

East Kent College

General further education college

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| Inspection dates | | 4–8 March 2013 |
| Overall effectiveness | This inspection: | Good-2 |
| | Previous inspection: | Requires improvement-3 |
| Outcomes for learners | | Good-2 |
| Quality of teaching, learning and assessment | | Good-2 |
| Effectiveness of leadership and management | | Outstanding-1 |

Summary of key findings for learners

This provider is good because:

- Attainments for learners have improved and are now good in the majority of programme areas, particularly in the context of the modest starting point of many learners. Outcomes for learners at foundation level are outstanding.
- Managers and teachers have worked hard, and successfully, to provide education and training for those not in education, employment or training, unemployed adults, learners in the care of local authorities, learners with learning difficulties and/or disabilities, and part-time pupils from local secondary schools.
- Teaching and learning are good and much improved recently through the strengthened observation scheme and relevant professional development for teachers.
- Learners receive high-quality personal and additional support for their learning. Their English and mathematical skills are well developed in vocational lessons.
- Highly effective leadership and the college's outstanding engagement with external stakeholders ensure that learners' needs are particularly well met.
- Relentless attention to quality assurance continues to raise standards and improve the quality of provision.

This is not yet an outstanding provider because:

- Outcomes and progress for apprentices and learners on long advanced programmes are not yet good enough.
- Outcomes for learners on functional skills programmes are below national averages.
- In a minority of provision, learners are not always helped to set sufficiently challenging targets to improve.

Full report

What does East Kent College need to do to improve further?

- Ensure that the robust quality assurance evident in most of the college is fully replicated for apprenticeships.
- Make sure that teachers' planning for learning, and their feedback to learners, consistently meet the needs of all learners, especially the more able.
- In order to improve learners' confidence and attainment in functional skills, ensure that all lessons contain relevant contextual content for their studies.

Inspection judgements

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| Outcomes for learners | Good |
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- Outcomes for learners are good and have improved over the past three years. The proportion of learners successfully completing their courses improved in 2011/12 and was above the average for colleges with learners from similar socio-economic circumstances. Learners now make good progress and produce work of a high standard, but historical success rates, particularly for work-based learners, have yet to reflect these improvements fully.
- Success rates for adult learners and those aged 16 to 18 have improved over the past two years and were above national averages in 2011/12. However, success rates for learners of all ages on long advanced programmes declined to around, or slightly below, national averages.
- Outcomes for apprentices on work-based learning programmes declined in 2011/12. However, a substantial number of the apprentices were made redundant during their training and thus did not complete their programmes. Employers and managers worked hard to try to find alternative employment or training for these apprentices. Success rates for workplace learners were broadly satisfactory.
- In 2012, GCSE mathematics and English A* to C grade pass rates were above national averages. However, pass rates for the intermediate level adult literacy programme and mathematics functional skills were below national average.
- Learners' attendance rates have improved following renewed efforts by tutors and teachers to follow up absences and to encourage learners to develop reliable attendance and work patterns. At the same time, teachers and managers are working hard to improve the proportion of learners who complete their courses. Retention has improved over the past few years and in 2011/12 was above national averages.
- A small number of school pupils take part-time vocational courses at the college each year. They enjoy their studies, attend well and their pass rates are good. A large number of young people, either in the care of or having left the care of local authorities, attend the college. They achieve qualification successes above the national average for young people in care.
- Over the past two years managers and teachers have worked well with local employment services and businesses to provide support, advice and short programmes for unemployed adults and those in danger of redundancy. Over 450 people have completed these highly successful programmes, around half of whom went on to employment or further training. In addition, the college provides much-needed short courses for young people not in education, employment or training.
- Learners enjoy their studies and training and work conscientiously in groups collaborating with each other, on their own in private study or in gaining relevant vocational skills. In addition, they develop good personal, social and employability skills through work experience placements, workplace training and a range of other enriching activities not related to their programmes of study.

- The learners' representative body is enthusiastically involved in the planning and construction of a new student centre. Many students take part in raising money for national charities each year. Students, teachers and support staff work safely in laboratories, workshops and studios.

