



**CCCG SELF-ASSESSMENT REPORT
EXECUTIVE SUMMARY 2018/19**

SELF-ASSESSMENT REPORT (SAR) EXECUTIVE SUMMARY

The Capital City College Group (CCCG) was formed on the 1 August 2016 bringing together City & Islington College (CIC) and Westminster Kingsway College (WKC). In November 2017 the College of Enfield, Haringey and North East London (CONEL) also joined the Group. CCCG delivered post 16 education to over 28,000 learners in 2018/19 with a turnover greater than £113 million and remaining one of the largest providers of Further Education in the country. CCCG's mission is:

“To inspire London’s students and businesses with outstanding further and higher education and training which ensures their social and economic success.”

CCCG has 11 Centres across Central and North East London and into the Lee Valley, reaching from Enfield to Victoria in South West London. All sites are served well by public transport, benefiting from access to major rail stations, underground stations and very frequent bus services.

CCCG offers courses in all 15 subject sector areas, with a strong focus on applied education, vocational specialisms and London's largest 6th form at Angel in Islington. In 2018/19 there were a total of 49,391 classroom based enrolments and 1,355 Apprenticeship leavers.

CCCG has strong and effective partnerships with a wide range of employers, external agencies, schools, and community groups. It is a major provider of Trade Union education in the workplace, has world renowned Hospitality provision and is the location of the London's only specialist Rail Training Academy in conjunction with NTAR. With economic growth a priority, the Government is placing a significant focus on delivering skills to ensure a trained workforce, so linking education and training to the local industrial strategy is at the forefront of College plans.

WESTMINSTER KINGSWAY COLLEGE (WKC)



Westminster Kingsway College

WKC has campuses within 5 minutes' walk from significant zone 1 stations and attracts from a wide area which is reflected in the diversity of their cohorts.

A highly inclusive, safe environment fosters a culture of mutual respect and tolerance throughout staff and student communities, whilst their Foundation Learning and Key Stage 4 provision, transforms lives with high achievement exceeding national averages.

Outstanding local and regional relationships produce meaningful work experience with a strong career focused ethos, being an AOC Beacon for Careers and a Careers College for Health and Social Care.

The Health Sciences have high levels of commercial expertise within the staff base, whilst their creative media department is award winning with a Soho location in the middle of world class creative cluster.

The global Institute of Culinary Arts is multiple award winning with a location which reflects the long standing traditions of the industry, whilst an Enterprise Hub for entrepreneurial support and development breeds entrepreneurial spirits as staff offer creative and innovative solutions.

CITY AND ISLINGTON COLLEGE (CIC)



CITY AND ISLINGTON COLLEGE

City and Islington's 5 specialist centres offer specialist support and outstanding resources tailored to individual needs and aspirations. With a long and successful history in the local community, they help students to build individual career plans through highly effective and impartial career advice, shaping their curriculum with their extensive and effective

partnerships – teachers are often also employers with dual professions.

With unique courses in Optics and Forensics attracting nationally, they offer a culture of high aspiration and expectation with learning paced to exploit individual potential, recruiting from across London.

City and Islington's breadth of A Level subjects ensures excellent progression to Russell Group or university of choice.

COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON (CONEL)



The College of Haringey, Enfield and North East London

CONEL is a local college uncompromising in its ambition for all, creating an environment that enables staff and students to excel with consistent high levels of student and employer satisfaction.

Offering strong initial and continued advice and guidance with an unrelenting focus on preparation into work, exceptional employability training, experiences and partnerships with employers demonstrating a proven track record of getting students into the workplace. Exceptional tracking and assessment with highly effective intervention strategies ensures high achievement.

With specialisms in Accounting, Trade Union Education and Railway Engineering, CONEL really is a true local college that understands the challenges of its community and local economy, supporting its students to prepare for ambitious but realistic futures.

