflected in their growing confidence and aspirations for their next steps, and the progress they make in achieving their qualifications. They are respectful and work harmoniously in groups; effective support for learners with high needs enables them to manage their own behaviour and continue to learn.
- Learners feel safe and know how to keep themselves safe; informative posters around the college, tutorials on staying safe in all aspects of their life both in and out of college and the college intranet home page provide information on how to contact the safeguarding team with concerns at every log-in. Staff skilfully provide training for the 'Prevent' duty and as a result learners, apprentices and employers are aware of the dangers of radicalisation and extremism in its different forms, such as animal rights and religious extremism. Learners develop their personal and social skills when they confidently discuss and demonstrate their understanding of topics around fundamental British values, drawing on well-resourced

tutorials on topics such as democracy and how it applies to elections to the student council.

- A large majority of learners engage in a comprehensive range of enrichment activities and tutorials which encourage and develop understanding of healthy lifestyles and staying safe; for example, workshops for drug awareness, online safety and safe relationships and national campaigns linking to the college such as '#this Newham girl can' to encourage females into sporting activities.
- Learners develop a wide range of valuable employability skills throughout their vocational programmes through the use of external speakers, including past learners sharing their success stories. Staff provide further advice and guidance during careers weeks as part of the comprehensive tutorial programme. Well-planned work experience links closely to curriculum areas. Rigorous measures are in place to ensure learners are safe wherever learning takes place, such as when learners from a range of programmes travelled to Seville to complete work experience in various job roles.
- Well-qualified staff provide comprehensive, impartial careers advice for all learners; study programme learners create a three-year action plan that is reviewed termly and teachers provide support for writing curriculum vitae, and preparing for interviews or the increasing number of applications to higher education. A minority of adult learners undertake work experience related to their career aspirations while others benefit from industry-related external speakers such as a national leader in vehicle engineering. A small number of learners go on to gain employment directly with their work experience employer.
- Apprentices are motivated and progress well on to the next level or into sustained employment as a result of the effective teaching and support and good, effective partnerships with employers.
- Learners produce good standards of work and are aware of what they need to do to complete their qualifications, but in too many instances targets are not specific enough to make it clear exactly what they need to improve.
- Managers have introduced a wide range of activities to improve learners' attendance, such as the free breakfast on offer every morning and the attendance monitors who follow up on absences and contact parents. These strategies are beginning to improve attendance but rates are variable across a small minority of programmes and too low in mathematics and English.

Outcomes for learners

are good

- The very large majority of learners attend courses that have high and improved achievement rates following a decline in 2013/14. Adult learners achieved particularly well in 2014/15 in health and social care, child development, manufacturing technologies, construction, service enterprises, business administration, foundation learning and functional skills at entry level and level 1. Learners aged 16 to 18 similarly achieved well in engineering, information and communication technology (ICT) for users and business management. While many other learners achieved better than those in similar colleges, for the small proportion of adult learners on ICT practitioner and travel and tourism courses, and for the very small proportion of learners of all ages studying transport operations and maintenance, achievement in 2014/15 was low.
- Few 16–18-year-olds and very few adults have left their courses early this year. Teachers' strong encouragement to learners to recognise the importance of mathematics and English is beginning to have an impact. The proportion of learners who achieve a grade C or above in GCSE English is too low, despite being above the very low national rate. In contrast, the proportion of learners who achieve a GCSE grade C or above in mathematics, while still not high, has improved to almost twice the national rate.
- Learners on study programmes make good progress and most are on track to achieve their qualifications including mathematics and English. The large majority of these learners progress from level 1 to level 2 and from level 2 to level 3 courses. Adult learners on English courses for speakers of other languages (ESOL) develop particularly high levels of confidence in using their speaking and listening skills. However, too few learners of all ages are successful in achieving functional skills qualifications other than at entry level.
- Learners with high needs have particularly good access to external work placements, and the two thirds who take up a placement gain valuable skills and confidence in a good variety of job roles. Almost all these learners progress at the end of their courses into further full- or part-time education.
- Apprentices make particularly good progress in developing new skills to support their employers' businesses. Most apprentices achieved their qualifications in 2014/15, although too many did not do so within the planned time. Following strong management action, this situation has been considerably improved. The large majority of apprentices achieve their qualification and this year more have already completed within their planned time than last year and compared with those in similar providers.

