

SELF ASSESSMENT REPORT

2014-15

TOWER HAMLETS COLLEGE

Self-Assessment Report 2014-2015

Contents	Page
Introduction to the College and Local Area	3
Overall Effectiveness	6
Key Strengths and Areas for Improvement	8
Summary of Grades by Provision Type and Subject Sector Area	9
Effectiveness of Leadership and Management	10
Quality of Teaching, Learning and Assessment	16
Personal Development Behaviour and Welfare	20
Outcomes for Learners	23
Quality Improvement Plan	30

Introduction to the College

Tower Hamlets College is a general further education institution with a turnover of approximately £20 million. It is based over two sites in the London Borough of Tower Hamlets, East London. The College is a good provider with outstanding features. The College vision is to become an outstanding provider of education, training and skills by 2018. The following strategic priorities have been identified:

- To be recognised as an outstanding learning provider
- To be an innovative learning organisation
- To develop financial resilience and security

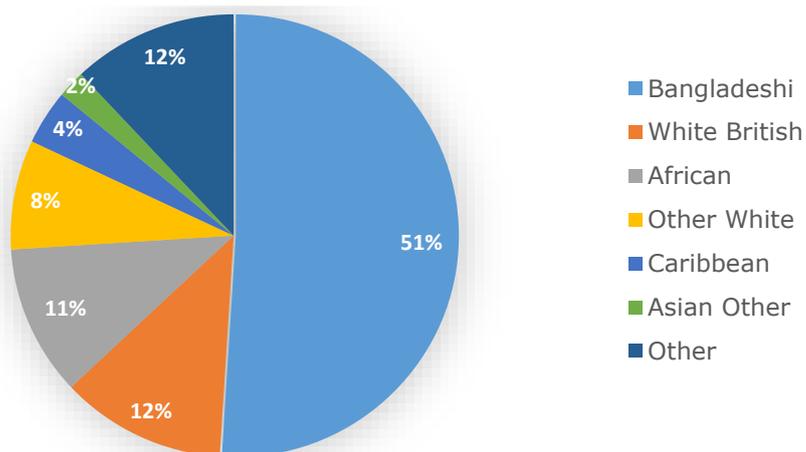
The College mission is to create opportunities through inspiring teaching and learning, by developing students' skills, knowledge, curiosity, resilience and employability. The College aims to create opportunities for students to fulfil their potential, facilitating progression to employment, self-employment, higher level study and improved economic prosperity.

The College provides learning programmes to a wide range of local residents from the age of 14. Programmes are offered in 13 of the 15 subject areas which are reviewed regularly and respond to the needs of the local community and employers. In 2014/15 the College enrolled 5,993 funded learners: 1,755 of these were aged 16-18 and 4,238 were adults. The learner profile is given below and reflects the cultural diversity of the local and surrounding boroughs.

Learner profile by gender and age

	16-18	Adult
Male	1,002	1,456
Female	753	2,782

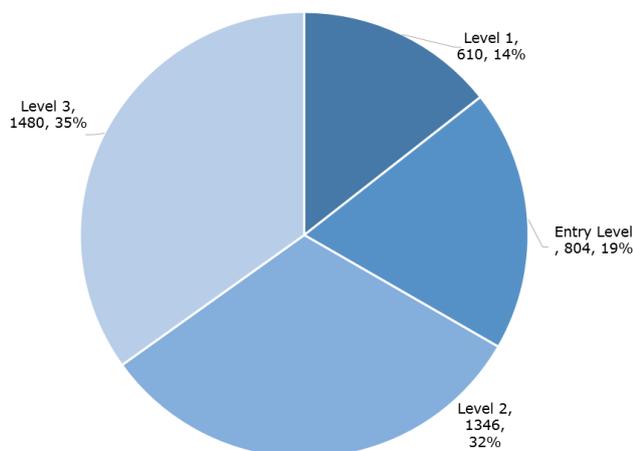
Learner profile by ethnicity



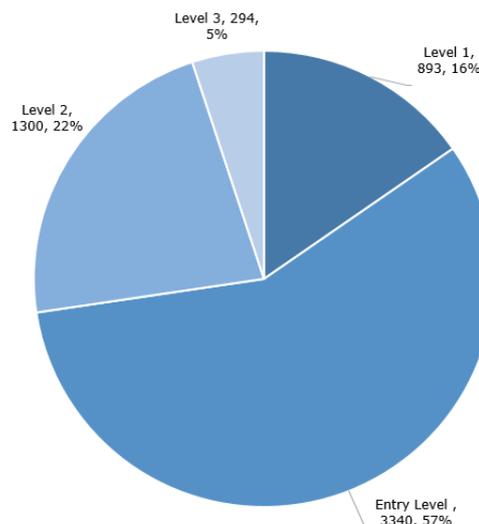
Students at the College are enrolled on a range of qualifications based on their aspirations, skills and prior attainment. In 2014/15 the majority of 16-18s were enrolled on a Level 3 study programme and completed either a range of A-levels subjects or a specialist vocational qualification with a clear sightline to work or progression to higher education. A significant proportion of 16-18s attending the College had not yet achieved a grade A* - C in English or mathematics and studied these subjects alongside their main qualification. A significant

proportion (57%) of adult students were enrolled on entry level qualifications in ESOL, English and mathematics, demonstrating how the College is meeting the needs of the local population.

16 – 18 enrolments by level 2014/15



Adult enrolments by level 2014/15



Providing students with access to high quality teaching, learning and assessment is central to the College ethos. Learning programmes at all levels are delivered by creative and committed teaching staff who plan learning programmes in response to individual needs. Fundamental to this is commitment to developing all students’ English, mathematics and employability skills to enable them to succeed in life and work and reach their full the potential.

On completion of their programme, the majority of learners progress onto the next level of learning or into employment. The College currently send more Tower Hamlets residents to University than any other local provider. To meet the needs of adults, additional programmes for ESOL students enable learners to progress onto a range of vocational pathways and the broader adult offer has been repositioned for the unemployed, including programmes specifically for Job Centre Plus referrals. This approach has helped significant numbers of learners find local employment.

The effectiveness of the College’s management in recent years has allowed it to respond to a continuously changing funding landscape without weakening its overall financial position. Following the submission of the 2015 to 2017 Finance Plan, the College’s finances have been assessed as Outstanding by the SFA. On the basis of current projections regarding future funding, plans to have sufficient resources to support the continued delivery of the curriculum are sound.

London Borough of Tower Hamlets

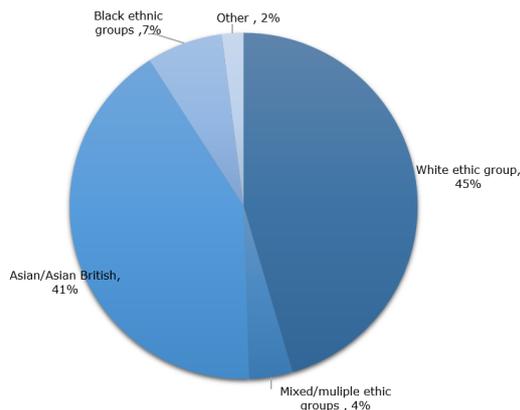
In 2014, the office for National Statistics estimated the population of Tower Hamlets to be 284,000. Over the last decade the population of the borough has increased by 34% and it is now the second most densely populated borough in London. The borough has a relatively young demographic characterised by a high proportion of young adults. Almost half of the borough’s residents (48%) are aged between 20-39. Children under the age of 16 represent 20% of the borough’s population. Those aged 16 to 19 account for 4.3% of residents; below the London average of 4.5%

Tower Hamlets is a borough of complex, multiple and severe deprivation. Since 1991, the development of Canary Wharf as a major financial district has brought considerable infrastructure development to Tower Hamlets. Beyond this, the area is typified by a mix of modern apartment accommodation and housing association stock. The English Indices of

Deprivation (2015) states that Tower Hamlets has the highest level of income deprivation for children and older people. Almost 1 in 4 children in the borough are living in an income-deprived family. Furthermore, over half of all neighbourhoods in Tower Hamlets rank in the 10% most deprived nationally.

Residents in Tower Hamlets come from a diverse range of backgrounds net migration continues to have a significant impact on the borough's population growth. The 2011 census concluded that over two thirds of the boroughs population belonged to minority ethnic groups, highlighting the importance of ESOL and basic skills courses in English and mathematics. The borough's three largest groups are Bangladeshi, White British and White other populations, together these groups account for three-quarters of the boroughs population.

Population by ethnic group London Borough of Tower Hamlets



Office for National Statistics, 2011-2001 Census in England and Wales

The borough is characterised as an area of London with immense challenges and opportunities. Whilst there has been a significant growth in the boroughs economy over the last 20 years due to the development of the Canary Wharf business district, this has not always translated into jobs for local residents. The 2011 Census counted 113,219 residents in employment in Tower Hamlets, translating to an employment rate of 57.6 per cent for the 16 to 74 age group. This rate was significantly below the London (62.4 per cent) and England (62.1 per cent) averages.

Despite the borough providing 5% of London's total employment, unemployment remains high at 11% (2014) compared to a London average of 8%. However, the borough's employment rate is improving. Employment rates for Bangladeshi and Other Black minority groups are significantly below the borough averages. These challenges are reflected the College's student cohort. In 2014/15 only 28% of adult learners were in work prior to enrolment.

The 2011 Census also highlighted that the number of residents with no qualifications dropped significantly by 22.9 per cent from 38,100 in 2001 to 29,400 in 2011. The proportion of residents with no formal qualifications stands at 16%; the fifth highest in London, highlighting the continued need for a skills and learning provider in the borough. In addition to this, around 44% of residents are well qualified and hold a level 4 qualifications which is above London averages and further outlines the diversity of the local residents.

Overall Effectiveness

Tower Hamlets College is judged to be Good for Overall Effectiveness and is making steady progress towards becoming an Outstanding College for the students it serves. College management and governance is strong. The sustained improvement in outcomes for young people over the last 6 years positions the College above the provider group, outcomes are now Outstanding for young learners on Early Years, ESOL and 14-16 'New Arrivals' programmes. A strong and focused management team has led to a significant improvement in the number of outstanding lessons and learner behaviour is exceptionally good as a result of high expectations from all college staff, creating a learning culture which promotes tolerance and celebrates diversity.