The quality of teaching, learning and assessment

Good

- Managers have strengthened the college lesson observation system and provided teachers with highly effective staff development. This programme has improved the quality of teaching, learning and assessment which is now good, as reflected in the improved outcomes for learners.
- Judgements arising from the lesson observation system are evaluative and accurately identify strengths and areas for improvement. Managers and teaching and learning facilitators use the results of observations well as a focus for staff development and to disseminate best practice.
- Teachers plan lessons carefully to meet learners' individual needs. Learners complete highly relevant and varied activities that result in sustained concentration and good quality learning. Teachers employ questioning skilfully to check their learning and to encourage self-reflection. However, not all teachers plan learning activities sufficiently to challenge the more able learners.
- Learners gain comprehensive vocational skills and knowledge through visits, external speakers, work experience, guest chef demonstrations and 'supported internships' within the college. They have good opportunities to develop their skills in the college's vibrant and busy work environments. Learners participate enthusiastically in competitions and relish the opportunities these provide to demonstrate their skills.
- Teachers successfully encourage learners to work productively in small groups. This is particularly successful in information and communication technology (ICT), where the teachers actively encourage learners to try to find solutions to problems by discussion and collaboration. Business enterprise and catering learners collaborated well when devising a recipe book for families using local children's centres.
- Learners use the virtual learning environment (VLE), the internet and library very effectively to study independently and extend their learning. The college has good quality classrooms, equipment and resources, but some computer rooms can be crowded and cramped.
- Learners, especially those on hospitality and catering programmes, receive good learning support from a dedicated team of specialist staff. In most lessons, teachers plan additional learning support well. Learners benefit from a wide range of financial, personal and practical help which enables them to remain in learning.
- Staff identify the needs of learners with learning difficulties and/or disabilities thoroughly by liaising with schools, health professionals, parents, carers and learners to ensure a smooth transition into college. This enables learners to settle in quickly, to participate fully in college life and grow in confidence. Vulnerable learners make good use of 'the hub' to study independently, get help when needed and develop their personal and social skills.
- Learners receive very helpful, feedback from teachers; in ICT, this is outstanding. Assignments are marked regularly and contain constructive comments which help learners assess their progress and improve their performance. However, feedback to work-based learners varies too much in quality and often simply records what has been completed.
- The small team of personal tutors uses technology well to monitor and improve learners' attendance, progress and achievements. However, while some learners manage to set clear and precise targets during their reviews, others are less successful and their targets are not useful to help them improve. The depth and quality of subject teachers' comments about learners' performance vary too much.
- Teaching in functional skills English and mathematics is good. Subject teachers use vocationally relevant contexts to help learners develop literacy and numeracy skills. However, too many learners in non-vocational English and mathematics lessons do not appreciate the practical applications of their learning because the teachers do not always make activities relevant to everyday life and work.

- Learners receive clear and accurate pre-course information, attend useful open days and a comprehensive induction that prepares them well to start their courses. They are clear about progression opportunities within the college and beyond. Careers advisers hold regular advice and guidance sessions providing learners with useful help in applying for university, completing curricula vitae and application forms.
- Teachers promote equality and diversity well within lessons, particularly through research activities that relate to particular vocational contexts. In the best lessons, learners develop a sound awareness of social and cultural issues through stimulating discussions related to their subject areas.

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| Information and communication technology | |
| Learning programmes for 16-18 Learning programmes for 19+ | Good |

