

# Kensington and Chelsea College

## Inspection report

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**Unique reference number:** 130410

**Name of lead inspector:** Tony Noonan HMI

**Last day of inspection:** 09 March 2012

**Type of provider:** General Further Education College  
Kensington and Chelsea College

**Address:** Chelsea Centre  
Hortensia Road  
London  
SW10 0QS

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## Information about the provider

1. Kensington and Chelsea College is based in the Royal Borough of Kensington and Chelsea. The locality is characterised by very diverse communities; some have high levels of social and educational disadvantage, while others are comprised of affluent entrepreneurs and professionals.
2. The college has four centres within the Royal Borough and one at Park Royal. It provides provision in 13 of the 15 subject areas, is a lead provider for the Offender Learning and Skills Service (OLASS) in nine London prisons and delivers training in business and community venues across London. In October 2011, there were 800 staff employed by the college: 339 full-time; 165 on fractional contracts; and 296 on variable hours.
3. Most learners are adults, although there is an increasing number of learners aged 16 to 18 as well as school link provision for 14 to 16 year olds, many of whom are temporarily excluded from school. In 2010/11, the college had a total of 16,967 enrolments. Some 5% of learners on long courses declared a disability or learning difficulty, 46% were of minority ethnic heritage and 66% were female.
4. The college provides training on behalf of the following providers:
  - London South Bank University (foundation degree in early years education, HND/C art and design pathways)
  - Canterbury Christ Church University (diploma in teaching in the lifelong learning sector)
5. The following organisations provide training on behalf of the college:
  - Deep Recording Trust (certificates and diplomas in sound recording)
  - John Laing Training (certificates and diplomas in construction skills)
  - Leonard Cheshire Disability (media and functional skills courses)
  - HMP Wandsworth (motorcycle maintenance and construction courses)
  - The Victoria & Albert Museum (apprenticeships in management of cultural venues)
  - Tribal Education (distance learning in safe handling of medicines)
  - Golborne Youth Centre (Prince's Trust programmes)
  - Skills Training UK (apprenticeships in a range of subjects)
  - Catalyst Gateway (housing management apprenticeships)

Type of provision	Number of enrolled learners in 2010/11
<p><b>Provision for young learners:</b> 14 to 16</p> <p>Further education (16 to 18)</p>	<p>13 full-time learners 39 part-time learners</p> <p>258 full-time learners 319 part-time learners</p>
<p><b>Provision for adult learners:</b> Further education (19+)</p>	<p>818 full-time learners 4,186 part-time learners</p>
<p><b>Employer provision:</b> Apprenticeships</p>	<p>44 apprentices</p>

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	3
Equality and diversity	3

<b>Subject areas</b>	<b>Grade</b>
Hairdressing and beauty therapy	2
Crafts, creative art and design	2
Modern foreign languages	2
English for speakers of other languages (ESOL)	2
Business and administration	3

## Overall effectiveness

6. The overall effectiveness of Kensington and Chelsea College is satisfactory. Improvements have taken place in a number of areas since the previous inspection, but these are not consistent. Overall learners' outcomes are satisfactory. The proportion of adult learners who successfully complete their qualifications is comparable to national averages. For the much smaller number of learners aged 16 to 18, the proportion who successfully complete is low. The pass rates of these younger learners are satisfactory, but too few finish their courses. Poor attendance by learners still remains a weakness as it was at the last inspection. Learners produce work of a high standard and develop good employability skills, with many progressing to other courses or employment.
7. Teaching and learning are good. Most lessons are well planned and involve learners in interesting activities. Learners are highly motivated and teachers

provide good support. Less effective lessons are characterised by learners not being challenged sufficiently to reach their full potential. The broad range of courses meets the needs of learners well and the college provides extensive provision for offenders in London's prisons. Strong partnerships with other organisations have created training opportunities for learners not currently in education, employment or training, and for local school pupils who are excluded or not doing well at school. Care, guidance and support are satisfactory. Staff have strengthened admission procedures to enrol learners on the right course, but it is too early to measure the impact of these changes. Learners receive good support during tutorials, but their targets for improvement are not always precise or customised.

8. Leadership, management and governance are satisfactory. The college's self-assessment judgements are broadly accurate and incorporate learners' views well, but employers contribute little. Learners feel safe and the college takes adequate steps to safeguard them. The promotion of equality and diversity is satisfactory. A new building and refurbishments have improved accommodation for learners and staff. The college faces serious financial challenges to secure sound financial health.

## Main findings

- Outcomes for learners are satisfactory. The overall proportion of learners who succeed is satisfactory for adults, but for learners aged 16 to 18, although improving, is still significantly below the national average. Pass rates are similar to national figures, but retention rates are low, particularly for younger learners.
- The performance of the relatively small number of apprentices is improving, but in 2010/11 overall success rates, and those for apprenticeships successfully completed within the planned timescale, remained below national figures.
- The results for adult learners of minority ethnic heritage are comparable to those of other adult learners nationally and in the college. For learners aged 16-18 of minority ethnic heritage, results are generally below the national figures for other learners aged 16 to 18, reflecting the overall poor performance of this age group in the college. Male learners perform less well than female learners overall.
- The standard of learners' work is high. Learners are highly motivated and enjoy their time in college. They feel safe and develop a wide and relevant range of skills for employment. As acknowledged by the college's self-assessment report, learners' attendance rates are low.
- The quality of provision is good. The standards of teaching, learning and assessment are high. Most teaching staff plan their lessons carefully and provide varied and interesting learning activities. Teachers encourage learners to work independently and they develop confidence and acquire good practical and vocational skills. Sometimes learning outcomes are not clear enough and

lessons do not provide sufficient pace or challenge to meet the needs of all learners.

