

**New City College**

# **Strategic Intent**

**2020 – 2025**

**Proposals for a dynamic, successful and innovative college**

**February 2020**



## Introduction

New City College (NCC) has experienced a period of transformation over the past three years. From a medium sized college serving a single London Borough, NCC has become one of the largest colleges in England with a clearly defined regional prominence.

Rapid organisational change is always challenging. Different local priorities, markets and cultures often prevent meaningful and productive change. Not so with NCC. It would be wrong to say that our journey from six local colleges to one large group has been entirely smooth; no change on this scale would be.

What is clear however, is how well staff have risen to the challenge. We have collectively become a more consistent organisation with less variation in our learner outcomes. We are financially more stable than we were in 2016 and we are now a reference organisation for sector policy change.

As we begin our next development stage, we welcome colleges in Havering to our group. They have brought new skills, expertise and student groups to our endeavours, and strengthen New City College as a whole.

Planning is a complex art. National politics shows us its perils. Back in 2014 when the last strategic plan was written, we were a very different organisation. Importantly, however, that plan outlines almost nothing of the step change in scope and reach that would lead to the New City College of 2019. That plan did not anticipate six years of stagnant funding and the continued pressure on our sector that has been the dominant characteristic of our policy landscape.

In 2014, we thought it would take us four to five years (so now) to get to Outstanding. We also felt that we would be able to grow our provision in a broader range of areas than we have actually achieved. Notwithstanding this however, we have, as we said we would, become a strong and successful provider of 16-18 provision and developed an adult curriculum which supports progression, employment and social cohesion.

This document then, is a statement of strategic intent rather than a strategic plan. It recognises that events have a habit of overtaking us and that the future has a habit of being unpredictable. Set out here is something of what we are now and where we would like to be in five years.

We are a diverse and talented organisation with a common belief in the power of the further education sector to transform lives. We may not always agree on the way forward, but I hope you find your views and those of our broader stakeholders represented here.

I hope you will find that the document resonates with you and articulates as best it can, our shared aspiration for New City College in the years to come.

*Gerry McDonald*

*Group Principal & CEO  
New City College*

*February 2020*

## New City College now

Three years ago, the colleges that now make up New City College were independent providers, serving single boroughs. Each faced its own challenges, and all were caught in what the Augar review refers to as the ‘steep, steady, widespread and protracted’ decline in FE funding. With the notable exception of Havering, competition was intensifying, particularly for 16-18 enrolments. The trend here was London specific: nationally, 64% of schools have post 16 provision; in London that rises to 84%. Indeed, the academisation agenda since 2012 has only increased the number of sixth form places in schools.

In 2016, Tower Hamlets College was a £20m college with approx. 1350 16-18 year old students and 2000 adult learners. Although debt free, the college recognised then that a new response was required to the changing market.

Since then, Tower Hamlets College has merged with Hackney Community College (August 2016), changed its name to New City College (February 2017), merged with Redbridge College (April 2017) and with Epping Forest College (August 2018). In August 2019, both Havering College of Further & Higher Education and Havering Sixth Form College joined the group.

Mergers *per se* are of no particular merit. The overriding strategic priority for our college group has been to protect our future and ensure that we have the freedom to shape our own destiny. The pressure on us and our sector has been and continues to be enormous. Of the six colleges that now make up NCC, three had run out of cash. Four had significant debt. Quality was inconsistent and investment lacking.

Our strategy has been to build a robust, resilient college that is rooted in our east London and south Essex communities. In doing so, we have become a better college than we could have become as individual institutions.

Since 2016, New City College has evolved into a large, diverse education provider with sub-regional strategic reach.

### **New City College: 2016-19**

*Mergers – our journey:*

August 2016     *Hackney Community College*

April 2017     *Redbridge College*

August 2018     *Epping Forest College*

August 2019     *Havering College of Further and Higher Education & Havering Sixth Form College*

## The context and outlook for further education

The context in which we operate remains complex and challenging. Indeed, our continuous need for better funding has only increased during the period since 2014 when we launched our last strategic plan.

As we begin the 2020s, the sector in which we operate faces the following policy challenges. It is against this backdrop that we must set out our plans and response.

