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NEWHAM 16–19 AREA-WIDE INSPECTION

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**NEWHAM
16–19 AREA WIDE INSPECTION**

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EXECUTIVE SUMMARY

MAIN FINDINGS

Access and Participation

- Sixty-nine per cent of sixteen year olds progressed to full-time education in 2000, which is in line with the national average.
- The majority sought further education (FE) or school provision within the borough.
- There are no undue barriers for learners who wish to attend further education or sixth form provision, whatever their ability.
- Many students moved into post-16 education with low or modest prior achievement. As a result, the majority of students are following entry, foundation, or intermediate level programmes.
- The colleges and schools are successful in encouraging disadvantaged young people to continue their education.
- Providers generally attract proportions of students from ethnic minorities which equal or exceed those in the community as a whole.
- The proportion of young people entering training is low.
- There is unmet demand for training programmes in basic skills, life skills and English for speakers of other languages (ESOL).
- There is no training provision in the south of the borough funded by the Learning and Skills Council (LSC).
- The destinations of 13 per cent of school-leavers in 2000 were unknown; this is an unacceptably high figure.

Achievement

- The colleges and collaborating sixth forms are successfully developing aspiration and achievement amongst learners of all abilities, many of whom are disadvantaged.
- Students' achievements in the borough are encouraging; they have improved in recent years, and are generally in line with, or better than, national averages.
- The proportion of students completing courses at the sixth form college is well above average at the college of FE and the joint sixth form; they are generally average for institutions with similar intakes.
- A low proportion of students in the college of FE completed two-year courses leading to general certificate of advanced level (GCE A level) in 2000; however, the

introduction of Advanced Subsidiary (AS) courses has led to increased completion by first year students in 2001.

- Overall performance on GCE A-level courses in the borough is below national norms; in the collaborating sixth forms they are close to national norms, reflecting the relatively high general certificate of secondary education (GCSE) scores of students at the start of their courses.
- Pass rates at GCE A level have improved in all providers; they are broadly in line with the average for providers with similar intakes.
- There is evidence of added value on GCE A-level programmes, particularly at the sixth form college.
- Pass rates on GCSE, general national vocational qualifications (GNVQ) and Business and Technology Education Council (BTEC) courses are broadly in line with those achieved in institutions elsewhere.
- Pass rates are low on national vocational qualifications (NVQ) and other long courses.
- Achievement is good on the modular basic skills programme at the FE college.
- There is good progression overall from foundation to intermediate level programmes, and from intermediate to advanced level programmes; however, significant numbers of students at the college of FE progress from their intermediate programmes to other programmes at the same level, or repeat year one of an advanced course.
- There is good progression to higher education by advanced level students.
- There is insufficient destination data on students leaving one-year courses at the college of FE.
- Modern apprentices achieve well at the college of FE.
- An unacceptably high proportion of trainees leave their programmes without a NVQ.

Curriculum and programmes available

- Overall, a suitably broad curriculum is available within colleges and schools in the borough, with programmes at all levels.
- Students have an extensive choice of GCE A-level and AS subjects.
- A good range of GNVQ, advanced vocational certificate of education (AVCE) and BTEC courses is available in the two colleges, and a reasonable selection in the joint sixth form.

- The college of FE offers an innovative curriculum of accredited modules at entry, foundation and intermediate levels, with a particular focus on basic skills, ESOL and vocational study.
- The college of FE also offers a wide range of other vocational courses and qualifications, at different levels; these offer good progression routes.
- The colleges offer suitable courses for students with learning difficulties and/or disabilities; there is no work-based training provision for these young people.
- There is limited provision in modern foreign languages (reflecting demand), and in hospitality and catering.
- There are very good opportunities for students to enrich their studies with additional activities.
- There is too narrow a range of work-based training to meet developing local needs in a number of sectors, and there are inadequate progression routes in training.

Teaching and learning

- Most of the teaching in the colleges and schools is good; some is very good or outstanding.
- Teachers effectively support individual students in their learning.
- Students are encouraged to study independently, and there are good facilities to support this.
- Resources, including access to information technology (IT), are good; accommodation in the colleges is of a high standard.
- In all training providers except the college of FE, there were examples of unsatisfactory teaching and poor resources for learning; the majority of teachers lack appropriate qualifications and experience.

Support and guidance

- Secondary pupils at Key Stage 4 have a good knowledge of post-16 opportunities in Newham and neighbouring boroughs.
- Not all secondary pupils receive individual advice and guidance sessions; this is a matter of particular concern where families do not have a tradition of higher education or professional careers.
- There is poor initial guidance and assessment for some learners on training programmes, resulting in inappropriate placements onto training courses.

- There is ineffective use of the Learning Gateway scheme, with little outreach provision and inadequate support and guidance for learners.
- Tutorial and pastoral support are effective in the colleges, joint sixth form and amongst training providers.
- The careers education and guidance in the colleges and joint sixth form is good, but there is poor guidance for learners leaving training programmes.

Strategy and planning; management; collaboration and liaison

- There is little effective joint strategic planning of 16–19 education and training across the borough, although a number of steps have been taken towards this.
- There are significant deficiencies in the planning and development of work-based training.
- The co-ordination of the LSC-funded and voluntary sector provision in basic skills, life skills and ESOL is inadequate.
- College and school sixth form provision is well managed.
- Quality assurance is effective in colleges and sixth forms.
- The management and monitoring of training provision are poor.
- There is poor data management in relation to training provision.
- There is much effective collaboration in the area, between the colleges, 11–16 schools and the local education authority (LEA).
- The colleges play an important role in numerous local educational and economic initiatives.

Cost-effectiveness

- Cost-effectiveness in the college of FE is comparable with that in similar institutions; the sixth form college and the collaborating school sixth forms provide good value for money.
- The Modern Apprenticeship schemes supported by employers achieve the best value for money of the training programmes.
- The Learning Gateway provision offers poor value for money.
- There is inadequate evidence of cost-effectiveness on other training programmes.