CONEL is London's First Free College and offered all Adults free education in 2018/19 up to level 2. This had a significant impact on the community it serves with one third more adults re-entering education in 2018/19, of which 75% had annual incomes below £15,700 and home postcodes within a 2.5-mile radius of the College. CONEL significantly increased its short bite sized part-time and evening provision for adults and in 2018/19 delivered to more than 1,000 adults in this way on an ever widening range of provision from vocational skills training through to modern foreign languages, British Sign Language and Digital Skills.

CAPITAL CITY COLLEGE TRAINING (CCCT)

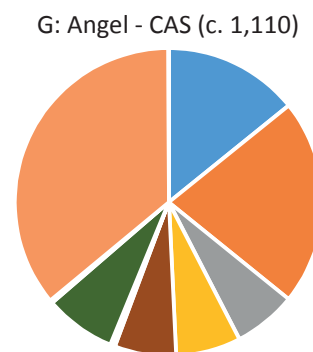
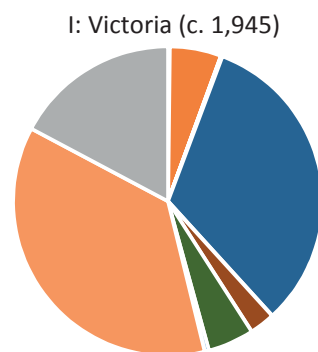
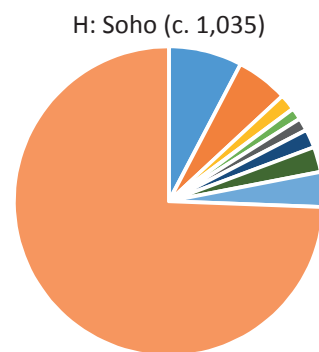
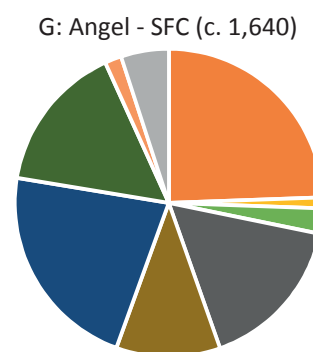
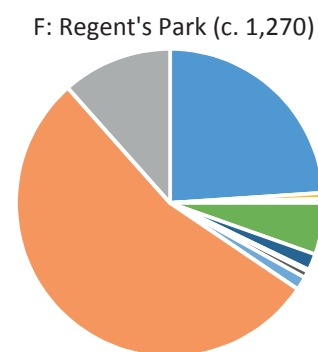
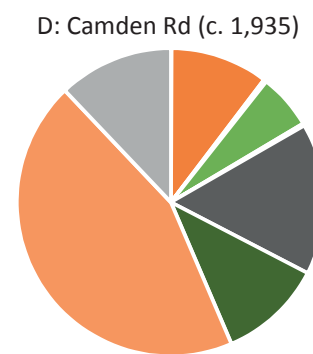
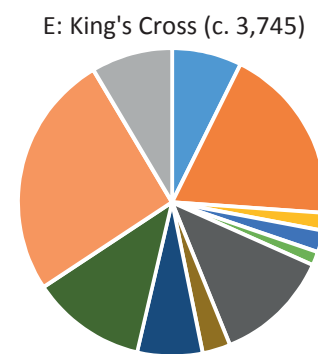
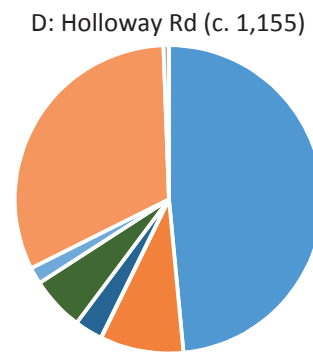
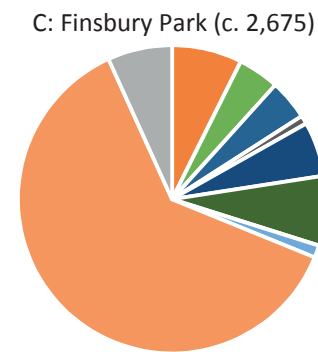
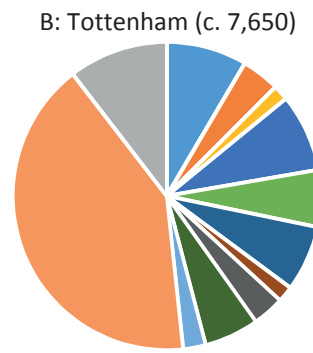
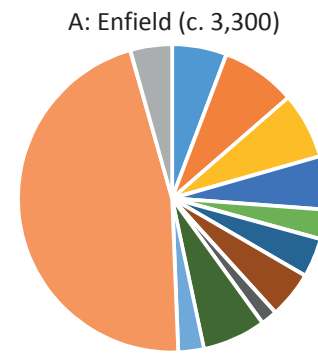
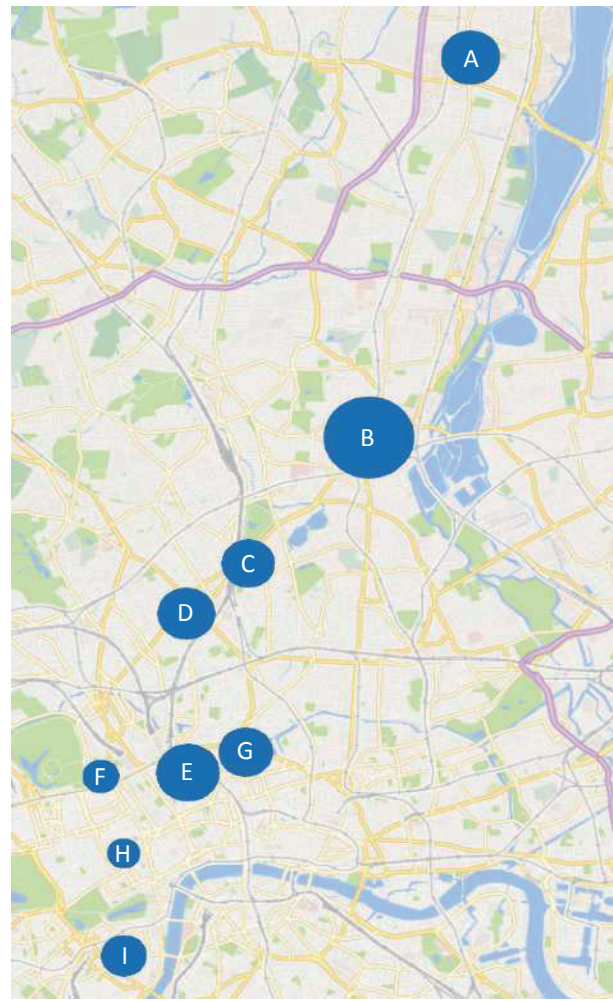