Managers effectively monitor progress and focus resources to impact positively on student outcomes. In the context of a reduction in funding and increased competition from school sixth forms, the college has maintained good financial health while sustaining improvement for learners, enabled through a process of effective challenge from Governors. The College has been successful in responding to local priorities and demand, examples of which are the new 14-16 direct entry provision and the expansion in provision for students with special education needs and disabilities. The strategic plan clearly looks to the future where alternative funding and new ways of working will be required. To support this the college has developed a strategic alliance with two neighbouring colleges and has progression agreements and partnerships with specialist schools and with HE providers. Partnerships with key employers in the business and finance, construction and health related sectors enable the College to meet local needs.

Teaching is Good and is improving, with 20% of lessons observed being outstanding as compared to 14% last year. Students work well in class and make progress in developing English and maths skills as well as softer skills for employment such as being able to present a convincing argument and working in a team. Whole college staff development days, coupled with departmental training and personalised support for teachers keeps teams up to date with changes to their qualifications, have improved the quality of assessment and feedback and has enabled teachers to focus on specific aspects of pedagogy. Teaching and learning is a focus for the College and three senior managers have a weekly teaching commitment, which enables them to meaningfully join in the discussions and culture of improvement.

Personal development and welfare is good. As a result of high expectations from all college staff, learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity. Attendance on the majority of programmes is good, although rates on functional skills classes for 16-18 year olds on study programmes are lower than the College average. The impact of good attendance and the College's high expectations are reinforced through a month long induction programme and good attendance is rewarded through various schemes such as vouchers and enhanced bursaries.

The College enables students to build their confidence and develop employability skills through a wide range of enterprise activities, internship preparation programmes, work experience and employer commissioned projects. The College has placed over 50 students into paid internships with prestigious blue chip companies in Canary Wharf including KPMG and Thompson Reuters. Alongside this 70 Student Ambassadors were active volunteers in the College and undertook paid work during the enrolment period. They reported that this experience allowed them to hone their skills and filled them with confidence when planning their next step.

Learner achievement has remained good for students on the majority of courses and is outstanding for some. However, there remains some inconsistency, for a small number of students on construction programmes outcomes for learners are inadequate, management have taken steps to put in place a rapid improvement plan. A whole team approach which focuses on student progression is evident where outcomes for learners have been outstanding. This includes provision for 14-16 year olds where 98% achieved their qualifications and all

progressed, and in the large ESOL provision where students had 98.5% achievement. A focus on stretch and challenge and improved feedback to students has resulted in continued improvement of learners achieving high grades at level three for those on BTEC Extended Diplomas and A2s.

Provision Types

Provision is Good in four of the five provision types. 16-18 study programmes are Good; all students who require it are given the opportunity to improve their English and maths skills. They develop employability skills through a range of employer projects and work experience. As a result, the great majority make good progress from their starting points and work to industry standards. Progression to HE is well managed and supported and results in 81% being placed. The College currently progresses more Tower Hamlets residents to university than any other local provider.

Apprenticeships provision is Inadequate, due largely to inconsistent management of employer relationships in 2013/14 which led to poor achievement. The leadership and management of this area has been reviewed and is now led at sector level by experienced curriculum managers. As a result on and off the job training for new provision is planned directly with employers and personalised programmes for apprenticeships are carefully monitored. This will result in improved outcomes for 15/16.

Adult programmes are Good, and Outstanding for the significant number of students following ESOL courses where those on entry and level one courses also develop English, maths and employability skills. Adults on level two and three programmes benefit from being taught by industry experts where lessons are motivating and where students make sustained progress. Careers guidance is both impartial and of high quality and programmes are designed to enable progression directly to employment or HE.

Provision for learners with high needs is Good and Outstanding for specialist provision, having addressed the need to better articulate personalise targets as identified in the last inspection. Funding is very effectively used to ensure students are appropriately supported while developing their independence. Students on personalised programmes effectively develop employability and independence skills and make substantial progress and where appropriate progress to higher level courses and sustained employment.

Direct entry provision for 14-16 year olds began in 2014/15 and is Good. Managers carefully monitor the impact of the provision and have adapted this in year to provide each learner with a personalised and challenging programme. Students and leaders pursue excellence, as a consequence behaviour, effort and attendance is very good leading to outstanding achievements and progression.

The college is not yet Outstanding because achievement of English and Maths at level 2 requires improvement and there is some inconsistency of student attainment, particularly on Apprenticeship, Construction and AS provision.

Key strengths

- Sustained improvement in outcomes for young people over the last 6 years as a result of consistent focus from leaders, managers and governors.
- Good student progression and effective management of learners' employability skills means that the College has a significant impact on peoples' lives, the vast majority of whom come from disadvantaged backgrounds.
- The quality of teaching and learning is good and improving in the majority of curriculum areas.
- Learner behaviour is exceptionally good as a result of high expectations from all college staff, creating a learning culture which promotes tolerance and celebrates diversity.
- Innovative provision for learners with learning difficulties and disabilities develops real employability and enterprise skills.
- Outstanding outcomes for adult learners on ESOL, English and maths learning programmes at Entry level and Level 1.
- Outstanding outcomes for 16-18 learners on Early Years, ESOL and 14-16 'New Arrivals' programmes has resulted in a reduction in the achievement gap.
- Outstanding financial health as a result of good utilisation of resources has enabled the College to sustain high quality provision into the future.

Areas for improvement

- Increase in-year progress and achievement on level 2 English and mathematics qualifications.
- Improve the overall teaching, learning and assessment profile by reducing the proportion of teaching which is not yet good in maths and construction.
- Improve achievement for 16-18 year olds studying construction and AS level subjects.
- Improve overall and timely achievement rates for apprentices completing frameworks in the construction, business and health sectors and for adult students completing full level 3 learning programmes.

Overall grades by provision type

Provision Type	Leavers	Overall Grade	Leadership and Management	Teaching Learning and Assessment	Personal Development Behaviour and Welfare	Outcomes for Learners
16-19 Study Programmes	3,978	2	2	2	2	2
Adult Learning Programmes	5,393	2	2	2	2	1
Provision for Learners with High Needs	302	2	2	1	2	2
Apprenticeships	115	4	4	3	3	4
Full-time provision for 14 to 16-year-olds	136	2	2	2	1	1

Overall grades by subject sector area

1st Tier Code	1st Tier Description	Leavers	Success %	Grade
1	Health, Public Services and Care	493	84	2
2	Science and Mathematics	1,512	77	3
4	Engineering and Manufacturing Technologies	118	79	3
5	Construction, Planning and the Built Environment	133	56	4
6	Information and Communication Technology	294	86	2
7	Retail and Commercial Enterprise	105	85	2
9	Arts, Media and Publishing	160	87	2
10	History, Philosophy and Theology	102	80	3
11	Social Sciences	247	78	3
12	Languages, Literature and Culture	737	86	3
13	Education and Training	32	94	2
14	Preparation for Life and Work (overall)	4,707	88	2
	ESOL	2,780	94	1
	Provision for Learners with High Needs	302	83	2
15	Business, Administration, Finance and Law	521	83	2

Leadership and Management

Vision and expectations

The college exists to create opportunities for its students many of whom come from disadvantages backgrounds, in 2014/15 68% of 16-18 learners were in receipt of free school meals this context the College has a significant impact on people's lives. The College's mission to create opportunities through inspiring teaching and learning is understood at all levels of the organisation.

Leadership and management is strong and has a positive impact on teaching, outcomes and the College's sustainability. Leaders, managers and governors have high expectations and have created a positive learning environment at the College which enables staff and learners to excel. The college has consistently focused on improving the standards of teaching, learning and assessment and in turn improving outcomes of all groups of learners. Overall success rates for 2014/15 were 85.6% and above national rates for the majority of groups and provision types. This significant and sustained improvement has resulted from an improved cultural dialogue which now places the college's primary focus on teaching, learning and assessment.

Expectations of learners are consistently high across the College and are reinforced during lessons and tutorials. Teachers develop strong and supportive working relationships with learners and are committed to their development, planning learning which stretches and challenges them. Learners' work is of a high standard and targets setting is used effectively in the classroom to develop knowledge and skills and to support progress.

Macro and micro level monitoring of progress against targets at all levels of provision takes place from the very start of the academic year and is evident in the agendas of management meetings throughout the organisation. Timely monitoring of income, funding conditionality, retention, attendance and in year student progress is embedded in the quality cycle. This includes detailed feedback from all stakeholders and learners. This enables managers to focus support to best improve outcomes for learners and leads to all staff and students being aware of their own personal targets with a clear plan to implement improvements.

The close management and monitoring of finances and curriculum targets has enabled the college to remain financially strong while improving outcomes for learners. The college's local and national position in relation to a rapidly changing context are clearly communicated to staff regularly. Staff feel up to date with the changes in the sector and have a good understanding how these impact on the individual circumstances of their courses and students. As a result, programmes have been adapted to better enable students to positively progress with a good range of employability skills.

In a minority of subjects and levels outcomes for learners are inconsistent and have not improved at the same rate as the rest of the college. Outcomes for apprenticeships are too low across the majority of subject areas. Leaders and managers are taking appropriate action and set clear performance targets to bring about a rapid improvement in outcomes in these areas.

Teaching, Learning and Assessment

Governors and college managers, at all levels, rigorously review the quality and consistency of teaching and learning and assessment (TLA). This has supported a significant and sustained improvement in the quality of TLA, led by a strengthened quality team. In 2014/15 the number of good or better lessons increased by 5% from 77% to 82% and there was a significant increase in the number of outstanding lesson observations by 6 percentage points from 14% to 20%.