Types of provision

16 to 19 study programmes

are good

- There are approximately 1,700 learners on study programmes in 11 subject areas. The largest areas are health, public services and care; arts, media and publishing; and retail and commercial enterprise. Most learners study at levels 1 and 2 and follow vocational programmes. The great majority of learners achieve their qualifications and progress to higher levels of learning or employment.
- Leaders have high expectations and rigorously and effectively monitor learners' attendance and expected achievements. This scrutiny and subsequent action has brought about a trend of improvement in attendance and fewer learners have left their courses before the end than at the same time last year. More learners are making good progress to achieve their qualifications this year than in 2014/15.
- Study programmes are managed well and fully meet the principles set out by the government. They are individualised and provide learners with opportunities to improve their skills and progress to their next steps. Learners benefit from clear progression routes, challenging tasks, and improvements to their mathematics and English skills. Learners participate in a range of sporting, social and personal enrichment activities that include Pilates, street dance and organised debates on contemporary topics such as race and culture.
- The great majority of learners move on to education, training and employment that are related to their vocational study. However, managers currently lack accurate data about the destinations of a small minority of learners.
- The majority of learners who have not yet achieved a grade C or better in GCSE English or mathematics are making good progress towards these qualifications. In-year achievement for level 1 and 2 functional skills English is close to or exceeds college targets and this picture is mirrored in mathematics. On entry-level functional skills mathematics courses, achievement is high. The majority of learners are making similarly good progress towards their GCSE English or mathematics qualifications.
- Work experience is comprehensive, relevant and helps learners develop their skills and competencies well. Almost all learners have an external placement closely aligned to their vocational study or career aspirations, with the exception of a small number of high-needs learners who are not ready for such a placement. Work experience develops learners' confidence, communication skills and their understanding of how their vocational learning is used in the workplace. For example, information technology learners worked at the British Museum to design a smartphone application to promote zones of the museum with relatively few visitors. A large number of learners take part in further work experience in other European countries that is closely aligned to their area of vocational study.
- Teaching supports learning well and enables learners to apply their understanding of subjects to solve complex problems. For example, in health and social care, learners use a Shakespeare poem to identify stages of human life; in mathematics, learners are able to connect graphs to a range of sources of information. In a minority of instances, however, the work set for learners is too easy and does not help them to develop their skills and understanding.
- Learners know how to keep themselves healthy and safe and they develop a good understanding of their rights and responsibilities in modern Britain. Weekly group tutorials, taught by a team of specialist tutors, help learners to understand for example online safety, the dangers of radicalisation and the potential impact of the European Union referendum. Because of tutorial sessions about representation and voting, a large number of learners have now registered to vote. In practical lessons, learners understand and can demonstrate safe working practices, such as warming up before physical activity in sport.
- Careers advice is impartial and gives learners a clear understanding of their possible progression routes; such advice is highly valued by learners. Learners are supported well by tutors and teachers in their work towards their career goals, and have improved their curriculum vitae writing skills and their communications with potential employers.
- The great majority of learners are making good progress in the development of their skills for further learning and employment. Learners demonstrate a readiness to learn, they attend lessons punctually with all the equipment they need for effective learning, and they understand the importance of deadlines. During lessons and around the college learners behave with maturity and with respect for their teachers and peers.
- Assessment does not help all learners to understand what they need to improve. The feedback learners receive often identifies errors in spelling, punctuation and grammar, but is not specific enough to help learners improve their subject skills.

