



Kensington and Chelsea College

CONTENTS

[Basic information about the college](#)

[Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

[Quality of provision in curriculum and occupational areas](#)

[How well is the college led and managed?](#)

[To what extent is the provision of the college educationally and socially inclusive?](#)

[How well are students and trainees guided and supported?](#)

[Students' views of the college](#)

[Other information](#)

[Part B: The college as a whole](#)

[Summary of grades awarded to teaching and learning by inspectors](#)

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

[Part C: Curriculum and occupational areas](#)

[Business management](#)

[Information and communications technology](#)

[Health care and playwork](#)

[Fashion and crafts](#)

[Visual arts](#)

[Performing arts](#)

[English as a foreign language](#)

[Modern foreign languages](#)

[English for speakers of other languages](#)

[Basic skills](#)

[Part D: College data](#)

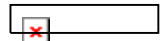
[Table 1: Enrolments by level of study and age 2000/01](#)

[Table 2: Enrolments by curriculum area and age 2000/01](#)

[Table 3: Retention and achievement](#)

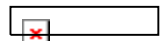
[Table 4: Summary of grades awarded to teaching by level](#)

Basic information about the college

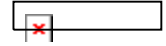


Name of college:	Kensington and Chelsea College
Type of college:	General Further Education
Principal:	Joanna Gaukroger
Address of college:	Hortensia Centre Hortensia Road Chelsea London SW10 0QS
Telephone number:	0207 573 3600
Fax number:	0207 351 0956
Chair of governors:	Sheila Porritt
Unique reference number:	130410
Name of reporting inspector:	Fred Brown
Dates of inspection:	27-31 May 2002

Part A: Summary



Information about the college



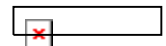
Kensington and Chelsea College is a medium-sized general further education (FE) college. It was established in 1990 by the Royal Borough of Kensington and Chelsea from the merger of two former Inner London Education Authority adult education institutes. The majority of the students at the college are adults and in 2002 only 3% were aged 16 to 18. Since 1990, student numbers have risen threefold. The college's provision is held at main sites, in company premises and in community venues. The two largest sites are in Chelsea and north Kensington. The college's programme is taught through three departments and by the Training and Consultancy Unit. There are over 870 staff, of whom about 145 are full time. The college was re-acknowledged as an Investor in People in 2001.

The Royal Borough of Kensington and Chelsea has a population of approximately 165,000. The borough is an area of sharp contrasts with considerable social and educational disadvantages in the north and relative affluence in the south. The college recruits a high number of students from disadvantaged areas. Large numbers of refugees and asylum-seekers attend classes. Over 100 community and heritage languages are spoken in the borough. Over 40% of students are from minority ethnic backgrounds.

In addition to courses funded by the London Central Learning and Skills Council (LSC), the college also provides a wide range of non-vocational courses for adults on behalf of the Royal Borough of Kensington and Chelsea. In 2001/02, the total college budget is £11 million. Of this approximately £7.75 million comes from the LSC and £700,000 is received from the Royal Borough of Kensington and Chelsea for work provided through the Adult Learning Plan. Fee income accounts for £1.2 million. Since 1999, the college's overall financial stability has improved significantly.

The college's mission is to provide relevant education, training and development opportunities for adults, taking account of national priorities and the needs of employers and communities.

How effective is the college?



The quality of education and training was judged to be good in seven of the ten curriculum areas inspected and satisfactory in two others. Only one curriculum area was judged to be unsatisfactory. The college provides a wide range of well-established courses and makes good use of its community venues to reach new groups of students. In a small part of the provision the quality is less good. Many adult students are reluctant to take the examinations associated with their courses and this factor contributes to poor pass rates in some areas. The college's key strengths and areas that should be improved are listed below:

Key strengths

- high standards of students' work

- wide range of support and guidance for diverse population of students

- strong promotion of equal opportunities and an inclusive learning environment
- healthy financial position to support further development
- effective links with local community and voluntary organisations
- wide range of courses
- good community facilities and resources
- highly qualified specialist staff
- strong emphasis on needs of individual students and trainees
- good continuing professional development for staff
- well-managed courses in most curriculum areas.

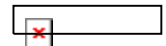
What should be improved

- strategies to improve punctuality and attendance
- use of data by middle managers in curriculum areas to monitor performance
- quality of some tutorial provision for part-time students

- some poorly maintained facilities
- access to resources in some areas
- progress in improving human resource systems
- sharing of good practice between tutors and between some curriculum areas
- quality of provision in English as a foreign language.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

Quality of provision in curriculum and occupational areas

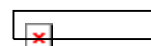


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).

Area	Overall judgements about provision, and comment
Business management	Good. There is good provision with high pass rates in some courses and effective teaching. Students are motivated and achieve high standards of work. Courses effectively meet employers' needs. There are too few books in the library for some courses.
Information and communications technology	Good. Teaching is of a good standard and sensitive to the needs of adults. Students' attainment is good. Students are well motivated and have realistic expectations and aspirations for themselves. Work-based learning placements are of a good standard. There is insufficient level 3 provision.
Health care and playwork	Good. There is good teaching which meets the individual needs of students. In discussion, students achieve high standards. There are good progression routes on college courses, and to higher education (HE) and employment. There are insufficient library books for independent research. Students on National Vocational Qualification (NVQ) programmes made slow progress and some students achieve late.

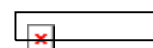
Fashion and crafts	Good. The standards of work are good and in millinery and design crafts they are outstanding. Students are well supported by staff with high levels of expertise. There is good progression to prestigious design courses or to employment. Teaching is very good. Lateness and attendance disrupts learning in some lessons. There are insufficient specialist resources for some courses.
Visual arts	Good. Standards of students' work are high on most courses. There are good pass and retention rates on Open College Network (OCN) and City and Guilds courses. There is much good teaching from the well-qualified staff on a wide range of courses. Students make good progress through the courses and on to HE. There are some low retention rates. There are some inadequate resources, particularly in the lack of lending facilities for students in the library. Poor attendance and lack of punctuality are a problem on many courses.
Performing arts	Good. The range of mainly OCN courses accredited at levels 1, 2 and 3 provides a good framework for students to develop creatively, technically and personally. Pass rates are good on many courses but attendance and retention rates are low. Well-qualified staff, who are also practising performers, set high standards for students. Most students enjoy their studies and progress to FE or HE.
English as a foreign language	Unsatisfactory. Much of the teaching in evening classes is poor and unstimulating. Pass rates are very poor and have declined over the last two years. There is a good range of effective support for students, which they value highly. Students respond enthusiastically in class and their standards of spoken English are good.
Modern foreign languages	Good. There is a wide range of courses offering good opportunities for progression to higher levels. Pass rates on most courses are good, although there were low pass rates on some General Certificate of Education Advanced level (GCE A-level) courses in 2001. Teaching is effective and carefully planned, lessons stimulate students' interests and develop their skills. Many students are able to make confident use of the language they are learning. The support and guidance given to students are strong.
English for speakers of other languages	Satisfactory. A wide range of programmes is offered, and there is some good teaching and learning in the community-based provision. Pass rates are good for those who take external qualifications. Some of the teaching is insufficiently demanding and lessons do not take sufficient account of the needs of individual students. Students' work is marked accurately and constructively, but monitoring of students' progress is inadequate. Students are late to many lessons.
Basic skills	Satisfactory. Teaching in basic skills and additional learning support are generally good. Achievement of externally accredited qualifications is above the national average and attainment in literacy and numeracy is good. However, there is much lateness to some lessons. The use of individual learning plans is ineffective. There are insufficient learning resources in some lessons. There is insufficient sharing of good basic skills practice.

How well is the college led and managed?



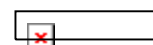
the Further Education Funding Council (FEFC) inspection in 1999. Changes to the management of the curriculum have helped to improve the quality of teaching and learning and have also improved communication. There has been a gradual improvement in retention and pass rates in most areas. Financial management is sound, the deployment of resources efficient and the college provides satisfactory value for money. Governors and managers set a clear strategic direction for the college. Management information is more accurate and better used, although not yet by middle managers. Staff understand and promote the college's distinctive mission to work with adults. Students benefit from significant improvements in accommodation but there is more to do to improve the quality of buildings and resources at all sites.

To what extent is the provision of the college educationally and socially inclusive?