- Teaching, learning and assessment in information and communication technology (ICT) are good. However, learners’ success rates were broadly satisfactory in 2011/12. Learners work hard and now develop good ICT skills and have a secure technical knowledge. Learners’ attendance has improved and teachers follow up absences assiduously.
- Learners demonstrate confidence in setting up and configuring games platforms and creating and using macros. Those on employability programmes show increased confidence and use their emerging IT skills, for example in carrying out job searches.
- Teachers encourage learners to develop their own solutions to problems, either by themselves or in small groups. Only when issues are not resolved by collaboration do the teachers intervene to provide advice and guidance. Learners respond well to the challenge of supporting each other and this helps develop communication skills.
- Teachers are knowledgeable and plan learning activities well. They make good use of direct questions to check learning, develop understanding and encourage problem solving. ICT learners make good use of the virtual learning environment, which provides helpful resources for independent learning. They have access to specialist equipment, including a well-resourced games development room. However, some classrooms are cramped, with insufficient space to work away from computers.
- Teachers accurately monitor learners’ progress and identify their additional learning needs. Well-targeted coaching support encourages learners to aspire to higher grades. In lessons where learners have diverse needs, staff use detailed support strategies to support learning. All learners are clear about their long-term goals and short-term targets, and are supported by an effective electronic system for monitoring their progress.
- The assessment of learners’ work is outstanding. Learners submit their assignments electronically and teachers use word-processed commentary facilities very well to indicate how the work can be improved. Their marking is supportive and encouraging. In one lesson, after completing a website assignment, learners responded well to on-line questions which helped them reflect on why some customers revisit commercial websites.
- Learners develop relevant English and mathematical skills and are confident that they have made significant progress since starting their courses. Teachers take care to reinforce learners’ understanding of key terms as they are introduced and make good use of vocabulary sheets. Spelling errors are carefully identified and corrected and learners on advanced courses develop a good understanding of statistics.
- Learners receive good pre-course advice and guidance. Advanced level learners are clear about the progression opportunities and many are considering staying on to join the Higher National Certificate (HNC) programmes. Learners also benefit from work experience opportunities included within their programmes.

- Teachers effectively promote equality, and support diversity. In a statistics lesson, the teacher made appropriate reference to an eminent Black American mathematician who made significant contributions to statistics in the 1950s despite the overt racism of the time. Learners are trained to use the internet safely and are aware of the dangers of cyber bullying. Learners' individual needs are met well in most lessons, but at times teachers miss opportunities to meet the needs of more able learners most effectively.

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| <p>Hospitality and catering</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p> <p>Apprenticeships</p> | <p>Good</p> |
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- The quality of teaching, learning and assessment is good and reflects the significant improvements that have occurred recently. Learners' pass rates were broadly in line with the national averages for similar colleges in 2011/12, except for those at intermediate level in professional cookery which were below average.
- Teachers plan their lessons and training well and set clear objectives that are well matched to learners' needs. Lessons in the college usually begin with quick starter activities that capture learners' interest and focus them on the main activity. However, in work-based learning, staff do not always liaise with employers to ensure that on- and off-the-job training are well integrated.
- When teachers use particularly well-directed and probing questions, learners develop the confidence to relate their developing understanding to new situations and to make connections with prior learning. In a small minority of lessons, teachers do not use questioning so effectively.
- Learners in hospitality and catering develop good employability skills. They take part in an extensive range of activities such as preparing for, and serving at, the college's busy commercial restaurant, as well as participating in competitions, work experience and events featuring visiting chefs. Learners value these sessions as good opportunities to widen their experience.
- Learners are motivated and encouraged by well-experienced and commercially aware teachers and staff. They develop good evaluation skills and quickly identify ways of improving the presentation of dishes.
- Good tracking and individual tutorials ensure that learners are supported to make rapid progress. Well-planned assessments enable learners to practise and develop a wide range of dishes and preparation skills. Managers make sure that college-based learning is consistent and effective. However, work-based learning assessors do not meet the standards set by awarding bodies for the recording of learners' progress. Quality assurance has not been rigorous enough to identify this shortcoming.
- Catering and hospitality learners receive good feedback from staff which helps them understand the progress they are making and how to improve. Teachers' written feedback on assignments is regular and boosts learners' confidence. After a busy lunch service, learners received helpful feedback from an assessor and the resulting discussion enabled them to set realistic targets to improve.
- Learners receive good advice and guidance, both when they arrive at the college and as they prepare to progress to further education or employment. Hospitality staff, who are in regular contact with employers, provide good support to the learners for job applications.
- Learners also receive excellent personal support to help them stay at college and complete their programmes. A central team, who works closely with teaching staff, ensures prompt and effective actions are taken to meet individual learners' needs. Many learners are in care when they start their learning and are supported well to make the transition from care to independent living.

