

# Newham Education and Training Centre (NEWTEC)

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320895

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Early years and playwork
- Literacy, numeracy and ESOL

## Description of the provider

1. Newham Education and Training Centre (NEWTEC) is a registered charity and company limited by guarantee, located in Stratford, in the London borough of Newham. It was established in 1984 as a voluntary sector provider. In February 2007 it became a wholly owned subsidiary of Newham College of further education (FE), while maintaining its complete autonomy and separate identity as a registered charity. Under the members' agreement between the two organisations, NEWTEC's Trustees are wholly responsible for its direction, conduct and performance. Its vision is to use childcare as a motivator for learners. It operates from two sites in Stratford, both of which have day care nursery facilities available. At the time of inspection there were 377 learners in provision for health, public services and care and 93 in preparation for life and work and business, administration and law. Business, administration and law had very learners and was not inspected.
2. Newham is ranked among the most deprived areas of England. According to the 2001 census, over 40% of its 254,000 population are under 25. Over 60% are from minority ethnic groups, compared with 9% for England and Wales as a whole. Over 23% of Newham residents have no formal qualifications. A significant proportion of the population are asylum seekers or refugees, and more than 100 languages are spoken in the borough. The profile of NEWTEC learners in May 2008 was 96% female, 86% from minority ethnic backgrounds, 27% were under 25 and 14% had a disability.
3. Funding is provided by East London LSC. NEWTEC attracts funding from a wide range of other organisations, including the European Regional Development Fund, the European Social Fund, the London Development Agency, Newham College of FE and the London Borough of Newham. It has significantly increased the volume of commercial activity in the last three years. The LSC funded provision accounts for 17% of the 2007/08 budget and only relates to the mainstream FE contract with the LSC.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Inadequate: Grade 4</b>
<b>Capacity to improve</b>	<b>Inadequate: Grade 4</b>
<b>Achievement and standards</b>	<b>Inadequate: Grade 4</b>
<b>Quality of provision</b>	<b>Inadequate: Grade 4</b>
<b>Leadership and management</b>	<b>Inadequate: Grade 4</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Inadequate: Grade 4</b>

## Sector subject areas

<b>Health, public services and care</b>	<b>Inadequate: Grade 4</b>
<b>Preparation for life and work</b>	<b>Inadequate: Grade 4</b>

## Overall judgement

### Effectiveness of provision

#### Satisfactory: Grade 4

4. Achievements and standards, quality of provision, leadership and management and equality of opportunity are inadequate. Provision in health, public services and care and in preparation for life and work is also inadequate.

#### Capacity to improve

#### Inadequate: Grade 4

5. NEWTEC's capacity to improve is inadequate. The quality of provision has declined since the previous inspection, when it was found to be satisfactory or better across all aspects of the provision. NEWTEC has tackled a number of areas for improvement since the previous inspection. However, contact with work placement staff and the use and analysis of data remain as areas for improvement. NEWTEC has met some of its own subsequent improvement targets. For example, recently gaining the award of the Matrix Standard following improvements to its initial advice and guidance service. However, it has not adequately resolved the shortage of assessors. The self-assessment process involves staff, but the report does not identify key weaknesses and overestimates the quality of its performance.

## Key strengths

- Very effective realisation of the mission to use childcare as a motivator for learning
- Good teaching of under-pinning knowledge
- Good opportunity for progression from entry level to level 4
- Successful action to address the budget deficit

## Key areas for improvement

- Poor achievements on many courses
- Insufficient assessment and feedback to learners
- Lack of adequate staffing resources to implement the programmes
- Failure to meet safeguarding and equality and diversity requirements
- Weak implementation of quality improvement procedures
- Poor use of data to evaluate the quality of provision

## Main findings

### Achievement and standards

#### Inadequate: Grade 4

6. Achievements and standards are inadequate. In provision for early years, success rates are low and declining on many courses. Although some courses have shown improvement since 2005/06, success rates in 2006/07 declined significantly on some courses and on two courses were 20% below national averages. Learners on many early years NVQ programmes make slow progress. Success rates on courses in literacy and English for speakers of other languages (ESOL) were mostly low in 2006/07, but improved on short courses in 2007/08. These are now satisfactory. These low success rates across the provision were not given sufficient weighting in the self-assessment report.
7. On literacy and ESOL courses, learners develop good communication and study skills, which prepare them to progress to higher level courses. On early years courses learners develop good vocational skills to support them in the workplace.