The college's response to educational and social inclusion is good. The college serves well the many learning needs of the adults in the local community. Students come from very diverse backgrounds, some of which represent extremes of affluence and disadvantage. Students from minority ethnic groups make up over 40% of the students' population compared with 15% in the borough. There are nearly three times more women than men on courses which is a common feature of part-time courses in adult education. The college is committed to widening participation and uses a number of bases and partnerships in the community to achieve this. Equal opportunities and respect for others are strongly and actively promoted. The college has a clear strategy for moving basic skills forward across the curriculum. Improvements in accommodation at the Wornington centre have enhanced considerably access for people with restricted mobility. The college works vigorously to design courses to satisfy unmet needs.

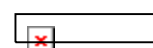
How well are students and trainees guided and supported?



Student support and guidance is a significant strength of the college. Pre-entry guidance and induction are thorough and effective. The recently established advice and guidance unit provides effective support for students. Learning support in the study centre or in class is highly valued by students who have specific learning difficulties and/or disabilities. There are effective procedures for diagnosing and addressing individual students' learning needs. The recently introduced 'Learning Post Card' is an innovative method of recording the learning goals of students on non-accredited courses. There is good pastoral support provided from tutors and the college student services, including the counsellor. Financial support is available through the access fund and other sources of funding.

The quality of tutorial provision is not uniformly good. The regular progress reviews are helpful but their specific purpose is not always clear. The full-time students have regular tutorials, but arrangements for part-time students are less satisfactory. There are no effective measures to improve the lack of punctuality and attendance across the college.

Students' views of the college



is presented below:

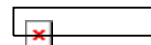
What students like about the college

- committed and supportive teachers
- tolerant, safe and welcoming atmosphere
- good additional learning support
- high expectations of doing well
- good childcare support
- local and close-to-home provision
- good off-the-job training
- improvements to some buildings.

What they feel could be improved

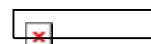
- access to information technology (IT) facilities and study facilities at the Wornington site
- facility to borrow library books
- price of canteen food
- refectory facilities at the Hortensia site.

Other information

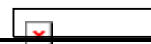


The college inspection report will normally be published 12 working weeks after the inspection. Once published, the college has two months in which to prepare its post inspection action plan and submit it to the local Learning and Skills Council (LLSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the LLSC. The LLSC is responsible for ensuring that the Office for Standards in Education (OFSTED) receives the college's post inspection action plan within the stipulated two months.

Part B: The college as a whole



Summary of grades awarded to teaching and learning by inspectors



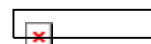
Aspect and Learner Type	Teaching judged to be:		
	Graded good or better (grades 1-3) %	Graded satisfactory (grade 4) %	Graded less than satisfactory (grades 5 to 7) %
Teaching 16/18	**	**	**
19+ and WBL*	68	26	6
Learning 16-18	**	**	**
19+ and WBL*	71	22	7

Key: Inspector grade three aspects of lessons: teaching, learning and attainment. The range of grades includes: excellent (grade 1), very good (2), good (3), satisfactory (4), unsatisfactory (5), poor (6) and very poor (7).

* work-based learning

** numbers too low to provide a valid calculation

Achievement and standards



programmes for adults. There is a substantial programme of OCN courses, which are studied on a part-time basis. Many students take courses in more than one curriculum area or more than one course in a single curriculum area.

16-18 year olds

2. There are approximately 600 students aged 16 to 18 in the college who are taking courses on a part-time basis. There are too few students spread across a wide variety of programmes to single out achievements for these students in detail.

Adult learners

3. Many students do not view the gaining of additional qualifications as their primary goal. Students enjoy their studies and are highly motivated. Retention and pass rates are improving in most areas. Students produce work of a good standard and a significant number progress to higher levels of study. The separate reports on curriculum areas in Part C give more detail about achievement and standards in particular courses.

4. The range of vocational programmes is broad and enables students to gain qualifications in a wide variety of subjects. Pass rates in 2000/01 have improved in many subjects and in some are above national averages. There are high pass rates in a range of management and professional, performing arts, foreign languages and visual arts and media courses. Pass rates are good in English for speakers of other languages and basic skills for those who take externally accredited qualifications. However, pass rates in English as a foreign language are very low and declined further in 2001.

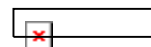
5. The college has improved retention rates in many areas and overall retention is good on level 2, level 3 and short courses. There are good retention rates on OCN and City and Guilds courses in visual arts and media. Retention rates are poor in a few subjects. There is a lack of punctuality and poor attendance in a number of lessons in English for speakers of other languages, basic skills, fashion and crafts and visual arts and media. Strategies to address punctuality and attendance are ineffective.

6. There are several distinctive examples of students progressing to other FE or HE courses. Students take good advantage of the range of provision in business, management and professional courses. In several subjects, such as information and communications technology (ICT), there are examples of students starting on level 1 courses and progressing over a period of time to HE. In visual arts and media, many students progress to prestigious institutions of HE. In care, many students on level 3 courses progress to nursing, teaching or other relevant employment. The outstanding achievements of some individual students have been recognised through the presentation of adult learners' awards.

7. Standards of work on most programmes are good. In ICT, students not only acquire good practical IT skills but many also attain standards of knowledge and understanding of concepts beyond that which might be expected. The standard of portfolios in many subjects is good. Students produce lively sketchbooks in fashion and crafts of visual and technical samples, which they have researched. The high quality of some students' work in fashion and crafts enables them to gain places on degrees direct from level 2 courses. In OCN printmaking and sculpture courses students produce work well above the standard required. Students are less successful in reaching required standards in English as a foreign language to enable them to progress further.

8. Students are generally well motivated and strive to do well. They contribute to discussions with confidence in many subjects. In foreign languages, students are confident in using the language they are learning and have well-developed skills in listening, reading and writing. Many students work confidently in pairs or groups in subjects such as care, but they are more reluctant to do so in English as a foreign language. Most students have a good understanding of the benefits of learning and apply good study skills. Many want to improve their job prospects.

Quality of education and training



9. Teaching, learning and attainment were graded by inspectors in 154 sessions. They judged that teaching was good or better in 68% of the lessons, satisfactory in 26% and less than satisfactory in 6%. Grades for learning and attainment were even better. The quality of teaching and learning has improved significantly since the college was inspected by the FEFC in 1999. At this time only 55% of lessons observed were judged to be good or better and 11% were less than satisfactory. The quality of teaching is significantly better in some curriculum areas and overall 35% is very good or excellent. Good teaching is spread throughout many courses although there are significant differences between subjects. Nearly all of the unsatisfactory teaching is in English as a foreign language, English for speakers of other languages and basic skills provision.

10. Teachers are skilled at working with adults and helping them to learn effectively. Much of the teaching is lively and successfully holds students' attention. Most students are interested in their studies and work hard. There is much good teaching of practical skills particularly in visual arts, performing arts, media and ICT. The guidance given by teachers to individual students is generally good, as is the quality of feedback on marked work. Training sessions in work-based learning are good. Rapid progress has been made to improve the quality of teaching in ICT since the inspection of 1999 when it was unsatisfactory. Some teaching is less satisfactory and fails to stimulate students' interest sufficiently. The work is not demanding enough and teachers fail to help students to move on as fast as they should. The lessons lack a clear purpose and are not well planned or managed effectively. In some lessons in all curriculum areas, students were absent or arrived late and interrupted the learning for the rest of the group.

11. Teachers are well qualified in their subjects and most have degrees and specialist expertise. Many of the staff teaching visual arts, ICT, multimedia and care have second degrees. Many teachers are practising artists, designers or business people. They use their current commercial, business and craft skills to enhance their teaching. Performing arts students work with teachers who are professional performers. Students attending courses in community venues are taught by well-qualified staff, some of whom were themselves students at the college before being employed by the college. There are insufficient work-based assessors for learners following NVQ programmes in care.

12. The college has greatly improved facilities and resources in a number of areas. These include the new skills centres, the new lifts at two sites, and new and upgraded toilet facilities. In addition, there are prayer rooms, more welcoming reception facilities, and good childcare facilities. Most general-purpose teaching rooms are refurbished to a satisfactory standard. Students feel safe at all sites. There is good access to all teaching rooms and specialist facilities for students with restricted mobility difficulties at both of the college's main sites and in community venues.