ISSUES FOR ATTENTION

The following section draws out from the main findings a number of points on which we think action can be taken by the local learning and skills council (LLSC), the LEA and providers to improve further education and training for 16–19 year olds. This action should build on and draw together the many existing ventures in the borough and across the broader region, in which there is much good practice.

Strategic planning, institutional provision, access and participation

Action should be taken to set up effective joint strategic planning of post-16 education and training across the borough, including objectives designed to:

- enable more young people to take up professional, managerial, technical, skilled or craft occupations;
- ensure that there is adequate course provision overall, in occupational areas where employment opportunities are increasing;
- provide students with direct routes to employment-related skills and knowledge at the right level for the local and wider market;
- develop a borough-wide strategy for coherence in the curriculum pre- and post-16, including a focus on students' basic and key skills, employability skills and work-related studies;
- address youth unemployment;
- identify and address low participation and underachievement by specific groups;
- continue the improvement in completion and achievement;
- increase the take-up of modern foreign and community languages pre- and post-16, linked to developing employment opportunities in the locality and wider region.

Action should also be taken to urgently develop improved arrangements for the strategic planning, management, delivery and quality assurance of training programmes in the borough, in order to:

- increase the opportunities and take-up of LSC-funded work-based training, ensuring progression routes for those with low starting qualifications to progress to advanced level;
- improve the co-ordination of LSC-funded and voluntary sector opportunities for trainees with needs in basic skills, life skills and ESOL; where possible ensuring work-related training and work placements on these programmes;
- increase work-based training opportunities for trainees with learning difficulties and/or disabilities;

- provide training opportunities in key growth areas of employment in the local and regional economy;
- improve the arrangements for the placement of students on suitable programmes;
- improve the quality and effectiveness of the Learning Gateway programme as a route for helping young people into training;
- improve the quality of teaching and resources.

Achievement

Action should be taken to:

- improve arrangements for measuring added value on courses attended by students aged 16–19 in Newham;
- improve information on students' destinations after leaving school or college (including non-completers), and use this information to inform strategic planning;
- increase the numbers of learners on work-based training who achieve their target qualifications.

Support and guidance

Action should be taken to:

- ensure that all school pupils at Key Stage 4 in 11–16 and 11–18 schools have access to impartial advice and guidance on post-16 choices on an individual basis;
- ensure that careers education includes information for students and parents on growth areas in local and regional employment opportunities, including those which require skills in modern foreign languages;
- investigate the patterns of internal progression within the college of FE, in order to ensure that students are placed on the right level of programme and identify whether students need more support on particular programmes.

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INTRODUCTION

1. In its White Paper *Learning to Succeed - A New Framework for Post Sixteen Learning*, published in June 1999, the Government looked to the Office for Standards in Education (OFSTED) to lead area-wide inspections of 16–19 education and training, encompassing all providers. Since April 2001 these inspections have been carried out in partnership with the new Adult Learning Inspectorate (ALI).

2. Newham was one of six areas to be inspected in summer 2001. The further education college, the sixth form college, school sixth forms, a special school and training providers were visited in the course of the inspection, but with the emphasis on provision in the area as a whole, rather than on individual organisations. Short visits were also made to several 11–16 schools, to investigate guidance onto post-16 programmes. Some evidence was drawn from other recent inspections of individual institutions or providers, to avoid duplicating inspection activity.

3. There were two aspects to the inspection. The first was the collection and interpretation of evidence on performance, curriculum and programmes, and resources; this part of the inspection included opportunities to meet staff, students and trainees. The second was the observation of lessons and training sessions, to assess the quality of what was provided and students' and trainees' responses to it. In addition, certain themes, such as guidance, were considered across the different sectors. Inspectors considered the contribution to 16–19 provision in the area of the LEA, the newly established London East Local Learning and Skills Council, and the careers service, and took account of available information on the local labour market and skills needs.

FEATURES OF THE AREA

4. Newham is a socially diverse community, with a total population of 233,000. In 2000, it was classified as one of the most deprived local authority areas in England, in the Index of Multiple Deprivation. Nearly half (48 per cent) of secondary school children were eligible for free school meals in 2000. More than a third of households in the borough had a gross annual income of less than £10,400 in 2000; a fifth had less than £5,200.

5. Approximately 52 per cent of residents are of minority ethnic origin, rising to more than 60 per cent of young people aged 16–23; some 30 per cent of all residents are of Asian heritage. There are significant numbers of asylum seekers and refugees in the borough; in recent years these have included many people from Eastern Europe. Many Asian, African and European languages are spoken locally. Over 50 per cent of secondary school children speak languages other than English at home.

6. The unemployment rate in Newham was 10 per cent in January 2000, one of the highest in Great Britain; the Greater London rate was 5.4 per cent. Some 27 per cent of the unemployed in the borough were aged 18–24, compared with 19.4 per cent in Greater London. The borough's southern boundary is the River Thames and includes some of the London Dockland regeneration area. Great change has taken place over the last three decades following the closure of the London docks and related industries. There have been great improvements in transport links within the borough and also into central and south London. Employment opportunities within the borough are mainly provided by small firms

employing fewer than 25 people. Newham has a lower density of businesses than some other East London boroughs; the largest employers are organisations in the public sector. Employment opportunities have declined since 1995 in manufacturing, but have increased markedly in construction, distribution, hotels and restaurants and other services. Other significant growth areas identified by the Thames Gateway London partnership (covering ten East London boroughs) include finance, culture and leisure, communications and computing.