Improving teaching, learning and assessment and developing outstanding practice is central to the College's strategic aims. To support and maintain improvements to date there has been a strong and consistent focus from staff development, developing reflective practitioners to responding better to the needs to the College's learners. Whole College CPD days address common themes arising from the self-assessment process, lesson observations, learning walks and student

feedback. Individual support is used effectively by managers to develop specific elements of teaching practice.

All teaching staff have formal graded observations each year. Observations are completed by trained and experienced leaders, managers and expert consultants. Teachers are observed early in the academic year to facilitate in year development. In 2014/15 greater emphasis was placed on engaging staff in professional dialogue following their observation and setting specific targets to further improve practice. Post observation action plans were identified as an area of good practice during an Ofsted monitoring visit during the summer term.

All observers are moderated to ensure grading and feedback is consistent and valid. There is a clear correlation between areas with improved teaching profiles and raised levels of student progress and attainment. In early years and ESOL outcomes are outstanding and over 90% of graded observations were good or better.

In addition to observations all staff have annual professional development reviews (PDRs) with their line manager. For teachers, this is usually immediately following a graded lesson observation enabling appropriate improvement targets to be agreed which focus on teaching, learning and assessment. Allied with this is the teacher's personal development plan, which is informed by the action plan arising from a lesson observation, and wider cross-college priorities for teaching, learning and assessment. The timeliness of this process has improved each year and has resulted in improved outcomes for learners.

A new policy aimed at supporting TLA practice which requires improvement has enabled several teachers to improve following a period of focussed support. Within Business, ESOL and health departments advanced practitioners and managers have provided teachers with targeted support which has brought about significant improvements in teaching practice resulting in improved observation grades.

Performance management following a grade 4 observation supports teachers through a targeted action plan designed to help them achieve a rapid improvement in their teaching practice or alternatively leave the organisation.

Self-assessment

The College follows an ongoing cycle of self-assessment throughout the academic year. Leaders, managers and governors use this process to develop a detailed and accurate understanding of the College's effectiveness in meeting the needs of all learners and to produce action plans to address areas for improvement. The effectiveness of this process is reflected in the improved outcomes for the College's learners.

The self-assessment process provides opportunities for employers, students and other stakeholders to share their views and provide feedback. This includes all service areas talking directly with students to better understand how their services impact on the progress of learners. This approach has led the first Subway franchise in a college, where students can make use of their free school meal voucher. Student feedback has also led to amendments to the academic and pastoral tutorial programme which now include clearer indications of progress towards targets and can be viewed remotely by parents. Students have also been involved in reviewing materials used to support the Prevent agenda, leading to greater student involvement in the programme.

English and mathematics

English and maths provision is improving but not yet good across all ages and levels. Improving the learning, skills and the life chance of the local community is central to the College's vision and values. In 2014/15 the college leaders launched the College's English and Mathematics Strategy highlighting the strategic priority Leaders, managers and governors place on these core subjects. The policy clearly places the responsibility for developing learners' English and maths skills on

teaching staff across the college, whether this be delivering high quality lessons within the subjects area or embedding English and maths skills into vocational subjects. The leadership and management of English and maths provision had been restructured with a designated quality manager leading improvements in English and maths resulting in improved accountability and clearer line of communication for teaching staff.

The College has responded positively to the significant increase in demand for staffing within these subjects by providing staff with targeted professional development opportunities. Teachers new to delivering GCSE English have completed an English Enhancement Programme (EEP) in partnership with the Institute of Education. The college has developed its own internal training course to develop maths teachers and has delivered this training to over 25 teacher. In addition to this existing maths and English teachers have undergone personalised support focussed on improving student attainment in lessons and in exams.

Partnerships

The college has an important range of partnerships that make a difference to learners' lives. Significantly, a new partnership with the London Borough of Tower Hamlets has led to the opening of new 14-16 direct entry provision for young new arrivals. This was inspected by Ofsted and received positive feedback. The success of this provision in its first year has been largely due to good working arrangements with the local authority and the clarity of mission from the very start. This has resulted in 97% success rate for all students on this bespoke and responsive provision, with excellent progression onto a specifically designed GCSE programme or further education. A further important partnership, with the local JCP, has enabled significant numbers of adults to move on to employment and working closely with Land Securities, the college has devised a challenging programme which prepares individuals for work in the construction industry.

Meeting needs and interests

The curriculum offer is reviewed annually and is responsive to local and regional priorities. The curriculum offer and performance is discussed at governor committees and Full Corporation which includes representatives from local authorities, London universities, and senior post holders from the finance, building and housing sectors, as well as a leading awarding organisation. This group analyses local demand, performance and progression as part of the review. This has led to the closure of hair and beauty and adults arts provision and a reduction in Adult ESOL, Access courses and some A levels. At the same time there has been a growth in Business and Finance courses for adults and young people, employer based training for a range of health sector roles and 14-18 ESOL.

In September 2014 the college opened a specialist 14-16 centre for New Arrivals. This new centre specialises in offering core key stage 4 curriculum and intensive English language support for young learners new to the borough, for whom English is their second language. Learners join at various points in the year during the academic year based on their arrival point. Outcomes in terms of overall achievement and progression rates were outstanding for this group of learners and a significant number of learners made outstanding in year progress.

In April 2015 the provision was monitored by Ofsted and concluded the College was meeting the needs of this group of learners and concluded that the college had made significant progress in providing learners with effective care guidance and support and identified the following strengths:

- Teachers' use of initial assessment information to inform their planning and to match their work to learners' ability levels and sharp focus on improving learners' grammar and vocabulary in English lessons
- Learners' enjoyment of their lessons and their good and productive collaborative work
- one-to-one coaching and mentoring undertaken by teachers and support staff which help students to learn quickly
- Teachers' promotion of the application of English skills to life in modern British society.
- The promotion of British values through lessons and other curriculum activities.

The college has not yet made sufficient progress in meeting the needs of apprentices in the majority of subject areas. Whilst the college has established strong working relationships with local employers this has not always led to timely achievements.

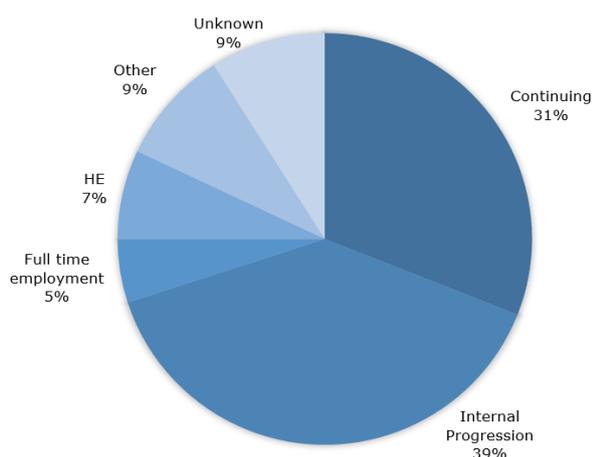
Progression and destinations

Progression is monitored closely by college managers, as are reasons for student withdrawals. Potential withdrawals trigger intervention from student support services to mitigate risks to learners' progression. The curriculum offer is designed with progression in mind and has been adapted to provide routes through to higher education and employment. As an example, the college recruited for the first time 14-15 year olds newly arrived in the country, they studied an intensive English programme alongside mandatory elements of the National Curriculum. For many, their progress was rapid and a bespoke GCSE programme has been devised for their second year to enable them to progress onto an A level programme. ESOL students are offered maths and ICT courses and work experience to develop their employability skills, given many have never been employed. The curriculum for students with learning difficulties and disabilities has been developed to focus on future employment through enterprise initiatives.

Courses and learning programmes are well designed and the majority of learner progress onto their next level of learning or gain employment. Learners develop core skills in English, maths and ICT and develop their employability skills through projects or additional short courses in the vast majority of subject areas. Internal progression has continued to improve and 70% of learners continue or progress onto their next level of learning at the College.

Progression to higher education for learners on advanced level courses remains strong. The college continues to progress more Tower Hamlets residents to university than any other local provider. In 2014/15 the college increased the percentage of applicants placed at university through effective advice and guidance from the careers team and academic staff. Over 81% of applicants were placed at university, 12% of which were placed at Russell Group universities.

Tower Hamlets College destinations 2014/15



Equality and diversity

The College has successfully created an inclusive learning environment. Learners from different backgrounds are encouraged to interact with each other and build positive relationships both within the classroom and through a wide range of enrichment activities. Across subject areas managers and teachers promote the development of learners' knowledge and understanding of key issues

including British values which are embedded into the College ethos. These core themes are also embedded into the College's tutorial programme.

The College promotes equality and diversity well and makes a significant contribution to community cohesion. There are no significant achievement gaps and learners at the college achieve well regardless of age, gender, ethnicity or learning need. The learner profile, although dominated by one cultural group, has become more diverse in recent years to better reflect the local population. A team of college managers representing Curriculum, Human Resources, Student Services and Students with special educational needs and disabilities rigorously monitor the work of the college to ensure that the friendly and respectful atmosphere where all can flourish is maintained and promoted. This includes analysis of outcomes for learners, attendance, complaints and student disciplinary and monitoring of the college Equality Plan.

Learners report that they feel safe and know how to report concerns, all reported incidences of bullying or discrimination are dealt with immediately by either the Director of Student Services or the Vice Principal Curriculum, and are often resolved through managed mediation and support for both victim and perpetrators.

Disabled learners and those with special education needs are well supported at the College and success rates and progression rates for this group of learners are comparable to overall those on the college main learning programmes. Managers ensure that this group of learners have the opportunities to develop employability and enterprise skills and there is good access to 1-2-1 or small group support through the College's Learning Zones.

Safeguarding and Prevent Duty

Arrangements for safeguarding learners are effective. Across the College's sites Security staff provide a visible and reassuring presence and carry out their duties very effectively. They control access to the College by diligently checking identity badges and permit only authorised access. Recruitment vetting procedures, including Disclosure and barring checks, are completed for all staff and an up-to-date single central record is maintained. The College places a high priority on ensuring learners are safe and has clearly defined policies and procedures in place. As stated learners consistently report that they feel safe in the College. The College has a Lead Designated Safeguarding Officer and four additional Safeguarding Officers (two male and two female) one of whom has special responsibility for 14-16 year old learners.

