

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Kensington and Chelsea
Date of visit: 16 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

- Have long level success rates improved in 2005/06?

The college's data for 2005/06 indicates that success rates for all long level courses for both learners aged 16 to 18 and adults have shown improvement. The college has made relatively successful efforts to increase success rates on the poorer performing levels. The success rate for learners aged 16 to 18 on level 1 courses is now around the national average, which is an improvement on previous years. Success rates for level 2 and 3 courses have shown improvement but are still below the national average. The success rate for adult level 1 courses has remained similar to the previous year and is still below the national average. Success rates on Level 2 and 3 courses for adults have improved and are above the national average.

- Have the short courses for adult success rates for over 5 weeks' courses improved in 2005/06?

The success rates for short courses of 5 – 24 weeks both for learners aged 16 to 18 and adults have improved. The college has indicated that the improvement is due to more effective pre-course screening and a change in qualifications outcomes to meet the needs of learners more fully. Success rates on courses of less than five week's duration for 16 to 18 learners have declined.

Quality of education and training

- In the college's 2004/5 Self-Assessment Report (SAR) it was reported that the proportion of good or better lessons was 64%. At the last inspection the proportion of good or better lessons was 68%. How is the college improving its profile?

The proportion of good or better teaching within the college has shown a slight improvement of 1.3 percentage points. The college's internal lesson observation scheme has been reviewed the results of which has brought about a revised observation form and further support for observers. Teachers who have been awarded an inadequate or satisfactory grade are given relevant support and are re-observed. Arrangements for staff development activities following observation are clear and understood by all staff. An analysis of the college's internal observation scheme showed that some forms have an insufficient focus on learning. Some observation results lack objective judgements; others are descriptive rather than communicating clear judgements as to the quality of teaching and learning within the class.

- The college's 2004/5 SAR stated that "The use of information learning technology (ILT) as a tool to support learning is not yet consistent across all subject areas". How is this being improved?

The college has a clear plan for the development of the use of ILT and this plan has been improved. Arrangements for managing the development of ILT are clear and enhanced by the establishment of a working group, including senior staff and tutors, to further develop the availability and use of ILT. Many classrooms now have interactive whiteboards and networked PCs, with another phase of installation due to start in Jan 2007. Good use is made of advanced practitioners to share good practice in the use of ILT. Staff have received a range of training and guidance. The college is currently piloting the use of a new virtual learning environment as part of its ILT solution. Staff and students have external access to the college intranet

- What progress has the college made in ensuring that the quality of individual learning plans (ILPs) is fit for purpose?

The college has made little effective progress in ensuring that the quality of individual learning plans is appropriate for learner progress. The college has reviewed the format of its ILPs and revised plans have been in use since September 2006. ILPs are not used consistently well across the curriculum areas sampled. Some lack clear actions and targets for improvement. On some ILPs there is little evidence that targets are being reviewed. Few ILPs have any targets that are time-bound. The college remains aware of these problems and has taken a number of measures. Some curriculum areas have revised the format of ILPs to enable better use for their learners. It is too early to judge the effectiveness of these measures.

- Are tutorials now consistently delivered throughout the college?

In its tutorial entitlement policy the college has stated the tutorial entitlement for all learners. Tutorials are allocated to all full-time learners. Within curriculum areas, different models of tutorial delivery are adopted for part-time learners, which include group tutorials. The college is currently auditing the delivery of part-time tutorials. There is clear evidence that in the area of ESOL tutorials are being delivered to part-time learners and that the quality of tutorials is also being reviewed. In other areas the auditing arrangements appear to be less developed.

Leadership and management

- What actions has the college taken to ensure success rates do not decline any further?

Success rates have improved in 2005/06, as summarised under the achievements and standards section above. The college has also focused its attention on success rates within health and care. Results within this area for 2005/06 have not improved.

- Poor punctuality was identified as an area for improvement in the college's 2004/05 SAR. At the last annual assessment visit (AAV) it was reported that strategies for monitoring attendance were unclear. Strategies to improve attendance and punctuality were also identified as an area for improvement at the last inspection. How has the college improved punctuality and attendance?

The college has recently revised its progress and tutorial review forms to include a section on attendance and punctuality. Many departments have introduced an exception reporting system where students are challenged to give reasons for lateness and absence. Punctuality and attendance is monitored at individual course level. However, summary reports are rarely produced for middle and senior managers. The college does not have a routine overall picture of attendance and punctuality

- Is there an effective Human Resource (HR) system to ensure that human resource policies are consistently applied across the college? Does the college comply with the legal requirements in relation to race and disability?

The college appointed a new human resource manager in June 2005 to develop human resource processes and procedures. Progress has been made in improving the college's sickness reporting procedure and in the identification and support of staff with disabilities. There is effective monitoring and analysis of student success by minority ethnic groups. The college has also developed a mentoring and support programme for black minority ethnic staff and it also works collaboratively with six other London colleges to identify staff from minority ethnic origin to progress into management positions within colleges. However, the monitoring and analysis of recruitment and selection results by minority ethnic groups is under-developed. The college recognises that there is still some work to be done to achieve effective staff reporting on all aspects of human resources.

- What formal arrangements exist for the sharing of good practice within the college?

The college has a number of formal arrangements for sharing good practice. Regular course and departmental team meetings are held at

which good practice is shared. Cross-college staff development days are held and organised into workshops. These are well attended and cover a range of themes. Staff attendance is targeted well to individual development needs.

- At the AAV in November 2005 it was identified that the progress of the newly introduced work-based learning programme would be reviewed at the next visit. What progress has been made?

After a delayed start, the college has made good progress on the introduction of a work-based learning programme. The college has appointed a work-based learning manager with a full-time assistant. Currently the college has more than sufficient qualified assessors and verifiers who are working within the curriculum areas. Learner progress review forms are thorough and the very few forms seen show good examples of target setting. Clear plans exist to integrate on- and off- the job training and to also contextualise key skill development. However, it is too early to judge the effectiveness of these plans.

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

- The college has undergone much change. It has been successful in its bid to provide education for offenders in prisons throughout West London. This contract has increased the college's work by 40%.
- The college is developing apprenticeship opportunities in construction and business administration.