7. Important characteristics of the Thames Gateway area identified by the partnership in June 2000 included the following:

- more women than men are employed in growth employment sectors;
- more men than women are employed in declining sectors;
- local employed people have lower qualifications than commuters working in East London;
- unemployment rates are higher for young men than young women, particularly for 20–24 year olds;
- in the wider London labour market, East London people are under-represented in professional occupations;
- white people in the former London East Training and Enterprise Council (TEC) area have lower levels of qualifications than people of black or Asian origin, and are less likely to work in professional occupations than people from minority ethnic groups;
- one in five employed people of black or Asian origin works in lower paid sectors such as catering, health care and security, compared to one in ten white people.

ACCESS AND PARTICIPATION

8. In 1991 the LEA reorganised post-16 education in the borough. School sixth forms, with the exception of those in voluntary-aided schools, were closed, and Newham Sixth Form College was created. This college was additional to Newham Community College, now Newham College of Further Education. The remaining sixth form provision was located in the two Roman Catholic schools, St Angela's and St Bonaventure's, and at Stratford School, which was grant maintained and is now a foundation school.

9. The overall staying-on rate from Newham schools was 69 per cent in 2000, an increase of 6 per cent on the previous year. In 2000, 36.3 per cent of 16 year olds achieved five or more grades A*–C at GCSE. Although well below the national rate of 49.2 per cent, this figure has improved year on year; in 1989 the proportion of students achieving these grades was 12.9 per cent. These statistics show that many post-16 students in Newham still begin their courses from a low base of prior attainment.

10. Of the 69 per cent of sixteen year olds staying on into full-time education, the majority (approximately 88 per cent) stayed in the borough for their post-16 education. The rest took advantage of the extensive choice in neighbouring boroughs, including sixth forms, sixth form colleges and colleges of FE. The proportion of sixteen year olds entering some form of training was low: only 4 per cent of school-leavers went into work-based training, while 6 per cent went directly into employment, some with training. In 2000, the destinations of 13 per cent of school-leavers were unknown: this is an unacceptably high figure.

11. There is good access for young people within the borough to a wide range of academic, vocational and basic education courses. There are good opportunities for students with low prior achievements to follow programmes of study designed to meet their needs at entry, foundation and intermediate levels. The more academic have a good choice of GCE A-level and AS subjects. As the result of collaboration between the college of FE, the LEA and 11–16 schools, there are programmes in place for 14–16 year olds, offering accredited basic skills and vocational studies. These courses encourage participation and progression at 16 by young people who are at risk of low achievement at Key Stage 4, or who are disaffected.

12. Newham Sixth Form College offers a wide choice of academic subjects. For a sixth form college, it offers a particularly wide range of vocational courses at advanced and intermediate levels. Unusually, there are also both entry and foundation level courses. In November 2000, 1,933 students aged 16–19 were enrolled at the college, almost all on full-time courses; this compares with 1,873 in 1999. Over 500 students are taking one-year courses, particularly the extensive intermediate GNVQ programme. Some 75 per cent of students in the current year come from schools within Newham, or progress from another course in the college; 20 per cent come from schools outside Newham.

13. Newham College of Further Education offers a very wide range of academic, vocational and basic education courses in all curriculum areas with the exception of agriculture, operating from two main sites in East Ham and Stratford. It also works in a number of community venues including 11–16 schools. In November 2000, a total of 3,157 students aged 16–19 were enrolled, representing almost 20 per cent of all students at the college. Some 38 per cent of students in this age group were enrolled on part-time courses. The majority of the 16–19 students are on one-year vocational courses at entry, foundation or intermediate level, or on basic education courses; there are also significant numbers on advanced level programmes, particularly vocational. Two-thirds of students live in Newham; the others travel from neighbouring boroughs.

14. The major school sixth form provision is provided jointly by two Roman Catholic secondary schools, St Bonaventure's (boys') and St Angela's (girls'). This combined sixth form offers a good range of GCE A-level and AS subjects, and a small number of intermediate GNVQ and AVCE courses. It caters for 436 students in the current year. There is no provision for students working below intermediate level. The joint sixth form is open to non-Catholics.

15. There is a small amount of sixth form provision at Stratford School, which was formerly grant maintained, but the sixth form is closing at the end of the current academic year. There are eight students in the final year, who are all taking GNVQ courses in business studies.

16. The LEA and the two colleges have a shared commitment to make inclusive provision for students with learning difficulties and/or disabilities. Students with moderate learning difficulties are integrated into 11–16 secondary schools in the borough, and progress from these into the two colleges. There is one special school providing for students aged 16–19 with profound and multiple learning difficulties (PMLD). The colleges are not specifically equipped to cater for these students, although some individuals do attend courses at the college of FE. There are plans for a new purpose-built centre for students with PMLD, to be created collaboratively by the LEA and the college of further education. This has been subject to delay pending problems with the building identified for the new provision. In the medium term, post-16 students will be catered for in redeveloped accommodation at the Beckton School, following its merger with the John F Kennedy 11–18 special school.

17. There are five training providers based in Newham, which are funded by the LLSC. These are Newham College of Further Education and Newham Sixth Form College, two registered charities and a national training company. These providers are all well established locally and have been involved in government-funded training for a number of years. Three offer life skills programmes, of which one is an ESOL programme. Two have basic skills programmes leading to level 1 NVQ awards. Other programmes lead to foundation and advanced modern apprenticeships. At the time of inspection there was a total of 248 young people in training.

18. There is an uneven geographical distribution of training provision within the borough. Most is concentrated around the centre of Stratford. There are no training providers funded by the LSC in the south of the borough, and there is no outreach provision within local communities. Some provision is inflexible, requiring students to wait months to join appropriate programmes. There is no LSC-funded work-based provision in Newham for students with learning difficulties and/or disabilities.

19. In the college of FE, the proportion of students of minority ethnic origin is approximately 76 per cent; in the sixth form college, 80 per cent; and in the joint sixth form it is 60 per cent. Different minority groups are more strongly represented in particular schools and colleges. Approximately 60 per cent of trainees are of minority ethnic origin.