- The broad range of programmes meets the needs of learners well. The wide choice of subjects provides a good balance between vocational and academic courses. Learners' progression rates from foundation to advanced level and higher education are good. The growing employer responsive provision is effective in meeting the employment needs of young people. The extensive OLASS provision provides a wide range of training opportunities to offenders in London's prisons.
- The college's work with partners is highly effective. Close liaison with local organisations widens the participation of groups such as the Traveller community and young people who are not in education, employment or training. Effective partnerships with schools provide successful alternative education programmes.
- Care, support and guidance are satisfactory. The college has strengthened procedures for initial advice and guidance of learners to ensure they are enrolled on the most appropriate course, but it is too early to judge the impact of these actions. Learners with additional learning support needs receive good individual support. Tutors review learners' progress regularly, but targets for improvement are not consistently precise and customised to help individual learners make the best possible progress.
- Leadership, management and governance are satisfactory. Effective strategic planning has overseen significant growth in recruitment of learners aged 16 to 18 and school pupils to the college. Curriculum management is strong. Managers and advanced practitioners have worked very effectively with teachers and support staff to improve the quality of teaching and learning which is now mainly good or better.
- The management of the very substantial OLASS contract is good, with a clear delivery plan, rigorous monitoring of targets and improving outcomes. Staff and learners benefit from the integration of college staff working in prisons. Ex-offenders often continue with their learning at the college.
- The college takes satisfactory steps to keep its learners safe. The college effectively canvasses learners' views, but does not routinely gather those of employers, or use these to shape provision. The self-assessment process is broadly accurate in its judgements. Quality improvement arrangements have included the appointment of performance managers across the college but it is too soon to judge their impact.
- The promotion of equality and diversity is satisfactory. Cross-college themes increase the focus on matters relating to equality and diversity, but teachers do not plan or use all opportunities sufficiently to promote aspects of equality and diversity during lessons.

- The college has significant problems concerning its financial health and managers and governors are introducing strategies to address these financial challenges. The college offers satisfactory value for money.

### **What does Kensington and Chelsea College need to do to improve further?**

- Increase learners' retention and attendance rates, particularly for learners aged 16 to 18, by providing more effective initial advice and guidance and ensuring that tutors and learners agree specific and measurable targets in their individual learning plans which are monitored regularly.
- Further improve the quality of teaching and learning by improving the clarity of planned learning outcomes in lessons and ensuring that all teaching is challenging, stimulating and fully matches individual learners' needs.
- Improve the promotion of equality and diversity by ensuring that teachers and managers plan and use every opportunity to explore all aspects of equality and diversity within lessons.
- Improve the financial health of the college by ensuring that managers and governors develop well-considered strategic plans to address the significant financial challenges facing the college.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the calm and friendly staff who treat learners with respect
- the professional expertise of the teaching staff
- the educational visits that enhance learning
- being able to do the right course after trying to enrol at other colleges
- the excellent support from tutors who create a relaxed and professional environment
- the new building at the Chelsea Centre which is clean and well maintained and where learners feel safe
- the college's virtual learning environment (VLE) and the access to Wifi around the college
- the way staff support learners to get into university.

### **What learners would like to see improved:**

- the number of vocationally related ESOL courses
- the quality and cost of food in the canteen at the Wornington Centre
- the opening hours and amount of space in the libraries
- the information contained in the promotional materials of the college.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- the good communication and cooperation from the college
- the support and training supplied for local residents
- the thorough, high quality assessments which take place at work.

### **What employers would like to see improved:**

- the opportunities to meet as a group of partners and employers to share good practice and solve problems.



## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

9. The college has made intermittent progress since the previous inspection, when the overall effectiveness, capacity to improve and leadership and management were all judged to be good. These aspects are now satisfactory. The quality of provision remains good and four of the subject areas inspected are good and one is satisfactory. Much teaching and learning is good or better and the standard of accommodation is much improved. Learners' attendance rates remain a key area for improvement. Inspectors found the college's self-assessment of its subject areas to be broadly accurate, but judgements for three of the main aspect grades were over-generous. Quality assurance procedures have led to satisfactory outcomes for adults, but for the much smaller number of learners aged 16 to 18 outcomes are improving but remain unsatisfactory. Serious financial challenges face the college.

### Outcomes for learners

**Grade 3**

10. Outcomes for learners are satisfactory. The overall success rate for learners of all ages increased in 2010/11 by just over 5 percentage points and is marginally below the national average for similar colleges. The large majority of learners in the college are adults and their overall success rates are satisfactory, being just below the national averages for foundation and advanced level long courses and just above them for intermediate long programmes. For the smaller group of learners aged 16 to 18, success rates are improving but are still significantly below the national averages at all levels. Achievement rates for this age group are similar to national figures, but retention rates are low.
11. The performance of the relatively small number of apprentices has improved from a low base, but in 2010/11 overall success rates remain below national figures, as do those for success within the planned timescale. In 2010/11, the overall success rate for functional skills qualifications was low at 54%.
12. Results are satisfactory for the large number of adults of minority ethnic background. Reflecting the lower success rates for all learners aged 16 to 18 in the college, most learners of this age of minority ethnic heritage perform below the national figures. In 2010/11, learners declaring a disability or learning difficulty had lower success rates compared to other learners in the college. Male learners of all ages perform less well than females overall, especially those aged 16 to 18. The success rates for adult female learners are higher than is seen nationally.
13. As acknowledged in the college's self-assessment report, the collation of information on the progression of learners from one level of course to another

is inconsistent. Where this information is known, progression rates are high, as is progression to higher education.

