

Newham Training and Education

Reinspection report

Unique reference number: 53508

Name of lead inspector: Janet Rodgers HMI

Last day of inspection: 20 November 2009

Type of provider: Independent learning provider

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Information about the provider

1. Newham Training and Education Centre (NEWTEC) is a registered charity, located in Stratford in the London Borough of Newham. In February 2007, it became a wholly owned subsidiary of Newham College of Further Education. NEWTEC has its own board of trustees, who are wholly responsible for its direction, conduct and performance. NEWTEC has a Train to Gain and learner responsive contract with London East local area Learning and Skills Council (LSC). Most of its learners are aged over 19. The company attracts funding from a wide range of other organisations, including commercial activity. NEWTEC also has four childcare nurseries. The LSC funded provision accounts for approximately 18% of NEWTEC's budget. In 2009/10, NEWTEC currently has 286 learners. In 2008/09, 49% of NEWTEC's learners had prior qualifications that were at or below level 1. NEWTEC offers provision in early years and playwork and preparation for life and work; both were inspected and graded.
2. At its inspection in June 2008, NEWTEC was graded inadequate for the effectiveness of the provision, capacity to improve, 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 in literacy, numeracy and ESOL.
3. Since the previous inspection, NEWTEC has replaced its board of trustees with new members. The organisation now offers Train to Gain provision in early years and playwork and preparation for life and work.
4. Unemployment rates in the London Borough of Newham, at 10.6% in 2008, are higher than for London and Great Britain. A very high proportion of Newham's resident adults have no formal qualifications. Resident population estimates for June 2007 show 39% of the population to be White, compared with 69% for London and 88% for England. A significant proportion of the population are asylum seekers or refugees and more than 100 languages are spoken in the borough.
5. The provider provides training on behalf of the following college:
 - Newham College of Further Education

| Type of provision | Number of enrolled learners in 2008/09 |
|--|--|
| Provision for young learners: Further education (16 to18) | 17 full-time learners 41 part-time learners |
| Provision for adult learners: Further education (19+) | 8 full-time learners 363 part-time learners |
| Foundation learning | 85 part-time learners |
| Employer provision: Train to Gain | 113 learners |

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

| | |
|------------------------------------|---------|
| Overall effectiveness of provision | Grade 3 |
| Capacity to improve | Grade 3 |
| | Grade |
| Outcomes for learners | 3 |
| Quality of provision | 2 |
| Leadership and management | 2 |
| Safeguarding | 2 |
| Equality and diversity | 2 |
| Subject areas | Grade |
| Early years and playwork | 3 |
| Preparation for life and work | 3 |

Overall effectiveness

6. The overall effectiveness of NEWTEC's provision is satisfactory. The quality of teaching is good. Learners develop good skills and knowledge that are particularly useful in the workplace. Learners enjoy attending their lessons. The courses that NEWTEC offers meets their needs and interests well. Learners who have not been in training or education for some time welcome the courses that NEWTEC offers in local community venues. However, some of the preparation for life and work classes have learners with too wide a range of skills and backgrounds, particularly for those whose first language is not English. NEWTEC's programmes are well managed. Staff promote diversity and inclusion successfully and create an environment where learners feel very safe and valued. NEWTEC has implemented significant improvements since its last inspection. Managers listen to learners' views and use these productively to make improvement.
7. Over the last two years, the number of learners staying until the end of their course and achieving their qualification is low. Despite improvement in 2008/09, achievement by learners is still lower than national averages. The current Train to Gain learners make satisfactory progress, but too many learners in the past year have achieved their qualifications too slowly. Managers use data effectively

to track the progress of individual learners and courses, but the information they use does not give an accurate picture of NEWTEC's overall progress towards improving success rates or achieving targets. Leadership and management are good, but actions have not yet sufficiently improved overall success rates.