13. IT resources are much better than at the last inspection. Staff and students have access to e-mail, the Internet and a local intranet on which learning materials are beginning to be posted. IT equipment is regularly upgraded and there are data projectors in several classrooms. There are good IT facilities for multimedia students. Intaglio workshops and etching printmaking facilities are good. Learning materials for NVQs in IT and key skills are particularly well designed. Photography facilities are good at one site but less satisfactory at another site.

14. There is a good standard of accommodation and facilities in many community venues. One centre has an up-to-date recording studio, while others have ICT equipment of industrial standard. Throughout the college, walls, halls and open spaces are decorated with interesting examples of students' work including mosaics and photographs. In spite of this some facilities are poorly maintained. For example, some windows and corridors are in need of repair and many studios are too cluttered. Facilities for sculpture are unsatisfactory. The drama studios and fashion teaching rooms are too small for the number of students using them.

15. Although the college library has many invaluable reference books, there are unsatisfactory arrangements for them to be borrowed. This affects students in visual arts and multimedia, care, drama, and management. There are too few books for business and finance students. There is insufficient access to facilities in some areas. The two skills centres have restricted opening hours and this disadvantages part-time evening students. There is insufficient access to computers in the study centres at peak times and in community-based basic skills and English for speakers of other languages lessons.

16. The college has a clear policy on assessment, which is implemented for most students. There is sound assessment for trainees in work-based learning. Young recruits to Guards regiments are clear about their progress, and benefit from detailed records of their achievements and their key skills, which are assessed at the same time as their NVQ. In business administration there are regular progress reviews and good feedback from teachers on how trainees can improve. However, these assessments are not well planned in advance, which makes it difficult for students to prepare for them properly.

17. Students receive good oral feedback from tutors on their progress. Visual arts students receive very good oral feedback through critiques from their fellow students. Their written work is marked fairly with guidance on how to improve and returned promptly. In basic skills, students' homework has detailed corrections by teachers, clearly identifying mistakes. English as a foreign language teachers meet to standardise their marking and to identify students' common errors. Assessment criteria on accredited courses are explained well to students often orally and in writing.

18. The college uses innovative measures for assessing and recording progress on its non-accredited provision. 'The Learning Postcard' is used to identify the learning outcomes of students on short courses. Students write brief statements of what they want to learn and why on an attractively designed A5 sized card. Throughout the course they tick boxes on the card to measure the progress they are making towards their targets and then 'send' the card to their teacher. The teacher adds comments on the student's progress and returns it. This has been used effectively for the non-accredited modern languages programme. Other measures include record forms for tutorials, which encourage students to comment on how they have improved in confidence or self-esteem. The college actively promotes the use of measures to guide the recognition of non-accredited learning.

19. Some assessment practice is not effective. The outcomes of initial assessment in English for speakers of other languages and basic skills are not used effectively when drawing up individual learning plans and there is insufficient use of diagnostic testing once students are on programmes to identify their needs more closely. There has been slow progress in determining internal verification procedures for the large number of new programmes requiring verification and moderation. Although many students follow a number of programmes with similar forms of assessment, the college does not have standard formats for explaining these. Some students find this confusing

20. There is an extremely diverse range of vocational and academic courses, some of which are non-accredited, mainly for students over the age of 19. There are opportunities for adults to attend courses close to where they live. Courses are held on main college sites, in company premises and in community venues. Courses last between one day and two years. In 2001 on long courses, approximately 40% of students were on level 1, 25% on level 2, 28% on level 3 and 7% on level 4. In addition, two-hour 'taster' sessions are held to encourage new learners. Students can study for a wide range of qualifications. There is active encouragement to apply for HE. There are good internal progression routes in most subjects. Students' individual achievements are frequently rewarded by recognition from external bodies. There is work-based learning in administration and ICT. The NVQ in using IT is designed to meet the needs of soldiers in the armed forces based in London.

21. The college has appointed community development leaders to actively promote learning opportunities for hard-to-reach groups of learners. Learning opportunities are publicised through community organisations. Some courses are designed to meet the needs of specific groups. For example, nine community workers who work as non-formal educators attend a specially designed course in information and guidance. Some courses in community venues are aimed at encouraging

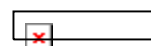
more young men to attend. For example, there is an accredited course in digital arts, music technology and sound engineering held at a local community centre.

22. Courses are held at times to suit the needs of students wherever possible. Times are adjusted, for example, for students with childcare responsibilities. There is a well-established programme of adult and community learning funded through a separate contract with the local education authority. A high percentage of students are from minority ethnic groups. The college actively recruits asylum seekers and refugees. Good support is offered to help bilingual speakers with their personal development and in achieving proficiency in English. The college policy of providing key skills for all full-time and most part-time students has progressed slowly.

23. Student support and guidance is a significant strength of the college. Student services work effectively with course teams. Mature students in hairdressing value the intensive supervision and careers advice which they receive. The advice and guidance unit provides an effective service. Sensitive support is offered to many students who have difficult personal circumstances. Learning support facilities are well used by students who have specific learning difficulties and/or disabilities. Access students receive excellent help in essay writing techniques. There are effective procedures in place for diagnosing and addressing individual students' learning needs. Student support is effective in community centres where students are offered guidance, additional learning support and some tutoring. Students speak very positively of the college student services. There is an appropriately qualified college counsellor. Financial support is available to students through the access fund and other sources of funding. The hardship fund is well publicised and readily accessible.

24. The quality of tutorial practice varies considerably. The regular progress reviews are helpful but sometimes the purpose of them is not sufficiently clear. The lack of target setting in some curriculum areas is a contributory factor. Although full-time students have regular tutorials, arrangements for part-time students are less reliable. Measures to improve punctuality and non-attendance are not effective. In visual arts and media this affects the quality of the students' work. There is no systematic way of monitoring punctuality and attendance across the college.

Leadership and management



25. Leadership and management are good. The college has addressed many of the weaknesses identified in the FEFC inspection in 1999. A restructuring of departments has strengthened curriculum management. Management information is more reliable and more widely used. Returns to meet the needs of funding bodies are now submitted on time and data on students' performance are more accurate. There has been a gradual improvement in retention and pass rates in most areas. Action to improve accommodation has resulted in withdrawal from the poorest building in 2000 and major improvements to the Wornington Road and Marlborough sites.

26. The college meets its mission and the strategic plan provides a clear direction. Planning takes account of national priorities, LLSC Skills Needs Assessment and the mission statement and values of the college. The planning cycle is well publicised and the college is currently seeking initial views on its next three-year plan. Consultation with staff, governors and partners is good. Communication is effective and frequent staff briefings and workshops take place.

27. The quality of the college's centrally held data has improved since the last inspection. The data are used regularly by senior managers to assess the college's performance. The use of centrally held data by middle managers to assess the performance of individual students and courses is not always effective. Some curriculum areas were unable to produce an agreed table of retention and achievement data, as managers could not always reconcile centrally held data with the data held by their staff.

28. The college promotes itself enthusiastically in the community and has an expanding outreach programme. Links with partner statutory and voluntary organisations are sensitively managed. The college takes remedial action where quality standards are not met. Risk assessments of employers' premises are not carried out for work-based learners.

29. The quality assurance policy emphasises all aspects of the college's activities and is effectively underpinned by a range of practical measures, which have contributed to raising standards in teaching and in learning. Subject reviews by senior managers include graded lesson observations. They focus primarily on students' attainment and the quality of their experience. The system, however, is still in its infancy. The system for observing all teaching staff in departments has not yet produced any data that can be used to compare grades. Four advanced practitioners act as staff mentors and seek to raise awareness of good practice and develop the skills of tutors. It is too early to assess the effectiveness of their work. Departments prepare an annual self-assessment report which accurately identifies key strengths and weaknesses. Not all these reports use nationally benchmarked data for student performance nor identify clear targets against which improvement can be measured.

30. Continuing professional development is given a high priority and has had a positive effect on the quality of teaching. Particular attention has been given to management training following the restructuring of the college in 2000. Senior managers plan for the longer term at an annual training event. There is a conference for all tutors and part-time staff are able to attend periodic half-day events. Staff without a teaching qualification are well served by in-house teacher training programmes. Improved co-ordination of these different programmes would enable good practice to be more effectively shared. Procedures for induction are clear, but too few part-time staff attend. The effectiveness of the appraisal policy is kept under review. The college has retained its Investors in People status and recently gained the Chartermark.