In 2014/15 the College took significant steps to raise the awareness of the Prevent Agenda across the college for both staff and learners. All College staff attended a training event delivered by the boroughs Prevent team. The Prevent strategy has been embedded into the College's tutorial programme in order to actively promote British Values and teachers have begun to effectively embed and highlight these issues within the College's main curriculum.

In addition to this the College has invested in electronic technology enable specific staff to monitor the online communication of individual learners or groups of learners to ensure that online communication is in line with the College's code of conduct.

The College's Safeguarding Committee meets at least half-termly and comprises: the Lead Designated Safeguarding Officer, the two male Designated Safeguarding Officers and the two female Designated Safeguarding Officers, (one of whom, is named as having special responsibility for 14-16 year old learners,) the Human Resources Manager and the College's Safer Schools Police Officer. This group collectively ensure that all sites across the College are represented. Since 2011/12 The President of the Student Union has also attended relevant meetings of the Committee, recognising the importance of the student voice in policy making. This practice is planned to continue in 2015/16.

In addition, this year the committee has invited representatives from the London Borough of Tower Hamlets to present to us on Child Sexual Exploitation, The Prevent Agenda, 'honour' based violence and forced marriage. In December 2014, the Safeguarding Committee also hosted a

visit from the Chair of the Tower Hamlets LSCB and an LSCB representative from Children's Specialist Services who evaluated our practice as a Safeguarding Committee and worked with the College in redrafting our policy and procedures in line with new legislation. This will become an annual visit.

The most recent actions from these meetings have been to ensure that the Prevent Agenda is embedded into the tutorial programme. A variety of teaching and learning materials were evaluated and amendments made to ensure that they meet the needs of College learners. The tutorial programme includes relevant sessions on radicalisation and extremism, abuse, grooming and e-safety including safe use of the internet and social media.

In 2014/15 there were 71 cases referred to the Safeguarding Team of which 42 were deemed to be safeguarding issues. The cases presented the following issues: self-harm, sexual, physical and emotional abuse, incidences of neglect, financial concerns, forced marriage, incidences of homelessness and mental health issues.

The Student Union Executive received a tailored version of the safeguarding training package undertaken by all staff. This was expanded in 2014/15 to include student representatives and will be continued this year. In addition, a group of 5 students, including representatives from the Islamic Society, attended a London Borough of Tower Hamlets Student Conference in January 2015 in which Prevent materials were introduced to a group of 60 students from across Tower Hamlets Schools to evaluate the materials. This was a very positive conference and as a result a selection of these materials, focusing on staying safe on-line, were piloted in tutorial sessions.

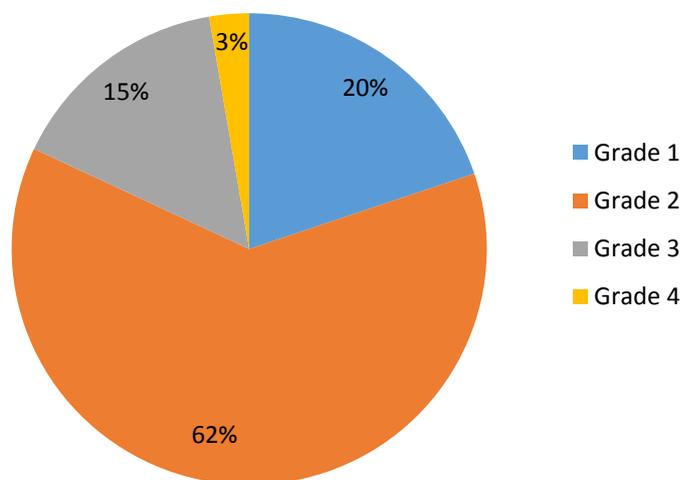
Learners report that they feel safe in the College and are aware of who the Safeguarding Team are and how to contact them should they have a concern. Posters displaying contact details and photographs of the Safeguarding Team are displayed in every classroom and in public areas of the College. In addition specific posters outlining our safeguarding approach to radicalisation are displayed in prominent places across the College. Students feel safe in the College and in an independent survey 79% of students rated the College as 4* for safety (1*-4* with 4 being the highest score).

Quality of Teaching, Learning and Assessment

The Teaching profile across the college remains good and is improving. Twenty percent of lessons observed were outstanding an increase of 6 percentage points on the previous year. Observations were carried out both internally and by external consultants targeting areas not specifically observed during the last inspection. These have validated college processes and confirmed the rigour of our internal quality assurance. The 3% of inadequate lessons indicated in the profile, equates to 6 staff members- none of whom have returned for the new academic year. Pro-active performance management has also resulted in a 4% drop in lessons requiring improvement since 13/14. Overall there were 222 teachers in scope in 14/15 (185 the previous year) and 82% received observation grades citing them as good or better. This is against a 77% good or better figure for 13/14 and constitutes a 5 percentage point improvement.

Lecturers set high expectations in the most successful lessons and personal targets are continuously monitored both in class and through homework tasks. In the good and outstanding sessions, observers noted innovative use of continuous assessment methods and effective, meaningful use of IT to capture learning. Profiling is effective and this in turn facilitates good progress. Learners are keen to contribute in lessons and are given the opportunity through varied and challenging activities which encourage the development of higher level thinking skills whilst providing necessary scaffolding to support less able or confident learners. In less good lessons, teaching is not personalised and individual targets are unclear. There is some inconsistency in stretching and challenging all learners with a minority of lessons focused on more generic objectives.

College observation grade profile 2014/15



Learners are supported to achieve their goals

A good level of care and support in lessons is routinely noted in observed sessions. Most learners, regardless of age or course, are clear of their goals and crucially how to achieve them. Advice and guidance at enrolment provides clear sightlines to specific career paths and help learners manage expectations. In good lessons marking is formative and timely. Learners are able to make mistakes and build on judgements as a result.

Effective use of classroom questioning along with strong formative feedback provide clear progress indicators which are reviewed when personal goals are set half termly through reports/risk assessments for 16-18 provision and 1:1 target setting for adults.

On 16-18 study programmes, timetabled lessons are supported by designated periods for private study allowing learners to make use of college facilities and removing external barriers to learning. Both the learning zone and library opening times address the needs of the wider cohort and provide flexible study opportunities. Additionally, specific subject areas offer bespoke timetabled catch up sessions to counter absenteeism and facilitate missed assessments- notably in English GCSE where controlled assessment still forms a vital 40% of final grades.

Teaching at A2 is good- with learners achieving the full range of high grades as a consequence of an emphasis on stretch and challenge leading to a high of 31% for higher grades across the A level provision. A2 History recorded a 14% increase in high grades and Economics saw an 8% improvement. AS delivery is not yet good across all subjects.

The overall standards of teaching, learning and assessment in construction are inadequate as too few learners make the required progress in theoretical sessions. In the significant proportion of lessons learning is passive and expectations are too low. Individual support is now in place to support and develop teaching practice.

The College SEND provision provides excellent transition routes into College for young people and adults. The provision is explicitly designed to enable further progression from college through well-established links with schools and other providers in line with the national agenda to equip students with the skills needed for employment. With a teaching profile of 91% good or better, the area is highly effective in realising positive lifelong outcomes related to employability, independent living, making healthy life choices and contributing to the community

Support for students with additional learning needs is very good. In 2014-15, over 900 students accessed support across the college. The success rate of supported students was 88%, compared to 84.5% across the college. This delivery of support was redesigned 2014/15 in response to new statutory obligations for colleges in relation to young people with learning disabilities and their preparation for adulthood. Many students with learning difficulties and/or disabilities receive support which enables them to progress into employment or to other courses. The college is committed to meeting the needs of the most able and the most disadvantaged and has been a key player in the conversion process of SEN Statements to Education Health and Care Plans (EHCPs) in LBTH. The college is the largest provider of High Needs Student places in LBTH. The high needs allocation per borough, as stated on the EFA website, shows the College delivery at 116 learners.

The College's virtual learning platform enables learners to engage with teaching and learning resources and participate in activities to develop their digital literacy. For example Moodle quizzes, e-books, URL links to external websites, surveys, etc. Support is also available within the Learning Resources Centres for learners to further develop ICT skills. There are also Learning Zones on both sites where learners can gain support in English and mathematics and these are well utilised by students at all levels. In addition, the College uses Turnitin software to help learners avoid plagiarism and ensure that they produce their own work.

Learner progress

Learner progress is successfully monitored through half termly progress reviews and termly reports to parents. The latter provides individual targets which are reviewed in subject areas and pastorally under the tutorial system. Targets are SMART and written in language accessible to the learner promoting ownership. The central database through which learner targets and information are stored and accessed, has meant a move away from localised data. This is a strength- encouraging scrutiny by drilling down through individual learner profiles in addition to monitoring specific courses or components. Emphasis is placed on learners owning their success- they are able to access their attendance and progress data and through this identify and anticipate where they feel they need support.

The best thing about this college is that we are provided with very good opportunities and advice in regards to what we are currently doing and what we plan to do in the future.

L3 IT student

College judgements are trusted by external stakeholders. EV and SV reports acknowledge both good learner support and excellent internal assessment which not only meets but exceeds the standards set by awarding bodies. OCN use Tower Hamlets College assignment briefs as national pro-formas and the level 2 and level 3 Art SV reported that, 'assignment briefs at both levels all evidence best practice...assessment decisions are accurate and robust'. Additionally, the college has some direct claim status with each major awarding body partnerships- including some courses (catering) where 14/15 was the first year of delivery. This demonstrates systemically high standards and meticulous preparation of assessments and resources.

Where appropriate as an assessment model, mock exams adhere to the rigours of awarding body protocols to prepare learners for the specific mode and terms of assessment as well as interrogating their knowledge of content. In specific subjects (AS/A2 Sociology and Early Years level 2 and 3), extensive exploration of awarding body terminology has been highly effective in raising overall success. A2 Sociology recorded an impressive 47% high grades overall. Early Years recorded an overall success rate of 92% with level 2 16-18 provision 10% above the national rate. A2 feedback was harmonized through feedback sheets which followed a strict format and related to specific questions rather than generic topics. Feedback at AS was inconsistent, restricting success rates.