Main findings

- Learners develop good skills and knowledge. Early years and playwork learners produce written work of a high standard. Preparation for life and work learners participate in a wide range of learning activities and are confident in using their literacy skills.
- The quality of teaching and learning is good. Learners complete a good range of interesting activities in classes. They develop good vocational skills and improve their self-confidence. Learners enjoy attending lessons.
- NEWTEC's provision meets the needs of learners and employers well. The strong partnership work is used to good effect in developing the provision and progression routes for learners. Collaboration with partners is very effective in offering courses to learners, some having been out of education for some time, in convenient venues close to where they live.
- Learners value the clear progression routes offered by NEWTEC. A good range of courses are offered at a wide range of levels. These are targeted well at learners with low, or no, prior qualifications.
- The promotion of inclusion, equality and diversity is good. Excellent events and training are held that successfully raise awareness of staff and learners. Teachers promote diversity well in lessons.
- Safeguarding arrangements are thorough and learners feel very safe. NEWTEC promotes safeguarding well. Teachers and learners have a thorough understanding about potential issues. Managers work very effectively with partners when safeguarding issues arise and to form new policies and procedures.
- Actions to improve the quality of teaching and resources are successful. Managers critically monitor and improve the quality of teaching through observing lessons. Learners' views are used very effectively to make significant improvements. Managers use action plans well to focus and drive improvement.
- Despite improvements, the proportion of learners achieving their qualifications is low and below national averages. Overall success rates were particularly low in 2007/08 but these have vastly improved in 2008/09. Train to Gain learners are currently making satisfactory progress, but in the past year a significant number achieved their qualification too slowly.
- Preparation for life and work groups have learners with too wide a range of language skills and prior learning. The development of speaking and listening skills for many learners whose first language is not English is insufficient.

- Managers use inappropriate data to monitor progress and make judgements about overall success rates and performance by different groups. Over the past year, senior managers inaccurately believed that NEWTEC was making better progress towards achieving its outcomes targets.
- The self-assessment process is satisfactory and recognises many appropriate strengths and areas for improvement. Teachers and managers are not sufficiently critical during course reviews in evaluating the quality of individual courses or achievement.

What does NEWTEC need to do to improve further?

- Continue to improve overall success rates through using data more appropriately and accurately to monitor performance and achievement of targets, including achievement by different groups.
- Review the appropriateness of the preparation for life and work groups to ensure that learners with similar literacy and language support needs are brought together.
- Ensure that the quality of course reviews is improved to give managers more useful information for the subject area self-assessment reports.

Summary of the views of users as confirmed by inspectors

What learners like:

- the lessons, which are enjoyable and give them a lot of opportunity to discuss and share knowledge
- the help and support that they receive from their teachers, who are very approachable, readily available and understanding
- the pace of the course, which is just right and gives sufficient time to complete assignments
- the size of NEWTEC, which is small enough for everyone to get to know each other well
- the information about progression to the next level and the help available with completing application forms
- the way that NEWTEC responds to their concerns and takes action
- the convenient location of the learning centres.

What learners would like to see improved:

- the opportunity they have to improve their computer skills
- the access they have to computers and printers
- the number of revision activities they are given to help them prepare for tests
- the way the organisation promotes their courses; learners would have liked to find out about NEWTEC earlier, and before they tried other training providers

- the locker facilities for storing books and files.

Summary of the views of employers as confirmed by inspectors

What employers like:

- NEWTEC's early years and playwork training which is offered on a Wednesday evening or Saturday and fits in around the workplace well
- the way that staff listen and respond promptly to employers' and learners' views
- the development of learners' self-confidence through completing the course, which is greatly valued in the workplace
- the range of activities that are set for learners to complete at work, linking theory and practice together well
- the progression routes offered by NEWTEC, enabling continuity to be kept with the same training company.