14. Poor attendance by learners remains an issue in many lessons, as was the case at the last inspection. Student attendance improved in 2010-11 but did not meet the target of 88%. Indications for the current academic year are that attendance rates have fallen slightly.
15. Learners' behaviour at all centres is very respectful. The large majority of learners feel safe and enjoy their time in college. Learners make a satisfactory contribution to the local community, taking part in a variety of fund-raising events. The promotion of healthy living is satisfactory. Learners develop employability skills and staff provide good information on future careers.

## **The quality of provision**

## **Grade 2**

16. The quality of teaching, learning and assessment is good. Inspectors observed mainly good and outstanding lessons, but a small but significant minority of lessons were no better than satisfactory. Most teachers plan lessons well, providing a good variety of activities to keep learners interested, and promoting effective learning. In the most exciting lessons, teachers maintain a brisk pace and provide learners with constant challenge so that they make good progress. Learners respond positively to this approach and contribute enthusiastically in lessons. They are well motivated and appreciate the good individual support they receive from staff.
17. Teachers make good use of detailed profiles about learners to match tasks and activities closely to their differing needs and abilities. Learners often work in pairs or small groups which helps them to develop their confidence and communication skills. They share ideas through discussion. For example, in an outstanding modern foreign language lesson, learners developed excellent grammatical understanding and extended their vocabulary and fluency in speaking through discussion conducted entirely in Spanish throughout the whole lesson.
18. Many teachers question learners intelligently to draw out their knowledge and extend their understanding of complex ideas. This enables learners to develop good critical and reflective skills, as seen by inspectors in lessons in philosophy, and art and design. While many teachers are making increasingly good use of information and learning technology (ILT) and the college's virtual learning environment (VLE), these are not yet well developed in all subject areas.
19. In less effective lessons, teachers do not plan sufficiently well to ensure all learners make good progress. All learners may work on the same task regardless of their different abilities or prior learning. Activities are insufficiently varied to maintain learners' interest, or too much time is spent on one task, so the pace of work and progress is slow. Occasionally, teachers dominate the

lesson too much and do not provide sufficient opportunities for learners to participate actively and work independently. Lesson objectives are not always clearly defined or precise enough to help teachers measure accurately the progress learners make towards them.

20. Many teachers develop learners' understanding of equality and diversity issues and explore social and cultural diversity themes relevant to their vocational courses, but this is not consistent across the college. Teachers do not always capitalise on naturally occurring opportunities in lessons to promote learners' awareness and understanding of equality and diversity and how it relates to their own lives.
21. Managers and advanced practitioners have worked well with teachers to improve the quality of teaching and learning. They are developing a good range of resources through the 'teachers' toolkit' on the college intranet to support teachers to improve their practice.
22. Assessment and verification arrangements meet awarding body criteria and standards. Teachers assess work regularly and provide useful feedback to help learners improve their work. Inspectors observed particularly good assessment of practical skills in beauty therapy and detailed written feedback in art and design. Learners benefit from opportunities for peer assessment, although occasionally the criteria for peer feedback are not sufficiently clear.
23. The college meets the needs and interests of users well, with a suitable balance between vocational and academic courses. A broad range of programmes are available, from entry to advanced level and above, with many subjects supporting routes into university through foundation degrees and access to higher education courses. Effective programmes are available through Jobcentre Plus. A successful and large offender learning provision is provided across London in prisons and the community which meets the needs of these learners very well.
24. Arrangements to assess learners at work are flexible and accommodate shifts and weekend work. In many subjects, courses are available during the week, in the evenings and, for some courses, at weekends. Good links with employers have led to growth in employer responsive provision, particularly in non-traditional subjects, for example apprenticeships in youth work and in housing.
25. Learners value the extensive enrichment activities the college provides. Wide-ranging opportunities for learners include visits to galleries and government institutions, and hosting visiting speakers. Social events are organised with support from learners, including fundraising activities. Learners receive good support to encourage them to participate in the active student council.
26. The college works well with partner organisations. Productive links with local bodies support specific groups and provide progression routes into learning and work. This work involves a wide range of partners including schools, Jobcentre Plus, youth centres, and local authority, voluntary and private sector

organisations such as local hospitals. Learners benefiting from this work include those from the Traveller community, ex-offenders and those at risk of offending, young people excluded from school and local residents of housing associations. Employed learners on vocational courses often move into job roles with greater responsibility.

