

# Kingston College

General further education college

## Inspection dates

7–10 June 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Good
Adult learning programmes	Good
Apprenticeships	Good
Provision for learners with high needs	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is a good provider

- Since the previous inspection, the proportion of learners who successfully gain their qualifications has remained high; the majority of apprentices achieve their qualifications in the planned timescale.
- Teaching and learning are well supported by good resources.
- Learners achieve high standards in their lessons, including in their practical work.
- Teachers and all other staff provide highly beneficial and well-focused support for learners.
- A high proportion of learners on level 3 programmes go on to higher education.
- The college has a positive and inclusive culture and staff promote British values well.
- Staff foster positive attitudes to learning. Learners' behaviour is good and they feel safe and are respectful to their peers and college staff.
- Learners gain good skills to prepare them for employment and are successful in getting jobs.

### It is not yet an outstanding provider

- Teachers do not set learners sufficiently precise targets and do not review them frequently enough to help learners improve.
- Learners' attendance is not yet consistently good.
- The proportion of learners who achieve a grade C or above in GCSEs in English and mathematics is too low.
- Provision for learners for whom the college receives high-needs funding requires improvement.
- Too few AS- and A-level learners achieve their qualifications and not enough learners on level 3 study programmes make good enough progress.

## Full report

### Information about the provider

- Kingston College is a large, general further education college with five sites, situated in the Royal Borough of Kingston upon Thames, in Greater London. In April 2012, the college entered into a federation with Carshalton College, but each college retains its own governing body. Learners come from a wide area of south and west London.
- Kingston is relatively affluent, but many learners travel from much less affluent areas further afield. The population of Kingston is multi-ethnic, with an estimated 20% of the population from minority ethnic groups, although the college has around 50% of learners from minority ethnic communities. The local educational environment is competitive, with sixth forms in all local secondary schools, grammar schools and independent provision. The proportion of pupils attaining at least five GCSE subjects at grades A\* to C in local schools, including in English and mathematics, is well above the national average.

### What does the provider need to do to improve further?

- Increase the proportion of learners on level 3 study programmes who achieve or exceed the grades expected of them relative to their prior attainment by ensuring that they have precise targets which teachers review frequently so they know how to improve.
- Improve learners' attendance at lessons so that it is good in all curriculum areas, including English and mathematics, through the rigorous and consistent implementation of the college's existing strategies.
- Improve the proportion of learners who achieve a grade C or above in GCSE qualifications in English and mathematics and who pass AS- and A-level courses by maintaining a focus on improving teaching and learning in these subjects.
- Improve the quality of provision for learners for whom the college receives high-needs funding by improving the partnership working with local authorities and the quality of education, health and care plans to ensure a smooth transition of new learners to the college, and provide better guidance to learners about their next steps on completion of their programme.