What employers would like to see improved:

- the communication with employers, particularly with regard to learners' progress, which could be more frequent and effective
- the management of the handover between teachers and assessors when changes have to be made
- the frequency of the visits by assessors to learners in the workplace
- the guidance provided for employers about the National Vocational Qualification (NVQ) requirements to enable them to better support learners and plan suitable activities at work.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. Since the previous inspection, NEWTEC has devoted significant resources, time and energy to improving the provision. The profile of quality improvement has been raised and now involves all staff. Quality improvement features strongly in strategies, the global action plan and direction from senior managers and the board. NEWTEC's systems for observing and improving the quality of teaching and learning are thorough and very effective. Staff resources have been increased and developed to meet the current needs of the provision. The self-assessment process is satisfactory and has an appropriate focus on improving the learners' experience. Action plans are comprehensive and well monitored. The learner involvement strategy is effective. Learners' views are valued and used towards improvement. The reinspection grades show a steady improvement in all aspects. Leadership and management, the promotion of equality and diversity and safeguarding arrangements and quality of the provision are now good. Managers do not use sufficiently accurate data to monitor trends in performance, including by different groups. Overall success rates declined in 2007/08 to an inadequate rate, but these improved substantially in 2008/09. However, overall success rates are still too low and remain below national rates.

Outcomes for learners

Grade 3

9. Learners develop good skills and knowledge. Early years and childcare learners produce written work of a high standard. They develop good skills and knowledge related to the workplace, particularly awareness of how legislation and policies maintain a safe, healthy and respectful environment for children. Observation showed that preparation for life and work learners are enthusiastic participants in a wide range of active learning. They gain confidence in using their developing literacy skills. Learners very much enjoy their learning with NEWTEC. They develop high levels of self-confidence.
10. The current learners make appropriate progress towards achieving individual learning goals. In 2008/09, there is little difference between achievement by different ethnic groups. This is an improvement on the previous year when Black African and Caribbean learners' overall success rates were lower than all other learners. On learner responsive programmes, overall success rates improved in 2008/09 to 68%, but they are still too low and below national averages. In 2008/09, overall success and retention rates by 16-18-year-olds are approximately 10 percentage points lower than those aged over 19. Early years and childcare level 3 long courses have particularly low, and relatively static, overall success rates, at 36% in 2007/08 and are currently 38% in 2008/09. Throughout 2008/09, Train to Gain learners achieved their NVQ too slowly and current overall success rates for the year are inadequate at 13.3%, with additional learners who have achieved within the year that should increase this rate.

11. Learners improve their skills well, making them more employable. They are actively encouraged by NEWTEC to take literacy and numeracy courses to improve their prospects at work. Early years and playwork learners benefit from the opportunity to work as temporary staff in one of NEWTEC's own nurseries to develop their skills and earn money. Progression by learners onto further education with NEWTEC or their partners is satisfactory, and good between level 2 and 3 in early years and childcare. Learners are enthusiastic and motivated by the further education and career opportunities within NEWTEC.
12. Learners feel very safe at NEWTEC and their community centres. They have a good awareness in recognising potential issues and raise these with staff. Issues raised by learners have led to improvements in security arrangements. Early years and playwork learners' induction into their work placement introduces them effectively to safe working practices. NEWTEC appropriately monitors employers' health and safety practices and policies for Train to Gain learners.
13. NEWTEC has a suitable programme of enrichment activities, including those that benefit the local community. Learners participated in a successful gardening project last year and worked effectively with a local elderly residents' association. Childminders value the additional courses offered by NEWTEC to improve their business skills and work towards gaining registration.