27. Care, guidance and support are satisfactory. Staff have strengthened the initial advice and guidance for learners to ensure all learners join the right course, but it is too early to see the impact of these improvements in improving attendance and raising retention rates. Interviewers use the results of learners' diagnostic tests taken at interview well, to assess literacy and numeracy skills and identify additional support needs.
28. Learners with specific learning difficulties, such as dyslexia, or physical disabilities such as sensory impairment, receive good individual support. They receive prompt support following their assessment and speak very positively of this and how it helps to improve their work, boost their confidence and enable them to work independently. Support staff and tutors provide advice and guidance to learners in tutorial groups to ensure that more learners receive good support for progression to employment, further or higher education.
29. The college's tutorial policy sets out a clear entitlement for tutorial support for all learners and the 'teachers' toolkit' contains a good range of resources to support tutors when planning and delivering tutorials. A general scheme of work covers key themes to support learners' health and well-being, but this is not consistently applied across the college to ensure that learners, particularly those aged 16 to 18, all receive the same, high quality of experience and information. Where tutors identify learners with poor attendance or non-completion of work, youth workers and the student support team provide good one-to-one support to help individuals overcome personal difficulties. This support is not always successful as many learners have multiple challenges in their personal lives that sometimes prevent them from attending college regularly.
30. Tutors review the progress of learners regularly, recording targets on individual learning plans. However, the quality and precision of targets varies considerably. Where target setting is effective, tutors set specific and measurable targets to support the learner's progress, but targets are often too general to be easily measurable, and on occasions all learners in a group have the same targets.

## **Leadership and management**

## **Grade 3**

31. The Principal and senior managers have provided strong leadership, for example by expanding the successful OLASS contract which has more than doubled the college's income. Curriculum management is good and provision in four of the five subject areas inspected is good. The quality of teaching and learning has

improved and much is now good or better. This improvement has been sustained over several years. Success rates improved overall between 2009/10 and 2010/11, but provision for learners aged 16 to 18 remains stubbornly below national rates.

32. The management of the OLASS provision is very good, with improving outcomes, and rigorous monitoring of targets. The college has actively encouraged specialist staff from the college to teach offenders and has pursued a successful policy of integration between the college and the secure estate provision. However, despite some preliminary work, the college has not carried out a formal risk assessment or sensitivity analysis with respect to any future loss of this very large contract and its potential impact on the organisation.
33. Governors provide satisfactory strategic direction. They are mostly professionally qualified and have received training in respect of their statutory duties. The composition of the governing body reflects that of the college community and two learners are board members. Governors make a positive contribution to the OLASS provision and some governors have visited the prisons. Governors have provided appropriate challenge to managers and provide specialist advice. For example, two governors were routinely involved in the project management for the Chelsea Centre, a significant new building. The governing body benefits from effective clerking. Attendance by a minority of members was low in 2010/11.
34. The promotion of safeguarding is satisfactory. The college has appropriate policies and has identified staff accountable for safeguarding, including one in each prison where the college works. Staff are trained to an appropriate level for safeguarding and have a good awareness of the issues. Managers have strong contacts with the local safeguarding board, and ensure that incidents are recorded and reported appropriately to governors. The college's safeguarding committee has worked with learners to develop an anti-bullying and anti-harassment leaflet. The college now has a well-administered central register of checks on all personnel, including criminal records checks, and satisfactory procedures to ensure that risk assessments are carried out on staff for whom checks are pending. Managers acknowledge that aspects of accessibility and safety need further development at the Chelsea centre.
35. The promotion of equality and diversity is satisfactory. The active equality and diversity committee, including learner representatives, is involved in redesigning the college's promotional material, to ensure the cultural diversity of the local community is represented visually. The committee encourages exhibitions on relevant cultural themes which go to the relevant prisons as well as being displayed in the college. The proportion of staff of minority ethnic heritage reflects the local community. The college promotes social and educational inclusion by providing education and training to many individuals and groups who traditionally do not come to college. Staff analyse the performance of groups of learners and have identified gaps in performance by groups of learners aged 16 to 18 and learners with learning difficulties and/or disabilities.

It is working to reduce these gaps, but it is too early to judge the impact. Teachers do not promote equality and diversity actively enough in lessons.

36. The college has an effective range of mechanisms for listening and responding to learners, including surveys, an active student council, learner involvement in specific projects and course representatives. These arrangements work well, although the percentage of responses to surveys is very low. Learners appreciate the college's feedback on issues raised. Managers recognise that formal arrangements to listen to employers are less effective.
37. Quality improvement procedures are satisfactory. Systems for monitoring the performance of OLASS work in the prisons are rigorous. The college's self-assessment process is inclusive of staff and learners, but the views of employers are not reflected sufficiently in the report. The quality improvement plan focuses on key issues arising from the self-assessment report and managers are clear about the targets they are working towards. A team of performance managers ensures that performance data are monitored closely at course level. It is too soon to see the impact of the new arrangements in raising the college's overall performance, including more rigorous monitoring of key performance indicators, although there are early signs of improvement. Procedures for judging the quality of teaching and learning by observations are largely accurate, although judgements were slightly more generous than found in this inspection. Following observations, detailed reports are produced that lead to sound improvement actions for teachers.
38. The standard of accommodation has improved significantly with the new building at the Chelsea Centre and refurbishment elsewhere. Resources for teaching are good and teaching staff are appropriately qualified. The college has not met its recruitment, retention and success rate targets for the last two years. Managers are revising financial planning to take account of the significant financial challenges facing the college. The college offers satisfactory value for money.