CCCT is the largest FE provider of apprenticeships in London, with a wide range of student and employer choice. A 'not for profit' organisation means that unlike private training providers all profits go directly back to the student whilst a broad choice of training centres and specialist equipment throughout London means that they are the largest London centric provider in the capital; 5th nationally.

With a globally renowned professional culinary arts school, a broad suite of full cost professional courses and deep knowledge of specialist sectors they operate within: facilities management, security, construction, adult care, engineering, housing, lab technicians, hospitality.

CCCT is responsible for nearly 20% of all Greater London college apprenticeship starts each month across 18 Tier 2 Sector Subject Areas. Increasingly these are large Levy employers (57% on programme are levy) including NHS Hospitals and Local Authorities.

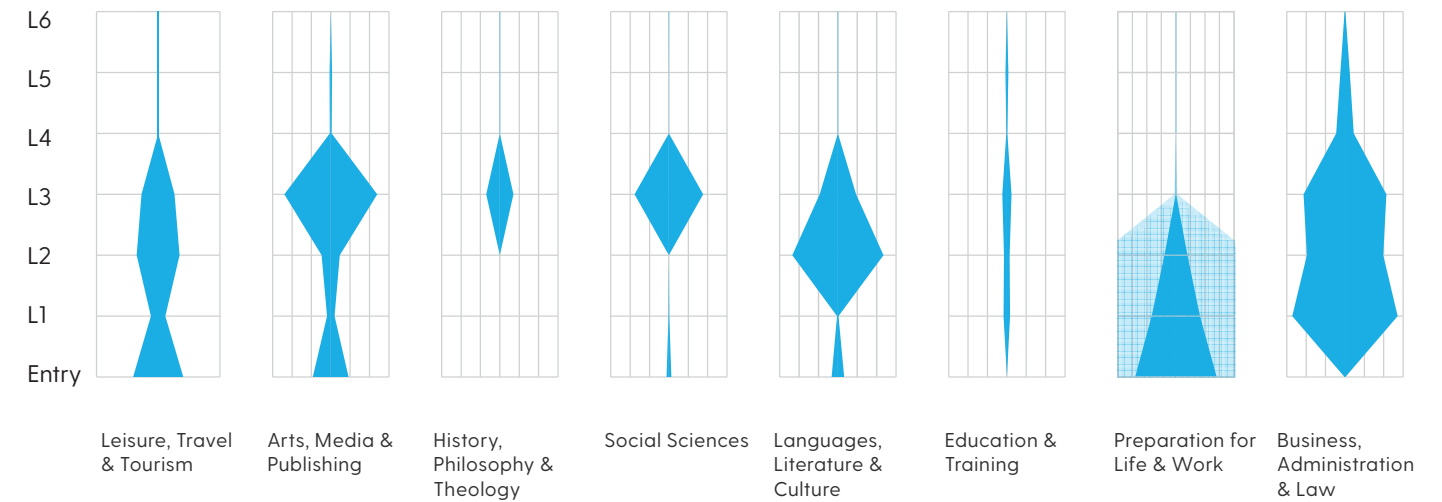
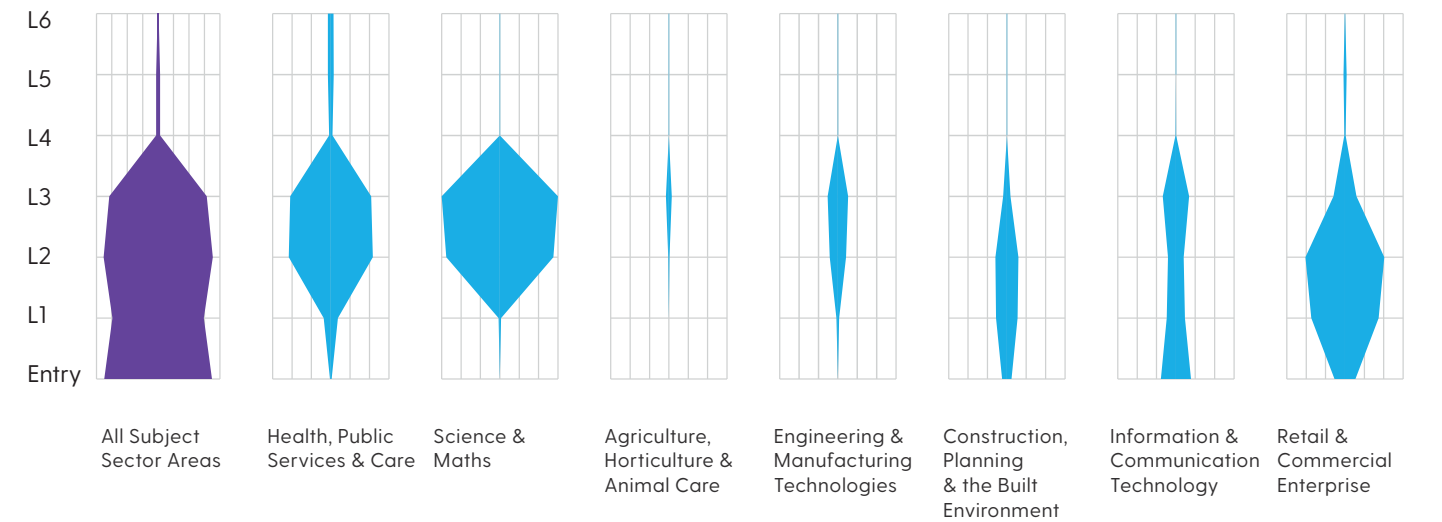
RELATIVE VOLUMES OF LEARNERS BY SSA, BY SITE



Location markers on the map indicate the relative size of each site in terms of learner numbers.