The quality of provision

Grade 2

14. The quality of teaching and learning is good. Learners enjoy attending lessons and value the opportunity to share ideas and experiences. Teachers use a good variety of activities within lessons to ensure all learners participate. Learners' experiences from their work placements or employment are used very effectively by teachers to illustrate and explain theory. Equality and diversity is central to lesson planning and teachers promote topics very effectively. Learners have a good understanding of equality and diversity. Teachers are well qualified and experienced in their specialist subjects. Preparation for life and work lessons are comprehensively planned and have clear learning outcomes that meet the individual needs of learners. Volunteers and information learning technology are used well to support learning. In early years and playwork, the weaker lessons are not well planned. The skills that learners are expected to develop are not sufficiently planned or expressed at an appropriate level in lesson plans. Not all Train to Gain learners attend the scheduled off-the-job training. Teachers make alternative arrangements with individual learners to deliver this training in the workplace, but this delays the progress of some Train to Gain learners.
15. Learners value the detailed feedback they receive from their tutors, which is particularly useful in helping them improve their work and grades. Teachers provide appropriate praise and encouragement to raise learners' confidence. Assessment in the workplace is efficient and effective. Train to Gain assessors make good use of technology to record professional discussions with learners about activities they carry out at work. Where learners, particularly

childminders, need to be assessed in situations that they do not routinely experience at work, assessors make suitable arrangements for this to happen with alternative employers.

16. Learners complete a variety of initial assessment and diagnostic tests before they start their learning programme. Teachers use this information effectively to plan subject goals on individual learning plans. Preparation for life and work learners do not have sufficient targets relevant to their personal or work goals. Learners' progress is suitably and regularly reviewed with their teachers.
17. Learners' additional support needs are effectively identified. A designated preparation for life and work teacher has appropriate, specialist qualifications to provide support. Learners receiving additional learning support make satisfactory progress.
18. NEWTEC's provision meets the needs of learners and employers well. Train to Gain learners have very flexible arrangements for attending off-the-job learning on an evening, Saturday or at work. NEWTEC has made appropriate changes at level 3 to the course duration and days of attendance in response to early years and playwork learners' feedback. Preparation for life and work courses are delivered in the context of early years and playwork. This makes them very relevant to the learners' future career and progression aims. Learners value the clear progression routes offered by NEWTEC. They can access a wide range of courses and levels. These are targeted well at learners with low, or no, prior qualifications. A successful partnership with a university enables learners to take a foundation degree with NEWTEC.
19. Preparation for life and work classes contain learners with too wide a range of language skills and prior learning, often ranging from Entry level 3 to level 2. Learners with similar literacy and language support needs are not brought together in the same learning group. Learners whose first language is not English do not have sufficient opportunities to develop their speaking and listening skills.
20. The strong partnership work is used to good effect to develop the provision and progression routes for learners. A good range of support services have been established for learners and staff through specialist community organisations. NEWTEC, in good collaboration with their partners, offers courses to learners in convenient venues close to where they live. Much of the accommodation in outreach centres is of a very good standard, but one is poor.
21. Learners get considerable help from their teachers, who are very approachable and readily available. Good advice and guidance is available for learners about further education and training in the early years and playwork sector. Early years and playwork learners are well supported by their teachers in completing application forms for higher level courses. The advice and signposting for learners wanting to work or study in other sectors is insufficient.