## Subject areas

### Hairdressing and beauty therapy

### Grade 2

#### Context

39. At the time of inspection, 132 learners were following full-time vocational courses in hairdressing and beauty therapy. Of these 21 were studying at foundation level, 85 at intermediate level and 26 at advanced level. Some 29 learners were aged 16 to 18 and 103 were adults. A further ten learners aged 14 to 16 were on a school link course and another 61 mostly adult learners were studying on part-time intermediate level vocational courses. The large majority of learners on hairdressing and beauty therapy courses are female, and around two thirds are of minority ethnic heritage.

#### Key findings

- Overall outcomes for learners are good. Success rates on intermediate courses are improving, and for hairdressing and barbering intermediate courses they are high and above national averages. They are high on hairdressing and beauty therapy advanced level courses, but below the national average for the entry level hairdressing course.
- Learners' practical hairdressing and beauty therapy skills are good. They have very effective interpersonal skills and are professional and confident when working with clients. Learners complete long hair styles and body massages skilfully. Their portfolio work is good, particularly on the advanced beauty therapy course. Learners on all courses feel safe and their attention to safe working practice is good.
- Learners are highly motivated and enjoy attending college. Progression rates to employment are high and many learners progress onto higher level courses, with a small number going on to higher education. Eight staff have progressed from being learners at the college to become technical support and teaching staff, and other learners have gone on to open their own salons.
- Learners understand their rights and responsibilities at work, but teachers do not reinforce industry expectations sufficiently well in practical sessions to help learners develop a more realistic attitude to employment. For example, the number of clients they are expected to work with in a session is low. In NVQ practical sessions, learners have too few clients for assessment and to enable them to develop their techniques.
- Learners have an appropriate understanding of healthy lifestyles. They take part in fundraising events for local and national charities. Opportunities for enrichment are good, and learners attend external hair and beauty shows and exhibitions. Hairdressing and beauty product manufacturers provide additional training for learners in the college.

- Teaching, learning and assessment are good. Teachers are highly skilled and promote professionalism and high industry standards. Learners benefit from good teaching by enthusiastic staff who use a variety of teaching and learning strategies to challenge, motivate and help learners to progress. However, teachers do not always use ILT sufficiently to enhance learning. Assessment is rigorous, frequent and fully meets the requirements of the awarding body.
- Courses meet the needs and interests of users well. Courses range from entry to advanced level, with short courses for specialist topics. Staff work well in partnership with schools, and offer vocational courses in hairdressing and beauty therapy to learners who are experiencing difficulties, have left school or are at risk of dropping out.
- Care, guidance and support are satisfactory. Staff identify learners requiring additional support at induction, and ensure they are given effective extra support by specialist teachers. Other learners are supported well in functional skills numeracy and literacy sessions. Learners value the extra support given by their teachers and know how to access any additional support they may require.
- Leadership and management are good. Staff are well informed and supported by managers. Observations of teaching and learning sessions are completed annually by vocational experts and their helpful feedback leads to quality improvements in teaching and learning. Staff development is good, with annual appraisals identifying training needs. Staff meetings are regular, and the actions agreed promote quality improvements.
- Hairdressing and beauty therapy resources are good. There is a plentiful supply of products for learners to use and beauty therapy learners in particular benefit from the latest electrical equipment to enhance beauty treatments. Learners' practical work is photographed and displayed around the department. The salons at the Wornington Centre are in need of some refurbishment.
- Managers and staff ensure that learners are safe. Training has raised awareness of safeguarding procedures and staff fully understand their role and its importance for learners. The self-assessment report is accurate and staff contribute fully to the evidence that support the judgements made.
- The promotion of equality and diversity is satisfactory. An appreciation of diversity is embedded throughout the department, but staff do not always focus sufficiently on diversity aspects. For example, many clients have African-type hair, but no certificated course in the necessary skills is available.

### **What does Kensington and Chelsea College need to do to improve further?**

- Make greater use of high quality ILT into sessions where appropriate, in order to improve teaching and learning.
- Ensure that learners have a sufficient number of clients to practice and be assessed upon, through better promotion of the college's services and more effective prioritising and allocating of clients.
- Ensure learners in practical sessions are better prepared for working in industry by reinforcing industry expectations on workload and costing.



- Improve the promotion of equality and diversity by focusing on related matters in teaching and learning, and reviewing the range of programmes available to learners.

## Crafts, creative art and design

## Grade 2

### Context

40. Courses are available in 3D design, fashion and millinery, fine art and photography, and within these, further specialist subjects are offered including interior design, jewellery, glass and ceramics. The college provides courses from foundation to advanced levels, as well as foundation studies in art and design. Some 528 adult and 134 learners aged 16 to 18 are enrolled on long courses, and 310 and 59 respectively on short courses. Most learners study part-time; 79% are female and 39% of minority ethnic heritage.