- Staff make sure that learners' literacy and numeracy skills are developed within the curriculum. For example, in one lesson, learners practised and developed a good understanding of ratios through the recipes they were using to make sponge cakes. In addition, teachers help learners improve their English skills well through regular spelling activities using technical catering terminology.
- Catering staff promote equality and diversity well throughout the curriculum. Learners investigate other cultures while preparing dishes from around the world. The support given to learners with disabilities, for example hearing impairment, helps other learners to value diversity when working in teams. Teachers help learners to understand broader food-related matters, such as the reasons why mackerel is no longer a sustainable product, and to explore the ethics behind mass farming of pigs when selecting pork.

Literacy

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment in literacy are good. GCSE English pass rates at grades A* to C were above average in 2011/12, but those for functional skills were below average. However, learners' standards have improved and a high proportion successfully completed literacy reading assessments this year.
- Learners now demonstrate improved skills in reading, comprehension, developing vocabulary and writing skills and speaking and listening. In many lessons they also demonstrate good life skills, such as working together, independent learning and increased self-esteem.
- Teachers manage learning well. They prepare well-structured lessons which enable learners to make good progress in developing knowledge and skills in English. Teachers make good use of questioning to draw out understanding and extend knowledge. Learners feel they are gaining skills and have more confidence. In one lesson, an adult learner spoke confidently about the books she had read as part of the 'Six Book Challenge'.
- In the best lessons, teachers plan different activities to meet the range of learners' needs. For example, in one lesson, some learners developed their comprehension skills by inserting missing words in a passage, while the more able learners extracted information to answer questions. However, in a minority of lessons the learners were all completing the same activities with insufficient opportunities to challenge the more able.
- In order to develop learners' facility in writing, teachers use well-targeted assessments appropriate to individual needs and progress. They also provide learners with good advice on, and practice for, assessment techniques. However, they do not always make sure that the context of the activities reflects learners' vocational interests.
- Support for learning is good. Teachers make good use of resources to support learners, including those with disabilities, for example by utilising overlays, coloured photocopies and reading devices. Support assistants provide effective in-class support which enables learners to contribute and gain in confidence. Teachers also provide good individual support which keeps learners motivated; learners speak very highly of this support. However, lesson plans do not always contain explicit information on how classroom assistants will support learners.
- Teachers effectively check learning in their lessons, through well-directed questions and rigorous monitoring of learners' work. In the best lessons, the teachers often encourage learners to refer back to previous learning and help them take part in self- and peer-assessment.
- However, the quality of teachers' feedback to learners on marked work varies. Most feedback consists of positive and encouraging comments along with spelling, punctuation and grammar corrections. Guidance for improvement does not always help learners understand what they need to do to improve or progress. In addition, learners make limited use of specific targets to improve their writing or sentence construction.

- Initial advice and guidance are effective as the majority of learners have a good understanding of why they are studying English. However, a minority of learners in discrete functional skills programmes do not have a clear understanding of the benefits of functional skills development.
- Teachers have developed a strong culture of inclusion in literacy lessons and promote equality and diversity well. They use events such as International Women's Day and Comic Relief as a focus for discussions relevant to equality and diversity.