Leadership and management

Grade 2

22. NEWTEC's mission, vision and values are well promoted and understood by staff. The strategic and business plan contains extensive actions, with a strong focus on quality improvement. Generally, management tools are used effectively to plan courses. Appraisal systems are good. Staff training is regular and appropriately focused on the current needs of the business. Leaders and managers have set challenging, but not always realistic, targets to raise outcomes. Targets to improve overall success rates have not been fully achieved in 2008/09.
23. The new board of trustees sets high expectations and key performance indicators for NEWTEC. Trustees receive regular updates on progress and rigorously challenge progress towards improvement. This is somewhat restricted by the accuracy of the data NEWTEC is using. The board has sound expertise from the education and training sector and has started to diversify the membership into other sectors. The current board plans to, but is not yet, setting the strategic direction for NEWTEC.
24. NEWTEC's safeguarding arrangements are good. Safeguarding policies, procedures and reporting responsibilities are well managed, clear and promoted effectively. All staff and volunteers are checked with the Criminal Records Bureau (CRB). Risk assessment is used well to assess aspects like the outside of the training centre, employers' policies and staff working with learners. Productive links exist with the Local Safeguarding Children Board, to help form policies, input into the safeguarding steering group and review cases. External partnerships are effective in supporting specific safeguarding issues, including to provide support for learners at risk of forced marriages. Staff and trustee training is regular and the impact and knowledge acquired is monitored. Level 2 safeguarding training is planned for the near future. The board is now starting to receive reports from senior managers about safeguarding cases and the actions they have taken.
25. The promotion of equality and diversity is good. This has significantly improved since the previous inspection. NEWTEC holds some excellent events that successfully enthuse learners and staff. Staff training is very regular and effective. Lesson plans and materials reflect equality and diversity well, particularly for ethnicity. The provision is highly inclusive. Many learners have significant barriers to accessing learning, which NEWTEC endeavours to reduce or eliminate. Lone parents value being able to place their children in a nursery at the same building where they are learning. A good outreach provision has been developed with NEWTEC's partners to increase learners' access to training in the community. Participation by Black and Asian learners and those with a disability is higher than the borough statistics. The ethnic profile of staff broadly reflects that of NEWTEC's learners. Varied marketing activities have attempted to attract under-represented groups, but there are still very few men taking early years and playwork courses. An extensive set of policies and procedures have been developed, some having input from learner focus groups. The equality and diversity steering group, whose members meet regularly, is very

effective in monitoring performance towards identified actions and targets. However, data are not used sufficiently or in a timely way to monitor trends in performance by different groups. The steering group has not yet identified any specific issues with performance by different groups in 2008/09. They did recognise the low achievement by Black African and Caribbean learners in 2007/08 and implemented effective initiatives for improvement.

26. Managers make very good use of learners' views towards improvements. Learners have a wide range of methods to give their feedback. Their views are respected and valued by NEWTEC. The learner involvement strategy is effective and clearly sets out how learners' views will be used in the future. Employers' views are collected, analysed and appropriately actioned. NEWTEC recognises the need to identify issues with employers at an earlier stage, and has now incorporated this into the placement officer's job role. Some employers have insufficient information to effectively plan and support their Train to Gain NVQ learners' training at work.
27. The self-assessment process is satisfactory and recognises appropriate strengths and areas for improvement. Staff are fully involved in the process through completing individual course reviews. The course reviews are not sufficiently self-critical and many are too descriptive. NEWTEC's action plans are thorough and monitored effectively to drive improvement. However, the data used by senior managers to judge improvements in overall success rates have been inaccurate and have not given a reliable picture.
28. NEWTEC has satisfactory arrangements to secure value for money. Staff and physical resources are well managed. Learners' views are used effectively to improve the quality of the provision. The quality of accommodation at the main site and most outreach centres is very good, although one community venue is poor. Generally, learners make satisfactory progress and develop good skills and knowledge. However, overall success rates are low.

Subject areas

Early years and playwork

Grade 3

Context

29. NEWTEC has 209 learners on programmes from levels 1 to 3. Learners take qualifications in pre-school practice, home-based childcare or NVQs in children's care, learning and development. Forty-one learners are additionally taking literacy or numeracy qualifications. Learners attend NEWTEC's learning centre in Stratford or one of the outreach centres for one to two days each week. This is supplemented with work placements in schools and nurseries. Train to Gain learners can attend workshops on a Saturday or an evening. Assessment takes place at work. The department has a manager, coordinator, lead internal verifier and nine teachers and assessors.