### Quality of provision

#### Inadequate: Grade 4

8. The quality of teaching and learning is unsatisfactory overall. Teaching of background knowledge in early years provision is good, with well planned, stimulating classes that include simulations and role-play. Tutors on literacy and ESOL provision have good specialist knowledge, but the opportunities for learners to practise their skills are insufficient.
9. Assessment and verification procedures are particularly weak in early years provision. Recent new appointments show early signs of improvement, but too many learners have waited unacceptably long periods for their work to be assessed and verified. The processes for verification of targets and achievements on non-accredited literacy and ESOL provision are not effective. The quality of individual learning plans is weak. They are not sufficiently focused on the identification of individual areas for development and strategies to meet those needs. The self-assessment report does not give sufficient weighting to the impact of these weaknesses on the experience of the learners.
10. The extent to which the range of programmes meets the needs of learners is satisfactory. The use of childcare as a motivator for learners is very effective, and the opportunity to progress from entry level to level 4 is good. However, although numeracy provision is planned it is not yet provided. The number of learners of minority ethnic background exceeds that of the local population. The intake is almost entirely female, which meets the needs of the local hard-to-reach community. Little progress has been made in attracting more male learners to the traditionally strong female vocational area of early years.
11. Support and guidance are satisfactory. Learners are well supported personally while attending NEWTEC's sites, but are not well supported when in the work-place, where contact has often been minimal. The advice and guidance arrangements have improved and the provider was accredited with the Matrix Standard in May 2008. All new learners

have an individual interview as part of the induction process. Advice and guidance on childcare and financial support are good. Learners with disabilities receive satisfactory support, but there are no records of the outcomes of the discussion at initial interview, where a learner has declared a disability on the application form.

## **Leadership and management**

### **Inadequate: Grade 4**

#### **Equality of opportunity**

Contributory grade: Inadequate: Grade 4

12. Leadership and management are inadequate. NEWTEC has been through a particularly difficult period since the previous inspection. Following serious financial underperformance in 2005/06 NEWTEC entered into an agreement with Newham College of FE in February 2007, for the provision of a package of financial support. Under this agreement, NEWTEC became a wholly owned subsidiary of Newham College of FE, while maintaining its complete autonomy and separate legal identity as a registered charity and Company Limited by Guarantee. Strategic and business planning has been very effective in enabling the organisation to continue. NEWTEC has increased significantly the volume of its commercial activity and has taken very effective steps to address a large budget deficit, anticipating a much lower and agreed shortfall for 2007/08. However, during this period of change, NEWTEC's performance has considerably declined.
13. Despite the challenges it has faced, NEWTEC's mission has been well realised by its continuing focus on learners from hard to reach communities, and its use of childcare as a motivator for learning. The focus on childcare is very effective in helping to meet local targets where there is a national skills shortage. NEWTEC has a productive range of partnerships, varying from small community groups in those areas of most deprivation, to Kingston University.
14. The accommodation at NEWTEC's two main teaching sites is good, with purpose-built nursery provision. However, health and safety is not included in the service-level agreement of all outreach sites. Staff are well qualified, but staff shortages have impacted adversely on learners' experience. Services to support people with disabilities, such as the availability of parking facilities, are not signposted. The skills for life strategy is sound. Support for learners with additional literacy, numeracy and language needs is satisfactory. Learners contribute confidently to the recently revived learner's forum, and action is taken in response to their concerns.
15. The quality of documentation relating to key learning processes has recently improved, and much is now fit for purpose. However, its completion is uneven and often unsatisfactory. Course reviews, for example, failed to identify the significant decline in performance. The verification and assessment processes are inadequate. Complaints from learners and employers focus on the long delays and lack of communication. NEWTEC has recently increased the number of assessors and improved the arrangements for verification. Verification of the effectiveness of individual learning plans on preparation for life and work courses is weak. Although staff have access to professional development, and have appraisals, NEWTEC does not have a training plan.
16. The quality of management information has improved significantly since the previous inspection, but the data is not used effectively to monitor the quality of the provision. The self-assessment report does not provide a sufficiently thorough breakdown or analysis of



key outcomes. Rates of progression and destinations are not routinely monitored or analysed to show the progress made by learners.