## Inspection judgements

### Effectiveness of leadership and management is good

- The principal, governors, senior leaders and managers have successfully maintained the high standards found at the previous inspection. Teaching, learning and assessment remain good. The achievement of most learners and apprentices continues to improve, although the achievement of high grades is not yet good enough. Leaders and managers have actioned successfully most recommendations from the previous inspection.
- Partnership working is good. Strong partnerships across the borough and beyond enable managers to understand and respond appropriately to the longer term requirements of Kingston residents. For example, establishing a local free school in partnership with Kingston Borough and Kingston University is helping to meet the increased need for secondary school places. Managers work closely with Jobcentre Plus to help long-term unemployed adults into sustainable work.
- Governors and leaders work hard to ensure that the college remains at the centre of local community events. Learners are encouraged, and helped, to participate in a broad range of local events, such as the local carnival and the 'All Nations' fashion show. Such activities help develop learners' self-confidence and understanding of how to live and work in diverse communities.
- Leaders and managers have a good understanding of the strengths and weaknesses of the provision. They meet frequently with staff to monitor ongoing improvements against agreed action plans and intervene swiftly should improvements not be fully effective. Managers use data very well to review the ongoing improvement of individual learners and courses. Their analysis indicates that there are no particularly significant gaps in the achievement of different groups of learners. They have correctly identified the need to raise achievement rates in AS- and A levels, and the progress that learners make on level 3 study programmes which, while getting better, is not yet good enough.
- Leaders' own self-assessment of performance is accurate and the resulting improvement planning is largely effective. Managers and staff take good account of the comments of learners when reviewing the quality of learning. They use small focus groups well to understand more closely the concerns of learners and act appropriately to bring about agreed resolutions.
- Not enough learners, as yet, achieve good GCSE standards in English and mathematics. Leaders and managers have set a clear strategic priority to improve the English and mathematical skills of learners. Many more learners now achieve a better standard of functional English and mathematics as a result of their studies, but overall achievement of GCSE high grades is not yet good.
- Teaching, learning and assessment remain good overall, and have improved since the previous inspection; for example, teachers now promote equality and diversity effectively in lessons. Managers have further strengthened their wide-ranging measures to judge accurately the quality of learning. Effective staff training and targeted help have ensured that most teachers improve their professional practice. Managers deal effectively with a small minority of teachers who underperform.
- Leaders and managers ensure that most learners and apprentices receive good and impartial careers advice. Learners applying for university receive detailed guidance that enables them to apply for the most appropriate course to meet their future career aspirations. Most learners in receipt of high-needs funding do not receive the specialist careers advice which is an expected element of their courses.
- Leaders and managers monitor carefully learners' next steps into learning and employment. They use the information well to further refine the curriculum offered. For example, subjects studied on access to midwifery courses have been amended to meet the specific entry requirements of learners' university choices. Leaders and managers recognise that more work is required to develop higher level apprenticeship programmes and provision in retail and service industries such as tourism to meet the developing skills requirements of local employers.
- **The governance of the provider**
  - Governors are fully apprised of the strengths and areas for improvement for the college. Their challenges to senior leaders have ensured, for example, that the college has returned to a strong financial position. As a result, learners now benefit from enhanced learning facilities, including the recently completed Creative Industries Centre and the community arts café.
  - Governors have a good understanding of the needs of the local communities served by the college and they work well with senior managers to ensure that its mission and strategy are matched to meeting learners' needs.
  - Governors are well qualified and experienced to fulfil their role, including being suitably trained in their role to safeguard learners and to meet their obligations under the 'Prevent' duty.

- Governors monitor frequently the actions taken by managers to safeguard learners, and have a good understanding of the impact of actions taken.

■ **The arrangements for safeguarding are effective**

- Senior managers have ensured that a comprehensive range of strategies, interventions and referrals is in place to enable all learners, including the most vulnerable, to be safe. Within the close-knit and diverse college community, learners know whom to refer their concerns to and have confidence that they will be helped in a discrete and respectful manner.
- Thorough systems are in place to recruit staff safely, and a comprehensive record is kept of relevant details. Senior managers provide high-quality training to ensure that staff are able to recognise and deal with a wide range of learner support needs appropriately.
- Leaders and managers have a very comprehensive understanding of their responsibilities under the 'Prevent' duty. They act swiftly to safeguard learners potentially at risk of being radicalised or exposed to violent extremism.
- Learners and apprentices use health and safety measures appropriately. Managers' risk assessment and monitoring of workplace arrangements are insufficiently detailed and need further strengthening to be good.