Key findings

- Learners develop good skills and knowledge related to the workplace. In particular, learners develop a greater awareness of how legislation and policies maintain safe, healthy and respectful environments for children. The quality of their written work and assignments is good. The standard of many level 2 learners' work exceeds what is expected for their course.
- Learners feel safe. They appreciate the actions that NEWTEC takes when they raise concerns. For example, a number of learners asked for more robust security arrangements for registering visitors. This is now much improved and all staff, learners and visitors wear identity badges.
- Despite improvements from a very low rate in 2007/08, overall success rates are low in 2008/09 at 65%. These remain below national averages. Overall success rates are particularly low for learners aged 16 to 18 on level 2 programmes.
- Current Train to Gain learners make satisfactory progress towards completing their qualifications. Throughout 2008/09, too many Train to Gain learners took much longer to achieve their qualification than was originally planned. Train to Gain overall success rates are very low.
- Teaching supports learning and development well. Learners enjoy classes and workshops where they participate eagerly in a range of relevant activities. Their understanding of how they can meet the needs of children, including those with additional learning needs, is extended well in lessons. Teachers effectively challenge learners to use experiences from their work placements to illustrate and explain theory.
- Not all lessons are planned with sufficient care. Teachers do not always express within lesson plans the expected outcomes in learners' skills at an appropriate level for the course, such as analysis and explanation at level 3. The purpose of some tasks and how they will be assessed is not clear.

- Assessment practice in the workplace is efficient and effective, with appropriate use of digital recording equipment to speed up the process. Assessors carefully plan observations and detailed report writing. Teachers praise and encourage learners, helping them to feel confident. They give detailed feedback and support to learners with assignment writing so they can improve their grades.
- The provision meets the needs and interests of learners well. Flexible arrangements are made for training and assessment in a variety of venues, the evening and on Saturdays. Where learners on the home-based childcare course need to be assessed working with groups of children, NEWTEC arranges for them to do this through the links they have with preschools.
- Teachers and staff provide good quality information and guidance to support learners in finding out about opportunities for further training and development. The majority of learners plan to progress to higher level courses, including the foundation degree that NEWTEC offers in partnership with a university.
- The management of the programme is satisfactory. Teams work well together. NEWTEC has good appraisal and staff training and development systems. Teachers are supported to improve the quality of their lessons through the highly detailed and developmental feedback following observations by their managers. Accommodation is good and the availability of resources, such as computers and printers, has improved.
- The views of learners are regularly sought. Representatives from each group effectively raise issues and managers act upon these. Not all employers have sufficient information about the requirements of courses, nor about how their learners are progressing.
- Managers have set challenging targets for achievement and taken appropriate action to improve success rates. However, they have not used sufficiently accurate data to analyse improvements in overall success rates or identify trends for different groups of learners.

What does NEWTEC need to do to improve further?

- Use and analyse reliable data more routinely and take more prompt action to improve achievement, particularly on long courses and by different groups.
- Increase the proportion of good and outstanding lessons through more effective lesson planning.
- Ensure all employers have adequate information about course requirements and learners' progress.

Preparation for life and work

Grade 3

Context

30. NEWTEC offers 18 courses in literacy, numeracy and preparation for work to 77 learners from Entry level 1 through to level 2. Many learners' first language is not English. All learner responsive courses are delivered in the context of childcare. Twenty Train to Gain learners are taking either literacy or numeracy skills for work qualifications. Training takes place at NEWTEC's learning centre in Stratford and at four outreach locations across east London. The department has a manager and four teachers. A small number of volunteers are used to support learning.

Key findings

- NEWTEC's approach to safeguarding learners is outstanding, particularly at the strategically placed outreach centres that are within the learners' local community. Learners feel very safe learning in these environments. They feel valued and respected by teachers and staff.
- Learners thoroughly enjoy their learning. They are enthusiastic participants in a wide range of active learning activities and they gain confidence in using their developing literacy skills.
- Overall success rates are low and, despite improvements, remain below national averages. Although retention rates are satisfactory, achievement rates in literacy qualifications are low.
- Classes have too wide a range of learners' prior qualifications, abilities and language skills. The speaking and listening skills for learners whose first language is not English are insufficiently developed. Teachers give insufficient emphasis to improving learners' phonological skills.
- Teaching and learning are good. Teachers plan lessons very comprehensively and the expected learning outcomes are very clear. Learners' individual needs are recognised well in planned learning activities. Resources, including volunteers and information learning technology, are used well to support learning.
- Learners with additional learning needs are effectively identified through diagnostic assessment. Learners identified as needing support receive this from an appropriately qualified tutor and make satisfactory progress.
- The structure of the courses offered to learners meets their needs well. Literacy and numeracy courses are delivered through a strong vocational context that meets learners' future progression needs of working or studying in childcare.
- NEWTEC has very effective partnerships with community groups to make courses more easily accessible for hard to reach groups. Many learners, who lack the confidence to attend the main learning centre, are now re-engaging in learning through courses offered in partners' buildings. However, the standard of accommodation varies from very good to one learning centre which is poor.