17. The response to equality and diversity requirements is unsatisfactory. This was good at the previous inspection. NEWTEC continues to attract learners from a diverse and wide range of backgrounds and the proportion of learners from minority and ethnic backgrounds is higher than that of the local population. However, since the previous inspection, the equality and diversity group has ceased to function and only a few of the planned actions have been monitored. Learners' success rates have not been analysed by race, gender and disability, are not used when reviewing courses, and have not been routinely reported on. Governors have not received updates on progress in relation to the Race Relations (amendment) Act 2000 and neither they, nor members of staff have had adequate training on the 2005 amendments to the Disability Discrimination Act 1995, or on the Equality act 2006. Equalities policies have not been adequately updated.
18. NEWTEC has not sufficiently fulfilled safeguarding requirements in relation to child and adult protection. Not all of the tutors and assessors have been vetted by the criminal records bureau (CRB), and some checks are not up to date. Many staff and governors have not received safeguarding training, although this is now planned.
19. Trustees have worked hard to support NEWTEC during its period of uncertainty, attending many meetings and making decisions about the strategic direction of the future of NEWTEC. However, during this period of turbulence they did not receive reports on health and safety, equality and diversity or complaints, and did not recognise that NEWTEC was not fulfilling requirements in these areas.

## What learners like

- Learning about childcare
- Getting back into education
- Convenient locations
- Support provided by helpful staff
- Good teaching
- Gaining confidence
- Availability of crèche
- Help to get basics of using computers
- 'The people are great'
- 'Enjoy working with children in placements'
- Supportive workplace supervisors

## What learners think could improve

- Provision of identity cards
- Access to computers and books for private study
- Delays in returning marked work
- Considerable delays in moderation of their work

## Sector subject areas

### Early years and playwork

#### Inadequate: Grade 4

##### Context

20. Some 377 learners are enrolled on the early years programme. Courses are offered from entry level to level 4. At entry level and level 1 learners' literacy skills are developed and assessed through a study of childcare themes. At level 2, 151 learners are on NVQ childcare learning and development (CCLD) programmes, 19 completing the full time level 2 programme in childcare education and 14 following the part-time Certificate in CCLD. At level 3, 43 learners are completing the NVQ programme. The diploma in pre-school practice has 27 learners and the level 3 course in home-based childcare has 54. The manager and eight members of staff deliver the early years programmes.

##### Strengths

- Stimulating and well managed learning sessions
- A wide range of early years courses to address government priorities and community needs

##### Areas for improvement

- Low and declining success rates
- Very slow progress by many learners on NVQ programmes
- Insufficient planned use of workplace supervisors and managers in the assessment processes
- Inadequate leadership and management

##### Achievement and standards

21. Achievements and standards are unsatisfactory. Success rates on some of the major programmes in this area are low, and in 2006/07 two courses declined to 20% below national averages. Between 2005/06 and 2006/07, some courses improved, but the success rate on the NVQ level 3 childcare learning and development declined from 69% to 59%. During the same period, the NVQ level 2 success rate declined from 72% to 49%, and, on the level 2 certificate in childcare and education, from 78% to 53%. Learners on many NVQ programmes make very slow progress. Many have taken well over two years to complete their awards. Achievement of literacy qualifications on the early years programmes is low. These low success rates are not recorded specifically in the self-assessment report.

22. Learners' written work is satisfactory and in some cases good. Oral contributions in learning sessions are insightful, and for many learners are above the level associated with their awards. Learners make good links between theory and practice.

