

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: West Kent College  
Date of visit: 5 December 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

### Achievement and standards

Strategies to improve success rates (based on 2005/06 data where available).

- Provisional success rates for learners aged between 16 to 18 years of age on long courses in 2005/06 are the same as in the previous year. 65% of learners who started gained the qualification, which is the same as the national average for similar colleges. Provisional success rates for adult learners have fallen by 4% to 54%, 7% below the national average. Overall and timely success rates for work-based learners improved in 2005/06 from a low base. The average attendance rate in 2005/06 was 84%, above the average for similar colleges.
- The college has identified courses with low success rates and strategies are in place to improve them. The primary focus is on adult provision which is being rationalised, based on learners' needs and their success in achieving the qualification. A number of information technology (IT) centres were closed in July 2006.

### Quality of education and training

The impact of staff development on the quality of teaching and learning.

- Staff are provided with a comprehensive programme to support their professional development. Needs are identified through appraisals, lesson observations and through effective use of the outcomes from the recent inspection. Whole college training is programmed to address issues that have been identified as 'common' across the college. Bespoke training, both internal and external, addresses

individuals' needs. The support provided for unqualified teachers to gain a teaching qualification is good. Other training is well focused on improving teaching and learning.

- A 'continuous professional development record' has been introduced this year. It is designed to provide a complete record of a person's professional development regardless of where it originated. It is too early to assess the impact of this initiative.

The development and use of value added measures to improve learners' performance.

- The college has begun to use the 'Learner Achievement Tracker' (LAT) to assess learners' progress. Target minimum grades are being set for all full-time learners and chances graphs are being used to facilitate progress reviews. It is too early to assess the impact of these changes.

## Leadership and management

The impact of self-assessment on outcomes for learners.

- A thorough process of self-assessment is in place. Courses are reviewed and contribute to faculty self-assessment reports. However, the process does not always clearly identify courses that are under-performing and consequently, the actions that follow are not well focussed on improving outcomes for learners.

Any other observations from the visit not identified in the pre-visit analysis:

- The college continues to make improvements to the lesson observation scheme. Effective use has been made of evidence from the recent inspection to moderate judgements and to provide training for observers, particularly about making judgements between 'satisfactory' and 'good' lessons. The guidance used by observers has been revised.