

## MONITORING VISIT: MAIN FINDINGS

Name of Provider: Newham Education and Training  
Centre  
Date of visit: 12 May 2009

### Context

This monitoring visit follows the inspection in June 2008, at which Newham Education and Training Centre (NEWTEC) was graded inadequate for the effectiveness of provision, capacity to improve, achievement and standards, quality of provision, leadership and management and for its arrangements for equality of opportunity. Provision was judged to be inadequate in early years and playwork and literacy, numeracy and English for speakers of other languages (ESOL). NEWTEC still holds a contract with East London local area Learning and Skills Council (LSC) to provide further education courses. NEWTEC continues to attract funding from a wide range of other organisations and through commercial activity. At the time of inspection, the LSC funded provision accounted for 17% of the 2007/08 budget; this had increased slightly to 18% in 2008/09. At the time of the monitoring visit, 362 government-funded learners had enrolled with NEWTEC, about 100 fewer than at the previous inspection.

### Achievement and standards

How much progress has been made in improving learners' achievements and overall success rates?	Insufficient progress
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At the previous inspection, achievement and standards were inadequate with low and declining success rates on many courses. Since then NEWTEC has made insufficient progress. The overall success rate declined to 40% in 2007/08 on early years and playwork programmes, significantly lower than the national rate. In particular, the success rate on the NVQ level 3 in early years care and education declined from 59% in 2006/07 to 31% in 2007/08, and the success rate on the level 2 course fell from 49% to 27%. A shortage of NVQ assessors has had a significantly negative impact on overall success rates. Learners remaining from previous years now have an assessor assigned to them. Dates for learners to complete their qualifications have been revised, however this has not yet sufficiently resulted in the achievement of qualifications. The retention rate for the current group of NVQ level 2 learners is 65% and overall success rates remain below the national rates. At present, 78% of NVQ level 3 learners are still on their programme, which is an improvement on the previous year. Systems for monitoring attendance have been improved, with absences being followed up more promptly. This has improved learners' retention.

Overall success rates on literacy, numeracy and ESOL programmes improved to 73% in 2007/08. At the previous inspection, overall success rates on entry level courses were low. In 2007/08 they increased to 78%. In the previous year they were 57% at Entry levels 1 and 2 and 48% at Entry level 3. Overall success rates on level 1 courses were satisfactory at the previous inspection and they remain the same at 69% in 2007/08.

### Quality of provision

How much progress has NEWTEC made in improving the quality of assessment and feedback to learners?	Reasonable progress
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At the previous inspection, assessment and feedback to learners were insufficient. Since then, NEWTEC has made reasonable progress and has implemented effective actions to improve the quality of assessment and feedback. It has increased the number of internal verifiers employed from one in the previous year to four. Internal verifiers meet monthly to sample portfolios and assure the quality and consistency of assessment and feedback. All assessors are assigned to an internal verifier who monitors their work and provides feedback on positive aspects of their work and areas for improvement. Assessment and verification of early years and playwork learners' work take place more regularly. NEWTEC recognises the need to further develop its systems for monitoring learners' progress.

Most of NEWTEC's systems that impact on the learners' experience have been reviewed and improved. Initial assessment is now more thorough and greater attention is paid to assessing learners' needs and ensuring they attend the most appropriate level and type of course. Individual learning plans have been improved and now record learners' progress more accurately. A number of tutors have attended training to improve their understanding of how to set more meaningful and measurable targets. Tutors incorporate these now into learning tasks, particularly for literacy, numeracy and ESOL learners.

### Leadership and management

How much progress has NEWTEC made to resolve the adequacy and shortage of assessors?	Reasonable progress
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At the previous inspection, the number of early years and playwork assessors was inadequate. Since then, NEWTEC has taken appropriate steps to ensure it has sufficient and suitably qualified assessors for the number of early years and playwork learners. NEWTEC has recruited more assessors and all learners now have an assessor assigned to them, whereas 290 learners had no assessor in the previous year. Full-time assessors have manageable case loads, each responsible for approximately 24 learners. The lead internal verifier monitors how promptly assessors make their initial contact with learners and the frequency of contact for assessments and progress reviews. NEWTEC has introduced a training record for all staff.