Numeracy

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment in numeracy are good. GCSE pass rates at grades A* to C have improved and in 2011/12 were above national average, but outcomes for functional skills were below average. Learners successfully develop skills relevant to their vocational courses and everyday life. Most make good progress against their starting points, which are often low.
- Teachers provide learners, many of whom come from areas of significant deprivation, with individual support and interesting learning activities to develop their numeracy skills. This is especially true for learners with low prior attainment.
- Well-planned activities and written materials help learners overcome barriers to learning and develop basic numeracy skills. In one lesson, entry level learners on the transition to employment programme accurately used numeracy vocabulary relating to two- and three-dimensional shapes, and related time calculations to their everyday applications. English for speakers of other languages (ESOL) learners receive good language support in order to develop the vocabulary necessary to understand numeracy problems and apply the calculation skills that they have learned.
- Most subject teachers in vocational programmes put numeracy activities in appropriate contexts; the learners gain in confidence and see the relevance of their learning to their employment prospects. For example, hairdressing and beauty therapy learners successfully used basic arithmetical operations and the calculation of percentages when completing a stock-taking exercise. In early years, the learners applied size and scale in the design of a children's puppet theatre.
- However, in discrete functional mathematics lessons, where the learners come from different subject areas, teachers do not put the activities in everyday or commercial contexts. The learners do not readily understand the links between numeracy and their courses.
- Although most teachers successfully plan learning to meet the individual needs of the learners, their plans do not always meet the needs of the more able learners. Extension activities usually consist of more examples of the same calculations, thus consolidating learning but not extending it. As a result, a minority of learners lose interest and distract others.
- Most teachers present explanations clearly, and make good use of directed questions to check and develop learners' understanding of arithmetical operations. In the most successful lessons, they link activities together so that learners clearly see the way in which understanding of basic skills can lead on to more sophisticated calculations and relevant commercial skills.
- Learners collaborate well in small groups to consolidate their learning and to recognise and record the progress they are making. Teachers prepare learners well for examinations by providing good feedback, practical advice on examination requirements and opportunities to practise under test conditions.
- Assessment is good. Teachers mark learners' work regularly and provide helpful written feedback. Learners know what they have achieved and what they need to do to improve. Both learners and teachers use the college electronic tracking system to record progress and set targets. In class, regular verbal feedback motivates learners and encourages them to aspire to higher standards.

- Teachers use a good variety of learning materials to support learners to develop their numeracy skills. The VLE contains a useful range of numeracy-related learning materials and teachers actively encourage learners to become more confident using the on-line resources.
- An atmosphere of mutual respect and learning is evident in lessons. Learners value the positive, respectful ethos and feel supported to overcome barriers to the acquisition of mathematical skills. Although teachers put numeracy in relevant contexts, they do not always promote wider issues of equality and diversity in their lesson plans.

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| <p>Business, administration and law</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p> <p>Apprenticeships</p> | <p>Good</p> |
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- Teaching, learning and assessment are good, which is reflected in good outcomes for learners on classroom-based courses. In 2011/12, outcomes for apprentices were below national averages, but apprentices are now making good progress towards completing their programmes.
- Learners are motivated and enthused by the new business enterprise curriculum. Teachers successfully encourage them to aim high. External speakers and master classes given by successful entrepreneurs, together with their own involvement in community projects, help the learners develop good personal and employability skills.
- Well-qualified staff plan learning activities skilfully to meet the differing needs of learners, using their own wide commercial experience to enliven teaching. Learners make good progress in developing information technology skills in business and accounting. They work at their own pace and get good individual support from their teachers. Executive administration learners develop relevant organisational skills through organising meetings, minute taking and community projects.
- Poor attendance impedes learning in a minority of lessons, particularly in team-based activities, which rely on learners fulfilling allocated roles and working together to complete assignments on time. In a small minority of lessons the activities were dull and did not meet the needs of all learners.
- The business enterprise accommodation and resources provide a modern and realistic environment for learning, with good access to computers. Learners use the college virtual learning environment and recommended websites extensively for independent learning. Apprentices are increasingly using sophisticated electronic portfolios which provide good access to their work and progress records.
- Learners are prepared well for their studies through effective induction and initial assessment. They receive good individual and group support for a range of identified needs, including numeracy and literacy from well-qualified specialist staff. In addition, teachers give good pastoral support which helps learners to complete their courses and to progress on to further training or employment. Teachers match apprentices carefully to employers, who are involved in the training processes from the start.
- Assessment and verification practices are sound. Staff use a wide variety of assessment methods, including probing questioning, peer-assessment and video and digital recording to capture learners' achievements. However, work-based learning assessments do not always completely record the achievements of apprentices.
- Teachers give helpful verbal and written feedback to learners on classwork and written assignments. Learners are clear about the progress they are making towards their qualifications, and have good access to the formative and summative electronic tracking of their progress.