## Quality of teaching, learning and assessment is good

- Learners and apprentices benefit from good teaching, learning and assessment, reflected in their good overall achievement. Teachers have high expectations of, and set demanding targets for, their learners.
- Teachers and assessors are well qualified. They use their subject expertise very effectively to provide well-planned lessons and practical activities, motivating learners, who work hard towards high grades and professional standards. Teachers' instructional techniques, particularly in vocational areas, are good, enabling learners to apply newly acquired knowledge and practical skills to a high standard. This contributes very positively to learners' self-confidence, resilience and good progress.
- Learners benefit from frequent individual meetings with their teachers and personal tutors. They greatly value this aspect of personal and academic support in discussing their learning, and progress towards agreed career goals. Learners also speak highly of the support from teachers and other staff on personal and welfare issues. This enables them to remain in college and to succeed in spite of periods of illness or other difficulties. Additional learning support for learners with high needs and for those with moderate learning disabilities is good.
- Much improved target-setting and tracking, recently developed by managers, allow teachers and personal tutors to monitor closely and identify quickly when the performance of individual learners is below expected levels. This enables speedy intervention to help them get back on track.
- Learners, particularly on study programmes, gain good insights into the world of work. Most learners with high needs benefit from opportunities to practise their employability skills through high-quality work experience or work-related activities, although a very small proportion have to wait too long for a suitable supported placement.
- The development of learners' and apprentices' English, mathematical and functional skills is improving and the majority make reasonable progress. Across the college, academic and vocational teachers work well and collaboratively with well-qualified specialist English and mathematics teachers to improve learners' skills and vocabulary.
- The large majority of teaching is well planned. Teachers frequently use well the results of the assessment of learners' skills when they start, analysis of their preferred learning styles, and the outcomes of screening for additional support needs to ensure better planning and outcomes in lessons.
- Teachers often use questions effectively to check learners' knowledge and understanding and use follow-up questions to extend learning. In the best teaching, teachers' questions and oral feedback are directed carefully, and planned so that learners of all abilities are consistently helped to progress. For example, in an advanced-level music technology lesson, the teacher skilfully utilised learners' verbal responses to ensure that they had a precise and secure level of technical knowledge required to use sequencing and sampling techniques successfully to produce a digital piece of music.
- Assessment is accurate and mostly timely. Teachers and trainers use an appropriate range of assessment strategies well and mark learners' work carefully to ensure assessment criteria and awarding organisation standards are fully met. On academic courses, learners' writing is often evaluative, concise and analytical.

- Resources to support learning are good. In many subject areas, specialist vocational resources often closely replicate those found within the workplace, providing learners with good opportunities to develop their skills. For example, learners aspiring to become cabin crew undertake part of their training in the fuselage of an aircraft cabin. Resources at the newly built Creative Industries Centre provide a high-quality learning environment for aspiring musicians, artists and designers to work collaboratively and further develop their creative skills.
- Learners often make good use of the abundant resources on the college's virtual learning environment (VLE) while at college to revise for assessments, catch up on any missed work, and to monitor their progress. A small minority of staff have not made full use of the VLE to maximise learning and assessment opportunities, and learners' use of the VLE to reinforce their learning outside lessons is underdeveloped.
- Teachers use interactive whiteboards and other multimedia effectively in lessons, with well-produced materials that usually match learners' needs well.
- In a small minority of lessons, teachers fail to use sufficiently the information in class profiles to best plan learning to meet individual needs. In these cases, learners generally complete identical tasks at the same pace without an opportunity for the most able learners to undertake more complex and challenging work, tailored for them.
- Teachers' verbal feedback to learners is generally personalised, helpful and developmental. A small number of teachers do not routinely check or comment on the standards of learners' written work in lessons to help extend their skills, and in a few instances teachers do not routinely correct grammatical errors in learners' assignments.