RELATIVE VOLUMES OF ENROLMENTS BY SSA AND LEVEL

Each vertical gridline marks 500 enrolments (for 'All Subject Sector Areas' and 'Preparation for Life & Work' each vertical gridline marks 2,500 enrolments)



KEY JUDGEMENTS

The Colleges undertook a rigorous self-assessment to arrive at the grades outlined here for the 2018/19 academic year. The grades have been validated following a vigorous internal validation process in line with the Ofsted Education Inspection Framework (EIF) criteria and the QAA Quality Code for Higher Education. A robust Quality Improvement Plan has been produced which is monitored monthly to drive improvements in the 2019/20 academic year.

Key Judgements: The overall effectiveness of Capital City College Group requires improvement.

| KEY ASPECTS | 2016/17 | 2017/18 | 2018/19 |
|---------------------------|---------|---------|----------------------|
| Overall Effectiveness | Good | Good | Requires improvement |
| Quality of Education | Good | Good | Requires improvement |
| Behaviour and Attitudes | Good | Good | Good |
| Personal Development | Good | Good | Good |
| Leadership and Management | Good | Good | Requires improvement |

| TYPES OF PROVISION | 2016/17 | 2017/18 | 2018/19 |
|--|---------|---------|----------------------|
| Education programmes for young people | Good | Good | Requires improvement |
| Adult learning programmes | Good | Good | Good |
| Apprenticeships | Good | Good | Requires improvement |
| Provision for learners with high needs | Good | Good | Good |
| Higher Education | Met | Met | Met |

| CORPORATE SERVICES | 2018/19 RATING* | OFSTED RATING EQUI. |
|--|-----------------|----------------------|
| Business Information & Registry | 4 | Requires improvement |
| Estates and Facilities | 4 | Requires improvement |
| Finance | 4 | Requires improvement |
| Human Resources & Organisational Development | 4 | Requires improvement |
| Technology, Infrastructure & Service /ICT Services | 4 | Requires improvement |
| Marketing & Communications | 6 | Good |

* 1 is 'not fit for purpose'; 5 is 'the service area does exactly what it was set up to do and operates like clockwork'; and 10 is 'World leading standard'

KEY STRENGTHS & AREAS FOR IMPROVEMENT

| KEY STRENGTHS | |
|---|---------------------------|
| <ul style="list-style-type: none"> • Good curriculum design and implementation to ensure all learners get the knowledge, skills and behaviours required for the next stage. • Learners are highly satisfied in the teaching, learning and assessment they receive. • Good links with employers and industry in curriculum design, delivery and assessment. • Almost all learners make good progress toward their intended destinations. • Learners make good progress on English and maths qualifications. | Quality of Education |
| <ul style="list-style-type: none"> • Provision is successfully promoting and supporting learners' employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training • Good opportunities for learners to develop self-confidence and esteem over time and gain awareness of how to become a successful learner. • Highly effective early intervention that is well timed so that learners are supported to be successful. • Management of safeguarding across CCCG is excellent, there are effective procedures for the monitoring of learners' safety across CCCG. | Behaviour and Attitudes |
| <ul style="list-style-type: none"> • Outstanding promotion of equality of opportunity and equality, diversity and inclusion (EDI). • Strong and highly effective Careers Education, Information Advice & Guidance (CEIAG) offer underpinned by the Gatsby Benchmarks. • Good development of workplace and employability skills. • Good awareness of the Prevent Agenda and British Values (Our Values) with students, staff and governors. • Strong partnerships and effective cross agency working with community groups, schools, employers, sub-contractors and Jobcentre Plus helps learners develop personal and vocational skills. • The College has a thorough, wide-ranging and effective programme of enrichment and learner involvement to develop learners' employability, social and personal skills. • Highly inclusive and safe environment fosters a culture of mutual respect. | Personal Development |
| <ul style="list-style-type: none"> • Highly effective management intervention strategies have been effective at driving significant improvements in Maths and English • Wide ranging and carefully planned provision which meets local labour market needs and responds to national priorities well. • Comprehensive staff training focused on improving the quality of teaching, learning and assessment has raised the effectiveness of teachers in most areas. | Leadership and Management |