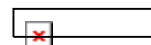
31. Good progress has been made in addressing weaknesses in governance identified in the previous inspection. Governors are well informed and now have better oversight of the quality of provision and of finance. Attendance at committee meetings is good and 15 of the 16 positions are currently filled. Governors have successfully recruited new members with a wide range of appropriate experience. The six sub-committees have well defined roles and delegated responsibilities. There is good attendance by governors at college events. A seven-point annual action plan is in place against which governors measure their progress. Clerking is efficient, agendas are circulated in advance of meetings and minutes are widely and publicly available.

32. Progress in addressing weaknesses in human resource systems has been slow, and the college is poorly placed to monitor, for example, equal opportunities data in relation to student performance. Human resource policies are, in some areas, not consistently applied across the college. The situation should improve with the imminent purchase of new software. Kensington and Chelsea College is inclusive and there is a high level of awareness among staff and governors about equal opportunities. The curriculum is responsive to the diverse community, which the college serves and a wide range of minority ethnic groups is represented among the student body.

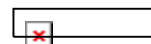
33. Most courses are well managed. Teams meet productively and information from senior managers is effectively relayed. Responsibilities are well defined and teachers maintain comprehensive course records. Teams have good links with outside agencies. The co-ordination of the induction, training and support of part-time teachers is satisfactory but comprehensive records are not kept in every instance. There were some discrepancies in class registers during the inspection week.

34. Resources are deployed effectively although the library stock and lending policy is failing to meet the needs of students on some courses. Departments submit indicative three-year budget plans against which an annual departmental allocation is negotiated and agreed. Curriculum leaders have a high degree of autonomy in determining staff deployment within the agreed limit. This flexibility enables them to respond to changing situations. Financial management is sound and the deployment of resources efficient. The college provides satisfactory value for money.

Part C: Curriculum and occupational areas



Business management



Overall provision in this area is **good (grade 2)**

Strengths

- very high pass and retention rates on certificate in management courses
- good pass rates on level 2 computerised accounts and level 1 office procedures
- skilful use of teachers' commercial experience to enrich students' learning
- good teaching
- good range of management provision to meet employers' needs
- high standards of work by well-motivated students.

Weaknesses

- little use of management information system to analyse achievement and retention
- insufficient access to resources for self-study at Wornington.

Scope of provision

35. The college offers a broad range of courses from level 1 to level 4 leading to business, administration, management, professional and teaching training qualifications. Almost all students are over 19 years old and all courses, except for access, are part time. Over 350 students are enrolled on courses in business and finance, secretarial and office administration, bookkeeping and accounting, and business English. Links with employers are strong. The design of management courses to meet employers' needs has expanded significantly and is co-ordinated by the college's training and consultancy unit. There are currently over 150 learners in 8 organisations working towards levels 3 and 4 in management, level 2 team leading and level 3 training practice qualifications. In addition, almost 50 learners attend open management courses at the college, including National Examining Board for Supervision and Management (NEBSM) management certificates and the certificate in personnel practice. There is small provision for work-based learners undertaking management NVQs at levels 3 and 4. For one month each year, the college offers a range of short, 'taster' sessions to market management courses and to encourage local people to participate in training. These are not accredited. The college offers a good range of teacher training programmes and over 100 students are on generic and specialist courses, including those for artists, actors and language specialists.

Achievement and standards

36. Students are well motivated, contribute confidently to discussions and work well in groups. They show a good understanding of business and management concepts and terminology. For example, in one lesson, students discussed how change is managed in their own workplace and reflected on the implications for themselves and their colleagues. In another, they examined different models of decision making and related this well to their own experiences. Students acquire good practical IT skills and use advanced features in word processing and spreadsheets with confidence. The standard of students' work mostly exceeds the levels required by professional and examining bodies, as well as employers. Assignments produced by students on the certificate in personnel practice demonstrate a good use of language and presentation skills as well as knowledge of the subject area. In recognition of high standards of achievement, the college presented two students on management courses based at a local company with adult learner awards.

37. Pass rates in 2001 are good on many courses. These include the access to business studies and management, level 2 computerised accounts, and short and long management courses. For most other courses, pass rates are at or close to national averages. However, progress towards achievement on the small NVQ work-based learning programmes in management has been slow and retention is only 50%. Targets to improve retention rates by 2% to meet overall college targets have not been met, although retention has remained above the national average for management courses and office procedures. It has declined on the level 3 public relations course.

38. Many students progress to higher level courses in the college and make significant gains in personal and learning skills. Most access students progress to HE. Some students have progressed from a basic IT course in a community centre to a teacher training course and are now teaching IT in community centres and in the college.

A sample of retention and pass rates in business management, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
Office procedures	1	No. of starts	60	49	37
		% retention	88	92	92
		% pass rate	63	50	74
Bookkeeping and accounts	1	No. of starts	106	97	93
		% retention	82	93	84
		% pass rate	70	80	66
Word processing	1	No. of starts	161	68	57

elementary		% retention	80	91	88
		% pass rate	56	54	58
Computerised accounts	2	No. of starts	36	36	35
		% retention	74	97	91
		% pass rate	27	66	81
Third level group diploma in public relations	3	No. of starts	17	18	19
		% retention	94	67	58
		% pass rate	13	30	55
NEBSM introduction and certificate in management	3	No. of starts	64	46	128
		% retention	92	100	98
		% pass rate	70	78	91
City and Guilds 7307	3	No. of starts	*	75	115
		% retention	*	96	93
		% pass rate	*	82	86
Access business and management	3	No. of starts	23	16	12
		% retention	87	56	67
		% pass rate	75	67	100
GCE A level	3	No. of starts	12	14	20
		% retention	67	54	60
		% pass rate	62	57	67

Source: ISR (1999 and 2000), college (2001)

*course not running

Quality of education and training

39. In 69% of the lessons, teaching was good, very good or outstanding. No teaching was less than satisfactory. Most lessons are well planned and lively. Teachers know their subject well and they use topical issues to stimulate interest. Those who work in business draw on their up-to-date experience to enrich students' learning. Consequently, students are able to use an appropriate range of business terminology. In a management lesson, the teacher effectively drew upon students' own experiences by giving them roles to play in a simulated meeting. This activity helped students to analyse the features of successful meetings. In several workshop sessions on keyboarding and spreadsheets teachers give good support to individual students and ensure that each is making good progress. In a minority of lessons, however, the teaching is uninspiring and some students are not sufficiently engaged in tasks set.

40. Many teachers are well qualified, work in business and bring valuable skills and experience to their teaching. Students on business and finance courses have access to good computers in their classrooms. There are not enough computers and study booths in the study skills centres at peak times. There are too few books in the libraries for students on business and finance, management and teacher training courses.

41. Assignments satisfy course requirements and enable students to make use of real vocational knowledge and skills. Homework is set regularly and marked promptly. Constructive feedback helps students to improve their performance. In a feedback session to a teacher trainee, for example, the tutor very effectively encouraged the learner to evaluate critically her own teaching. As part of

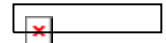
feedback there was a constructive discussion on ways of improving planning, using questioning techniques and visual aids, and this helped to identify clear action points for improvement. Teachers record and monitor students' progress well. They identify students who require additional learning support and advise them to attend support sessions. However, the take-up of this is not monitored systematically.

42. Students speak highly of the support they receive from their tutors. Progress is reviewed either in class or through tutorials and action points are recorded in tutorials where appropriate. Student absences are followed up and this has improved retention. Not all students are sufficiently aware of the college resources available to them. On NVQ programmes, the college does not undertake risk assessments of the students' workplace.

Leadership and management

43. Business and administration programmes are well managed by the curriculum leader. Management programmes are co-ordinated effectively through the training and consultancy unit. There is insufficient co-ordination of the teacher training courses, which are taught in different departments. This makes it more difficult to monitor their quality and to share good practice. Teachers maintain comprehensive course files, which include good schemes of work and lesson plans. There is insufficient use and analysis of data in the quality assurance process. Managers and tutors do not use centrally held data to inform their self-assessment practice.

Information and communications technology



Overall provision in this area is **good (grade 2)**

Strengths

- good teaching and learning
- high attainment of students
- good community and work-based learning provision
- high standard of specialist resources
- good support for students.

Weaknesses

- insufficient provision at level 3
- low pass rates on a few courses
- failure to recognise in learning plans individual learning needs.