## Personal development, behaviour and welfare

is good

- Learners across all provision types have positive attitudes to learning and take pride in their work. Managers and teachers foster a positive learning environment and offer very good support to learners from diverse backgrounds, including many young people who failed to achieve in school. The college caters well for learners with additional learning needs and disabilities. Learners' behaviour is good.
- Staff use a wide range of activities to prepare learners well for their next steps. Strong relationships with local employers enable them to develop very good employability skills, resulting in good progression to employment. The majority of learners on 16 to 19 study programmes have external work placements. Where appropriate work placements are not yet available, community projects, external competitions and visits support learners to develop strong employability skills.
- Learners and apprentices understand the importance of improving their English and mathematical skills in vocational subjects. Vocational and academic teachers work hard to contextualise English and mathematics and make them meaningful and relevant to learners.
- Learners achieve well on vocational qualifications and a significant minority of them achieve additional qualifications to improve their employability. Standards of work are good and teachers use commercial deadlines well to support progress into employment. For example, in hair and beauty, clients speak highly of the professional skills of their therapists, and in motor vehicle studies, learners are given specific timescales to complete commercial tasks.
- Careers education is very good. Staff support learners well to make realistic choices about their next steps and learners are well informed about relevant career opportunities. Activities focused on careers and links with local and high-profile businesses ensure that learners are confident in the choices that they make. Specialist careers advice for learners with high needs is not sufficiently specific to their needs.
- Staff provide high-quality events to promote learners' understanding of the 'Prevent' duty, radicalisation and extremism. However, a minority of learners do not attend these; in particular part-time learners and apprentices who do not fully develop their understanding of how radicalisation and extremism relate to them and their lives.
- Managers and staff place a high priority on keeping learners safe. Learners, including those with additional learning needs and apprentices, demonstrate a good understanding of how to keep themselves safe. They feel safe in college and in the workplace and know how to report issues that concern them. They are confident that staff will deal with any issues swiftly. Staff promote health and fitness well and support learners in preparing for life and employment. For example, hairdressing learners take part in Pilates sessions and as a result, improve their posture while working.

- Learners have a very good understanding of fundamental British values and are able to provide examples of how teachers promote these in everyday college life. Learners are respectful of each other's views and opinions.
- As a result of robust interventions by managers and staff, the overall attendance of learners has improved significantly, although it is not yet good for all. Attendance rates in English and mathematics lessons remain too low. Punctuality of the large majority of learners is good.

## Outcomes for learners

are good

- Since the previous inspection, the proportion of learners completing their courses successfully has improved. The large majority of learners attain their qualifications and increasingly make good progress on their courses.
- Learners aged 16 to 18, who make up around three quarters of learners at the college, perform better than those at similar providers. The proportion of adults who successfully complete their qualifications is around the rate for similar providers. At level 3, learners on the many vocational study programmes achieve well, while for the small number of learners on AS- and A-level programmes achievement rates are too low.
- The proportion of apprentices who successfully achieve their qualifications is high, both in terms of overall completion of their apprenticeship frameworks and completing their training within agreed timescales. Engineering apprentices, constituting the large majority of apprentices, have excellent outcomes.
- The progress made by the 30 learners with high needs is good and the achievement of the 45 who are looked after and care leavers is high. Managers have a very clear and accurate view of the key areas where learners underperform and continue to work well to address these. For example, A-level learners do not achieve well enough, but based upon the college's much improved assessment regime this year, indications of significant improvement are strong, such as the increasing proportion of A-level learners who are achieving high grades.
- Learners' progression to further studies, both within the college and to other education and training, is good, as is their success in gaining employment. Progression to higher education is good, both for A-level and vocational learners, with a high proportion going to prestigious universities. Learners on access to higher education courses make particularly good progress to their chosen universities. The college has very good data on the progression of its learners to employment, which shows that many take up relevant employment.
- Managers' actions to increase the proportion of learners on level 3 study programmes who achieve or exceed the grades expected of them based on their prior attainment are beginning to bring about improvements. Historically, not enough learners have made the progress expected of them; however, in the current year, more learners are making good progress.
- Learners' achievement of functional skills qualifications in English and mathematics is good for adults and learners on study programmes. In GCSEs in these subjects, although around half the learners improve by at least one grade relative to their previous attainment, too few achieve a grade C or above.