### **Competition**

Our sector has been described as a set of unregulated markets. And that is how it feels. This is not a comment on the role of Ofsted, the DfE or the Office for Students in the exercise in their oversight of our activities but rather a description of the extent to which free competition is permitted in the markets in which we operate. The ever-developing overlap between schools, higher education providers and training providers has led to intense competition for students across the areas in which we provide education and training.

The number of schools providing post 16 courses is much higher in London than elsewhere in the UK. The delineation between providers is blurred and difficult to navigate. Schools offer Level 2 vocational courses at age 16. Universities have moved into the apprenticeship market and new providers such as University Technical Colleges and free schools open without regard to the established order.

Our position is not anti-competitive. However, competition that is biased against FE because of the way new market entrants are enabled and funded has been and remains a defining challenge for NCC.

### **Funding**

The recent (autumn 2019) funding announcement of a £400m increase to further education (FE) college funding from 2020/21 is welcome, of course. But it is the first funding increase of any kind since 2013. Further, the funding increase is for 16-18 year old students only and does not extend to adult learners or apprentices. The continued need to achieve efficiency savings year-on-year is becoming increasingly difficult and distracts us from the core business of teaching and learning. FE funding is at a crisis point and has become a limiting factor that could frustrate our aspiration for our learners. We need to develop new approaches that reduce our dependence on funding from government sources.

### **Complexity**

Complexity is a dominant characteristic of our sector. The recent devolution of adult skills funding to the Greater London Authority added a new funding body and a new bureaucracy to our work. The breadth of our activity and the scope of our markets necessitates a level of complexity which can lead to added risk. This needs to be managed through transparent systems, data management and early identification of issues. NCC has a good track record of doing just this and we must make this an embedded feature of all we do.

### **Purpose**

For too long, the FE sector has been at the whim of policy change and new priorities. We have embraced widening participation and the skills agenda and now the heightened focus on new

qualification pathways that cross the academic/ vocational divide and prepare us for a better skilled future.

The difficulty here is that the policy framework is often short lived and politically driven rather than developed at local level where priorities are understood. This is the ground that we, collectively, need to shape. We can afford some positivity and optimism here – the mood music has changed and the promises of additional funding will allow us to plan with growing confidence.

### **Staff Recruitment**

Our ambition is to recruit and develop well paid professionals who will support our development as a trusted, high performing provider. This is a challenge in a context where pay in FE lags behind schools and where those with occupationally specific skills are hard to recruit. Our challenge is to develop the talents of our staff and to recruit those who can support us as we implement our plans.

## Stakeholders

In shaping our vision and values we have taken account of extensive research that has told us what our stakeholders think of NCC now. The views of our stakeholders should inform our strategic intent.

### **What have our stakeholders told us?**

#### **Students told us:**

- They like the way that they are taught; the variety of courses, and their knowledgeable and passionate teachers.
- That staff encourage and motivate students to try to achieve their best throughout their course, assignments and exams.
- The college supports students in many different ways. Staff genuinely care about students and their future success.
- They feel secure at college. They appreciate the security and safeguarding teams.
- They want more and better facilities at college for their spare time between lessons. This includes catering areas and could also simply include more quiet space.
- They would appreciate more effective links with business and the community and even more 'world of work' opportunities.

#### **Staff feedback tells us:**

- They have strong, clear, common values and are consistent on their priorities for the college.
- They prioritise student success and progression.
- They feel that they effectively share knowledge and skills and work productively together.
- They agree that it is important to promote equality of opportunity and inclusion and to help people improve their lives.
- They would like systems and processes to be aligned and to have sufficient training for their effective use.
- They would like robust, streamlined communication channels which work well across all campuses.

#### **Employers and other external stakeholders have told us:**

- They recognise that each campus has specific strengths and specialisms, while responsiveness to student needs is common across the group.
- They are aware of the significant challenge of funding and that the enlarged NCC Group gives assurance of stability for locally delivered further education.
- They can see that the college is on an improving journey. Individual campuses receive both challenge and support from the group.
- There is an opportunity to enhance partnerships across the group and engage more effectively with employers for wide-ranging benefits to students.
- They would expect a core local delivery in all boroughs and for sub-regional specialisms to develop.

## Values

**We have developed the following group values that will shape our work.**

New City College is built on trust, a positive attitude, honesty and integrity.