| KEY AREAS FOR IMPROVEMENT | |
|--|---------------------------|
| <ul style="list-style-type: none"> • Overall and Timely achievement of Apprenticeships requires improvement • A Level retention and value added requires improvement • Teaching and learning requires improving in CIC and Apprenticeships | Quality of Education |
| <ul style="list-style-type: none"> • Attendance remains too low across CCCG, especially for English and maths classes. | Behaviour and Attitudes |
| <ul style="list-style-type: none"> • Improve the proportion of study programme learners who engage in work placements and in particular those on academic programmes. | Personal Development |
| <ul style="list-style-type: none"> • Weak Leadership and Management in CIC and CCCT leading to significant decline in Apprenticeship and ESOL outcomes. • Weak Leadership and Management of Corporate Services leading to decline in the quality of central services. • CCCT's governance and oversight arrangements require improvement. | Leadership and Management |

TRANSFORMING LIVES THROUGH EDUCATION



Camila is an alumnus of City and Islington College. She came to London from Caracas in 2015, determined to find a way to make real political change in the world. Growing up in Maduro's Venezuela, she tells stories of being held at gunpoint in the street, seeing friends kidnapped and watching protestors shot on the university steps.

Camila started to turn her life around after moving to the UK, committed to gaining the qualifications needed to fix the issues she grew up with. Enrolling on Access to International Relations, Camila graduated in 2019:

"Doing an Access course at college was the right decision for me. There were support schemes and a lot of care."

While studying at the Centre for Lifelong Learning, Camila set up a college branch of the Model of United Nations (MUN), an international programme aimed to teach young people how to debate, listen and take an active role in politics. Camila's team won prizes at the Sussex University conference at the start of the year, and she now has her sights set on conferences in Geneva and New York.

Now studying at Kingston, Camila makes regular trips back to college, keen to ensure a continuation of her society, offering a free marketplace of ideas for like-minded students. She hopes to establish MUN as a regular enrichment activity.

Camila is deeply thankful to the college for allowing her the opportunity to start her journey. Keen to represent Venezuela in the Security Council for the United Nations one day, she says she is glad to have learnt the essentials with us, learning the importance of empathy, patience and confidence in her work.



Cassandra is a student at CONEL. Dental nurse Cassandra decided she wanted to change her career after having her first child. She wanted to work in a hospital environment as a radiographer but needed to improve both her Science and English qualifications to do so. So she enrolled at CONEL and, despite having to take a break in learning due to her pregnancy, achieved a grade B in her GCSE English. In 2018, with two toddlers and still wanting to change career, Cassandra returned to CONEL to join the Level 2 BTEC Science course.

"I didn't do science at school so it was all new to me. I found Physics really hard, but just because it was my weakness I didn't give up. I focused on it and it ended up being my favourite of the three. With two toddlers it was hard work. If I wasn't at college, I was at home caring for my children. I would study once they had gone to sleep which meant I didn't get much sleep myself, but in the end it was all worth it as I got a Distinction star. I want to study Radiography at university to get my dream job."

When asked about her tutors, Cassandra said,

"My tutors have all been so supportive, especially as they know I have my two children. They all encourage you and want you to do the best you can. If you have a problem with anything they are there for you. Without them I wouldn't have got the grades I got."

Now 2019, and with a distinction at Level 2 BTEC Science under her belt, Cassandra is on her Level 3 course that will see her progress to university to get her degree.



The College of Haringey, Enfield and North East London runs acclaimed courses in Railway Engineering and Akilesh was very excited to jump on board. The training programmes are designed to give students everything they need to know to get work within the rail industry.