## Types of provision

### 16 to 19 study programmes

are good

- Leaders, teachers and staff have high expectations of their learners. Managers' use of data to support judgements about learners' progress and teachers' effectiveness is good. Teachers are ambitious for their learners and work hard in their interests.
- The college places a high priority on the development of learners' essential skills and the achievement of qualifications that will promote their progression. The central importance of mathematics and English, and the crucial role of work-related learning in securing the futures of young people are keenly felt at the college and learners benefit from a singular focus on these aspects of their development.
- Teachers evaluate learners' progress well through regular assessment and setting of homework, and as a result, the large majority of learners make good progress in developing the skills and knowledge of their subject. In beauty therapy, learners can describe to clients the features and benefits of the treatments they carry out, and in travel and tourism, learners effectively debate the pros and cons of the EU referendum and its potential impact on the tourism industry.

- Standards of learners' work are good. Many learners use their work experience and participation in local and national events such as the International Youth Arts Festival to gain inspiration and further develop their work. In many subjects, including advanced courses in English language and literature, media and photography, learners have developed good levels of skill as a result of precise, subject-based feedback on their work.
- The checking of learners' work is effective in identifying the subject-based improvements that are necessary, but it sometimes does not enable learners to correct the errors in spelling and grammar that detract from the good content of their written work. Teachers and staff develop learners' personal, social and employability skills well. For example, sports, travel and tourism and public services learners are developing their skills in public speaking. Learners on advanced courses make careful notes in lessons and mathematics learners work well together to solve challenging problems.
- Measures to ensure learners' safety are effective, and learners' understanding of aspects of equality and diversity and British values is good. For example, in a lesson in English for speakers of other languages (ESOL), aspects of British culture were compared with those in learners' countries of origin, enabling learners to extend their understanding of cultural differences. Tutors and teachers create and take up opportunities to discuss aspects of life in modern Britain and as a consequence, learners and teachers work well together in an atmosphere of mutual tolerance and understanding.
- Teachers and staff place a high priority on learners' progression and as a consequence the vast majority of learners know what they want to do next, either at work or in education or training. Teachers and other staff provide good advice that helps learners to progress most speedily to their intended destinations.
- Although teachers and staff record learners' starting points, and make good use of them in lesson planning, the achievement of high grades by the regular setting and monitoring of precise targets for improvement is not sufficient. On the college's electronic tracking system, not all learners have current targets, and where targets are set regularly, they are not always reviewed. As a result, some learners consistently miss deadlines or do not achieve to their potential.
- Despite the college's priority on promoting high attendance, a small minority of learners do not always prioritise their learning, and their poor attendance limits their achievement.

## Adult learning programmes

## are good

- Just over 1,300 adult learners are enrolled, with approximately half on courses specifically for adults, including ESOL, access to higher education, art and design, hair and beauty, engineering, and computing. The other half attends 16–19 study programmes.
- Leaders, managers and teachers have high expectations of adult learners and enable them to develop the skills needed for employment or further study. Learners often progress well in their studies and many attain their learning goals. A high proportion of learners on level 3 courses progress to higher education, with a significant number gaining places at Russell Group universities.
- Teachers are well qualified and have good subject knowledge. They skilfully share their knowledge and enthusiasm with learners, use questioning well to check learning and provide good verbal feedback to help learners improve. In a high proportion of lessons, teachers prepare well and use a good variety of appropriate activities to develop learners' skills, and learners participate well. In a small minority of the specifically adult provision, teachers sometimes focus insufficiently on the most able learners and do not always systematically provide detailed written feedback or guidance to enable them to be clear about how they can improve.
- Teachers and tutors provide learners with good personal and academic support. They support learners well in both group and in individual sessions to help them complete work to high standards, including the preparation of portfolios for access to higher education learners. Teachers encourage learners to support each other well. As a result, they work collaboratively and develop good levels of confidence and practical skills.
- Learners are comfortable in asking their teachers for help and they present confidently to their peers. For example, in a GCSE mathematics lesson, when learners were investigating different methods of calculating indices, learners challenged the methods the teacher proposed and introduced their own ideas to the whole group.
- Teachers ensure that in many lessons, the embedding of English language skills development is effective, and often at a level higher than would be expected for the programme level.
- Teachers cover themes of equality and diversity well in lessons. Male and female learners from a variety of backgrounds and ethnic groups work well and collaboratively together to support one another. Teachers prepare good materials and assignment briefs that are free from cultural and gender bias.