- Leadership and management are good. Staff development is good and improving the quality of teaching and learning. The training of subject learning coaches has led to improvements in the quality of learning activities and greater peer support for teachers.
- The promotion of equality and diversity is good. Learners have a clear awareness of a range of diversity issues and how they affect them and their learning. Teachers use opportunities well in lessons to promote equality and diversity and clarify issues.
- Managers and teachers place a strong emphasis on quality improvement. Through observation, managers accurately assess the quality of teaching and learning. The self-assessment judgements are accurate and broadly in line with the inspection findings.

What does NEWTEC need to do to improve further?

- Improve achievement rates so that significantly more learners achieve their learning aims. Ensure that learners have sufficient opportunity to develop their skills and are prepared well for tests.
- Continue to support staff through peer coaching, giving attention to the design of learning activities that develop the various group and individual learners' speaking and listening skills.
- Review the way that classes are formed so that learners with broadly similar literacy, numeracy and language needs are grouped together.
- Continue to offer courses in suitable outreach centres, ensuring that any venues that are not satisfactory for learning are reviewed.

Information about the reinspection

31. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's head of quality and monitoring, as nominee, carried out the reinspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC), the previous inspection report and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)

Newham Training and Education Centre

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

| Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate | Overall | 16-18 Learner responsive | 19+ Learner responsive | Employer responsive |
|--|---------|--------------------------------|------------------------------|------------------------|
| Approximate number of enrolled learners | | | | |
| Full-time learners | 14 | 6 | 8 | |
| Part-time learners | 272 | 42 | 157 | 73 |
| Overall effectiveness | 3 | 3 | 3 | 4 |
| Capacity to improve | 3 | | | |
| Outcomes for learners | 3 | 3 | 3 | 4 |
| How well do learners achieve and enjoy their learning? | 3 | | | |
| How well do learners attain their learning goals? | 4 | | | |
| How well do learners progress? | 3 | | | |
| How well do learners improve their economic and social well-being through learning and development? | 2 | | | |
| How safe do learners feel? | 2 | | | |
| Are learners able to make informed choices about their own health and well being?* | n/a | | | |
| How well do learners make a positive contribution to the community?* | 3 | | | |
| Quality of provision | 2 | 2 | 2 | 2 |
| How effectively do teaching, training and assessment support learning and development? | 2 | | | |
| How effectively does the provision meet the needs and interests of users? | 2 | | | |
| How well partnerships with schools, employers, community groups and others lead to benefits for learners? | 2 | | | |
| How effective are the care, guidance and support learners receive in helping them to achieve? | 3 | | | |
| Leadership and management | 2 | 2 | 2 | 3 |
| How effectively do leaders and managers raise expectations and promote ambition throughout the organisation? | 2 | | | |
| How effectively do governors and supervisory bodies provide leadership, direction and challenge?* | 3 | | | |
| How effectively does the provider promote the safeguarding of learners? | 2 | | | |
| How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? | 2 | | | |
| How effectively does the provider engage with users to support and promote improvement? | 2 | | | |
| How effectively does self-assessment improve the quality of the provision and outcomes for learners? | 3 | | | |
| How efficiently and effectively does the provider use its available resources to secure value for money? | 3 | | | |

*where applicable to the type of provision

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