

Newham Sixth Form College

Monitoring visit report

Unique reference number: 130452
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Inspection date: 16 May 2017
Type of provider: Sixth form college
Address: Prince Regent Lane
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Publication date: 1 June 2017

Inspection number: 10037271



Monitoring visit: main findings

Context and focus of visit

This is the second monitoring visit to Newham Sixth Form College to consider the college's progress in implementing the 'Prevent' duty and ensuring that the curriculum promotes fundamental British Values.

The first monitoring visit in May 2016 found that leaders and managers had made insufficient progress in planning to address the areas for improvement identified at the inspection in October 2015; ensuring that students are sufficiently involved in the implementation of the college's statutory duties under the 'Prevent' legislation; planning a coherent approach to ensuring that students have a broad enough education about life in the United Kingdom and British values; improving the focus on topics such as women's rights, forced marriage and female genital mutilation to help students make informed choices and stay safe; and ensuring that a single faith group does not dominate the multifaith room.

Themes

What progress have leaders and managers made in ensuring that students are sufficiently involved in the implementation of the college's statutory duties under the 'Prevent' legislation?

Significant progress

Since the previous monitoring visit, leaders, managers and governors have successfully addressed students' lack of involvement in the implementation of the 'Prevent' duty. Staff and students worked closely to devise a campaign to raise awareness and understanding of the 'Prevent' duty and the threats of radicalisation and extremism. The use of a wide range of interesting and innovative activities has resulted in current students having a good understanding of the college's statutory duties in relation to the 'Prevent' duty.

The student council is closely involved in the selection of training resources to promote the 'Prevent' duty and consults frequently with college managers about the content and structure of the college's tutorial programme. Restructuring of the tutorial programme by the new head of pastoral support has resulted in topics relating to the 'Prevent' duty and keeping students safe from the threats of radicalisation and extremism being reinforced regularly during tutorials and through the curriculum.

Leaders and managers have introduced a structured interview process to evaluate the impact of the 'Prevent' campaign on students' understanding of the threats of radicalisation and extremism. Discussions with students and the analysis of results from structured interviews show that their understanding of the 'Prevent' duty is now good.

The action plan produced by leaders and managers following the previous monitoring visit is clear and provides detailed information about completion dates, roles and responsibilities of staff and students and the impact of actions.

To what extent have leaders and managers addressed the need to plan a coherent approach to ensuring that students have a broad enough education about life in the United Kingdom and British values?

Significant progress

Leaders and managers continue to incorporate themes and topics such as e-safety, awareness of the threats of extremism and radicalisation, and values in British society into the curriculum and the tutorial programme. Teachers are much more adept at linking the values of British society in lessons. For example, health and social care and childcare teachers skilfully link democracy, rule of law, tolerance and respect and individual liberty to legislation around childcare and social care, the importance of listening to parents and patients, and supporting individual care needs. The structure of the tutorial programme means that topics are now covered in greater depth and reinforced regularly to ensure that students have a good understanding of living in a modern society.

Leaders and managers continue to work closely with external consultants and agencies to develop teachers' and students' understanding of British values. Staff have benefited from a range of training to help them embed British values in teaching and learning. Students receive training and participate in a wide range of activities that develop their understanding of British values well. For example, students participated in a college competition to produce a poster to promote British values. The winning design is now prominently displayed around the college. Students can accurately name and describe the four fundamental British values and provide examples of what they mean to them in college and the wider community.

The college has invested significantly in training and support to ensure that lesbian, gay, bisexual and transgender (LGBT) students do not feel discriminated against. External agencies and network groups have worked with staff to ensure equality among staff and students. Teachers now challenge rigorously students who use homophobic, bi-phobic and transphobic language. The college LGBT champions group is currently working towards the Stonewall bronze award for school and college champions.

What has been done to improve the focus on topics such as women's rights, forced marriage and female genital mutilation to help students make informed choices and stay safe?

Significant progress

The actions that leaders and managers have taken to improve the focus on topics such as women's rights, forced marriage and female genital mutilation (FGM) have

had a positive impact and increased students' understanding of how to make informed choices and to stay safe.

Students benefit from regular opportunities to explore and discuss topics such as honour-based violence, forced marriage, equality and protected characteristics. Exploration of themes and case studies during tutorials such as Holocaust memorial, LGBT month and the radicalisation of a fictional character 'Zak' ensure that students have a good understanding of a range of relevant topics relating to equality and diversity, safeguarding, British values and the 'Prevent' duty. Topics and themes are regularly reinforced in tutorials, lessons and through the curriculum.

The FGM campaign to develop awareness and understanding of FGM was well received in the college and the local community. Students produced posters, banners and T-shirts highlighting the dangers to the health of women who have undergone FGM, and demonstrated in the college and local community to raise awareness of FGM. The local newspaper published an article about the demonstration to raise further the awareness of FGM. Following the success of the FGM campaign, 60 students have now trained as FGM ambassadors. Safeguarding referrals regarding potential FGM have increased as a result of students' and staff's greater understanding of the risks of FGM and how to act on concerns.

What progress have leaders, managers and governors made in ensuring that a single faith group does not dominate the multifaith room, and what actions have been taken to ensure that the multifaith room is a comfortable and welcoming place for staff and students of all faiths and beliefs to use for prayer and quiet reflection?

Reasonable progress

The multifaith room has been temporarily relocated and is due to be permanently resited when refurbishment of the old learning resource centre is complete. The multifaith room will then be located in the central hub of the college, in the student services area. Plans are in place to improve the room further and leaders and managers continue to consult with governors, student councillors and the multifaith committee on the layout of the room.

The room is zoned into distinct areas, but no longer segregates men and women. A single faith group no longer dominates the room. However, students do not always use the room as a place of prayer or quiet reflection. Students were observed completing homework, chatting in small groups and using their telephones.

The room is now more inviting for groups of other faiths and those of no faith. The room is more comfortable and relaxing with furniture such as sofas and beanbags. Prayer mats and other religious artefacts are removed from the room when not in use.

The room is now closely monitored by staff and is located in a central area of the college. Rules for use of the room are clearly displayed.

Students report that the room is open to all students regardless of their faith and for those of no faith. The majority of students spoken to do not use the room but are aware of the facility should they wish to use it.

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