How much progress has NEWTEC made in improving equality and diversity arrangements?	Reasonable progress
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At the previous inspection, NEWTEC did not meet its requirements for equality and diversity. Since then, NEWTEC has re-established its equality and diversity steering group that has been monitoring progress on the action plan every three months. Attendance by steering group members has been varied and was low at the two most recent meetings. Many of the equality and diversity policies have been reviewed and now reflect current legislation. They have action plans, but some are at an early stage of implementation. Few policies are dated or contain version numbers, so it is unclear which of the versions are the most recent. All staff and trustees have received the revised and updated “embracing diversity” training. Tutors’ delivery of equality and diversity is monitored through the observation of teaching and learning, with good practice and areas for improvement highlighted.

How much progress has NEWTEC made to ensure adequate safeguarding arrangements?	Reasonable progress
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At the previous inspection, NEWTEC did not sufficiently fulfil its safeguarding requirements. Since then, appropriate action has been taken to improve safeguarding arrangements. All existing staff have had Criminal Records Bureau (CRB) checks. Some more recent members of staff are waiting for their checks to be returned and, until then, a system for supervising them is in place. The human resources department manages the records centrally and ensures that CRB checks are updated every three years. Safeguarding training has been held for trustees, managers and tutors. Adult safeguarding policies were recently written in April 2009 and the Children’s policy has been reviewed. Staff and management responsibility for safeguarding has been identified and champions established to keep teams informed about news items and updates.

How much progress have managers made in improving their use of data to evaluate the quality of the provision?	Reasonable progress
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At the previous inspection, the use of data to evaluate the quality of provision was poor. Since then, NEWTEC has introduced a course learner monitoring system and NVQ database to enable the better monitoring of learners’ progress and to predict success rates. Updated weekly, these enable managers to review the provision more effectively. Tutors are more aware of their targets and their progress towards achieving them. Tutors have attended raising data awareness workshops that have included imaginative activities, such as tutors using data to tell a story about their course. Managers are starting to gather learners’ destination data through the course learner monitoring system, with the intention of being able to analyse trends.

NEWTEC has identified learner groups that are under-represented and has set actions to improve participation by men on childcare courses. More recently, performance data has been analysed by diverse group and a report produced for the

May 2009 board meeting. Managers have not yet devised effective strategies to improve the under-performance of some groups of learners.

How much progress has been made to improve quality improvement procedures?	Reasonable progress
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At the previous inspection, the implementation of quality improvement procedures was weak. Since then NEWTEC has made reasonable progress. It has devoted much time to training tutors, organising meetings and discussion groups and providing clearer guidance through policies and procedures. Complaints are now being logged more thoroughly. The observation process has been improved and contains more appropriate and detailed feedback to tutors. Observers accurately identify concerns with learners' individual learning plans and target-setting. An organisation-wide audit has identified that the quality of individual learning plans and target-setting remained an area for improvement and resulted in improvements to the internal auditing of learners' ILPs, tutorial records and targets. Meetings have been introduced to deal with the inconsistency of individual learning plans. However, the meetings and the internal audits are insufficiently well established. NEWTEC has not devised a sampling plan or rationale for these audits. Feedback to tutors is not written in the form of an action plan.

#### Self-assessment and improvement planning

How much progress has NEWTEC made in improving the accuracy of self-assessment judgements for quality improvement?	Reasonable progress
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At the previous inspection, the self-assessment report did not identify the key weaknesses and overestimated the quality of performance. The self-assessment report is more evaluative, with much increased use of evidence and data to support judgements. The current position statement generally provides an accurate reflection of the progress being made. However, some of the achievement judgements are based too heavily on predicted outcomes, rather than actual success. A recent moderation of the self-assessment report appropriately revised some of the grades originally proposed. Some of the course self-assessment reports remain too descriptive and contain insufficient judgements or evidence to support the proposed grades. The quality improvement plan contains key findings from the self-assessment report, is very thorough and closely monitored.