- The quality of target setting varies across programmes and is not always effective. Learners set their own short-term targets, but these are not always specific or challenging enough. Targets set in tutorials are not always specific enough, as the course tutors do not always have the most recent assignment grades or assessment data from subject teachers.
- Learners apply what they have learned in English and mathematics well in their vocational studies and in the workplace. They use business terminology effectively, and competently analyse data. Management apprentices write persuasive reports suggesting changes to workplace procedures, often including relevant costings for their ideas.
- Equality and diversity are promoted well in teaching and learning. Accounting teachers often start lessons with discussion of current affairs to highlight changes in the law affecting welfare benefits, employment practices, and morals and ethics in accounting. Through a community project, administration learners successfully investigated healthy eating for children in a nursery, by taking account issues such as socio-economic background, ethnicity, culture and allergies.

The effectiveness of leadership and management

Outstanding

- Highly effective and inclusive leadership puts learners first in the priorities and management of the college. Leaders and managers relentlessly and successfully promote a vision and strategies, fully supported by staff, to improve the prosperity and well-being of the college's local communities. They have an excellent understanding of the very difficult local social and economic environment in which their learners live and of the impact this may have upon their aspirations, progress and achievements.
- Outstanding leadership and management, with absolute clarity of what needs to be done, have significantly improved the quality of the college's provision since the previous inspection. Teaching, learning and assessment and outcomes for learners are now good. At the same time, the college has achieved considerable improvements to the range and quality of accommodation and resources for learning, including new facilities for hairdressing and beauty and for enterprise.
- Essential to the college's success in raising learners' aspirations and capacity is its outstanding engagement with external stakeholders. Employers, universities, local authorities, local and national government agencies, charities and voluntary sector agencies speak very positively about the college's local, regional and national impact. The Principal leads a variety of key local employment and skills committees and the college is an active member of the Thanet Business Forum. The college works closely with local schools, but especially closely and productively with those for pupils with particular needs.
- The college makes excellent use of the views of its learners, which it actively invites, in improving the quality of its provision to them.
- Governance of the college is strong. Governors have played a significant part in reviewing and reshaping the college's mission and work well with the Principal and senior managers to implement change, pursue campus developments and overview quality. They are knowledgeable about the college, its work and its communities and are fully equipped to support and challenge college managers.
- Management of the curriculum is good, especially in improving the quality of teaching and learning. Curriculum managers are very well supported and encouraged by senior managers, within a clear management and performance framework. The development opportunities for managers and potential leaders are excellent, and senior managers have not shirked their responsibilities to deal with less effective teachers and managers. A few programme areas, all accurately identified by the college, are subject to rapid improvement action plans or other improvement strategies. The management of apprenticeships requires improvement.
- Since the previous inspection, the college has skilfully reviewed and revised its curriculum to better meet the needs of students, especially through skills for employment, relevant to the local area. The themes of employability and entrepreneurship are actively pursued and reinforced

through the excellent links with employers. Teachers and managers continue to promote inclusion through the curriculum and of particular note is the provision for learners with learning difficulties and/or disabilities and the large percentage of looked-after learners who successfully attend the college.

- Comprehensive and rigorous quality assurance drives up performance. The quality improvement strategy is supported by an annual cycle and framework, including the central role of the Principal and senior managers in the systematic review of performance. Staff and managers are well aware of their responsibilities for quality assurance and improvement. A well conceived suite of key college performance indicators facilitate the work of managers and governors.
- Self-assessment of the college's strengths and weaknesses, and improvement planning, are robust. Within curriculum areas, staff constantly use self-assessment analysis to help them improve. They are well supported by accurate management information and make good use of the views of learners. In a few programme areas, self-assessment and improvement planning is less well developed.
- Teaching and learning are improved through the college's reliable developmental observation process, which is fully supported by teachers.
- Very thorough arrangements for the safeguarding of students are rigorously implemented. The proactive role of governors, managers and all staff is evident. Particular and successful attention has been paid to the assessment of risk, identified as an area for improvement at the previous inspection. The college exceeds legal and government requirements in its arrangements, with a clearly stated priority to do what is necessary to safeguard all learners.
- Equality and diversity, central to the college's work, are managed and promoted very well. Active implementation of up-to-date policies and procedures ensures that the college meets its obligations. Good analysis of learners' outcomes data, with actions taken, has significantly tackled any gaps in achievement between particular groups and their peers. Equality and diversity are also very successfully promoted through the college's extensive profile within the local communities, through its offer of a wide range of courses and through its partnerships.