"It's really good, it opens doors for the future. We learn a lot about metals, health and safety, electrical engineering, using saws and cutting metals themselves. I worked on the track when I was doing a practical, learning how to dig, take out the tracks. The tracks get too hot in the summer and default, so you have to learn how to remove them."

"You still have to learn about maths and science as it's part of engineering. But it's not those subjects on their own that you're learning about, it's how the maths and science connect with engineering and how relevant they are to it.

"I think that people are here to learn. Sometimes in class you can go off topic but you have to make sure you bring yourself back. Everyone has fun at times but you have to be responsible. When you work on the railway, you have to be on time, there are strict rules. It's serious stuff. You have to be aware. Communication and connection with the people you work with is very important as it is a dangerous environment.

"The teachers are really kind here, I'm really happy I took the course, it was the right choice, I'm doing something good for my future. Engineering is needed all around the world, there's lots of opportunity in it.

"CONEL showed me that by doing something practical, it could open doors for me. Not everyone is right for university and coming here has shown me that."



In the second Year of his Level Two Commis Chef Apprenticeship at Westminster Kingsway College's School of Hospitality and Culinary Arts, Tema feels he has really matured. He gets on well with the structured, disciplined way of working in the culinary arts and loves the liveliness and excitement of the kitchens.

"I started off doing a Level One after my GCSEs and during that year got offered a job. It was pure coincidence that they were offering an apprenticeship too, which I got. However, once that's finished, I will probably go for my Level Three here before going into the industry full time.

"During the year we go out on trips. This year we are going to be going to Belgium to go to a beer factory and go foraging. There are lots of opportunities on offer through WestKing that relate to our course but that are also lots of fun to do.

"On work days I have to be up at 6am but the college day is more relaxed. I love the work, it's so busy. I find it easier to be learning in a more practical environment. Because we have to wear the catering uniform, you also start to realise that your appearance is a big thing, giving that big impression first is very important.

"I have changed a lot from school and doing GCSEs. I was quick to answer back; I was argumentative but coming here shows you that's not always the way to go about things. I feel proud. It's a renowned School and numerous people, famous chefs, have come before me, it's great to be here; it feels like legacy work. It's a lot to live up to."

Tema's top tip is to be organised. If you do that then everything else will fall into place.



When he was just 15, Santiago Fori fell from a climbing frame and smashed the C4 cervical vertebrae in his neck – an accident that left him a quadriplegic: in a wheelchair, struggling to breathe and with no use of his arms or legs. Since then, his recovery has astounded his doctors and in June he completed the Travel and Tourism – Level 3 Extended Diploma course at Westminster Kingsway College and is moving on to find work and provide vital support and guidance to other people who are in his situation.

When he started at the college, Santiago was just 16 years old and was still coming to terms with his injuries. “On my first day, I guess I was a bit nervous” he told us. “I didn’t know what it would be like and if people would be OK with me.”

He needn’t have worried. His fellow students and the staff team at our Victoria Centre proved to be very welcoming.

“I have had a good three years here, and my classmates have treated me with respect and just the same as the other students. Anything I have needed or questions I’ve had, my teachers always helped me or answered.”

His positive attitude has helped too. Jo-Ann Stephens, Santiago’s Travel and Tourism lecturer, said: “As soon as he started, Santi’s charisma and self-determination became apparent. He set his personal standards in relation to his qualification high, and has always been very keen to take part in all college activities. He is a popular young man with his peers because of his personality and wit, not because he is in a wheelchair.”

Armed with new skills and confidence from three years’ at WestKing, Santiago is positive about the future, and, most importantly, he has choices and options for what he will do next.

“I am looking for work. I would love to work in accessibility or disability jobs and I am going to start volunteering at the Royal National Orthopaedic Hospital, where I go for some treatments and work out at the gym.”

Santiago says the college was a very welcoming place for him and says he would recommend the college to other disabled people. Many other students also tell us that we offer a safe and welcoming place for all students – whatever their age, ethnicity or disability.

Capital City College Group

Longford Street, London NW1 3HB

020 7963 4181

capitalccg.ac.uk