Elsewhere in the college- notably across A levels in Humanities and in IT- a policy of comment-only feedback (i.e. without grading,) has been successful in challenging learners to assess their own work and reflect on strengths and weaknesses, where appropriate setting their own targets. This has had a positive impact on success and consequently progression. In IT, internal progression is very good for 14/15 with 77% progressing from L1 to L2 and an additional 9% straight to L3. Developing this holistically is an action for 15/16.

English and mathematics

There has been a significant increase in numbers for both subjects, particularly at GCSE where enrolments for maths have grown by 50% and in English by 39%. The additional volume of learners has inevitably had an impact on staffing and timetabling. Nevertheless discrete provision of English is Good at Entry level and Level 1. 83% of lessons observed were graded good or better. However, at level 2 or where delivery is staffed by non- specialist vocational teachers, the teaching is not yet consistently good.

The profile of maths teaching requires improvement. Subject content knowledge is good in most cases but learner engagement and rigorous tracking of learning is not yet consistent. Too few teachers adapt delivery to meet the needs of individual learners and expectations are not consistently high. In both English and maths insufficient emphasis on exam practice was a feature of less successful lessons.

Meeting individual needs

The college is committed to equal opportunities for all learners. Adult provision is strong with clear progression paths into employment or higher education. On adult programmes, delivery is well-managed. Whilst the standards across adult and 16-18 provision remain consistently demanding, lesson content is innovatively tailored to each cohort where possible; differentiating life experiences and interests in order to give each course relevance, and increasing opportunities for personal reflection and success.

Teaching and learning for adults is best modelled in the ESOL department where consistently high standards of delivery correlate with a 3 year trend of attainment well above National rates.

ESOL courses are provided at both college sites and nine local venues, from Entry 1 to Level 2. Programmes include work experience qualifications, employability, information technology and mathematics as well as ESOL where literacy in the first language is taken into consideration. Support classes are effective enabling learners to study alongside native speakers on vocational courses such as administration, computing, childcare, health and social care, and creative arts. An extensive programme of personal development, behaviour and career progression speakers and workshops supports students' wider needs and outcomes. Teachers design high quality resources and encourage independent study outside class through extensive utilisation of Moodle. Delivery includes innovative work with harder to reach groups (long-term unemployed, students with mental health or physical disabilities) as well as with partner organisations across the borough to provide an extensive targeted provision.

A new 14-16 full time provision was developed this year to effectively meet the needs of learners recently arrived in the borough from abroad and for whom English is a second language. An Ofsted monitoring visit in April identified lively and innovative delivery which engaged learners particularly through strong use of one-to-one coaching, skilful initial assessment and extensive work on grammar, vocabulary and British values. The cohort grew in-year to 30 young people and is staffed by subject specialists, a number of whom have secondary school experience.

Employer engagement

Vocational areas engage with a wide range of employers to successfully promote employability, entrepreneurship and enterprise. Outings to trade fairs (Plumbing and Media,) workplaces (Business, Construction and Motor Vehicle) and to career talks (vocational and A level provision) have enriched learner appreciation and understanding of the world of work. Media and Art students took part in a 2 day residency at Plymouth University with the explicit intention of exploring opportunities further afield. An Artist in Residency "Street Piano" project, supported through links with Canary Wharf Estates, was run for L2 Art and Design students and for a 2nd year, Swan Foundation funded a graphics and illustration project for L3 Art and Design students. Significant progress was made in 14/15 regarding sharing information with parents, carers and employers. The College SEND provision has initiated parent/carer review days which not only explored learner progress but allow parental input into college facilities and practices. The Early Years team invite parents in for an afternoon to see first-hand the course requirements and assessments learners will be required to undertake. The college promotes an open approach to partnerships with parents, involving them in both positive events (parents' induction, 2 parents' evenings and the annual award ceremony) and individual formative meetings around behaviours and progress, triggered by the college disciplinary system.

Equality and diversity

Wider social contexts inform content and delivery. The A level History team have deliberately selected a unit on British Social History which helps learners develop a cultural awareness which improves success in exams, where a shared cultural heritage is often (wrongly) assumed, but additionally meets our obligation to explore British Values and consistently promote the diversity agenda. Courses like this also offer a valuable platform for addressing the PREVENT initiative in context.

Teachers are quick to challenge stereotypes in lessons. Teaching materials reflect the rich cultural diversity in the College and provide learners with opportunities to develop a greater understanding of their own community and its context in the wider world. Learners are encouraged to share their own experiences and opinions with their peers in a safe and supportive environment. Teaching and learning continues outside the classroom in college wide activities: Black History Month, the college Award ceremonies, and Community/Enterprise day. However white British learners achieve less well than other groups of learners. It is an action for 15/16 to close this achievement gap.

Personal Development Behaviour and Welfare

Throughout their time at the College, the majority of learners become self-confident, self-assured individuals. This is evidenced through the high rates of internal progression and progression to higher education for advanced level learners. In addition, in 2014/15 the College saw a good number of adults progress to full-time work in an area which is characterised by low employment levels. Induction and tutorial programmes place a specific emphasis on the development of study skills and show that our learners are able to progress through the levels with confidence. The tutorial programme also focuses on progression both to university and work. This year, 50 level 3 business students progressed to highly competitive and prestigious internships at KPMG for which they were intensively prepared by the Head of Faculty.

Work-related learning and skills development

The College ensures that students at all levels have employability integrated into their study programme. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. In vocational areas in which work experience is an integral part of the qualification such as Childcare and Early Years there is a well-established network of trusted placements which ensure that learners can be placed by their tutor into a workplace which enables each individual both to contribute to the workforce and to maximise their potential. The College also offers work experience to its learners in the College nursery and in other support areas.

Students in Business, IT and Science at level 3 all complete an external work experience in both year 1 and year 2 of their studies as an integral part of their study programme. These placements are vocationally specific and designed to give level 3 students an opportunity to develop employability skills at an advanced level.

In 14/15, 70 Student Ambassadors were active volunteers in the College; assisting with open days, parents' evenings and other events including undertaking paid working roles throughout the enrolment period. Ambassadors are treated as employees in that professional demands are made of them and targets are set in terms of time-keeping and the College work ethic. These ambassadors also took a leading role in collecting Student Voice information from the main student body. Ambassadors honed their skills and reported that the experience had prepared them, and filled them with confidence, when planning their next step.

Careers Guidance

The College has an NCS, (National Career Service,) contract for advice and guidance and Matrix accreditation which was renewed in March 2015. The Matrix report commented that the College gives excellent advice and guidance to learners and that learners were well-prepared for employment. This is not limited to the 16-18 provision; last year 163 group progression talks were delivered to adult students. The team also support younger learners at enrolment and pre-enrolment stages both in local schools and at interview and open evenings in the College. Learner feedback on these events is consistently good.

Career planning is an important component of all vocational courses and subject specialists work alongside the careers team when planning sessions for students. Last year 525 students progressed to full-time employment and 490 progressed to a higher level of study at the College. There is however, more that could be done to expand younger learners' visions of different career pathways and this is a priority for 2015/16.

Learner voice and enrichment

The Learner Voice activities have been extended this year and the programme is now much more expansive. There are numerous opportunities for learners to have their voice heard including faculty focus groups which are fed back to students demonstrating the college's commitment to address to students-raised issues and concerns in a timely and effective manner. Termly Student Council meetings are also forums through which students are encouraged to focus on their rights and responsibilities. These are attended by members of the Senior Management Team who feed back to students following the meeting.

In addition, in 2015 the College has expanded our work with an independent Student Voice organisation in which we empowered our student ambassadors and student representatives to capture our student voice across the College and feedback to our Student Services Board. This was a great success in that students were able to take ownership of the agenda and the outcomes were very positive. This also provides an opportunity for students to interact with peers from other vocational areas.

The Student Union selected UKBET a charity which supports working children in Bangladesh as their chosen charity this year. The Student Union has a dedicated space and their representatives work keenly in their student peers interests.

During the year the majority of College learners (5156) took part in enrichment activities. These range widely from themed activities such as workshops on anti-bullying, smoking cessation, forced marriage, domestic violence, road safety and healthy eating. Other activities included educational enrichment trips to the House of Commons, Kew Gardens, Hampton Court, The Tower of London as well as galleries such as Tate Britain, The National Gallery and The British Museum. In addition, the annual ESOL Celebration is funded through the enrichment budget.

Curriculum related trips, organised in partnership between the enrichment team and teaching staff, are a great strength in the College. These enable learners, who often do not venture outside of Tower Hamlets to explore life outside of their communities. It is also incredibly important in that it allows students to develop cultural capital which can often be lacking, especially in younger learners. Many learners have never experienced theatre or art galleries and this gives them a wider perspective which enriches their experience of the curriculum.

A further 660 learners regularly took part in sports activities such as basketball, football, cricket and table tennis. More formally, there are several College sports teams which ensure that both young men and women represent the College at basketball, football, cricket and badminton. There are many examples of these making real differences to their members.

Learner behaviour, conduct and welfare

Attendance across most subjects and levels is good but attendance is not yet consistently good across all areas. At the start of the year, learners follow a month long induction programme and this helps provide a strong and specific focus on attendance. The key message is 'start as you mean to go on' and teachers and all college staff work hard to promote a culture of high attendance. There are attendance related posters displayed in prominent areas and tutorial and enrichment sessions place a great emphasis on the development of good attendance and punctuality as an essential workplace skill. Bursary payments are related to attendance so that students with weak attendance do not receive a College bursary payment but once their attendance is improved can receive further payments

Attendance rates to functional skills classes for 16-18s on study programmes are not yet good. Significant action has been taken to address attendance through the English and mathematical strategy and, whilst rates have begun to improve, attendance remains lower for these sessions than on the main vocational courses across a number of subject areas.