In all that we do, we value:

- effort, determination and aspiration in our students and ourselves
- continuous improvement in high quality education and training
- deep-seated support for student wellbeing and success
- local priorities within a regional and national landscape
- sharing knowledge and skills, working productively together across the group
- the celebration of equality and diversity.

## Vision

In 2014, Tower Hamlets College set itself the following mission:

*Creating opportunities through inspiring teaching and learning*

While this still captures the college's essential purpose, it is now five years old and failed to gain traction throughout the organisation as we expanded.

Further to our mergers, the enlarged New City College needed to step back and review how the group is seen by its key stakeholders. Students, staff and other stakeholders have given us some rich and powerful feedback which provides an important insight into how we should shape and communicate our strategic direction. Our stakeholders have also told us that having both a mission and a vision confuses the articulation of our core purpose, so here we have combined the two:

*New City College exists to give our students a better future*

To achieve this vision we will:

- Use the scale and strength of our group to drive educational excellence and innovation.
- Continue improving student outcomes and achievement. We will inspire and support every student, whatever their background, to maximise their potential within an environment of challenging targets.
- Support our staff to develop their skills and talents and look after their wellbeing.
- Make a positive impact on our local communities and the local economy by meeting the unique needs of all the areas in which we work, within a group structure.
- Have an influential position locally and nationally.

Education must enhance the progression, employment and life chances of those who study with us. This is our overarching purpose and intent.

## Income sources

The college is a large organisation with diverse income streams. Fifty percent of our revenue is derived from our 16-18 cohort. A further £17m is for our Adult Education programmes (AEB) with most of this coming from the Greater London Authority (GLA) following devolution this year. However, as can be seen, the college is over dependant on funding from government sources. A key objective will be to reduce this dependency over time.

### New City College

### Budget 19-20

	£m	%
<b>Income from government funded sources</b>		
ESFA - 16-19 classroom funding incl. T Levels	49.2	
GLA - AEB	14.3	
ESFA - AEB	1.7	
HE funding	13.3	
High Needs funding (ESFA/Local Authority)	9.2	
Apprenticeships	2.9	
Other	3.4	
	<b>94.0</b>	<b>89.4</b>
<b>Non government funded income sources</b>		
Tuition fees incl. Advanced Learner Loans	2.6	
Rental income	2.4	
Capital grants & bank interest	2.4	
International studies incl. Westbourne Academy	1.5	
OKN1 & New City Fitness	1.1	
Commercial and other income	1.2	
	<b>11.2</b>	<b>10.6</b>
<b>Total income</b>	<b>105.2</b>	

## Investment

Despite the financial challenges of the sector, NCC has invested approaching £18m over the past four years on facilities that enhance the student experience.

### Capital expenditure

per annum	£m
2015/16	1.0
2016/17	2.2
2017/18	8.9
2018/19	5.7

17.8

## Development of a property strategy

We have continued to invest in facilities for students throughout our period of mergers. This will continue and will be driven through a new property strategy which will be complete in 2020. The

key priority here will be to develop our estate to offer comprehensive and inclusive curriculum in contemporary settings that make the best use of technology and embrace new pedagogical approaches. Our property strategy will reference existing projects such as:

- The redevelopment of Poplar campus
- A new construction technology centre in Rainham

And include new developments including:

- A new masterplan for Ardleigh Green campus
- Remodelling of other campuses to support the implementation of the proposals in this document.

The plan will be costed and delivered without recourse to long term structural borrowing.

## Our ambition for 2025

Despite the uncertainty of the time and our persistent challenges, it is important for us to set out our aspiration for the future. This document attempts to outline our strategic intent – what we would seek to achieve by 2025. In doing so we are aware of the perils of prediction and the need to ground our ideas in the practical reality of our context but to also to set out our intent with ambition and aspiration.

This statement of strategic intent attempts to answer the following questions:

How do we design a **modern, flexible curriculum** that is fit for purpose and will allow our students to make the most of their skills and talents? In the language of the new OfSTED inspection framework, we need to be explicit about our intent in designing a curriculum for our diverse learning body. This is no easy task. It will be constrained by the limits of qualifications available to us. We are bound by qualifications designed by awarding organisations and part of our endeavour over the coming years will be to lobby for the right to design and award our own qualifications. This will require trust from those who fund us. By 2025 it could be a major step forward for the sector if we are were able, for at least part of our curriculum, to award NCC qualifications and for those to have real currency in the market. Of course this is more of an ambition than a key objective and we should focus in the immediate future our efforts on improving the relationship between awarding organisations, employers and colleges.