### Key findings

- Overall outcomes for learners are good. Retention and achievement rates have improved for learners of all ages over the past two years. For adults on long courses, success rates are outstanding and significantly above the national averages. For 16 to 18 year olds the overall success rate improved by 8 percentage points in 2010/11, and is in line with the national average. Success rates for short courses are satisfactory. High grade achievement rates are above the national average. However, learners' attendance rate is low.
- The standard of work is good, particularly for learners at advanced level. Learners' final major project works demonstrate significant flair and creativity. Learners are encouraged to enter national competitions and frequently win prizes and awards.
- Many learners benefit from the very effective and well-established links staff have made with professional artists. These are used to support learners to gain the insight and experience necessary for future employment. Visits to businesses and studios help learners to choose their own career paths. Although many learners are involved in interesting local community projects and work experience, not all learners benefit from these opportunities.
- Workshops are suitably equipped and learners receive training in the safe use of equipment which teachers reinforce regularly. Health and safety notices are clearly displayed in all workshops. Learners feel safe.
- Teachers plan lessons well to include a broad range of activities to interest and involve learners. Learners are clear about what they are doing, gain good practical skills and enjoy the sessions. Brisk lessons integrate theory very effectively with practice. Learners make many visits to London's galleries and exhibitions to support their research and develop their ideas. Teachers encourage learners to develop technical workbooks. They use these well to monitor how learners are developing their underpinning knowledge and skills.
- In lessons no better than satisfactory, teachers share lesson objectives with learners, but these are not always specific enough to enable teachers to check the degree of learning taking place. Teachers do not always stretch and

challenge learners through their questions. Not all learners use the VLE effectively to support their independent learning.

- Teachers compile comprehensive class profiles which detail learners' qualifications, experience, progress on the course and intended destination. They use the profiles to monitor each learner's performance and allocate additional support where necessary. Learners value the support of their personal tutors. Tutors use individual learning plans well to help learners pace their learning. However, individual targets often just give deadlines for tasks rather than informing learners how to complete the tasks more successfully.
- The curriculum is excellent, and offers with part- and full-time courses from foundation to advanced level, and progression opportunities into higher national qualifications. Short courses enable learners to gain additional qualifications, and are used as a starting point for learners to return to education and training. The 'Shooting Stars' programme, offered in partnership with the Royal Albert Hall, is a creative way of supporting those who are not in education, employment or training to gain a qualification.
- Leadership and management are good. Effective management has helped to raise success rates. Managers use data intelligently to understand performance. Regular team meetings monitor progress towards targets set for learners' recruitment and success rates. The number of learners aged 16 to 18 is increasing.
- The promotion of equality and diversity is satisfactory. Learners explore cultural diversity within assignments and projects and in the creation of artefacts for exhibition. They are encouraged to use experiences from their own diverse backgrounds in their work. However, schemes of work seldom contain learning outcomes relating to diversity issues and teachers do not explore relevant equality and diversity themes sufficiently in lessons.
- The self-assessment process involves all teachers and utilises feedback from learners well. Self-assessment judgements are generally accurate. The in-year progress of learners is monitored rigorously through termly performance review boards. Course teams gather the views of learners effectively and 'we listen to you' notices provide very effective feedback to learners. Partners and employers do not contribute sufficiently to self-assessment or the design of the curriculum.
- Resources are of a professional standard and managed well across the two main centres. The move to the new Chelsea Centre building was carried out effectively. In order to maintain the economic viability of specialist provision, for example funded courses in jewellery and glass, learners from different year groups and levels are integrated into the same lessons successfully. Value for money is good.

### **What does Kensington and Chelsea College need to do to improve further?**

- Increase attendance and retention rates for learners aged 16 to 18 on long foundation and intermediate level courses, by ensuring specific, individual course and personal targets are set and monitored regularly.

- Improve the quality of teaching in the following ways: use more clearly defined learning objectives to check learning better; develop questioning techniques to further stretch and challenge learners; and plan and explore the promotion of equality and diversity more actively within lessons.
- Improve the development of independent learning skills by extending the use of the VLE, thus giving all learners better direct access to resources.
- Prepare all learners better for future employment by extending their opportunities for work experience and engagement in community projects.

## Modern foreign languages

## Grade 2

### Context

41. Some 633 part-time learners are following accredited courses, mostly at the Chelsea Centre, in Arabic, French, German, Italian, Japanese and Spanish. The college offers ABC Awards in Practical Languages at two beginner (entry) levels as well as foundation and higher GCSE and AS and A-levels. Some 60% of learners are on short courses lasting less than 22 weeks. The large majority of learners are adults, three quarters are women and a half are of minority ethnic heritage.

### Key findings

- Learners' outcomes are good overall. Success rates for beginners' courses are outstanding, and they are good for GCSE subjects at grades A\*-C. They are satisfactory for learners aged 16 to 18. Retention rates are low for most AS and A-level subjects.
- Learners' progress and standards of work are good. They speak their target language confidently, fluently and with enjoyment, supporting each other well. From an early stage, learners discuss topics of interest to them such as painting and politics. Attendance rates are satisfactory and improving.
- Learners feel safe. They benefit from the social aspects of working in a group and use their language skills well outside the classroom by activities such as visits to restaurants and films and a recent trip to Rome. A few learners gain useful skills to enhance their career prospects.
- Teaching and learning are good. In the best lessons, the target language is spoken throughout and tutors integrate cultural aspects and learners' interests with the development of fluency and grammatical accuracy. In a small minority of lessons too much English is spoken and teaching is not linked sufficiently to the practical uses of language.
- Resources to support learning are good. Staff are competent, enthusiastic and generous with their time. Rooms are well equipped and interactive whiteboards are used effectively to bring lessons to life and provide experience of other voices and cultures. Learners in Italian make excellent use of the college's VLE to locate interesting and interactive learning materials within and outside lessons.
- Teachers' assessment of learning is good. Their initial assessment of learners' skills helps them to place learners onto the right courses, and they use these assessments well to plan their teaching. Most learners complete homework conscientiously between lessons and they receive prompt and constructive feedback.
- Learners have a broad choice of courses and many progress from beginner to intermediate or advanced level. A partnership with the Royal Borough of

Kensington and Chelsea provides another possible starting point for college learners who can join the Borough's range of non-accredited language courses.