As a result of high expectations from all college staff, most learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity. Teachers, managers and students alike work hard to abide by the high standards expected at the College and as a result, incidences of poor behaviour are low. Learners' behaviour is frequently cited as a positive feature in lesson observation reports and teachers' feedback confirms this as a particular feature at Tower Hamlets College. In 2014/15 there were only 6 exclusions for unacceptable behaviour compared to 15 in 2012/13.

All staff are trained each year in the use of induction materials and on the requirements of the induction to ensure full coverage of all key messages. All learners on Study Programmes attended all parts of college induction. There is also good provision for late enrollers to complete an induction ensuring all learners receive the essential college information right at the start of their course.

The tutorial programme focuses on staying fit and healthy both emotionally and physically. There are sessions on drug and alcohol awareness, healthy eating and staying fit. Our enrichment programme also holds an extensive number of workshops on sexual health, drugs, smoking cessation, healthy eating and first aid, 1,700 students participated in these activities in 2014/15.

The College has a counselling service which supported 108 students this year. 13 were returning students and 95 were new referrals. In addition the counsellor ran workshops for students in the period leading up to their examinations in order to support learners with examination anxiety.

Outcomes for Learners

Overall success rates have continued to improve for the majority of qualification types and remain good. Both adults and 16 – 18s have continued to improve across the majority of qualification types. Overall and timely success rates for 16 – 18s are now 81.2% and compare favourably with national rates.

Qualification Success Rate Summary - Overall

		Overall				
		Provider Full Year			Prov Grp	National
		2012/13	2013/14	2014/15	2013/14	2013/14
16-18	Leavers	3,953	3,499	3,972	1,271,100	2,006,460
	Success Rate	79.9 %	80.3 %	81.2 %	80.1 %	81.2 %
19 +	Leavers	6,512	6,941	5,377	1,430,080	2,432,540
	Success Rate	85.2 %	89.0 %	87.1 %	86.7 %	87.6 %
Total	Leavers	10,465	10,440	9,349		
	Success Rate	83.2 %	86.1 %	84.6 %		

Outcomes for 16-19 Study Programmes

Learners on 16 - 19 study programmes make good progress relative to their starting point across a significant majority of subject areas and levels. This is reflected in the success rates for full level 2 and 3 qualifications. Success rates for level 3 qualifications have increased by 6% since 2012-13 and are at 90% overall, 4 percentage points above national rates. Level 2 qualifications were identified as an area for improvement by the college last year and success rates have improved from 76% 2013/14 to 80% in 2014/15. Whilst this is still below national rates, the results represent a significant improvement. Overall success rates for all other qualifications are in line with national rates.

Learners achieve less well in a small proportion of subject areas. Achievement rate in construction and specific AS level subjects are below National Rates.

Following the introduction of study programmes at the college many more learners are now completing qualifications in Maths and English. Overall the College has managed this growth well and overall achievement rates for functional skills qualifications have continued to improve. Enrolments for GCSEs have increased from 314 in 2013-14 to 807 in 2014-15 and whilst college has maintaining achievement rates for the past 2 academic years too few learners achieve their intended qualification within the planned timeframe.

Outcomes for Adult Learning Programmes

In 2014-15 there were over 5,000 enrolments on adult learning programmes. A significant majority of these enrolments were on ESOL and foundation English and maths qualifications, highlighting how the college has responded to the needs of a diverse local community. 73% of adult enrolments are on entry level or level 1 qualifications. Outcomes for these learners are outstanding and significantly above National Rates.

			Overall				
			Provider Full Year			Prov Grp	National
			2012/13	2013/14	2014/15	2013/14	2013/14
Basic Skills Maths and English	Level 1 (including Entry)	Leavers	1,277	1,210	1,030	105,310	159,720
		Success Rate	74.5 %	84.0 %	82.5 %	73.5 %	73.6 %
ESOL	Level 1 (including Entry)	Leavers	715	1,349	2,160	117,480	184,790
		Success Rate	88.0 %	94.2 %	93.5 %	84.8 %	84.4 %

Following significant changes in the mix of qualification types delivered to adult learners overall and timely success rates for adult learners have declined by 2 percentage points from 89% to 87%. In 2013-14 Award qualifications accounted for 30% of adult enrolments in 2014-15 Award qualifications accounted for just 6% of adult enrolments. Excluding Award qualifications overall success rates for adults have increased by 1 percentage point from 85.6% to 86.6%.

At level two overall outcomes are good. There has been an significant increase in the number of learners who achieve a qualification in GCSE English and maths and achievement rates are above the National Rate although too few learners achieve an A* - C grade.

Whilst success rates for full level 3 qualifications have improved since the last academic year, at level three outcomes are varied. Too few learners on Access courses and level 3 diplomas in health and social care courses achieved their qualification.

Outcomes for learners with High Needs

Outcomes for learners with high needs are very good and comparable to overall outcomes for 16-18s and adults. The majority of high needs learners attend tailored learning programmes specifically designed to meet their needs within a specialist curriculum area. On these programmes, learners develop a range of skills for life including English and math- as appropriate for their individual needs- and complete formal and informal qualifications throughout the course. The majority of learners make excellent progress on these qualifications although success rates for English and maths qualification are lower than those of specialist qualifications where success rates are outstanding. Learners also develop skills for work through a range of enterprise projects. Throughout the year learners are given enterprise opportunities including running a café and regularly selling craft items through a pop-up shop in the College's main atrium.

Progression rates for this group are also very good with over 85% progressing onto their next level of learning at the college or another training provider. In addition to this, a smaller proportion of high needs learners are highly successfully integrated into the College's main provision and supported as appropriate to meet their individual needs. Outcomes for these learners at level 1 and 2 are not yet good across all areas, particularly construction.

Outcomes for Apprenticeships

With 115 leavers in 2014/15 apprentices represent a small percentage of the College's overall learners (2%). Apprentices not yet make the required progress and overall outcomes are

inadequate. This is reflected in the overall and timely success rates at framework level. Framework completions are significantly below National Rates in the majority of subject areas with the exception SSA9 (Arts, Media and Publishing) where the overall framework success rates are outstanding at 100%.

Legacy issues highlighted in the College's last self-assessment report have had a significant impact on overall outcomes for apprentices completing their learning in 2014-15. The majority Apprentices on programme with an expected end date in 2015-16 are making good progress and are on target to achieve.

Outcomes for learners on 14 – 16 courses

In September 2014 the college opened New Arrivals, a specialist centre for 14 – 16 year olds for whom English is their second language. The specialist provision has been designed to meet a specific local need and enables learners to join the college at multiple points during the academic year. In addition to studying core key stage four subjects the programme provides learners with a significant level of additional language support. The Outcomes for this group of learners are outstanding, the overall success rates are 97% and all of the learners have progressed onto their second year of study at the college, a number of these learners made outstanding in year progress and by moving over two levels in year which included the successful completion of GCSEs in mathematics.

Learners make good in year progress

The College measures value added and learner progress using a variety of metrics, as a significant proportion of the qualifications delivered by the college are at entry and level one progress is measured through the skills and knowledge learners develop to enable them to progress in addition to qualification grades.

At the start of the academic year teachers establish learners' starting points through prior attainment and further diagnostic assessment. This information is use to set targets. Throughout the year the majority of learners at the college make good progress achieve their qualification and develop skills for life and work. This is evidenced through overall success rates and high rates of progression for the majority of learners.

At level three the number of learners who exceed their target / predicted grades have increased significantly over the past three years from 31% in 2012/13 to 43% in 2014/15. At level three high grades for 16 -18s on vocational courses have improved significantly over the last three years from 31% in 2012/13 to 43% in 2014/15 and are high across the vast majority of subjects, highlighting the progress learners make. During the same period overall high grades for A level subjects have improved whilst success rate for some AS subjects are not yet good and have reduced the overall percentage of high grades. Learners completing ESOL qualifications progress onto functional skills courses to further develop their English and maths skills.

Progression

In 2014/15 over half of all enrolments were on Entry Level qualifications and the majority of learners remain at the college to progress on to their next level of learning. Internal progression rates have continued to improve and over 70% of learners now progress internally. Learners are well prepared for progression opportunities through specific tutorials and the skills they develop on their learning programmes.

In addition to internal progress progression to higher education remains strong for both vocational and academic learners at level 3. The College sends more Tower Hamlets Residents to University than any other local provider. In 2014/15 the college increased the percentage of applicants placed at university through effective advice and guidance from the careers team and academic staff. Over 80% of applicants were placed at university, 12% of which were placed at Russell Group universities highlighting the progress made by a significant proportion of learners at the college and that learners aspire to a broad range of progression opportunities. The most popular courses included nursing, early years, accounting, business and biomedical reflecting the college's most significant areas of study.

Progression to employment is an area the college is currently developing in terms of providing additional opportunities over 200 adult learners progressed into full time employment at the end of the learning programme.

Equality and outcomes

In meeting the needs and interest of the community the college recruits learners from a diverse range of backgrounds, the vast majority of whom achieve and make good progress. Over recent years the college has narrowed achievement gaps and this work has now been sustained. There are no significant achievement gaps between groups of learners.

For 16-18s success rates for both male and female learners are good. Female learners have continued to outperform male learners however; overall success rates are in line with National Rates. Over the last three years success rates have been consistent for both groups of learners with rates for female learners marginally above National Rates and those for male learners marginally below (but within 1% point). The College continues to recruit more male learners however there was an increase in the number of female learners enrolled in 2014-15.