Scope of provision

44. The college offers mainly part-time courses in the day and evening, aimed at adult learners. Courses include NVQ levels 1, 2 and 3, computer literacy and information technology (CLAIT) and integrated business technology stage 2 (IBT II), and software specific short courses at levels 1 and 2. Community provision includes these, and in addition, IT-based multimedia courses. The college also has a contract to provide work-based learning with London West LSC for foundation modern apprentices in ICT for the British Army. The scheme provides training and qualifications to a section of the army that has few learning opportunities. The soldiers are employed as guardsmen and their duties include guarding the royal palaces and residences in London, and performing security duties at home and overseas.

Achievements and standards

45. Pass rates on most courses are satisfactory or better. However, there are some low and declining pass rates on OCN level 1 courses and on practical spreadsheets levels 1 and 2. Students demonstrate a degree of knowledge and understanding of concepts and ideas that are beyond that which might be expected. One student was observed creating dynamic web pages, integrating text, image and sound. Many students develop the necessary skills and knowledge of techniques to work independently. Students are confident and articulate, and understand the benefits their studies will bring. Most want to improve their job prospects. The standard of portfolios and folders are good, and students of all levels make extensive use of IT to improve the presentation of their work. Students who benefit from additional learning support reach appropriate levels in their work.

A sample of retention and pass rates in information and communications technology, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
CLAIT	1	No. of starts	*	610	441
		% retention	*	92	89
		% pass rate	*	55	75
City and Guilds 7261 IT	1	No. of starts	180	83	82
		% retention	89	94	95
		% pass rate	78	81	80
OCN	1	No. of starts	43	59	48
		% retention	91	83	88
		% pass rate	92	61	48
Practical spreadsheets	1/2	No. of starts	70	133	83

		% retention	96	92	83
		% pass rate	54	58	47
OCN/NOCN	2	No. of starts	80	190	449
		% retention	90	92	91
		% pass rate	79	69	67
OCN	3	No. of starts	32	38	89
		% retention	88	79	78
		% pass rate	75	50	68

Source: ISR (1999 and 2000), college (2001)

*course not running

Quality of education and training

46. Teaching is good. Lessons are thoroughly prepared and student activities are interesting and relevant. Teachers are highly motivated and their enthusiasm inspires the students to work hard. All lessons include a stimulating mix of theoretical and practical work, and wherever possible, this is linked to commercial practice. In one class, students had compiled a complex multimedia portfolio, which showed their skills in using a wide range of software. Students have a wide range of ability and prior experience. Teachers do not address this by introducing graded learning materials for these students but rather they vary the pace of work and their expectations of progress. The study pack for key skills, recently given to work-based learners, is specifically written for the soldiers, basing all tasks and activities on army-related scenarios. However, the study pack was not available at the start of the programme.

47. All teachers are well qualified. The tutors used at the army off-the-job study centre are part time and have contracts, which allow them to work flexible hours. This flexibility benefits the learners who can book sessions with tutors which take account of their duty rotas. Teachers have up-to-date knowledge of workplace practice and are aware of current thinking. This enables students to extend their knowledge and skills of ICT. The use of topical exemplars is a feature of most lessons. Students make good use of and value the wide range of support facilities and services. Support staff are knowledgeable and helpful. IT equipment is up to date and meets the standards required by the courses. Students effectively use the wide variety of software and output devices for control applications. Students have insufficient access to computers outside of their lessons, especially in community venues.

48. The range of provision offers good opportunities for progression between levels 1 and 2. However, there are insufficient options for progression to level 3, which limits opportunities for entry into HE and much employment. Course planning is sound and monitoring and review activities are thorough. The provision is inclusive, and ensures equality of access and opportunity.

49. Assessment is a key part of the learning process in both classroom and work-based learning. It is regular and demanding. Completed work is thoroughly marked with detailed comments on what can be done to improve the work further. All work-based assessment is based on real work situations. Clerks are visited and assessed in their work locations. Soldiers who do not use IT in their day-to-day operations are assessed using real work passed on by clerical sections in the IT training room at their barracks. All assessments can be arranged at times to suit the learner. The learners' progress is regularly reviewed and targets set for the development of necessary skills and the achievement of NVQs.

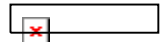
50. Induction prepares students well for their chosen course of study. All learners on work-based programmes undertake basic skills tests. However, the results are not used as a basis for the learning plans or to determine the level of support an individual learner may need. The learning

plans do not effectively take into account learners' prior attainment or their preferred learning styles. Little account is taken of the additional support a learner may need. In spite of this, tutors respond positively where they know that additional support is needed, but there are few records of this support.

Leadership and management

51. Managers put the needs of students first and are committed to helping them succeed. Most staff take advantage of the good opportunities for continuing professional development. For example, one member of the team has recently completed an on-line teacher's award. Although all trainers and assessors on the work-based programmes are part time, they are integrated fully with the staff team.

Health care and playwork



Overall provision in this area is **good (grade 2)**

Strengths

- good teaching
- high standards of students' work
- good progression rates
- effective links with community partners.

Weaknesses

- insufficient library books available for borrowing
- slow achievement of a minority of students.

52. The health and community section offers a range of courses from introductory programmes to the advanced diploma in childcare and education at level 4. Most students are bilingual and do not use English as their first language. Courses are offered in health and social care, early years,

Education (AVCE) course. Pre-access and short professional development courses are replacing the intermediate GNVQ. The section works with community groups to offer NVQs in playwork and short courses, many of which have an element of English as a second language.

Achievement and standards

53. Many of the programmes have changed during the last two years. Changes in the qualifications and a move towards shorter courses have led to an increase in retention rates. Pass rates are improving but a significant minority of students do not achieve their qualification by the expected date. These students are encouraged to return and subsequently are successful. The data on student achievements are not sufficiently reliable to be published. The majority of students receive additional language support, which helps them on their courses. Progression is good. Most level 3 care students progress to professional training in nursing or teaching, or to employment. Students on some of the community programmes have progressed to employment or to HE and are confident and articulate. A smaller number have progressed to courses within the college. Students comment on how much they have gained from the courses. Many students achieve their learning goals for the first time. The professional development certificate group at the Lighthouse Centre won a college adult learners week award for outstanding progress in 2002. A student on the GNVQ advanced health and social care won the Helena Kennedy Award for Progress in 2001.

The quality of education and training

54. In all lessons, students demonstrate a determination to do well. Teachers encourage students to succeed. They pay particular attention to encouraging students to understand British culture and technical terms so that they can apply these to care settings. Students are encouraged to share past experiences and to learn about each other's cultures. In a lesson on the access to nursing course, where for all students English was a second language, the teacher required each student to read aloud part of a handout containing many anatomical terms. The students were able to question one another's pronunciation and meaning. They took pride in ensuring that they spoke clearly. In most lessons the level of discussion was high. Students' prior academic qualifications and life experience are acknowledged and valued. Assignments and written exercises are set at the appropriate level for the qualification. In a Business Technology Education Council (BTEC) class designed to explore the importance of music to children, the students learn traditional British nursery rhymes and share with each other songs from their own backgrounds. The teacher emphasises the importance of equal opportunity and social inclusion in early years education. In practical sessions, students state that they are challenged by many of the tasks because their own prior education had been more formal. Although these approaches are very different from their past experience of learning, students recognise their value in building children's confidence and skills. In the best lessons, teachers are aware of the individual needs of all students in the groups. Small group work and opportunities to speak and write are encouraged and the teacher gives support at appropriate levels for each student. In a few lessons, the level of the discussion was difficult for the students to follow and the students had to ask for help. Students enjoy their programmes and are eager to return the next day. On the access courses there is a wide mix of abilities and this sometimes leads to frustration on the part of the most able students.

55. The use of IT is insufficiently integrated with many of the courses, although many of the students word process their written work. Childcare and education students appreciate the value of IT lessons, which teach them how to prepare materials and posters for use in the classroom. Key skills are promoted in the full-time programmes but they are not fully integrated with the part-time courses. The full-time childcare students' work experience is monitored by a co-ordinator who also supports the work experience co-ordinators in the placements. Most students enjoy stimulating placements but there are no work placements on the access to nursing courses.

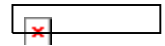
56. Students' work is well presented and appropriately referenced. Preparation for assignment work is detailed and teachers ensure that students understand the requirements of the task. Helpful feedback is given and if assignment work is not up to standard there is full written guidance on how it might be improved. Students are not able to borrow essential books. This causes difficulty for those students who are unable to stay in the college to use the resource centre and limits the range of source materials readily available for students' research.