20. The numbers of male and female students leaving Year 11 in 2000 were roughly equal. However, there are differences in destinations post-16 by gender. Some 61 per cent of students whose destinations were GCE A-level or AS courses were female, while more male students took up intermediate and foundation level courses. This reflects higher achievements by female students at 16. At the sixth form college, the numbers of male and female students are approximately equal. At the college of further education, 60 per cent of the students are male. In the joint sixth form, young women predominate at 68 per cent. There are equal numbers of male and female trainees.

STANDARDS ACHIEVED AND PROGRESSION

Colleges and schools

21. There is much that is encouraging in the achievements of students in the borough, given the exceptional level of social disadvantage and the low prior achievements of many at 16. The two colleges have some of the highest proportions of students living in

disadvantaged areas of any FE sector colleges nationally, yet their students' performance generally meets, and, in the case of the sixth form college, sometimes exceeds, national averages. In particular there is a noticeable trend of improvement. The colleges and sixth forms are successfully developing the aspirations of learners of all abilities and enabling them to achieve.

22. The proportion of students completing courses at the sixth form college has risen over recent years; on GCE A-level, GCSE and GNVQ courses they are well above average for sixth form colleges nationally. In the college of further education, completion rates on one-year courses are broadly in line with those in colleges with similar intakes; they are good on the full-time GCSE programme. Completion rates on two-year GCE A-level courses have been low; they are similar to those in a number of other London colleges surveyed in area-wide inspections. The completion rate on the new AS courses in the current year is 77 per cent, compared with 65 per cent at the end of the first year of GCE A-level courses in 2000. In the joint sixth form, completion rates overall were average for schools with similar intakes, although better amongst female students than male students at advanced level.

23. Students start GCE A-level courses in the different institutions with different levels of prior attainment. This influences their performance at advanced level. Students entering AS courses in the college of FE have the lowest prior attainment. Students starting courses in the sixth form college have lower GCSE points scores on entry than are generally found in sixth form colleges. The prior GCSE points scores of students starting advanced level courses in the collaborating sixth forms are above average.

24. Value-added analysis at the sixth form college suggests that students achieve better at GCE A level than might be expected from their prior attainment. At the college of FE, a new method of assessing added value is being introduced. This has given an indication of added value in a minority of subjects. In the joint sixth form, there is evidence of added value; however, in some subjects male students are achieving below expectations when prior attainment is taken into account.

25. Performance overall in Newham on GCE A-level courses is low compared to the norm for all providers nationally. In 2000, the average points score for candidates taking two or more GCE A level subjects was 12.0, compared with a national figure of 18.5 and a figure of 14.3 for Greater London. In the joint sixth form, the figure was above the norm in the girls' school, and close to the norm in the boys' school. The point scores for advanced GNVQ achievements show that results at the sixth form college were in line with the national norm, while those at the college of FE were below; the small numbers sitting in the joint sixth form achieved point scores above the norm.

26. Pass rates at GCE A level have improved significantly at the sixth form college; in 2000 they were broadly in line with the national average for all sixth form colleges. Considering the level of disadvantage amongst students in the college, compared with most sixth form colleges, this is creditable. Pass rates have also improved in the college of further education, and in 2000 were roughly in line with the average for similar colleges. The pass rate in the joint sixth form has improved steadily, from below average to about average for all schools. The results are good when compared with schools with similar intakes; pass rates amongst girls tend to be better than those amongst boys.

27. Results on GCSE courses at grades A*–C in the sixth form college in 2000 were below average for sixth form colleges; however, compared with those for FE colleges with similar intakes, they are above the average. In the college of FE, achievements on GCSE courses were above average for students taking full-time GCSE programmes.

28. Pass rates on GNVQ programmes in the sixth form college in 2000 were below average for sixth form colleges, but again better than those for FE colleges with similar intakes. In the college of FE and the collaborating sixth form, pass rates on advanced GNVQ and BTEC national diploma courses were average. At Stratford School, where small numbers have taken GNVQ courses, pass rates were low in 1999 but improved in 2000. Pass rates on NVQ courses are low in both colleges, as are the overall pass rates for other long courses in the college of FE. There are good achievements on programmes for basic skills and students with additional learning needs.

29. There is good progression within the sixth form college from foundation level courses to intermediate level, and from intermediate to advanced level. In the college of FE, there is good progression within and from the modular entry level and basic skills programme. There are significant numbers who progress from intermediate level courses to other courses at the same level. Of these, the majority are broadening their qualifications, for example by moving from an NVQ programme to a GNVQ programme or taking a new qualification related to the one they had completed. Some 20 per cent of students are repeating the same programme. At advanced level, a number of students repeat the first year of their course, or transfer to another programme at the end of this. The college should investigate in more detail the reasons for these patterns, to ensure that all students are being correctly placed and supported. There are no destination data on 50 per cent of the students leaving the college after one-year courses. Steps should be taken by the college to improve this figure.

30. There is good progression to HE from both colleges and the joint sixth form. In the college of FE, many students progress to HE after the age of 19 because it has taken them longer to reach the necessary level. Some 66 per cent of students aged 18–22 who had completed advanced programmes in 2000 went on to HE; and 68 per cent of 16–19 year olds progressed from the sixth form college, not including those taking a ‘gap’ year. Nearly 80 per cent of students who completed advanced level progressed from the joint sixth form to higher education in 2000.

Training programmes

31. The attainments of learners on training programmes are significantly below those of other areas both locally and nationally. In 1999/2000, 72 per cent of learners left programmes without an NVQ, compared with 58 per cent in 1998/99. The majority of the NVQs achieved were at level 2. The best achievements are those of learners on advanced modern apprenticeships with large employers. These programmes recruit motivated learners who enter the programme with good qualifications. This level of performance is not reflected on other work-based training programmes.