Overall success rates by age and gender

		Overall						
		Provider Full Year			Prov Grp	National		
		2012/13	2013/14	2014/15	2013/14	2013/14		
16-18	Male	Leavers	2,423	2,181	2,297	684,960	1,029,150	
		Success Rate	77.8 %	78.3 %	79.1 %	79.4 %	79.9 %	
	Female	Leavers	1,530	1,318	1,675	586,140	977,310	
		Success Rate	83.3 %	83.5 %	84.0 %	81.0 %	82.5 %	
	Total 16-18		Leavers	3,953	3,499	3,972		
			Success Rate	79.9 %	80.3 %	81.2 %		
19 +	Male	Leavers	2,002	1,935	1,613	654,800	1,112,530	
		Success Rate	83.8 %	85.9 %	84.3 %	86.9 %	88.3 %	
	Female	Leavers	4,510	5,006	3,764	775,270	1,320,010	
		Success Rate	85.9 %	90.2 %	88.4 %	86.5 %	87.0 %	
	Total 19 +		Leavers	6,512	6,941	5,377		
			Success Rate	85.2 %	89.0 %	87.1 %		

Over 70% of the learners enrolled on adult learning programmes are female largely due to the significant number of female learners enrolled on ESOL and functional skills qualifications. Success rates for this group of learners are above national rates and have continued to improve for the vast majority of qualification types. Overall success rates for males on adult learning programmes are marginally below national rates. The improvements to success rates in 2013-14 for this group of

learners have not been sustained. At entry level success rates are outstanding and comparable with those of female learners at all other levels, with the exception of level 2 GCSE qualifications. Outcomes for learners with learning difficulties or disabilities are good. For both adult and 16-18s and adults success rates for learners with a registered Learning Difficulty/Disability have continued to improve and are within 1% of National Rates. Success rates for 16-18s have improved by 6% since 2012/13 from 73% to 79% in 2014/15. During the same period success rates adult learners improved from 82% to 86%. Support for students with additional learning needs is highly effective in helping students achieve and progress onto the next level of learning or suitable employment.

Overall success rates by learning disability/difficulty

		Overall						
		Provider Full Year			Prov Grp	National		
		2012/13	2013/14	2014/15	2013/14	2013/14		
16-18	LLD - Yes	Leavers	551	397	421	317,270	463,700	
		Success Rate	72.8 %	77.8 %	79.6 %	79.4 %	79.4 %	
	LLD - No	Leavers	3,372	3,091	3,408	904,610	1,429,370	
		Success Rate	81.0 %	80.6 %	82.3 %	80.5 %	81.6 %	
	LLD - Unknown	Leavers	30	11	143	49,220	113,390	
		Success Rate	80.0 %	72.7 %	60.1 %	78.4 %	82.6 %	
	Total 16-18		Leavers	3,953	3,499	3,972		
			Success Rate	79.9 %	80.3 %	81.2 %		
19 +	LLD - Yes	Leavers	1,111	1,191	943	265,520	495,710	
		Success Rate	81.6 %	84.8 %	85.5 %	85.3 %	86.7 %	
	LLD - No	Leavers	5,332	5,730	4,408	1,100,930	1,846,140	
		Success Rate	86.1 %	89.9 %	87.6 %	87.1 %	87.9 %	
	LLD - Unknown	Leavers	69	20	26	63,620	90,680	
		Success Rate	76.8 %	85.0 %	73.1 %	84.0 %	84.6 %	
	Total 19 +		Leavers	6,512	6,941	5,377		
			Success Rate	85.2 %	89.0 %	87.1 %		

In addition to the improvements in overall success rates the differential between learners with and without a registered learning difficulty/disability has remained consistent and within 1% point of national rates for adult and 16-18 learners. Learners across the college are effectively supported through a range of 1-2-1, small groups and supported study sessions in the Learning Zone.

The College is based in a heart of a diverse community in Tower Hamlets and continues to recruit learners from a wide range of ethnic groups. The four most significant cohorts are Bangladeshi (51%), African (11%), White British (12%) and Other White Background (8%). Of these groups outcomes are good for Bangladeshi, African and Other White learners at all ages and are either in line with or above national rates.

Success rates for White British learners are below national rates for both 16 – 18s and adult learners. Overall success rates are more than 7% below College averages and action is required to ensure this group of learners achieve.

Overall success rates by ethnicity 2012/13 to 2014/15

Success Rate	2012/13		2013/14		2014/15	
Ethnic Group	Leavers	SR (%)	Leavers	SR (%)	Leavers	SR (%)
African	1454	80%	1389	84%	966	84%
Arab	151	85%	149	85%	137	84%
Bangladeshi	4977	84%	5944	87%	5560	86%
Caribbean	410	81%	268	76%	196	86%
Chinese	110	82%	117	91%	96	91%
Gypsy/ Irish Traveller	0	0%	2	100%	8	63%
Indian	128	88%	96	79%	92	77%
Irish	25	92%	14	93%	10	70%
Not Provided	40	93%	15	67%	96	74%
Other	196	79%	287	87%	226	83%
Other Asian	183	84%	197	80%	144	90%
Other Black	130	82%	92	80%	117	83%
Other Mixed	90	70%	88	83%	58	76%
Other White	822	86%	877	87%	712	85%
Pakistani	126	81%	117	81%	88	84%
White British	1450	84%	812	77%	675	77%
White/Asian	49	86%	49	92%	50	84%
White/Black African	95	81%	67	62%	73	77%
White/Black Caribbean	128	79%	82	83%	60	62%

Post Inspection Action Plan and Quality Improvement Plan 2014/15: Final Position (November 2015)

	Area for improvement	Headline actions	Impact/closing position	Target	RAG
A SAR	Ensure the consistency of improvement across all tier 2 SSAs	<ul style="list-style-type: none"> • All improvement targets for tier 2 SSAs agreed with teams • Establish consistency of student expectations in areas where performance requires improvement • Ensure tutorial process focuses on individual learner progress • Ensure all students are active in monitoring their own progress • Improve attendance for all learners • Attainment to be identified in all lesson observations to identify whether learners are on target to achieve 	<p>Partially Achieved. In 2014-15 there were significant improvements in SSA7 / 2 outcomes for SSA 1.2 have also improved. Outcomes for learners in SSA 5 remain a concern changes staff changes have yet to fully impact on outcomes.</p>	Jul-15	A
B SAR	Increase the proportion of teaching, learning and assessment that is outstanding	<ul style="list-style-type: none"> • Carry out lesson observations earlier in academic year • Implement support for teachers whose practice requires improvement • Use post observation action plans effectively to support improvements in teaching practice • Implement teaching, learning and assessment initiatives to improve grade profile 	<p>Achieved. In 2014-15 20% of graded lesson observations were outstanding. Advanced Practitioners and Managers have provided 1-2-1 support which has led to a measureable improvements in teaching practice. Post observation action plans have been completed for all teaching staff and were highlighted as an area of good practice during the College's Ofsted monitoring visit in April 2015</p>	Mar-15	G
C SAR	Improve 16-18 level 2 vocational attainment	<ul style="list-style-type: none"> • Improve outcomes for 16-18 learners on Level 2 courses across all tier 2 SSAs • Monitor compliance and impact of attendance and punctuality strategy for all 16-18 level 2 groups • Ensure students understand and engage in their progress 	<p>Achieved: There have been significant improvements in overall success rates for learners on level 2 vocation programmes from 76% - 80%.</p>	Apr-14	G

D SAR	Improve learners understanding of the value of English and Maths and how it is applied in their subjects	<ul style="list-style-type: none"> • Whole college focus on English and mathematics to raise awareness of this key propriety • Ensure diagnostic assessment completed during induction period • Develop use of BKSB online formative assessment to facilitate students learning independently • Further develop use of BKSB tracking tools to ensure student plans and targets are correct • Teachers to exchange and develop delivery ideas to build English and Maths skills in all academic and vocational subjects • Ensure development of English and Maths is embedded in lessons 	<p>Achieved: New English and maths Strategy introduced in February 2015. Curriculum has been restructured to better support learners and ensure accountability. All teaching staff have attended a range of training sessions and external courses to up skill and ensure English and maths is embedded within the curriculum (improvements have been evidenced in observations) Overall Outcomes for English and maths have improved for both adults and 16 – 18s</p>	Jul-15	G
E SAR	Improve achievement on English & Maths qualifications at level 2	<ul style="list-style-type: none"> • Better placement of students at the earliest possible point • Achievement to be at QSR 13/14 benchmarks • Improve attainment through more focussed teaching , learning and assessment which meets individual needs 	<p>Partially Achieved: There has been a dramatic increase in English and maths enrolments over the last three academic years. A-C grades for maths have improved as have overall success rates for Functional Skills English. Whilst outcomes are improving they are not yet at benchmark.</p>	Jul-15	A
F SAR	Improve the timely completion on Apprenticeship frameworks.	<ul style="list-style-type: none"> • Improve success rates to QSR benchmarks • Better placement of students on appropriate frameworks and levels • Ensure timely achievement • All staff are clear about their roles and responsibilities in relation to framework achievement and claims 	<p>Not Achieved: With the expectation of SSA 9 outcomes for apprenticeship frameworks are inadequate. Whilst there have been significant changes and improvements to the IAG and placement of apprentices and the structure of their learning / development, quality improvement actions and significant changes to the leadership and management of this provision type has yet to impact on outcome across subject areas.</p>	Jul-15	R
G SAR	Implement anti-radicalisation plan in collaboration with Prevent	<p>Raise the profile of the issue of extremism and radicalisation across the College E-CAF Training for Safeguarding Officers Revise Safeguarding Policy and Procedures (brought forward from original review date February 2015) Staff Training: Safeguarding Update post 'Keeping Safe in education' Staff and Governor Training: Prevent</p>	<p>Achieved: All staff and governors completed Prevent training in advance of the statutory requirements. The issue of radicalisation and the promotion of British values is embedded in the College's tutorial programme. A member of the College's senior management team sits on the boroughs safeguarding board</p>	Jul-15	G

Quality Improvement Plan 2015/16 (November 2015 Review)

	Improvement Plan based on 2014/15 SAR	Actions	Lead	Target	RAG
A	Increased in year progress and achievement on level 2 English and mathematics qualifications	A1, A2,A3,A4,A5,A6	VPC	Jul-16	
B	Improve the overall teaching, learning and assessment profile by reducing the proportion of teaching which is not yet good in maths and construction	B1, B2,B3, B4,B5	HoQ	Mar-16	
C	Improve achievement rates for 16-18 year olds studying construction and AS level subjects to national rates.	C1, C2,C3,C4, C5, C6, C7	VPC	Jul-16	
D	Improve outcomes for adult students completing full level 3 learning programmes to national rates.	D1,D2,D3, D4	VPC	Mar-16	
E	Improve overall and timely achievement rates for apprentices completing frameworks in the construction, business and health sectors.	E1,E2,E3,E4	VPC	Jul-16	