57. Teachers are well qualified and their expertise is complemented by a variety of current care practitioners, some of whom come from partner community organisations. For example, the Royal Borough child minding co-ordinator teaches on the introduction to child minding course. There are strong links with the community, particularly through the early years partnership. Students on access courses are guaranteed interviews at London Metropolitan University.

Leadership and management

58. There is a strong commitment to maintaining the quality of the provision. The management team is reluctant to take on new initiatives unless they can be adequately resourced. Courses are closed when retention and pass rates are unsatisfactory and the curriculum offer is reassessed. There has been difficulty in recruiting assessors and this has contributed to the slow achievement of candidates and limited the development of NVQs. Courses are well planned. Good use is made of feedback from students and internal moderation to identify areas for improvement.

Fashion and crafts



Overall provision in this area is **good (grade 2)**

Strengths

- good pass and retention rates on jewellery and sewing machine techniques courses
- high standard of students' work
- very good teaching
- good use of staff professional skills to enhance learning
- effective support for students
- good progression to employment, self-employment and further study.

Weaknesses

- lack of punctuality and poor attendance

- poor retention rates on City and Guilds fashion and soft furnishings
- insufficient specialist equipment and resources in ceramics, pattern cutting and decorative paint techniques
- unnecessarily complicated documentation produced for students.

Scope of provision

59. The college offers full-time national diploma courses in fashion design and design crafts. The range of part-time courses includes fashion retail, jewellery, millinery, decorative surfaces, stained glass, interior design and soft furnishings. There are opportunities to progress on many courses offered from level 1 to level 3. Most courses are part time and are timetabled flexibly to meet the needs of adult learners.

Achievement and standards

60. Students develop good craft skills and produce work of a very high standard. In design, crafts and millinery some students' work is as good as that produced on HE courses. Several students, including those on level 1 and 2 courses, receive private commissions from clients. Students have opportunities to present and promote their work professionally and they participate with considerable success in competitions. Students studying at all levels produced a collection of hats for a major London departmental store, and many sold within the first week of being displayed. The collection was inspired by the atrium of the store. Architectural forms and details were inventively translated into a range of one-off hats in a wide variety of styles. Students produce lively drawings in sketchbooks of visual research and technical samples, which they use in their designs. Design work is imaginative and students' good technical skills are used to translate their ideas into saleable three-dimensional products. The majority of students progress to jobs or self-employment, to more advanced courses at the college, or gain places in HE; many at prestigious London colleges. The high quality of some of their work enables them to gain places on degrees directly from level 2 courses. There are good retention and pass rates on the City and Guilds sewing machine techniques and jewellery courses. There are poor retention rates on the City and Guilds fashion and soft furnishings courses. The pass and retention rates on other courses are generally satisfactory but have fluctuated between 1999 and 2001. Lack of punctuality and poor attendance are significant weaknesses. Many students arrive late for classes and this disrupts learning, but rarely generates comment from tutors.

A sample of retention and pass rates in fashion and crafts, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
Jewellery	X	No. of starts	49	39	56
		% retention	80	85	94
		% pass rate	82	70	78
LOCN units	X	No. of starts	55	78	65

		% retention	80	63	82
		% pass rate	66	57	58
City and Guilds fashion 7702 sewing machine techniques	1	No. of starts	30	24	23
		% retention	100	96	91
		% pass rate	80	74	100
City and Guilds fashion 7802	2	No. of starts	53	67	71
		% retention	94	63	70
		% pass rate	67	70	54
City and Guilds 7802 soft furnishings	2	No. of starts	15	11	13
		% retention	93	27	57
		% pass rate	50	100	63
National diploma in general art and design	3	No. of starts	22	24	13
		% retention	86	92	77
		% pass rate	74	27	90

Source: ISR (1999 and 2000), college (2001)

Quality of education and training

61. Most teaching is very good. Courses are well planned and teachers make good use of the diverse cultural backgrounds of students to enrich the design work produced and to broaden the range of reference material available for research. Projects encourage students to consider their individual needs and interests in interpreting briefs. Students are able to progress at their own pace and are supported by a good range of work sheets on technical processes. Staff use their professional contacts outside of the college to give students opportunities to experience 'live' work. Much of the work set is challenging and expectations of students are high. Many staff are industrial practitioners and act as effective role models for students who hope to become fashion designers or makers. Learning activities are designed to equip students with the necessary skills to function commercially. Students have opportunities to present and sell their work in commercial environments. Assignments encourage innovative problem solving combined with a sound understanding of materials, production techniques and costing. In an interior design lesson, students from a diverse range of backgrounds passed on their work to other students for critical comment after completing a three-dimensional model of their design for an interior. This effectively simulated a commercial situation, required effective communication of ideas and helped group cohesion. Staff are particularly helpful to students whose first language is not English. In a contextual studies session, the tutor used an overhead projector alongside a slide projector to ensure that students were able to record complex terms, key dates and unfamiliar names accurately when note taking. On the other hand, some course information is presented to students in an unnecessarily complicated way using a variety of formats, fonts and styles. This causes difficulties for students whose first language is not English.

62. Lateness disrupts many sessions. Strategies to improve punctuality have not been successful and staff are not making a consistent effort to deal with the problem. Assessment is well planned and recorded. Through individual tutorials students receive detailed feedback on assessment outcomes and their progress. Personal targets for students are built into action plans for improvement.

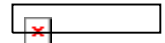
63. Staff are exceptionally well qualified and many are practising designers. Many have experience of teaching from level 1 to postgraduate level. Specialist facilities are adequate to support most areas of work, although some workshops are cramped, partly because of the lack of storage space. In ceramics, there are insufficient wheels for all students to work at the same time. There are too few pattern-cutting tables and this results in some students working on surfaces too small and too

low for the activity. A few have to work in the corridor due to shortage of space. There is insufficient college equipment for the City and Guilds decorative paint techniques course.

Leadership and management

64. Curriculum management is generally good. However, strategies to address lateness and poor attendance have not proved successful. In course reviews there is insufficient reference to data gathered from student satisfaction surveys. The judgements in the self-assessment reports are not sufficiently informed by performance data.

Visual arts



Overall provision in this area is **good (grade 2)**

Strengths

- much good teaching
- good pass and retention rates on OCN and City and Guilds courses
- high standards of students' work on most courses
- very well-qualified staff
- good internal progression from level 2 to level 4 and to HE courses
- broad range of courses.

Weaknesses

- low retention rates on foundation course
- insufficient access to library books

- lack of punctuality and absence adversely affecting students' learning
- some poor writing of work assignments and assessment criteria.

Scope of provision

65. Visual arts and multimedia courses are organised in the department of visual arts and technology. There is a good range of courses. These include a wide range of adult education courses, OCN courses from level 1 to 3, including pre-foundation programmes in fine art and multimedia. The full-time national diploma courses in multimedia and graphic design are new, while the foundation course is well established. The professional development certificate in fine art management and practice is innovative, providing graduates in art and design with an opportunity to acquire business and marketing skills and a more focused understanding of their place in a commercial and artistic environment. The college offers higher national certificate courses in fine art and multimedia.

Achievements and standards

66. There are high standards of work on most courses. This is particularly strong on many OCN courses and students in printmaking and sculpture produce work well above the level required. Many are commercially successful with their work. On the City and Guilds photography course, students achieve very high standards in their technical skills and the quality of their interpretation and composition. For example, one student produced colour prints involving textured patterns projected across a model that were both very imaginative and technically very strong. Students on multimedia courses make creative use of specialist software to scan hand rendered and modelled images into their work. Foundation and pre-foundation students research their ideas thoroughly and their sketchbooks are full of lively drawings. However, they do not fully realise the potential of this research in their final pieces.

67. There are high retention rates on OCN and City and Guilds courses. In 2001, retention rates on the foundation course fell to 72%. Retention rates have improved on full-time courses in the current year. The unitisation of City and Guilds photography in 2001 has helped to improve the pass rate to 93%. There are good pass rates on OCN and City and Guilds courses. There was a low pass rate on the GCE A-level art history course in 2001. Students make good progress through courses from level 1 to level 4 and onto HE. The foundation students have been very successful in gaining places on degree courses. In 2001, 84% gained places, many on the most sought after degree courses in London. Students progress directly to degree courses from the City and Guilds photography.