##### Quality of provision

23. Learning sessions on under-pinning knowledge at NEWTEC's two training centres are stimulating and well managed. Schemes of work and lesson plans are detailed and well focused. The aims and objectives of learning sessions are clearly displayed and shared

with learners. A wide range of well chosen teaching and learning activities engage the diverse learner group. These include role-play, small group work and full class activities. Equality and diversity topics are appropriately covered through the early years curriculum. Learners complete an initial basic skills screening test, and adequate provision is made for learners with identified additional learning needs.

24. Teaching and learning are unsatisfactory overall. The assessment and internal verification processes are inadequate and unacceptably slow. Many learners receive little recorded feedback on their completed written work, with long delays in formally assessing the written evidence against the NVQ criteria. A few level 3 candidates who enrolled in January 2007 did not have an assessor appointed to them until March 2008. This has caused very long delays in arranging direct observations of learners' work-place practice. A few level 3 learners who enrolled in November 2005 had their work first internally verified in March 2008. The monitoring of learner progress is inadequate. However, the recent appointment of a lead internal verifier and additional assessors has generated clear monitoring systems. Verification reports are now more detailed with guidance to assessors for improvement. This is beginning to improve the timeliness of assessments, but large numbers of learners continue to wait too long for their work. Planned use of workplace supervisors and managers in the assessment processes is insufficient. Few write witness statements to support learner evidence, and many do not fully understand the qualifications and content of the courses. Contact between assessors and the workplace supervisors is insufficient. This was an area for development at the previous inspection.
25. Teaching accommodation is good. Tutors are appropriately qualified and have extensive professional experience in early years. However, learners are not always able to get access to computers, and their library books are not always available at times when specific projects need to be completed.
26. The range of early years programmes is extensive and they are offered from entry level to the level 4 foundation degree. This provision directly meets government priorities, local community needs, and areas of national skill shortage. The home-based childcare learners complete a particularly well structured course in business skills for childminders. The progression rate of learners to higher level courses and to related employment is good. The proportion of learners from minority ethnic groups exceeds that of the local population.
27. Support and guidance are satisfactory overall. Tutors have a good and productive rapport with learners and provide good personal support. However, the use of individual learning plans is insufficient. Formal tutorials are held irregularly and tutorial records are poor. Initial guidance for learners has recently improved and NEWTEC has been awarded the Matrix Standard.

### **Leadership and management**

28. Leadership and management are inadequate. The self-assessment report is over-optimistic about the quality of the provision, which is overgraded. The low and declining success rates are not identified as weaknesses in course reviews. Analysis by race, gender and disability is not used to identify trends. The minutes of the regular standardisation meetings do not routinely identify responsibilities for agreed action. The monitoring of learners' progress on the NVQ programmes is inadequate. The prolonged shortage of assessors has significantly delayed the assessment of work-place practice and learners' associated written work. Monitoring of the quality of individual learning plans, tutorial records, and the setting and monitoring of learner targets is insufficient. Policies do not

specify the minimum entitlement of learners to tutorials, or support in work-placement. Few staff have completed the required training on the safeguarding of young people and vulnerable adults. A CRB check has not been completed for all early years staff.

## Literacy, numeracy and ESOL

### Inadequate: Grade 4

#### Context

29. NEWTEC currently runs two programmes that lead to literacy qualifications. The entry level 3 course is for learners who speak English as an additional language, and is delivered in the context of childcare. NEWTEC has 64 learners on the three courses currently running, one of which takes place in a local community venue, mostly for Tamil learners. Currently, 22 learners are on the preparation for working with children course which offers literacy primarily at level 1 and an NCFE accredited introduction to working with children. These courses run for 12 weeks for 5 or 6 hours a week. NEWTEC does not currently offer numeracy as discrete provision. The foundation studies manager and four tutors teach these programmes.