Adult learning programmes

are good

- Adult learners account for 80% of the total number of learners; the majority are studying ESOL courses across both college sites and five community venues, and around a third are studying vocational programmes. The provision is well designed to meet local people's interests and needs. The range of provision is broad and the managers have developed effective community partnerships, which benefit learners as they have good access to shared facilities and provision.
- Learners achieve well and most gain their qualification. The proportion of learners achieving English and mathematics qualifications at entry level and level 1 is high. Learners are clear about their long-term goals and are ambitious for themselves; as a result the vast majority of those studying vocational courses continue on to further learning, employment or higher education. The large majority of learners taking the access to higher education courses go to a university of their choice with a fifth progressing to prestigious universities.
- Learners make good progress in their lessons. Teachers plan their lessons well and use a wide range of activities that stimulate learners and deepen their understanding of the subject. For example, learners in an access to healthcare lesson develop their understanding of different types of discrimination through role play and then use peer assessment to provide further feedback to each other.
- Learners enjoy their lessons and are eager to come to college. They speak highly of their supportive and caring teachers, who give support both in and outside lessons to encourage learners to progress and achieve. In the majority of lessons attendance and punctuality are good. Attendance on vocational programmes has improved, but remains too low on a few courses.
- Learners are polite and respectful of each other and of staff and there is a culture of respect across the college; this helps develop learners' confidence and their enjoyment of learning. For example, ESOL learners trust one another in class when speaking aloud without fear of embarrassment while they are still developing their spoken English skills.
- The most effective teaching extends learners' understanding expertly, confirms new learning and develops a deeper understanding. A minority of teachers do not challenge learners sufficiently, and consequently learners can be waiting patiently for the learning to continue. Teachers do not set sufficiently precise short-term targets to encourage and enable the most-able learners to make rapid progress.
- Teachers have implemented the 'Prevent' duty well within the ESOL curriculum and learners are able to discuss key events and talk well about their own personal safety. For example, following a recent news article on a high-profile terrorist attack, learners discussed in depth the implications it may have for them.

Apprenticeships

are good

- The college currently has 2,252 apprentices in nine subject areas, the largest of which are health and social care, cleaning services, digital skills and business administration. Of these 91 are higher apprentices and 970 are advanced apprentices. The college subcontracts most of the provision.
- During the past 18 months, leaders and managers have brought about significant improvements in the planning and management of provision, and taken effective action to bring about marked improvements in apprentices' progress and achievement rates within their planned time. Managers closely monitor apprentices' retention, progress and skills development, and intervene swiftly when performance shows any sign of declining. Management of subcontracted provision, which makes up around 90% of the total, has improved significantly. Subcontractors benefit from a very useful internet portal through which they can verify data, share review documents and download examples of good practice in training from the college or other subcontractors.
- Current apprentices are making at least good progress and the large majority are on target to complete their programmes within the expected timescale. During the current year, achievement rates within the planned time have risen by around ten percentage points over 2014/15, and are now above national rates for similar providers. Overall achievement rates have declined slightly but remain above national rates.
- Managers have high expectations for apprentices and for subcontractor partners and staff. Managers have acted swiftly to terminate contracts of consistently under-performing subcontractors, and their apprentices moved to be managed directly by college staff to ensure they successfully complete their programmes. Similarly, performance management of college staff has become more effective and the staffing of the apprenticeship team significantly strengthened. Staff appreciate the clarity and purpose that decisive management has brought to their roles.

- Employers place a high value on the sharply job-focused training their apprentices receive, including in functional skills, and they appreciate the positive contributions made to their businesses by apprentices. They supplement this good-quality off-the-job training with equally high-quality training in the workplace. For example, one digital skills apprentice who undertook a project to improve his employer's web-based marketing managed to increase the company's online sales by nearly 30%. Many employers have offered permanent employment to apprentices, and a high number of former apprentices go on to become supervisors, team leaders, senior care workers or shift leaders. However, managers currently lack detailed data about apprentices' destinations and employment patterns following completion of their apprenticeship.
- College staff and managers maintain excellent communications with employers, and assessors work flexibly and sensitively to meet the needs of businesses. For example, assessors of cleaning services apprentices working on transportation contracts frequently carry out reviews and assessments at night or during the early hours of the morning to match apprentices' shift patterns. Reviews are very frequent and employers receive clear information about apprentices' targets and progress. Employers have a good understanding of how to help their apprentices achieve their frameworks and they readily collaborate, for example by setting the apprentices tasks to ensure that all elements of the qualification can be assessed in a timely fashion.