32. The value added to learners’ skills and employability by training programmes is poor; the exceptions to this are the advanced modern apprenticeship programmes at the college of FE. Learners participating in foundation and work-based programmes are not moving forwards significantly towards occupational competence and employment.

33. There are poor tracking and analysis of trainee destinations. In 1999/2000, the destination of one-third of all leavers was unknown; about 25 per cent entered employment. Given learners' poor entry qualifications and low achievements on the training programmes, this lack of information about progression is a matter of concern.

CURRICULUM AND PROGRAMMES AVAILABLE

34. Overall, a broad curriculum is available in the colleges and joint sixth form, with programmes at all levels designed to meet the needs of local students. There is no formal joint planning of the curriculum in the borough. However, there has been long-standing collaboration between the institutions, and between the institutions and the LEA. This has resulted in some useful jointly planned ventures.

35. The majority of students in the borough are studying at entry, foundation and intermediate levels. The college of FE offers a good range of courses at these levels across all vocational areas except agriculture. Using Open College accreditation, it has developed an innovative curriculum of modules leading to the Newham College Access Diploma ('Newcad'). This allows students to follow a tailor-made programme to meet their needs. The modules include basic skills, English as a second language, and vocational studies, often in combination. They provide good progression routes and have proved effective in building the confidence of students with low prior attainment. The college of FE also offers GNVQ and other courses at foundation and intermediate level. The sixth form college provides some entry and foundation level studies, as well as a large programme of intermediate GNVQ courses. The joint sixth form offers a small range of intermediate GNVQs.

36. At advanced level, students have a wide choice of vocational and academic courses. There is a good range of GCE A-level and AS courses: the sixth form college offers 36 subjects, the college of FE 26, and the joint sixth form 28. Both colleges offer AVCE and BTEC programmes across a wide spectrum of subjects; the college of FE has a particularly extensive range of vocational courses at this level, with good progression routes to higher national certificate (HNC) courses.

37. There are no significant gaps in the curriculum across the borough as a whole. There is limited provision in modern foreign and community languages, compared with other subjects; where courses are provided, the take-up is low. There were only 54 enrolments on French, Spanish and German AS courses in 2000/01, although some 70 students at the sixth form colleges are studying languages as an enrichment activity. There is also limited provision in hospitality and catering; the college of FE is planning to increase its range in this area to meet new employment opportunities in the locality.

38. Individual students' programmes vary between institutions. In the college of FE, the largest numbers of students are taking courses other than those leading to GCE, GCSE, GNVQ or NVQ qualifications; they are studying on 'Newcad' courses and a wide range of vocational qualifications. The bulk of students following AS courses are taking two or three subjects. Few students are currently taking AS and vocational subjects jointly.

39. The colleges and two collaborating sixth forms provide very good opportunities for students to participate in activities which enrich their studies. At the college of FE, students are encouraged to organise their own recreational and social events. There are numerous

clubs, societies and sports opportunities, trips and special events. There is a very strong and well-supported programme of optional activities at the sixth form college. These include many opportunities for students to participate in community work, as well as extensive sports, drama, music and language activities. In both sixth forms, students participate in a wide range of cultural and social activities. Optional physical education is available for female students, but not for male students.

40. Key skills are offered by all providers. In the two colleges, there is initial assessment of students' key skills to assess the appropriate level of study in the three key skills of communication, application of number and IT. High-quality individual support is available for students to develop their skills. In the joint sixth form, key skills are developed through the general studies programme. Work experience is provided for many students in the two colleges, although there are difficulties in finding placements in some curriculum areas, such as construction.

41. Of the five training providers, three deliver life skills programmes as part of the Learning Gateway scheme. There are two basic skills programmes, one of which leads to NVQ level 1 in IT and the other to NVQ level 1 in business administration. There are foundation modern apprenticeships in hospitality, retail and customer service and business administration; and advanced modern apprenticeships in construction and engineering.

42. The provision for training schemes in life skills, basic skills and ESOL is insufficient to meet demand. Of the three providers, two had waiting lists at the time of the inspection. One provider is having to be more selective amongst applicants, because of new requirements for accreditation, and is therefore turning potential learners away. Only one of the programmes offers ESOL; this is inadequate given the profile of the local population.

43. There is insufficient training provision at NVQ levels 1 and 2. This is needed to bridge the gap between life skills, basic skills and ESOL programmes to foundation modern apprenticeships. In the absence of this provision some learners are referred to other similar programmes whilst waiting for a full-time FE course to start in September. Others drift out of work-based learning. There are gaps in provision to meet to local labour needs, especially in the main growth sectors such as finance and business, hospitality, retail, leisure, cultural occupations and new media technologies. There are no programmes below advanced level for construction and engineering and inadequate provision in IT. There is a lack of progression routes at all levels.

QUALITY OF TEACHING AND LEARNING

44. The college of FE underwent a full Further Education Funding Council (FEFC) inspection in spring 2000. Most teaching was of a good standard, although little was outstanding. Teaching was well managed and well planned, although some work in science, mathematics, engineering and basic skills was not sufficiently challenging for all students. There was effective support for individual students. Most teachers were well qualified in their subjects; there were some weaknesses in other aspects of their qualifications which the college has since taken steps to address. The college has outstanding accommodation, resources and specialist teaching facilities.

45. The sixth form college was also inspected in the spring of 2000. Teaching was of high quality. Some 77 per cent of lessons observed were good or better, which is well above average. Just over a quarter of lessons were judged to be outstanding. Teaching programmes were well planned, with detailed schemes of work. Teachers were skilled at engaging all students in their lessons. They set high standards for students and gave good individual support to students in lessons. Teachers were well qualified and had good subject knowledge. The college has high-quality accommodation and facilities.

46. In the joint sixth form, the standard of teaching and learning is consistently good and much is outstanding. Teachers are well qualified with good subject knowledge. There are generally good specialist resources. Accommodation has been cramped at St Bonaventure's, but new buildings are to be erected in autumn 2001, including improved sixth form facilities.