	Improvement Plan based on 2013/14 SAR and Ofsted inspection December 2013	Actions	Progress	Lead	Target	RAG
A	Increased in year progress and achievement on level 2 English and mathematics qualifications	A1, A2,A3,A4,A5,A6	Progress	VPC	Jul-16	
A1	Develop cross college tracking system to monitor in year progress and achievement	<ul style="list-style-type: none"> • Create a standardise markbook for Functional Skills and GCSE on ProMonitor • Train managers and curriculum staff • Develop reporting tools to monitor implementation 		HoQ	Dec 15	
A2	Further improve communication between English / maths team and vocational areas to support 16-19s on Study Programmes	<ul style="list-style-type: none"> • Implement faculty based English and maths grids • Agree half termly meetings with vocational teams to focus on overall progress and at risk learners • Disseminate calendar of assessments and exams to homogenise provision 	Calendar has been agreed and circulated. All areas have had at least 2 meetings New agenda for meetings to be agreed to increase effectiveness of sessions.	HoF	Nov15	
A3	Improve attendance and punctuality of 16-19 learners studying English and maths as part of their study programme	<ul style="list-style-type: none"> • Set targets at learner and course level and monitor through tutorials • Teachers and managers to address non-attendance in line with the college disciplinary policy • Continue to reward good attendance to inspire learner and raise aspirations • Challenge uninspiring /inadequate teaching to encourage learners to value attendance. 		HoF	Dec 15	
A4	Improve initial advice and guidance for adult learners	<ul style="list-style-type: none"> • Ensure all staff stick rigorously to the entry criteria • Effectively measure all learners starting points during the induction period 		SCM	Feb 16	
A5	Improve timely intervention of at risk learners	<ul style="list-style-type: none"> • Track progress of learner on ProMonitor to highlight learners who are at risk • Use calendar dates to track progress/completion against norms • Arrange additional support for at risk learner to enable them to achieve 		SCM	May 16	

A6	Increase the number of good/outstanding lessons	<ul style="list-style-type: none"> • External and internal training courses for staff new to teaching subjects / levels • 1-2-1 support for teachers who's practice requires improvement • Regular staff development and sharing practice session for all teaching staff 		HQI	Mar16	
A7	Improve embedding in vocational areas to support discrete delivery and consolidate good behaviours.	<ul style="list-style-type: none"> • Support staff through provision of guidelines for basic numeracy and literacy practices • Monitor marking for formative assessment of E&M 		HQI	Mar 16	

	Improvement Plan based on 2014/15 SAR and Ofsted inspection December 2013	Actions	Progress	Lead	Target	RAG
B	Improve the overall teaching, learning and assessment profile by reducing the proportion of teaching which is not yet good in maths and construction	B1,B2,B3,B4,B5		VPC	Mar 15	
B1	Improve the observation profile for specific areas of the college	<ul style="list-style-type: none"> • Improve the observation profile of Technical skills and Maths to bring these areas in line with standards across the rest of the college 		HoQ	Mar 16	
B2	Provide effective professional develop opportunities to individual teachers	<ul style="list-style-type: none"> • Advanced practitioners and managers to provide 1-2-1 specific support for teachers to bring about a rapid improvement in their teaching practice. • Improvement actions to be linked to post observation action plans and individual performance reviews 		HoQ	Mar 16	
B3	Provide effective professional develop opportunities to specific teams and individuals	<ul style="list-style-type: none"> • Advanced practitioners and HCI to plan training sessions around needs of specific individuals/areas/ teams • Faculty based managers to arrange vocational specific training and monitor the consistency of classroom practice • Examiner reports and SV/EV feedback to inform CPD as well as new courses/ specifications (BTEC & A levels) 		HoF	Mar 16	
B4	Develop cross college systems to capture and monitor in-year progress	<ul style="list-style-type: none"> • Effectively measure learner starting points and use college systems to set target grades • Regularly monitor and review learner progress in lessons, tutorials and team meetings • Universally record data on ProMonitor as single point of reference 	Update: Nov '15 first tranche of reports completed on Pro-monitor Nov 15	HoFs	April 16	
B5	Further improve verbal and written feedback to ensure learners understand what they need to do to improve	<ul style="list-style-type: none"> • Communicate expected standard for assessing learning, communicating feedback to learners and setting targets • Regularly monitor assessment feedback to develop best practice and ensure formative commentary in all areas. • Arrange regular staff development sessions to enable staff to expand their use of formative assessment strategies effectively 		SCMs	May 16	

	Improvement Plan based on 2014/15 SAR and Ofsted inspection December 2013	Actions	Progress	Lead	Target	RAG
C	Improve achievement rates for 16-18 year olds studying construction and AS level subjects	C1,C2,C3,C4,C5,C6,C7		VPC		
C1	Ensure that the curriculum offer meets the needs of local learners	<ul style="list-style-type: none"> Review course offer and enrolment targets Ensure all learners are recruited with integrity Monitor local and national trends for relevant developments 	Changes to offer successfully implemented. Reduced AS offer.	HoF	Oct-15	
C2	Set high expectations for learning and attainment during the induction period	<p>Set high expectations throughout the extended induction period including expectations for:</p> <ul style="list-style-type: none"> Attendance and punctuality Behaviour for learning (including PPE for construction) Progress on core vocational programme and any additional qualifications Commitment to E&M components in line with national agenda. 	Increase in number of disciplinary actions indicating increased focus on behavior and values.	VPC	Sep-15	
C3	Track and monitor learners progress effectively	<ul style="list-style-type: none"> Centralized system for tracking and monitoring learner progress Learners to receive regular verbal and written feedback on progress and set targets to improve Communicate progress to stakeholders: parents, carers and employers regularly 		VPC	Feb-16	
C4	Further develop the skills of the delivery team	Support and develop the delivery team as outlined in SAR actions B/C		HoQ	Feb 16	
C5	Develop skills for employment and improve progression opportunities for construction learners	<ul style="list-style-type: none"> Internal progression target of 60% for all Entry and level 1 learners Progression target of 60% to an apprenticeship or employment for level 2 learners All level 2 learners to have the opportunity to gain a CSCS card as part of the Study Programme All courses to be reviewed for industry responsive content 		HoF	Feb 16	
C6	Improve progression rates of AS learners	<ul style="list-style-type: none"> Improve achievement rates to National Benchmarks Introduce AS assemblies and guest speakers to inspire engage learners Improve delivery strategy to address assessment criteria of new specifications. 		SCM	May 16	

C7	Improve timely intervention of at risk learners	<ul style="list-style-type: none"> • Track progress of learner on ProMonitor to highlight learners who are at risk • Arrange additional support for at risk learner to enable them to achieve • Additional sessions on exam strategies, revision techniques and exam anxiety as part of preparation for terminal assessment. 		SCM	May 16	
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	Improvement Plan based on 2014/15 SAR and Ofsted inspection December 2013	Actions	Progress	Lead	Target	RAG
D	Improve outcomes for adult students completing full level 3 learning programmes.	D1,D2,D3, D4		VPC		
D1	Ensure that curriculum offer meets the needs of local learners	<ul style="list-style-type: none"> • Review course offer and enrolment targets • Ensure all learner are recruited with integrity • Monitor HE providers and employers for changes affecting progression pathways. 	Meeting with OCN/Gateway & HE providers re appropriate offer for progression scheduled Nov 15	HoF	Oct 15	
D2	Set high expectations for learning and attainment during the induction period	<p>Set high expectations throughout the extended induction period including expectations for:</p> <ul style="list-style-type: none"> • Attendance and punctuality • Independent study <p>Manage learner expectations throughout the extended induction period for:</p> <ul style="list-style-type: none"> • Identifying progression opportunities 	Induction includes planned progression pathways and checklist for the next stage.	HoF	Oct 15	
D3	Track and monitor learners progress effectively	<ul style="list-style-type: none"> • Centralized system for tracking and monitoring learner progress • Learners to receive regular verbal and written feedback on progress and set targets to improve • Standards of attendance and behaviour to be in line with 16-18 provision. 		SCM	Jul 16	
D4	Improve timely intervention of at risk learners	<ul style="list-style-type: none"> • Track progress of learner on ProMonitor to highlight learners who are at risk • Arrange additional support for at risk learner to enable them to achieve 		SCM	Jul 16	

	Improvement Plan based on 2014/15 SAR and Ofsted inspection December 2013	Actions	Progress	Lead	Target	RAG
E	Improve overall and timely achievement rates for apprentices completing frameworks in the construction, business and health sectors.	E1,E2, E3, E4, E5				
E1	Improve outcomes and timely achievement across frameworks	<ul style="list-style-type: none"> • Agreed realistic but challenging target at framework level. • Implement robust tracking systems for all aspects of the apprenticeship framework including employer feedback • Monitor progress towards targets across all aspects of the framework through monthly Apprenticeship Monitoring meetings • Collate proxies at enrolment– review E&M needs within first 2 weeks. 		HoQ	Jul 16	
E2	Improve curriculum management of apprenticeship frameworks	<ul style="list-style-type: none"> • Improve initial advice and guidance • Implement effective communication strategy between training provider and employer • Set clear performance expectations for all trainers and assessors and monitor progress. • Implement pro-active performance management with less successful staff. 		HoF	Jul 16	
E3	Improve standard of teaching, learning as assessment on apprenticeships	<ul style="list-style-type: none"> • Observe all trainer and assessors during the first term • Where required, provide targeted support to bring about a rapid improvement in practice • Provide all staff delivering apprenticeship with additional professional develop opportunities • Assess all assignment briefs and units in first 6 weeks- review half termly with employer for relevance and completion. 		HoQ	Mar 16	
E4	Improve support for apprentices at risk of not achieving their framework	<ul style="list-style-type: none"> • Individual action plan produced for all apprentices at risk of not achieving their full framework by the planned end date • Meeting with employer required at DA3 level 		SCM	Jul 16	