Importantly as we implement our strategic intent, we will need to develop better approaches to measuring progression outside of NCC. By doing so we can establish reliably the extent to which our new strategy is working and whether students are moving into good employment and higher study.

Our objective must be to design a comprehensive curriculum that meets the needs of not just our learners but of our wider stakeholders and most importantly, employers. This will require collaboration and a determined focus on asking ourselves why we should offer the learning experiences that we do.

Our curriculum must adapt as future skills needs change. The important test for us as an organisation will be to design a process for review that builds on teacher expertise, learner aspiration and stakeholder demand.

The broader development of our students must also be part of our intent, especially for young people. Our curriculum should extend horizons including participation in skills competitions and gaining an international perspective through work experience programmes and exchange.

In designing our curriculum for the mid-2020s, one principle must be central – that we commit ourselves to providing our students with **real commercial activity and enterprise** opportunities. This must be more than lip service. The difficult question is how, especially in a self-funded investment environment, we achieve a credible working experience that will be valued by both learners and future employers. We have a good record here – we have built on the live project brief concept established by BlueOrange in Graphic Design and rolled it out across the group. And in 2019 we opened a fully commercial restaurant, OKN1, in Hackney, the first fully commercial restaurant in FE. Our nurseries now come under our curriculum management and take our own Early Years apprentices. Our Motor Vehicle students at Hackney operate a garage providing MOTs for the general public. These investments illustrate what is possible. Our challenge will be

to establish a comprehensive suite of student orientated commercial activity that allows our students to develop the skills they will need to succeed in their future careers.

We have developed considerably as an organisation in the past four years. We are a sub-regional college group recruiting the second largest cohort of 16-18 year olds in the UK. We are a major provider of adult skills and training across London and south Essex. But in other markets we are a smaller provider or use partners to deliver on our behalf.

**We also need to review and confirm our geographic reach.** We have defined the area in which we operate quite specifically to date; is this the right area for our future? Should we stay in our east London and south Essex footprint or expand further? There is no imperative for us to move beyond our already large geographic sphere of influence, but the question should be addressed in any discussion on strategy.

It is clear that further education colleges now operate through many structural forms. Ours is a fairly traditional model but colleges of our size often sponsor schools, and some develop broader interest that allow them to reduce their dependence on public funding. We have taken this approach with our language school, Westbourne Academy, which we acquired in September 2016.

So, the decision here will be about **the scope of our activities**: our markets, our geography and our structural choices.

One aspect of our development since 2016 that has gained traction is that we should stay focused on a relatively **coherent geographic area**, i.e. east London and south Essex. This continues to make sense and that decision is reconfirmed here. Our geography gives us better insight into local labour markets and a greater ability to ensure consistency in our approach.

In managing our activities, it remains important that we work within a flexible and adaptive structure that facilitates decision making and responds to the needs of students and staff as they arise. Our approach here to date has served us well. A matrix structure with cross group curriculum management and local campus leadership of student behaviour and expectations is established and largely successful. It should form the basis of our model going forward. Of course within these arrangements we should ensure that the model is always locally appropriate and serves the best needs of our students.

## **Markets**

As a large College, it is to be expected that we have a presence in a range of student markets. However, we are not as well represented in some markets as our size would perhaps suggest. Below is given an indication of aspiration in student number growth over the life of this document and some of the actions that will be required to facilitate such growth.

Category	Learners (July 2019)	Aspiration by 2024	Facilitators
14-16	107	200	A new 14-16 strategy based on clear local Borough relationships.
16-18	9,348	11,000	Effective marketing, engagement and progression strategies that respond to increased local competition
19+	5,443	7,000	A comprehensive curriculum offer that responds to employer demand and skill shortages
Apprentices	594	1,000	A new apprenticeship strategy that focuses on new talent
Commercial, Other	1,159	2,000	Development of a commercial offer that enables local businesses to upskills their workforce
Higher Education	251 plus 1604 with a partner	2,000	A new strategy developed in partnership with a University partner
<b>Total</b>	<b>18,506</b>	<b>c.23,200</b>	

All of this activity will be underpinned by **a comprehensive locally led curriculum review** that will ensure growth plans align to labour markets and the needs and interest of our changing student groups.