#### Strengths

- Good development of learners' communication and study skills.
- Particularly effective promotion of literacy through childcare.
- Good specialist expertise in teaching literacy and ESOL

#### Areas for improvement

- Insufficient accredited provision to meet numeracy needs of learners
- Unsatisfactory use of individual learning plans to set targets and provide feedback to learners on their progress
- Unsatisfactory management and monitoring of many aspects of the provision

#### Achievement and standards

30. Achievements and standards are satisfactory. Learners develop good communication and study skills. For example, presentations on healthy food for children observed on inspection are of a high standard. Many learners make good progress in improving their ability to put their ideas down on paper and the accuracy of their written work. Learners also develop a good understanding of basic childcare concepts and background knowledge in preparation for future courses or employment. Progression to further learning is often good, with a good proportion of learners continuing to study at NEWTEC.

31. In 2006/07, success rates for accredited provision were low at entry levels 1 and 2, at 57%, and 48% at entry level 3. Success rates at level 1 were satisfactory at 69%. Achievement on the six courses completed so far in 2007/08 is satisfactory overall, although success rates vary significantly, from 54% to 100%.

~~32.~~ NEWTEC does not adequately check that learners are working towards the most appropriate qualification and does not monitor achievements by race, gender and disability.

#### Quality of provision

33. Teaching and learning are satisfactory. Tutors have good specialist expertise in teaching literacy and ESOL. They plan learning sessions well and learners participate enthusiastically in a good range of relevant and interesting activities. The range of learning materials is satisfactory, and tutors and learners use the rich diversity of learners' cultures well in learning activities and discussions on childcare. However, in many learning sessions, learning activities require a disproportionate length of time to allow all learners to participate, with insufficient individual attention and feedback. The role of volunteer tutors in learning sessions is not well planned.
34. The use of individual learning plans is unsatisfactory. Tutors use different processes to identify and record learning targets, but they do not all use the information from initial assessments and interviews to develop individual learning plans. Many plans are incomplete. They are not used as an effective tool to ensure that learners are working towards the most appropriate learning goals and qualification. Target-setting is weak. Some targets are very vague, while some are in language which is too complex and technical. Many learners do not receive sufficient written or oral feedback.
35. Tutors are appropriately qualified and have specialist knowledge. The teaching accommodation at NEWTEC's two sites is good. However, the accommodation for one of the community learning sites is not adequate for the group.
36. NEWTEC provides a satisfactory range of literacy and ESOL programmes. Childcare and early years education provide good contexts to attract new learners to develop their communication skills as a first step to further learning. However, opportunities for learners to gain accreditation in numeracy are not available. Learners' levels of numeracy are assessed when they join NEWTEC, and some learning sessions include practical number skills. Some learners have significant development needs in numeracy. The self-assessment report has identified this area for improvement and the organisation plans to introduce numeracy courses in September 2008.
37. Guidance and support are satisfactory. Members of staff provide good personal support. The learner handbook provides appropriate information about the systems at NEWTEC and the aims of their programmes. Initial assessment and guidance on progression are satisfactory, although it has sometimes been provided too late in the course, and progression routes are not always clear. Arrangements to provide additional learning support are effective, with specialist support for learners with dyslexia and other learning disabilities.

## Leadership and management

38. Leadership and management are inadequate. Staff are appropriately qualified and receive useful training in relevant topics. The recently written skills for life strategy is sound, but is in the early stages of implementation and numeracy is not currently offered. Health and safety audits are not included in the service level agreements for one of the community venues, which is unsafe and provides an unsatisfactory learning environment.
39. The response to requirements for equality of opportunity is unsatisfactory. Managers are not able to evaluate the effectiveness of the programmes by race, gender and disability. Staff do not use course reviews or teaching observations to monitor the promotion of equality of opportunity.
40. The use of data to manage and evaluate the provision is unsatisfactory. The self-assessment report does not separate the data of learners achieving a qualification from those achieving their individual learning targets. Processes for measuring achievement of individual learning plan targets are not effective, so success rates of 100% are not adequately verified. Managers monitor learner progression for individual class groups, but they do not collate this information at a broader level. The self-assessment report does not take sufficient account of the areas for improvement.