Record of Main Findings (RMF)

East Kent College

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| Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate | Overall | 14-16 Learning programmes | 16-18 Learning programmes | 19+ Learning programmes | Apprenticeships |
| | Overall effectiveness | 2 | 2 | 2 | 2 |
| Outcomes for learners | 2 | 2 | 2 | 2 | 3 |
| The quality of teaching, learning and assessment | 2 | 2 | 2 | 2 | 3 |
| The effectiveness of leadership and management | 1 | 1 | 1 | 1 | 3 |

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
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| Information and communication technology | 2 |
| Hospitality and catering | 2 |
| Foundation English | 2 |
| Foundation mathematics | 2 |
| Business, administration and law | 2 |

Provider details

| East Kent College | |
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| Type of provider | General further education college |
| Age range of learners | 16-18 and 19+ |
| Approximate number of learners all learners over the previous full contract year (2011/12) | Full-time:1,572 |
| | Part-time: 2,294 |
| Principal/CEO | Graham Razey |
| Date of previous inspection | October 2010 |
| Website address | www.eastkent.ac.uk |

| Provider information at the time of the inspection (2012/13) | | | | | | | | |
|---|--|-----|----------|-----|---------|-----|-------------------|-----|
| Main course or learning programme level | Level 1 or below | | Level 2 | | Level 3 | | Level 4 and above | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ |
| Total number of learners (excluding sub-contractor & apprenticeships) | | | | | | | | |
| Full-time | 159 | 38 | 530 | 143 | 458 | 189 | 2 | 4 |
| Part-time | 25 | 244 | 53 | 269 | 7 | 67 | 0 | 45 |
| Total number of sub-contractor learners (excluding apprenticeships) | | | | | | | | |
| Full-time | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 |
| Part-time | 1 | 75 | 7 | 228 | 0 | 18 | 0 | 1 |
| Number of apprentices by Apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | | |
| | 45 | 34 | 15 | 79 | 0 | 1 | | |
| Number of learners aged 14-16 | 88 | | | | | | | |
| Number of community learners | n/a | | | | | | | |
| Number of employability learners | 98 | | | | | | | |
| Funding received from | Education Funding Agency and Skills Funding Agency | | | | | | | |

At the time of inspection the provider contracts with the following main subcontractors:

- East Kent ITEC
- Canterbury Christchurch University
- ASTS
- Creative Process
- Aspire Pipeline
- Free 2 Learn
- JTJ

Additional socio-economic information

East Kent College is a medium-sized general further education college situated in Broadstairs on the Isle of Thanet. The college provides vocational courses and training for learners in 13 of the 15 subject areas. The college has a main campus in Broadstairs and a small number of other centres in the surrounding area. Currently, the college has around 3,800 learners, many of whom are adults on part-time courses. Most learners are on foundation and intermediate programmes and the college offers a small number of apprenticeships in two subject areas. The Isle of Thanet has areas of social deprivation and rural isolation. One ward, in nearby Margate, is the most deprived ward in England. Unemployment rates are relatively high. The college provides courses for young people not in education, employment or training and unemployed adults. In addition, the college also provides workplace learning for adults and education and training opportunities for the high proportion of young people in the care of local authorities who live on the island. GCSE attainment in local schools is modest and many learners come to the college with low prior attainment. Around 4% of the learners are from minority ethnic backgrounds; this proportion is slightly higher than that in the local population.

Information about this inspection

Lead inspector

Alex Falconer HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the deputy principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

| Grade | Judgement |
|---------|----------------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate |

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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