### Capital investment

Capital investment in the further education sector has been sadly absent for the last decade. Despite this, New City College has been able to invest from its own funds (the cash generated from net depreciation). We have used these funds to invest in student facilities and new ventures such as OKN1 and the Attlee A Level Academy as well as improve the quality and condition of our campuses.

Our current and future students will expect the very best facilities. This will necessitate a clear property strategy that demonstrates how we can, affordably, **develop sector leading learning**

**environments** that are informed by future stakeholder need. We have started this process through the Poplar redevelopment project and our plans to build a new sports facility at Epping. A comprehensive master planning exercise is underway for Ardleigh Green. Taken together, we will build these into a fully costed property strategy early in 2020 that sets the ambition for all our campuses.

The challenge of maintaining a financially stable college since 2013 when funding for FE was frozen, has been considerable. **Strong and sustainable finances** must be a central pillar of our strategic intent. Funding for colleges over the last seven years has left us impoverished as a sector. Our strategy from 2016 to now has been to build a large, viable college that is capable of withstanding continued funding pressures. Our future plans must make a careful assessment of how to support priorities such as higher staff pay, improved student enrichment and appropriate teaching hours in what is likely to continue to be a challenging financial environment.

Further, it will be necessary to consider our dependence on government funded streams and how this can be reduced. A target here will be to increase our commercial and non-core income that is not government policy dependent. This may subsidise core activity where funding is insufficient although it will be important to be transparent about such subsidies where they exist.

We cannot claim to be a forward-thinking college unless we are aware of **our environmental impact** and how we can become a sustainable organisation. This will require us to set challenging targets for carbon emissions, plastic reduction, energy consumption and recycling. This agenda has progressed considerably in the past several years and we will need to make best use of prevailing expertise if we are to have a lasting impact that aligns to our values as a socially responsible institution.

Finally, the questions we ask ourselves must include an assessment of the way in which our new strategy serves our diverse and dynamic community. Since our mergers our community has expanded considerably. However, we must remember that we are **a community asset** in all the areas we serve; the test for our strategic intent is how we continue to do this. Scale must not prevent localism. For an individual student, it is their local college campus that matters, not our size.

## Our intent

Here we set out our strategic intentions for the period to 2025

### **Strategic priorities**

To enable us to deliver our vision, we set ourselves the following strategic priorities for the next three years:

- ❖ We will create an evidence led, practical approach to developing group wide teaching and learning
- ❖ We will design and implement innovative and efficient approaches to business improvement that empower staff
- ❖ We will implement an estates strategy that delivers sector leading buildings and facilities
- ❖ We will prioritise staff workload, wellness and sustainability as key themes of our strategic intent implementation
- ❖ Any future expansion will be within our clear east London and south Essex footprint and bring demonstrable benefits to students and the organisation

Staff from across NCC have begun to discuss these priorities and input into how these initiatives will develop. This has formed a strong basis to move forward.

### ***We will endeavour to establish a new Teaching and Learning Lab***

We strive to be a learning organisation, committed to providing the best teaching we can. This is so central to our mission that it requires a step change in approach. Our new Teaching and Learning Lab should:

Be practitioner and evidence led. Staff should feel it is theirs and it should help them in their professional development journey and provide opportunities for sharing practice that works. The Lab should make use of established research and be free to commission its own

Become a resource for the FE community beyond the confines of New City College. It should forge regional, national and international collaborative partnerships that drive its work forward

Be independent in thought. It will be owned by the college but free to find its own path.

Creating a new institution will be challenging. We will need to secure funding and develop a clear development plan. If we are successful, it will be ground-breaking.

### ***We will establish a Business Improvement Unit***

As a large group, we need to find the most effective ways we can to leverage the talents, skills and expertise of our staff. One way to do this is to establish a cross Group Business Support Improvement Unit. This unit will be the mechanism through which we share the learning we have gained from our collective endeavours. It will enable us to jointly problem solve and eliminate unproductive activity that simply wastes our time and effort.

Many organisations use business improvement techniques to improve efficiency. Working smarter reduces unnecessary workload and the stress it places on staff.