Provision for learners with high needs is good

- The college currently has 108 learners in receipt of high-needs funding from six London boroughs. Eighty-two learners are on discrete entry-level programmes and the rest follow 16–19 study programmes across the vocational departments.
- Staff work well with a range of local and national employers to ensure a large majority of learners access relevant and meaningful work placements. One large retail chain provides placements where learners work from 10am to 6pm, preparing them well for employment in the sector. Job coaches and workplace mentors provide skilled advice for learners. A new European-funded project based at the local general hospital started this year and provides supported internships; an option that effectively support learners moving on from the college who are not yet ready for open employment.
- Teachers and support staff use questioning well to check understanding, stimulate learning and monitor progress, encouraging learners to be more independent. Teachers have high expectations of learners and most provide lessons that stimulate and engage learners at all levels. Most staff use silence effectively, allowing learners the time they need to process their questions and think carefully before responding.
- Teachers integrate English, mathematics and communication skills effectively in a wide range of activities, such as developing the use of 'left', 'right', 'up', 'down' in dance and movement, finding the correct shoe sizes on work experience and measuring wood to make a fence for the learners' allotment. Staff use pictures, signing and videos to ensure communication with learners enables them to fully participate in all activities.
- Learners take part in a wide range of enrichment activities across the college. Learners make choices to attend and staff complete full risk assessments to ensure the appropriate level of support is in place to ensure full participation. Learners have attended a local careers fair, taken part in theatre trips and engage well in college sport activities. Learners feel safe in college and are confident to ask for help or speak to staff for support. Teachers ensure learners develop a good understanding of health and safety practices in work experience placements, practical workshops and in the classroom. The vast majority of learners use the busy college cafeteria, which helps to develop their confidence and social skills.
- Staff support learners to manage their behaviour well, enabling them to continue with their learning and to respond appropriately to challenging situations. Learners behave well, show respect to each other and engage positively in the local community. The learners' allotment and hospital projects raise the profile of the learners to the wider community and show what the learners are capable of achieving. The learners have built raised beds, constructed a pond and built fences and benches from redundant wooden pallets on a derelict plot in the heart of the community.
- Learners make good progress developing their social, emotional and employability skills. One learner, who did not like to get his hands dirty, attending the allotment project, independently identified cut pieces of muddy wood that needed to be moved into the shed. He had observed the teacher earlier storing the cut planks and demonstrated initiative by moving the wood without staff intervention.
- Qualified and experienced staff support deaf learners and visually impaired learners very well. They enable the vast majority of learners to make good progress on their vocational programmes and achieve their qualifications. The sensory support team provide training and guidance to help college staff know what to do when deaf learners are taking examinations.
- All but one of the learners have an educational, health and care plan (EHCP), which identifies well their needs and aims for the future. Staff use these effectively to plan the discrete programmes, set goals and

targets for achievement and manage the specific support needs of the individual learner well. However, learners are not sufficiently involved in setting their own targets, which means that they do not understand the progress they need to make to achieve them.

- Teachers are beginning to use electronic tablets to store learners' EHCP targets and record photographic and video evidence. They use these records to demonstrate learners' progress towards achieving their targets and have started to present these records to parents as part of the review process.
- The college has strong partnerships with local health providers, arranging therapeutic and counselling support as required. A nurse from the occupational health team supports and trains staff, when needed, and is a valuable link with families and doctors to ensure learners' health needs are promptly and effectively met.
- Independent information, advice and guidance are available to learners going through the EHCP assessment process, prior to starting college. Learners are beginning to use impartial guidance to ensure they are supported effectively to move on, but this is a recent addition to the annual review process.
- The college has identified the need for more personal and individual programmes for learners and planning has taken place to ensure the curriculum for September 2016 includes a more extensive range of taster sessions for learners to access vocational courses to support their transition planning.

Provider details

Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	23,645
Principal/CEO	Di Gowland
Website address	www.newham.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	685	5,051	624	1,084	359	776	7	755
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	50	1,141	84	886	1	90		
Number of traineeships	16-19		19+		Total			
	44		4		48			
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:	<ul style="list-style-type: none"> ■ NEWTEC ■ Digital Skills Solutions Ltd. ■ Havilah Training ■ GLP Training ■ Academy 1 Sports ■ UCRA 							

Information about this inspection

Inspection team

Nick Gadfield, lead inspector	Her Majesty's Inspector
Janet Mercer	Her Majesty's Inspector
Steve Stanley	Her Majesty's Inspector
Richard Beynon	Her Majesty's Inspector
Lesley Talbot-Strettle	Ofsted Inspector
Mark Hillman	Ofsted Inspector
Kate Brennan	Ofsted Inspector
Alison Muggridge	Ofsted Inspector
Jo-Ann Henderson	Ofsted Inspector
Allan Shaw	Ofsted Inspector

The above team was assisted by the deputy principal, as nominee, and carried out the inspection at short notice. 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.

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