- Managers and teachers ensure that learners' awareness of safeguarding and safe working practices is good. However, for a minority of courses, especially those specifically designed for adults, teachers are not sufficiently proficient in helping learners to fully understand the 'Prevent' duty or British values.
- Teachers' setting of targets for learners' improvement and their monitoring of progress towards them are not consistently good across all courses. In the better practice, effective targets are set in negotiation between the learner and the teacher, and monitored at key points in the year, as on access to science courses, for example. In weaker practice, targets are not sufficiently specific or time-bound and learners do not fully understand why the targets are set.
- Managers and teachers are improving learners' attendance, but there is still too much variation in the levels of attendance, both by individual learners and between courses.

## **Apprenticeships**

## **are good**

- The college has 322 apprentices in engineering, hair and beauty, business administration, and legal studies at level 2 and level 3. The large majority are in engineering and their achievement is high. Recent management actions are improving the quality of provision in the very much smaller areas of hair and beauty, business administration, and legal studies, although this is not yet good.
- Most apprentices complete their apprenticeship framework within the required timescale and in some cases finish early, providing them with additional opportunities to develop higher level practical skills in readiness for their next level of learning.
- Liaison between the college and employers is very effective and ensures that most learners make good progress. Employers' workplace assessment is good, with strong employer involvement and engagement to support and guide apprentices in the workplace. The great majority of employers have in place a workplace mentor who provides additional practical support for the apprentice. As a result, apprentices receive additional practical, pastoral support and good advice and guidance.
- Teachers' and assessors' use of questioning is good and helps them to check and extend learners' knowledge and understanding. For example, skilful questioning of an apprentice undertaking a complicated practical motor vehicle activity provided evidence that the apprentice was able to identify and solve a problem with a specialist fuel pump.
- Apprentices demonstrate confident independent learning and development of their skills. This is particularly evident in practical sessions. Apprentices demonstrate a strong positive attitude to learning and are able to articulate well plans for their next steps and their career aspirations. Apprentices know how to keep themselves safe and they adopt safe working practices.
- Managers and employers have high expectations of apprentices and monitor their progress effectively. This ensures that managers have a good understanding of the progress that apprentices make over time.
- Learners' development of English and mathematics is good. In the majority of sessions, English and mathematics are embedded well into teaching, and in engineering further mathematics is offered as an additional module to level 3 apprentices. In hairdressing, level 2 apprentices are working on the development of their English and mathematics in readiness for a level 3 qualification. As a result, apprentices' English and mathematical skills are developed well throughout their training and they gain additional qualifications to help them contribute more effectively to their employers' business.
- Learners benefit from well-resourced and industry-standard equipment in motor vehicle, engineering and in hairdressing, which provides apprentices with a highly professional working environment. In practical sessions, employer-based instructors are an integral part of the teaching and support the apprentices' learning experience well.
- Managers recognise that courses do not meet all of the skills needs of local employers. The development of new provision has been planned to address this. For example, science and computing managers are working with local hospitals with a view to offering a laboratory technician apprenticeship programme in 2016/17.
- Teachers do not always plan their teaching to take full account of different levels of apprentices' skills and knowledge and understanding. In a small minority of classroom sessions, learning is too slow and teaching is less effective because of teachers' planned lesson structure and task activities.
- Attendance in the large majority of apprenticeship provision is good; however, there is evidence of poor attendance in a small minority of sessions.
- Good practice from within the high-performing engineering department is not shared across the other apprenticeship areas.