- Care, guidance and support for learners are good. Tutorials, reviews of individual learning plans and support through e-mails provide learners with excellent individual attention. Tutors know their learners well, ensure they catch up when needed, challenge them appropriately and tailor work to their needs. However, written individual targets are often too general to be useful.
- Leadership and management are good. The self-assessment report identifies accurately key areas of weakness. Effective monitoring of management information data on attendance and retention rates and follow-up action are leading to improvements in those aspects this year. Tutors regularly gather feedback from learners and this is acted on appropriately, for example to provide extra listening resources.
- The observation of teaching and learning is a supportive process and leads to improvement. General communication among team members is good, although they do not share good practice systematically.
- Staff have good access to continuing professional development through cross-college training and attend awarding body training related to examinations. Staff understand well how to keep learners safe. New 'smaller step' qualifications are meeting learners' needs well and examination assessments are well-managed.
- The promotion of equality and diversity is satisfactory. All learners share a culture of respect and concern for others. In some lessons, topics relating to equality are covered, but overall there is insufficient active promotion of equality and diversity aspects.

### **What does Kensington and Chelsea College need to do to improve further?**

- Increase success rates for learners aged 16 to 18 and retention rates for AS and A-level learners by agreeing specific and individual learning targets, and monitoring closely the progress of learners at risk of under-performing or leaving the course.
- Improve the quality of teaching and learning by sharing best practice, more actively promoting equality and diversity within lessons, making better use of the target language in all lessons and encouraging wider use of the VLE.

## English for speakers of other languages (ESOL)

## Grade 2

### Context

42. Courses are offered from entry to intermediate level at the two main college centres. Lessons are held during the day, twilight period and evenings. Some 1,255 ESOL learners are enrolled. The large majority of learners are female and adults, with 69 aged 16 to 18.

### Key findings

- Outcomes for learners are good. Success rates on most ESOL courses are good, particularly for adult learners on the ESOL-based literacy course where all learners were successful in 2010/11. Retention rates, particularly for younger learners, are lower than pass rates but show improvement over the last two years. Levels of attendance and punctuality are good and higher than the college's average.
- Learners make good progress in their language skills, and standards in speaking and listening, reading and writing are very good. Learners are able to read texts with accuracy, fluency and with growing confidence. They are able to spell increasingly complex words accurately and are learning to proof-read their own work.
- Learners make good progress in their personal, social and citizenship skills. They are able to relate the election of course representatives to the democratic process in their own communities. Learners talk with enthusiasm about the impact their courses have on their everyday lives. One learner expressed the joy at now being able to write notes to her child's teacher.
- The quality of provision is good. Teaching and learning are good with many lessons taking full account of the individual needs of all learners in the group. In the better lessons, learning outcomes are clearly described and are used effectively to check learners' understanding at critical points during the lesson.
- Teachers use a wide range of interesting learning methods and resources. In one lesson, the vocabulary of learners was extended through the use of model heads borrowed from the hairdressing and beauty therapy department. Some rooms are too small to accommodate the numbers of learners enrolled and this restricts the active learning strategies that teachers are able to use.
- Learners make good progress in their language and personal skills, but this is not monitored and recorded effectively. The paper-based individual learning plans contain insufficient space to record properly the targets or progress of learners. Most are hand-written and are difficult for learners to read. Many are not properly dated, so the speed of learners' progress cannot be measured.
- The breadth of ESOL provision has been scaled back in recent years but remains satisfactory. Courses are very popular and are organised at different times to meet the needs of learners, including Saturday mornings. Enrichment

activities successfully stretch learners' cultural understanding. Several groups of learners have visited recently the Haj exhibition at the British Museum.

- The college enjoys a good partnership with Jobcentre Plus staff, identifying and arranging pre-entry ESOL provision in local centres. Effective links with local community groups enable learners to make a smooth transition between different learning providers. An ongoing link with the English National Ballet School ensures that dancers may quickly achieve an ESOL qualification where appropriate.
- Care, guidance and support for learners are satisfactory. Staff provide effective guidance to ensure that learners are placed speedily onto the most appropriate course. However, some learners wait for up to three hours to be interviewed. Teachers ensure that learners have regular individual tutorials through creative and flexible use of the timetable.
- Leadership and management are good. Management action is speedy and effective when issues for improvement are identified. Communication within the department is good and teachers feel well supported by their managers. Teaching is observed annually and the feedback is detailed and supports improvement.
- The promotion of equality and diversity is satisfactory. Managers are clearly aware of variations in performance by different groups of learners and actions to tackle these issues have proved effective. Lesson plans do not always promote issues relating to equality and diversity and teachers do not always take up the opportunities which arise during lessons to explore relevant themes.
- The self-assessment process leads to broadly accurate judgements, and is satisfactory. The self-assessment report contains sufficient data to provide the evidence on which judgements are made. However, the associated improvement plan does not place enough focus on improving retention rates. Actions to address weaknesses lack the sharpness to bring about improvement, and there is insufficient clarity about who is responsible.
- Staff effectively gather the views of learners and actively encourage them to represent their peers at student council meetings. However, the time of these meetings make it difficult for some to attend. Learners are fully aware of their rights and responsibilities as both learners and citizens.