For example, we could review, map and improve the internal processes that support the learner journey starting with initial assessment and focusing on the data we capture for learners as they progress. Far better that teachers and support staff spend their time focusing on productive activity. In undertaking this activity, we can leverage the expertise of our group and learn from

each other. We will also explore the extent to which the Business Improvement Unit and Teaching and Learning Lab can work together to form a reference organisation for cross organisation improvement in the college sector.

***We will establish a standing group on staff wellness and workload.***

This is an important priority for the group. We will ensure this is independently chaired and has the authority to oversee changes in working practices that will make a genuine difference to the wellbeing of staff at all levels of the organisation. This cannot be a management led activity but one that genuinely involves all staff working cooperatively.

***We will commission an independent review of our curriculum.***

We are good at what we do, but that may not be enough to ensure our future success. We need to adapt and respond to the changing dynamic of our student demographic and their aspiration. We must be fit for a future we cannot accurately foresee. Much of this will come from a better understanding of the influences that are shaping our landscape. The views of employers will be important here as those of staff who are closest to the developing themes that are pertinent to our local community.

We will stay in our ***current geographic area***. One of the defining characteristics of our group has been our ability to achieve change and improvement through implementing a cross campus management structure that facilitates the sharing of good practice. The relative proximity of our campuses has allowed us to achieve this. It would not now be productive to operate outside of our East London and South Essex patch unless there are exceptional reasons to do so.

We will develop ***a new strategy for higher education***. This is an area that requires a clear strategic re-evaluation. The majority of our learners at Level 4 and above, prior to our merger with Havering, were studying with a subcontracted private college with NCC providing quality and administrative oversight. While the merger with Havering has brought a new dynamic to our HE offer, this work has been in decline for at least the last five years as the market has become increasingly crowded and competitive. We will bring forward a separate HE strategy by early 2020 that will clearly set out the space that we wish to occupy and partnerships that we wish to develop. This work should take account of the need to develop higher level workforce programmes that build the next generation of skilled technicians.

We will ***diversify our income*** through the development of alternative commercial work that aligns to our core competencies. As this document has made clear, the context in which we operate continues to be very challenging. Currently more than 90% of our income is ultimately derived from central government funding. During the life of this plan we will aim to reduce this to 85%. This will require us to generate a further £5m from non-government funded sources. These should include the following priorities: commercial training courses utilising our teaching experience and facilities; and extending our exposure to English language schools following our entry into this market in September 2016.

In our 2014 strategic plan we set out an objective to move into ***the schools market***. We did not achieve this. However, we remain a confident provider of 14-16 education and it is clear that our competitor schools will maintain their presence in post-16 markets for the foreseeable future. We will therefore commission an independent study to explore our options for entering the school market by 2022. As conditions have changed since 2014 the explicit rationale and terms for our entry would form part of this review.

## Measuring our success: New City College in 2025

If we are successful in achieving our strategic intent, what will New City College look like in 2025? How will our plans benefit students, staff and our communities?

Our **Teaching and Learning Lab** will be a separate organisation. It will utilise the best of our teachers' experience and create new, practitioner led ways of working that position us a leading further education provider. Teachers will pilot and implement pedagogical approaches that come from current research. They will participate in such research and use research sabbaticals into the Teaching and Learning Lab to guide their peers in alternative approaches.

All of this will have a powerful impact. Teachers will be empowered to drive their own development and use this to inform practice. Learners will benefit from the impact of focused teaching that uses tested research based learning approaches.

We will ensure that our resources are directed towards our primary purpose by launching a **Business Improvement Unit** that focuses on internal efficiency and best practice. This will be an internal cross functional and dynamic structure that ensures we learn from best practice within the College and beyond. This unit will reduce workload by applying the best ways of working across the group. The BIU will lead to better use of resources and effective systems across the organisation.

Through these initiatives and by listening to our **new Standing Committee on Wellbeing and Workload**. We will aim to provide our staff with fulfilling and manageable roles. We will do everything we can to prioritise pay.

We will **review our curriculum** with independent help to ensure it is flexible and modern. The curriculum review will be a seminal piece of work that will engage the whole teaching staff in reviewing, constructively, what and how we teach. We will succeed if we are able to shape a new approach to curriculum that is fit for the demand of the 21<sup>st</sup> century and the ambitions of our learners.

We will continue to develop real commercial activity and enterprise across all our curriculum areas. We will develop a new strategy for higher education that clearly expresses our place in the market.