47. In the colleges and joint sixth form, students are encouraged to develop skills for independent working and there are good facilities to enable them to do this, including access to IT. There are good working relationships between students and staff. There is a strong emphasis in the colleges on inclusiveness and equality of opportunity. In the collaborating sixth forms, the schools' Roman Catholic ethos and concern for equality similarly inform all aspects of school life.

48. On training programmes, over half the training sessions observed were less than satisfactory. Teachers, other than those in the college of FE, were unable to respond adequately to learners' needs, owing to their lack of training and experience. Teaching methods were not varied to take account of the variety of needs and cultures within the groups and therefore sessions were often ineffective. Methods and styles of teaching and training were not consistent with the aims of the programmes and the learners' personal objectives. Individual assessment and coaching of learners were also poor.

49. Resources on training programmes are insufficient to stimulate learning, particularly for learners working towards foundation modern apprenticeships and occupational training. Some providers are seeking to widen their sources of funding for training, but are experiencing difficulty in doing so. Advanced modern apprenticeship programmes at the college of FE are well supported by employers, with direct contributions made in terms of staff, training resources and providing specialist training. There are few resources available that are appropriate to address the needs of learners with additional needs, apart from at the college of FE. Smaller providers are hampered by the lack of available funds to improve support, particularly for learners whose first language is not English.

50. On training programmes, there are insufficient qualified and experienced staff for teaching, training and support. Only one of the five training providers in Newham has a member of staff who is qualified to deliver ESOL training. Where ESOL provision is made, it does not address the variety of needs, particularly those of the refugee population from Eastern Europe. In providers other than the college of FE, basic skills are taught by unqualified staff. Providers do not have the funds to develop their staff in line with programme requirements or learners' needs. There is a high incidence of staff absenteeism and a high turnover of staff.

SUPPORT AND GUIDANCE

Guidance onto post-16 programmes

51. Good information is available for secondary pupils and their parents about opportunities at age 16. Key Stage 4 pupils are generally well informed, although they are less interested in the employment route. Both pupils and their families are ambitious for their futures. The colleges provide good quality literature for prospective students. There is good liaison between the colleges and local 11–16 schools. College staff visit the schools to inform students and parents about the opportunities available and participate in local careers events. Training providers do not generally visit schools. None of the 11–18 schools invite college representatives in to talk to students; however, Year 11 students know about alternative opportunities at 16.

52. Advice and guidance about appropriate choices for secondary pupils are provided through a combination of careers service and school staff, and in some cases by college staff. The requirement for the careers service to focus on those pupils less likely to do well at Key Stage 4 means that not all pupils have one-to-one interviews. This is a matter of concern especially when many families do not have experience of higher education and professional careers. Institutions seek to overcome this by providing additional careers staff, but some schools have been unable to do as much as they would like. In the two colleges, there are effective arrangements for the interviewing, enrolment and induction of students onto courses.

53. Both colleges work closely with local schools to aid the progression of pupils with learning difficulties and/or disabilities into their courses. There are link courses and taster courses to help build students' confidence. The colleges are working with the local authority to improve further the arrangements for placing and supporting these young people.

54. Many learners have little knowledge of the range of training options available to them in work-based training. However, many are aware of the college provision. There are poor initial guidance and assessment of needs for some learners, resulting in inappropriate placements. For example, some learners with poor literacy skills are placed on foundation modern apprenticeships without structured basic skills training, while some learners on life skills programmes enter training with NVQs, GNVQs and BTEC qualifications. Some providers undertake a rigid process of initial assessment of basic skills for all incoming learners, without taking into account previous academic attainments. The initial assessment of numeracy is totally absent in some training providers.

On programme support

55. Tutorial support is very effective in both colleges and in the joint sixth form. There is good use of individual target setting, and students' progress is monitored closely. Access is also good, for students in both colleges, to help and advice on a range of personal and welfare matters. Financial support is available from charitable trusts and the access fund. Four students aged 16–19 have children in the college nursery. There is strong support within both colleges for students with learning difficulties and/or disabilities on college courses, both on discrete courses and others. In the joint sixth form, personal support is provided effectively by personal tutors. The small number of sixth formers at Stratford School feel well supported by their tutors and teachers.

56. There are good arrangements for the assessment and diagnosis of students' additional learning needs in the two colleges, with effective support provided in literacy, numeracy and study skills. In the collaborating sixth forms, there are additional study support sessions for students, including a programme of voluntary Saturday morning classes.

57. Training providers offer good pastoral support. Many utilise external specialist agencies to support learners with particular problems. Some training providers employ multilingual staff to assist learners with tasks such as form filling and letter writing. They also act as advocates when the learners are dealing with any outside agency. There is some provision for learners with disabilities. One training provider organisation employs a disability specialist to support learners. Another provides equipment for learners with physical and sight impairments to use. Access for learners who are wheelchair users is poor in most training providers.

Post-course guidance

58. There are good careers education and guidance for students. The careers service provides individual and group sessions in all institutions. These are supplemented, where necessary, by additional staffing from the institutions. There is effective support for students applying to higher education, delivered through tutorial systems. Students have access to good careers libraries.

59. The guidance given to learners when they leave work-based training is generally poor, except where the careers service carries out exit reviews. In some cases there is no exit guidance by either the training providers or the careers service.

The Learning Gateway

60. On the Learning Gateway programme, the careers service is responsible for the first contact with young people and for conducting initial assessments. These are intended to identify the barriers to learning and suggest ways of overcoming them. The young people then move on to training providers for further development. In Newham, learners are not adequately prepared for entering life skills training. The personal advisers from the careers service are not providing adequate support and guidance to learners. There is inadequate initial assessment of learners' prior achievements and learning needs. Learners are mostly unaware of what they will be doing on the life skills programme and where the training will lead. Once on the programme, some learners have inadequate contact with their personal advisers.