A sample of retention and pass rates in visual arts, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
City and Guilds photography 9231	1	No. of starts	146	205	149*
		% retention	96	96	96
		% pass rate	65	50	93
LOCN drawing	1	No. of starts	23	22	30
		% retention	57	91	83
		% pass rate	92	80	88

City and Guilds apple mac skills	1	No. of starts	78	83	82
		% retention	99	95	94
		% pass rate	75	81	74
LOCN photoshop	1	No. of starts	52	63	60
		% retention	100	89	97
		% pass rate	75	81	74
Pre-foundation art and design	2	No. of starts	15	12	18
		% retention	100	83	89
		% pass rate	87	80	88
Foundation art and design	3	No. of starts	32	30	36
		% retention	97	90	72
		% pass rate	84	93	92
GCE A-level art	3	No. of starts	17	12	17
		% retention	88	100	76
		% pass rate	73	33	100
Professional development in art and design	4	No. of starts	21	22	37
		% retention	95	86	95
		% pass rate	85	89	86

Source: ISR (1999 and 2000), college (2001)

* this is a unitised qualification

Teaching and learning

68. There is much good teaching. Teachers carefully plan sequences of tasks that develop students' learning. Staff make good use of their professional knowledge as artists and designers to inspire students who are less confident about their work. There is a good use of teaching aids, such as the dual projection of slides in an art history class. Very good use is made of a data projector in multimedia classes to explain theoretical concepts to students using a wide variety of examples. Some classrooms are poorly managed, with too much furniture and materials cluttering the space and inhibiting students' learning. There is much lateness and a high level of absence in many classes that disrupts learning. Many students arrived up to three-quarters of an hour late for lessons and the average attendance is very low at 64%. There are no effective measures for dealing with the problem.

69. Most students benefit from regular tutorials which are well recorded. However, action plans take insufficient account of students' individual needs and circumstances. Staff make good use of group critiques to assess students' work and this helps students to develop their oral skills and their use of technical terms. Teachers carefully explain assessment criteria, which are posted on notice boards. However, the writing of criteria, work assignments and assessment forms is not uniformly good. Many forms, such as on LOCN courses, require only ticks to boxes and students would welcome fuller written comments. There is no agreed style in the writing of assignment and assessment materials and no standardisation of paperwork on assessment.

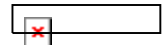
70. Most studios are fit for purpose. There are very good new multimedia resources with networked computers. The photography facility at Wornington is adequate though dated. At Hortensia there are good intaglio printmaking facilities. The specialist computer facilities at Hortensia and colour printing facilities are inadequate. The sculpture studios are satisfactory though there is a shortage of small

items of specialist equipment. There are no facilities for making photographic plates in printmaking, limiting the work techniques to traditional hand rendered images. Art students are not allowed to borrow many of the books from the library and this seriously restricts the scope of their research. Many students have insufficient knowledge of the work of artists in talking about their work and need to improve their general reading. Teachers are very well qualified with many having second degrees. Most are practising artists.

Leadership and management

71. Staff communications work well. Course reviews are thorough and systems are well applied to OCN courses. There is insufficient analysis of trends in retention and achievement. There is good support for part-time staff through the regular observation of teaching and study days. There are plans to improve communications with part-time staff working in community sites. There is insufficient encouragement to students to work across course and subject boundaries.

Performing arts



Overall provision in this area is **good (grade 2)**

Strengths

- good teaching
- productive emphasis on teaching of technique
- positive influence of professional performers as teachers
- good pass rates and high levels of individual achievement
- good progression.

Weaknesses

- poor retention rates on many courses
- poor attendance on many courses

- failure of students to take up enrichment opportunities
- poor accommodation and facilities in some areas.

Scope of provision

72. The college offers a range of full-time and part-time provision in drama, dance and music, aimed particularly at adults wanting to return to learn, improve a skill or change direction. Accredited courses (mainly LOCN) are available at levels 1, 2 and 3, the majority being offered during the day. Evening provision includes a range of adult education classes, which often act as a taster or feeder for accredited provision. The college has recently rationalised the range of courses and intends to add further provision at advanced level. The majority of provision is offered at the Wornington campus. The largest subject area is drama.

A sample of retention and pass rates in performing arts, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
Dance foundation	2	No. of starts	15	6	14
		% retention	100	100	100
		% pass rate	87	100	80
Acting foundation	2	No. of starts	10	14	13
		% retention	70	79	77
		% pass rate	100	100	90
Performing arts/combined arts	2	No. of starts	3	16	11
		% retention	67	75	64
		% pass rate	50	100	100
Music foundation level 1	2	No. of starts	9	11	10
		% retention	78	67	60
		% pass rate	71	50	67

Source: ISR (1999 and 2000), college (2001)

Quality of education and training

73. Standards of work are high on non-accredited provision particularly in dance. The standard of students' work in lessons is very good. Students develop appropriate techniques in ballet and contemporary dance that contribute to their confidence in performing. Students in jazz work on compositions that enable them to express their own ideas and feelings. Drama students develop a high standard of acting, voice and movement skills. These were clearly seen in students' rehearsals for the end of term productions of Romeo and Juliet, Napoli and Fen, where the cast gave convincing and confident performances.

74. The pass rates on dance, drama and music foundation courses (LOCN) are consistently above

the national average. Retention rates on almost all courses except foundation dance are below the national average. The majority of students progress to further study. In 2001, 15 students across dance, drama and music were successful in obtaining places in an intensely competitive environment at prestigious specialist institutions. Most students progress to higher levels in the college. Some adults join courses that are not accredited and progress gradually through the open college framework to HE. The college has structured the LOCN provision flexibly to ensure that students achieve at the right level and can progress to the next level in their own time. Attendance during the inspection week was low at 60 %. Too many students were late for lessons.

The quality of education and training

75. The teaching is always satisfactory, frequently good and sometimes very good. In drama there is a strong focus on independent and collaborative learning through the interpretation and performance of rewarding and stimulating texts. Lessons across all subject areas are well planned and students are clear about what is expected of them. In dance and music lessons, teachers skilfully use starting points geared to the interests of the group to encourage students to build their own material. The learning process is designed to give adults sufficient confidence to work independently. Adult students work with increasing confidence on complex texts displaying the ability to analyse pieces of theatre and justify decisions on interpretation as they move from text to performance. In one 'script to screen' lesson, students evaluate their own and each other's performance on camera sensitively and accurately, prompted by the teacher who works also as a professional television actress.

76. Most staff are practising performers and this has a positive influence on teaching and learning. Staff set high standards for students. In the best practical lessons the teachers' professional skill and enthusiasm and the relevance of the content inspire students. For example, a music teacher drew up contracts for a group of students preparing for the end of year concert to give them a flavour of how the music business operates. Students are less confident in producing written work and some require considerable support from teachers.

77. In performing arts there are some opportunities for students to enrich their learning through visits to performances and workshops. Too few students take advantage of these arrangements. Opportunities for students to perform their own work publicly are too few, with the majority of performances taking place in the college's own limited accommodation. There are insufficient opportunities for exposure to the industry outside of performing. There are insufficient opportunities for students to work together with students from related disciplines such as art and design, and fashion and crafts.

78. Students' work is thoroughly assessed. In dance, students have termly assessments but also keep their own journals. They use these to monitor and evaluate their own performance weekly. Teachers provide detailed written feedback to students with helpful and sympathetic suggestions for improvement clearly signalled. In technique lessons, which often rely heavily on demonstration and group instruction, teachers always find time to give students at all levels some individual advice. Despite this, a minority of students are not making sufficient progress.

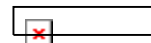
79. The quality of tutorials is good and both staff and students sign records. Some staff complete these more fully than others. Courses have informative handbooks and induction is well planned. There is effective support for students with literacy needs and one student in dance receives support with writing and has made significant progress.

80. Teachers are well qualified and many continue to practice as performers. The college has recently improved music facilities and equipment. Dance studios are generally good but suffer from being too hot, too cold or too bright. Showers are adequate but often out of order. Drama studios are adequate as lesson space but too small as live performance space. The acoustics and lighting are inadequate. The college has links with outside venues, which are used occasionally. There are too few books and most of these are for reference only. This restricts students' opportunities for research.

Leadership and management

81. Communications within the department are effective and this contributes to good curriculum management. Teachers work collaboratively in course teams. Measures to improve retention rates include the introduction of summer taster courses, which are designed to ensure that adults join the right course.