We will develop sector leading learning environments through the implementation of a comprehensive Property Strategy that achieves a reduced carbon footprint. Our estates strategy will enable us to effectively direct resources and create sector leading facilities.

We will further enhance our strong financial position by diversifying our income sources and acquiring training activity that fits our organisational character. This will include a review of our entry into the school sector.

We will maintain our geographic focus of east London and south Essex.

**By 2025 New City College will be:**

- An outstanding and innovative college serving its local communities.
- Focused on benefits to students including their achievement, safety, wellbeing and aspiration.
- Respected locally and influential nationally.
- Recognised as a community asset.
- Financially stable and environmentally sustainable.
- Recognised by our staff as a fair, equal and supportive employer.

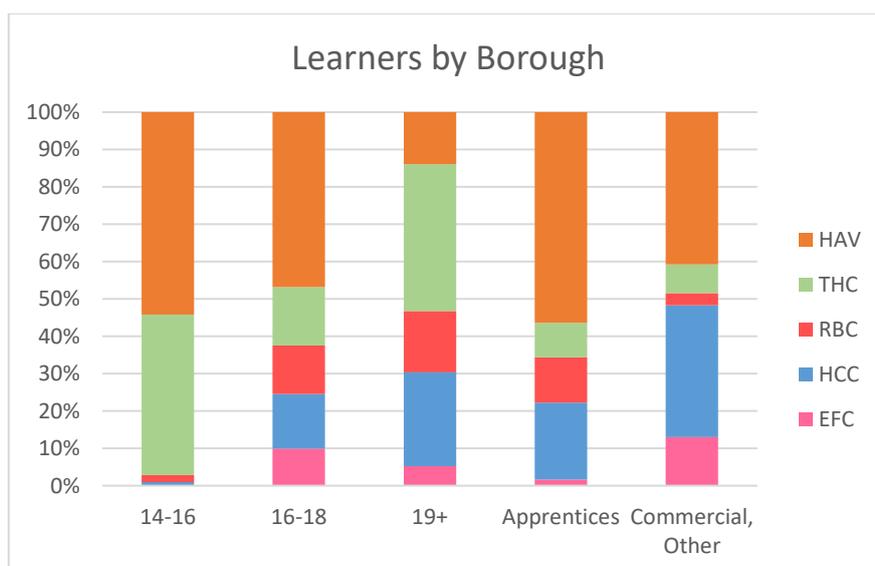
## Our learners

NCC is a large provider of education and training across London, Essex and the South East region covering learners of 14+. We are the second largest provider of 16-18 provision in the United Kingdom. Our large adult provision is focused on our inner London boroughs but is likely to expand in Havering and Epping as new provision is delivered to meet local demand.

### Learners by age

Category	Learners (July 2019)
14-16	107
16-18	9,348
19+	5,443
Apprentices	594
Commercial, Other	1,159
Higher Education	1,854
<b>Total</b>	<b>18,506</b>

### Learners by Borough July 2019



Learners	College					
Age Band	Epping Forest	Hackney	Havering	Havering 6 <sup>th</sup> Form	Redbridge	Tower Hamlets
14-16		1	56	2	2	46
16-18	929	1,365	2,051	2,330	1,218	1,455
19+	285	1,368	756	3	893	2,138
Apprentices	10	122	335		72	55
Commercial	151	409	472		37	90
<b>Total</b>	<b>1,375</b>	<b>3,265</b>	<b>3,670</b>	<b>2,335</b>	<b>2,222</b>	<b>3,784</b>

Our 16-18 provision is predominately at Level 3 (58%) although we cater for large numbers of students at all levels.

### Learners by level July 2019

Learners	Age Band		
	14-16	16-18	19+
Level			
Entry	44	411	2,705
SEND Entry Level	0	305	125
1	46	1,113	664
SEND Level 1	0	38	0
2	14	2,080	1,390
3	3	5,398	510
4 and above	0	2	1,900
<b>Total</b>	<b>107</b>	<b>9,347</b>	<b>7,297</b>

### Student Outcomes

Our story over the past three years is one of continuous improvement. This has been achieved during a period of considerable structural change during which it is usual for organisations to suffer a performance dip. The strong attention given to improving outcomes has been a recurring theme for NCC during the process of expansion.