STRATEGY AND PLANNING; MANAGEMENT; COLLABORATION AND LIAISON

61. Although there is considerable collaborative activity in the borough, there is as yet no effective joint strategic planning for 16–19 education and training, although there have been steps towards this. The restructuring of post-16 provision in 1991 has resulted in provision which is more coherent than in some other London boroughs. The Education Business Partnership has actively supported work to develop clear progression routes for 14–19 year olds. The LEA is currently redeveloping its arrangements for post-16 strategic planning as part of a local learning and skills partnership. A group comprising the two

colleges and the LEA was set up at the end of 2000 to consider 16–19 full-time education. The terms of reference include strategic planning; consideration of participation and achievements; access policies, and opportunities for rationalisation of provision. This is a potentially useful strategic forum which the newly established LLSC should be able to build on in taking its planning forward.

62. Newham is a member of a new, four-borough lifelong learning partnership, which aims to clarify the gaps in provision and progression routes for 14–19 year olds. An initial project to map the current curriculum for this age group has provided substantial information for future planning.

63. At the time of the inspection, London East LLSC had been in place for seven weeks. This was not long enough for it to have established its strategic plans and management processes for work-based training provision. Training providers are not collectively represented on the groups which influence post-16 provision locally, apart from the two colleges. There is no representation from either employers or training providers in the lifelong training partnership.

64. The management of 16–19 provision in colleges and schools is effective. The sixth form college focuses almost solely on this age group; this is reflected in its strategic and operational plans. The governors pay close attention to the performance of 16–19 students and the quality of provision. In the college of FE, young people predominate on some courses, but are spread through most of the college's 700 courses. There is no sixth form centre, although the college pays great attention to the needs of this age group. The joint sixth form is managed by a single Head of Sixth Form from one of the schools, and there is a joint governing body, with representatives from both schools' governing bodies and senior management team. The curriculum is managed in both colleges and in the joint sixth form to offer students a wide range of courses of an appropriate level and type to suit their needs and to enable progression.

65. There is effective monitoring of the use of financial resources in the colleges. As is usual, provision for 16–19 year olds in the college of FE is not costed separately. 16–19 provision is resourced more favourably than some other provision, because of the additional features such as support for independent study and additional tutoring. In the sixth form college, resources are closely monitored on a course-by-course basis. In both schools in the joint sixth form, the cost of the sixth form exceeds the income generated by the student numbers; hence the sixth form is subsidised by the two lower schools against the LEA formula. This has not affected the success of the lower schools, which both achieve good results at Key Stages 3 and 4.

66. Quality assurance of 16–19 provision is well managed and effective in the two colleges; in the sixth form college, inspectors judged it to be outstanding. Quality assurance systems include the observation of lessons and a strong focus on students' achievements, using national benchmarks. In both institutions, the annual process of self-assessment has resulted in improvements, for instance in students' retention and success rates. In the two schools which have the joint sixth form, there are effective processes for the evaluation of provision and performance. There are no effective systems to monitor the quality of training, except in the college of FE. Few clear actions are taken to improve learning. Providers have not been encouraged to develop good quality business plans. Guidelines are interpreted in a variety of ways, which lead to a lack of consistency between providers. At the time of the

inspection, the LLSC did not hold accurate information on the participation and performance of learners.

67. The largest collaborative venture is the joint sixth form of St Angela's and St Bonaventure's Roman Catholic schools. This enables the schools to offer a good advanced level curriculum. Teaching occurs on both schools' sites, using the strengths of accommodation and resources. There is a sixth form centre at one of the schools. The costs of the provision are shared equally between the two schools.

68. The college of FE works collaboratively with two local schools to provide courses for disaffected or underachieving young people aged 14–16. There are effective links between the colleges and 11–16 schools in the locality. As well as its 11 partner schools, the sixth form college works with two schools for visually impaired students and with borough units for those with visual and hearing impairments. There is a good working relationship between the two colleges.

69. There are also good relationships between the LEA and the colleges, demonstrated by the mutual involvement of all three organisations in a number of initiatives and shared ventures relating to the 14–19 curriculum. These include initiatives designed to promote social inclusion; the activities of the Education Action Zone; summer schools for pre-16s; and Excellence in Cities. Other collaborative work is designed to provide coherent provision for young people with learning difficulties. Both colleges also participate in many local forums relating to economic regeneration. There are productive links with employers which are particularly extensive in the college of FE.

70. Both colleges have effective links with community organisations. Students in the sixth form college take part in an extensive programme of volunteer activities in the community. The college of FE's work in the community is designed to reach people who might not otherwise consider returning to education. The LEA's community education provision is made through the college. Work in progress includes the integrated development of youth work and lifelong learning based on two youth centres. There are also strong links with the voluntary sector, for example, with organisations providing basic skills and the Prince's Trust Volunteers programme.

71. The joint sixth form has links with the Education Business Partnership; for instance, the two collaborating schools are members of the Partnership's 14–19 curriculum strategy group. The schools are also involved in the Excellence in Cities initiative. There has been collaboration with the two colleges on the development of vocational education in the joint sixth form.

COST-EFFECTIVENESS AND VALUE FOR MONEY

72. The college of FE has significantly reduced its average unit of funding over the last four years. The cost per successful student on advanced level programmes suggests a similar level of cost-effectiveness to that found in comparable colleges. The sixth form college and the collaborating sixth forms provide good value for money, when completion rates and achievements are considered. Class sizes in the sixth form college are well above average.

73. The present systems of financial and programme monitoring do not provide an accurate analysis and reporting of the costs of training. The actual costs incurred in delivering programmes vary considerably depending on the learners, occupational area and resources involved. Many training providers do not analyse income and expenditure on individual programme basis. Others have sophisticated budgetary and financial management systems to identify clearly the viability of individual programmes. The best value for money on Modern Apprenticeship programmes is achieved on the schemes run by employers. The low levels of qualification, employment and progression generated by the Learning Gateway provision in Newham indicate poor value for money.