- The college provides education and training for 30 learners with designated high needs funding from 11 local authorities. Twenty-six of these are integrated within vocational courses across the college and four receive supported learning on discrete specialist courses. An additional 21 supported learning learners attend specialist discrete provision at Drapers Court, which is a short distance from the main college.
- A new manager has made rapid improvements to the provision over the last six months, but some key areas of work still require improvement. Plans include a streamlined management structure for learning mentors and further integration of learners across the college.
- Staff provide well for a wide range of learners' needs. The curriculum in the discrete provision is suitably varied and makes good use of the college's dance studio and gym. Learning programmes are individually tailored and suitably challenge learners. Learners enjoy their courses, including work on the allotment, and look forward to the work opportunities, for which they are well prepared.
- Teachers are caring, well experienced and skilled. They are passionate about their subjects and provide stimulating lessons. Learners are inspired to research, design and create good work, particularly in dance and drama where they are dancing and acting in 'Grease – The Musical'. Learners improve their coordination and work well together.
- Most teaching is of good quality. Staff question learners skilfully to test their learning and extend learners' understanding. They provide good-quality verbal feedback so that learners know what to do to improve. Learners enjoy college, develop confidence and improve their communication and independent living skills well.
- Staff make good use of specialist assessments from learners' prior education to help with initial overall assessments of what they need to do to improve. Goals set within learners' education, health and care plans are used to ensure that they are on the right course and that additional learning is appropriate to help them achieve their potential.
- Teachers provide a good level of additional learning support to meet learners' needs. However, while verbal communication between staff is good, their written records are unclear as to what specific contribution support staff make in helping learners achieve their goals.
- The majority of learners make appropriate progress in English and mathematics, but too few make better than expected progress with their communication and the development of life skills. Teachers hold progress reviews regularly, and often, new targets are clearly set. However, targets are not always specific or time related and progress is not systematically recorded by all teachers. As a result, a few learners are unclear about their targets or what progress they are making.
- All learners on the discrete courses have good work-placement opportunities, either at the college's community-based City Café or in the college's on-site laundry. Staff arrange a good selection of external visits and past learners visit college to inspire current learners. A significant minority of learners on vocational courses have work placements relevant to their studies.
- Although the external work experience is often well managed, in a few cases risk assessments of learners' planned activities are insufficiently detailed. Learners feel safe, know how to keep themselves safe and whom to contact if they have any concerns.
- Too few learners have the required specialist impartial careers advice. Staff promote work opportunities well and tutorials provide good opportunities to make plans for next steps, but only a few learners have plans developed with specialist careers advice staff. The majority of learners know their plans for their next steps and several are planning to take up opportunities for supported internships in September.
- Managers' and teachers' partnership working with the significant number of different local authorities that are funding learners requires improvement. Protocols are being developed to improve coordination, but are not fully embedded. For example, education, health and care plans are not comprehensive and information about a few new learners is not available to help plan their smooth transition into college.
- Although learners are represented on the learner council, not all learners are aware of this and a minority of learners within the discrete provision feel that their voices are not fully heard or responded to.

## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	4,000
<b>Principal</b>	Peter Mayhew-Smith
<b>Website address</b>	<a href="http://www.kingston-college.ac.uk">www.kingston-college.ac.uk</a>

## Provider information at the time of the inspection

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 apprenticeships)	120	203	710	171	1821	528	0	40
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	98	63	63	98	0	0		
Funding received from	Education Funding Agency Skills Funding Agency							

## Information about this inspection

### Inspection team

David Martin, lead inspector	Her Majesty's Inspector
Julie Steele	Her Majesty's Inspector
Victor Reid	Her Majesty's Inspector
Lynda Brown	Ofsted Inspector
Philip Elliott	Ofsted Inspector
Penny Mathers	Ofsted Inspector
Kenneth O'Connell	Ofsted Inspector
Teresa Williams	Ofsted Inspector

The above team was assisted by the vice-principal – head of college, as nominee. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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