### **What does Kensington and Chelsea College need to do to improve further?**

- Improve the promotion of equality and diversity by ensuring that schemes of work and lesson plans fully promote these themes, emphasising the relevance of these topics to learners' and others' lives.
- Improve the rigour by which learners' progress is monitored and improved by reviewing the forms used for individual learning plans, making them more fit for purpose and ensuring targets are specific to individuals and measurable.
- Enable more active teaching and learning by reviewing room allocations and ensuring teaching rooms have sufficient space for each group.



- Improve the quality of improvement planning by ensuring that actions are sufficiently specific and that named staff members are accountable for their implementation.

## Business and administration

## Grade 3

### Context

43. Vocational courses are available at foundation and intermediate level in business studies including administration, computerised accounts, and book-keeping and accounts. The access to higher education in business studies course is at advanced level. Of the 444 learners enrolled currently, the large majority are adults and 73% are female. The largest group of learners are White British with 55% from a variety of minority ethnic backgrounds. Eight apprentices have completed this year in business administration.

### Key findings

- Outcomes for learners are satisfactory overall, but vary widely between courses. In 2011, success rates were high or above national averages on business administration courses. They were low on the access to higher education in business course, and on accounting courses at intermediate level. Success rates have improved in the current year for accounting courses as a result of using more appropriate entry criteria at enrolment.
- Learners' work is good. They develop a wide and relevant range of skills for business employment. Learners' progress satisfactorily to other suitable courses, employment and higher education. However, the collation of progression information only takes place for about half of learners and so progression routes are not clear for all courses. Learners' attendance rates are good.
- The quality of teaching and learning is satisfactory. In good and outstanding lessons, learners are involved fully in activities which develop their skills and meet their needs well. Teachers use effective questioning to check learning and encourage deeper thinking. In weaker lessons, teachers do not enable sufficient productive involvement of learners.
- Teachers' assessment practice and internal verification are satisfactory. Their written feedback on marked work has improved, and is helpful to learners on access to higher education courses. On lower level courses, learners would benefit from more detail.
- Classrooms are bright places to work in and have up-to-date resources. Teachers and learners use technology effectively in many ways. For instance, inspectors observed learners making a presentation of aspects of accounting terminology, demonstrating with computerised accounts software.
- The wide-ranging provision meets the needs of learners from first steps to intermediate level and access to higher education. The choice of subjects was extended this year in response to requests from learners. Teachers have successfully embedded functional skills in foundation level courses with good results.

- Learners studying administration at intermediate level undertake work experience in a variety of local companies or charities. Enrichment activities include a broad range of visits and visiting speakers. Learners on the access to higher education course benefit greatly from meeting learners from previous years who are already at university.
- The college has worked responsively with Jobcentre Plus staff to develop the work skills of learners in customer service and business administration.
- Care, guidance and support for learners are satisfactory. Learners value their individual tutorials and the support they receive. For example, inspectors met one learner with hearing impairment who is being supported successfully to achieve her qualification. This year, teachers are successfully using an initial assessment of learners' ability in information technology to ensure learners are ready and able to benefit from their learning on accounting courses. Staff are planning further improvements in initial assessment.
- Leadership and management are satisfactory. Managers take effective actions to raise success rates and to broaden the range of courses, thus extending progression routes for learners. Staff development successfully meets the training needs of staff identified through annual appraisals.
- Quality assurance procedures are satisfactory. Course directors collate the evaluative course reviews to provide information for the departmental self-assessment report which is broadly accurate. Judgements from the observation of teaching and learning this year are in line with those of the inspection. The quality improvement plan is already bringing about improvements.
- The promotion of equality and diversity is satisfactory. Individual learners' needs are well planned and met, but teachers do not promote equality and diversity sufficiently in lessons, or explore relevant themes when the opportunity arises.

**What does Kensington and Chelsea College need to do to improve further?**

- Increase the success rates on access to higher education and intermediate level courses by more extensive sharing of best practice and better use of initial assessment.
- Improve the quality of teaching and learning by ensuring all teachers focus on learning activities, develop challenge and pace to extend the progress of all learners and promote equality and diversity more actively.
- Ensure courses have appropriate progression routes that meet the needs of learners, by recording and reviewing the progression of all learners to higher level or other associated courses and employment.

## **Information about the inspection**

44. Five of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the college's vice principal, carried out the inspection. Inspectors took account of the college's most recent self-assessment report and development plans, the previous inspection reports, and data on learners and their achievement over the period since the previous inspection.
45. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had completed recently on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Kensington and Chelsea College**

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

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>					
Full-time learners	963	13	248	700	2
Part-time learners	4,342	40	308	4,028	16
<b>Overall effectiveness</b>	<b>3</b>	-	<b>3</b>	<b>3</b>	-
<b>Capacity to improve</b>	3				
<b>Outcomes for learners</b>	<b>3</b>	-	<b>4</b>	<b>3</b>	-
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
Are learners able to make informed choices about their own health and well being?	3				
How well do learners make a positive contribution to the community?	3				
<b>Quality of provision</b>	<b>2</b>	-	<b>2</b>	<b>2</b>	-
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	3				
<b>Leadership and management</b>	<b>3</b>				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?	3				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

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