APPENDIX A: NUMBERS OF 16–19 STUDENTS AND TRAINEES

Colleges and schools

INSTITUTION	PROGRAMMES: NUMBER OF STUDENTS					Total
	General and general vocational*		Foundation Level 1	NVQ	Other	
	Level 3	Level 2				
Newham College of Further Education	958	405	563**	443	788⊕	3,157
Newham Sixth Form College	1,406	456	36	37	35	1,970
St Angela's Ursuline Convent School	221	31	—	—	—	252
St Bonaventure's RC School	168	16	—	—	—	184
Stratford School	4	2	2	—	—	8

* Includes BTEC national and higher national

** Newham College Access Diploma at entry level and level 1 (basic skills, ESOL and vocational studies)

⊕ Includes full-time GCSE programme, ESOL, CACHE, City and Guilds and some business courses

Training providers

PROVIDER	PROGRAMMES: NUMBER OF TRAINEES			
	Advanced Modern Apprenticeship	Foundation Modern Apprenticeship	Other Training	Total
Instant Muscle	—	—	17	17
Landmark	—	—	39	39
Newham College of Further Education	17	—	—	17
Newham Sixth Form College	—	—	21	21
Spring Skills	15	140	—	155
Total	32	140	77	249

APPENDIX B: CURRICULUM AND PROGRAMMES: 2000/01

Main qualification programmes in colleges and schools

INSTITUTION	NUMBER OF SUBJECTS/VOCATIONAL AREAS AVAILABLE								
	GCE AS & A level	GNVQ Adv/Voc AS & A level	GNVQ Int.	GNVQ Found.	GCSE	BTEC First Dip.	BTEC Nat Dip.	BTEC Nat Cert.	Other
Newham College of Further Education	26	5	6	—	5	—	7	8	27 -NVQ 18*
Newham Sixth Form College	36	8	8	1	2	1	5	—	3 -entry 2 -NVQ
St Angela's Ursuline Convent School, combined with	28	3	3	—	—	—	—	—	—
St Bonaventure's RC School	—	—	—	—	—	—	—	—	—
Stratford School	—	1	1	1	—	—	—	—	—

* Including 'Newcad', CACHE, ESOL and business courses. NCFE offers more than 700 courses in total. 16–19 year olds are represented on most of them.

Trainees: Numbers for occupational sector

OCCUPATIONAL AREA	Advanced Modern Apprenticeship	Foundation Modern Apprenticeship	Other Training	National Traineeships	Total
Construction	7	—	—	—	7
Engineering	10	—	—	—	10
Business administration	1	12	—	—	13
Retail/customer service	14	87	—	—	101
Hospitality	—	41	—	—	41
Foundation for work IT /business administration	—	—	6 – IT 16 – BA	—	22
Foundation for Work life skills	—	—	55	—	55
Total	32	140	77	—	249

APPENDIX C: COMPLETION RATES, EXAMINATION RESULTS AND QUALIFICATIONS ACHIEVED

Caution is needed in comparing college and school sector data for GCE A levels in the table below. Completion rates in FE relate to individual subjects, whilst in schools they give the proportion of students completing A-level programmes. These different methods of measuring completion have the effect of depressing the college figures in comparison with the school figures.

Completion rates 2000

INSTITUTION	PROGRAMME					
	GCE A Level	GNVQ*			GCSE	NVQ
		Adv.	Inter.	Found.		
Newham College of Further Education	53%	56%	61%	N/a	66%	76%
Newham Sixth Form College	85%	84%	91%	96%	90%	50%
St Angela's Ursuline Convent School	87%	88%	77%	N/a	N/a	N/a
St Bonaventure's RC School	82%	71%	78%	N/a	N/a	N/a
Stratford School	N/a	100%	57%	100%	N/a	N/a

* Includes BTEC precursors

N/a not applicable

Examination results 2000

INSTITUTION	Average GCE A Level points score	PASS/ACHIEVEMENT RATES					
		GCE A Level	GNVQ*			GCSE A*-C	NVQ
			Adv.	Int.	Found.		
Newham College of Further Education	10.2%	75%	65%	51%	N/a	36%**	36%
Newham Sixth Form College	12.7%	84%	74%	63%	60%	38%	25%
St Angela's Ursuline Convent School	20.8%	94%	85%	87%	N/a	98%⊕	N/a
St Bonaventure's RC School	17.4%	89%	66%⊕	83%⊕	N/a	100%⊕	—
Stratford School	N/a	N/a	80%⊕	55%⊕	100%⊕	N/a	N/a
LEA Area	14.0%	—	—	—	—	—	—
National	18.5%	—	—	—	—	—	—

* Includes BTEC precursors

** one-third of entries are for foundation tier where C is top grade available

⊕ Small numbers

N/a not applicable

Achievement on other long courses in 2000 at Newham College of Further Education
(excludes achievements of students under 16)

COURSE	COMPLETION	ACHIEVEMENT
Newcad additional learning needs levels 1,2,3	91%	5% achieved award 50% achieved certificate 26% achieved diploma
Newcad young adults entry levels A, B, C and level 1	87%	6% achieved award 35% achieved certificate 49% achieved diploma
Other long courses e.g. CACHE, CLAIT, ESOL, Accounts	70%	40%

‘Newcad’ is Newham College Access Diploma.

NVQs per 100 trainee leavers for the 1999-2000 contract year

PROVIDER	Modern Apprenticeships	National Traineeships	Other Training
Instant Muscle	—	—	51
Landmark Training	—	—	37
Newham College FE	173	—	—
Newham Sixth Form College*	—	—	—
Spring Skills	31	14	—
TEC average	54	26	74

* Training programme not offered in 1999-00

Notes