English as a foreign language



Overall provision in this area is **unsatisfactory (grade 4)**

Strengths

- effective action to improve retention rates in 2001
- good monitoring of students' progress
- good support for students.

Weaknesses

- very poor and declining pass rates
- much poor teaching on evening classes at one centre
- inadequate recording of student withdrawals and transfers.

Scope of provision

82. The college offers a range of part-time courses in English as a foreign language most of which lead to a qualification. Courses start in September and in January. There is also an annual summer school. Students can study for between 4 and 15 hours a week. Courses take place in the morning, afternoon and evening. Daytime provision is at the college's Marlborough Centre. Evening provision takes place at Holland Park School, a nearby secondary school. Courses offered lead to the following University of Cambridge Local Examination syndicate examinations: key English test (KET), preliminary English test (PET), first certificate in English (FCE), certificate in advanced English (CAE) and certificate of proficiency in English (CPE). In addition, the college offers courses leading to the international English language testing system (IELTS), the business English

certificate, level 3, and two non-examination courses. For the first time this year the college has offered the certificate in English language teaching to adults (CELTA). There are currently 698 students enrolled on courses.

Achievement and standards

83. Pass rates are poor. Pass rates on all but one of these courses are now below the national average. There has been a steady decline over the last three years in results on the five certificated courses, which between them cater for most of the students. In 2000/01 only 34.5% of students joining the five main courses achieved their qualification. Of those who completed their course 44% achieved a qualification compared with a national average of 54%. Overall retention rates have risen over the last year by 7% to 84%. Retention on all the five main certificated courses fell in 1999/2000 to below the national average, but rose to at or above the average by 2000/01. Retention on the preliminary English test and the first certificate in English was 5% or more above the national average.

84. In lessons, students attain satisfactory or better standards of spoken English. Many speak confidently and with good levels of accuracy for the level of course, although their pronunciation is sometimes weak. At the higher levels students were observed presenting coherent arguments and using skilful questioning and debate. Students' standards of written work are satisfactory. Many students are enthusiastic and work well in groups. Many come to lessons well prepared and are able to work independently.

Quality of education and training

85. Much of the teaching is unsatisfactory particularly at the Holland Park centre. Although teachers plan lessons they seldom identify clear learning objectives for the lesson and rarely share these with students. In only a very few lessons do teachers take adequate account of the individual needs of students in their planning or in the lesson itself. The instructions teachers give when explaining activities are sometimes confusing, leaving students unsure as to what they should do. Some classroom activities are poorly planned and last too long so that students lose interest. Teachers do not always direct their questions sufficiently to ensure that all students have a chance to contribute. They sometimes give students insufficient time to respond or do not acknowledge students' answers. When classes are working in groups, not all teachers are skilled enough to ensure that students are consistently engaged and working. In the least effective lessons, students are given too few opportunities to use and practice the language. What practice they get is often inappropriate for what they are learning, for example, time-consuming written tasks in a lesson designed to develop oral skills. Much of the activity in the poorer lessons is mediated and led by the teachers, leaving students little opportunity to contribute. Teachers give lengthy explanations of grammar points or the meaning of words rather than encouraging students to find out for themselves or from each other. Teachers do not always check students' understanding effectively. Many students remain unclear about what they are supposed to be learning. In one revision lesson the teacher tried to cover far too much material in a short space of time. Instead of consolidating their learning and gaining confidence for the forthcoming examination, students spent too much time taking notes. In the best lessons, the teaching is more challenging and is effective in preparing students for examinations. There is a well-chosen variety of activities that engages students. Teaching methods are effective in enabling students to develop a range of language skills.

86. Most teachers are well qualified. There are good staff development opportunities, including provision for part-time staff. Accommodation is generally satisfactory although some rooms are poorly furnished. In some classrooms the poor acoustics prevent students from hearing clearly. This particularly interferes with speaking or listening tasks. Staff have recently developed a useful bank of teaching and learning materials, aimed in particular at students on lower level courses. In spite of this new initiative, handouts used in class are often poorly presented. Students have good access to a new IT suite and some use it regularly to study on their own.

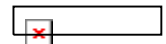
87. Students receive regular and helpful feedback on their work and their progress. Teachers mark students' work promptly and accurately, offering helpful guidance to students on how they might improve their work. There are regular time slots for one-to-one tutorials where students have the

opportunity to review their academic progress and agree and record actions for improvement. Students attend tutorials regularly and value them. Students are well supported through a range of different services. A teacher who is a practising counsellor has an additional role as English as a foreign language student advisor/counsellor at one centre. Students are increasingly making use of additional learning support.

Leadership and management

88. The section has clear priorities and a detailed action plan. Curriculum managers are aware of declining pass rates and have identified measures to address this. However, these measures have had no impact on students' pass rates so far. There is inadequate recording of student transfers and withdrawals, and teachers are not always clear about who is or should be a member of their class.

Modern foreign languages



Overall provision in this area is **good (grade 2)**

Strengths

- good pass rates on many courses
- much good teaching
- confident use of the language being learned by most students
- broad range of provision
- good guidance and support for students
- effective course management.

Weaknesses

- poor results on bilingual skills certificate

- low pass rates on GCE A-level French and Italian in 2001.

Scope of provision

89. The college offers 172 courses in 12 languages namely Arabic, Chinese Mandarin, French, German, Greek, Italian, Japanese, Portuguese, Russian, Spanish, Swedish and Turkish. Some 90 courses lead to a qualification: certificate in business language competence, GCSE, GCE AS/A level, bilingual skills certificate, diplomas in translation and in public service interpreting. There are 82 non-accredited courses at various levels in many languages. Flexible learning programmes are offered, as are two City and Guilds stage 1 teacher training courses. In 2001/02, at the time of the inspection, there were 2,443 enrolments in languages, 1,079 of whom are on accredited courses.

Achievement and standards

90. Pass rates on many courses have been consistently good. In the last two years there were high pass rates in GCE A-level Arabic and Spanish, with a high proportion of A-C grades in GCE A-level Russian and GCE A-level Spanish. Pass rates for the first cohort of GCE AS students in Italian (71%) and Spanish (88%) are good. During the past three years, pass rates in GCSE French, Italian, and Spanish have been consistently good. The pass rate on the certificate in business language competence courses at levels 1 and 2 in 2001 was 83%, however, pass rates were low in GCE A-level French and Italian in 2001 and on the bilingual skills certificate courses. Retention rates have been good on a majority of courses, particularly in 2001 on GCE A-level Arabic, Portuguese, Spanish and French. In GCE AS Italian, retention rates have been very high over three years. However, at 55%, retention was low in GCSE French in 2001.

91. Standards of attainment were good or better in most lessons. Students are able to express themselves with confidence in the language they are learning and have well-developed skills in listening, reading and writing. In a French literature lesson, conducted almost exclusively in French, students were able to follow an interesting account of the life of Emile Zola and his novel 'Nana', answering well-phrased questions from the teacher and asking questions themselves. Students demonstrate a good knowledge of the cultural background of the languages being studied. Students' written work is of a high standard, revealing their interest in, and enthusiasm for, the subject.

A sample of retention and pass rates in foreign languages, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
Certificate in business language	1/2	No. of starts	*	173	273
		% retention	*	73	75
		% pass rate	*	60	83
GCSE Spanish	2	No. of starts	27	14	20
		% retention	89	79	75
		% pass rate	79	91	93
GCSE French	2	No. of starts	11	20	33
		% retention	82	70	55
		% pass rate	78	100	83
GCE A-level classical Arabic	3	No. of starts	21	20	28
		% retention	95	75	89

		% pass rate	85	80	80
GCE A-level French	3	No. of starts	23	10	21
		% retention	70	70	81
		% pass rate	69	86	65
GCE A-level Spanish	3	No. of starts	16	26	23
		% retention	69	81	74
		% pass rate	50	86	94

Source: ISR (1999 and 2000), college (2001)

*course not running

Quality of education and training

92. Over 70% of teaching is good or better. Teachers plan lessons using a broad range of carefully selected topics to enable students to develop their understanding of contemporary issues. They choose tasks and activities that are varied to maintain the interests of the students. They make effective use of the language they are teaching, enabling students to develop their oral skills. In the best lessons, teachers set demanding work and students participate enthusiastically. In one advanced French conversation class the adult students were able to read a newspaper article on the recent visit by the French Minister of the Interior to the Sangatte Asylum Seekers Centre and then role play in small groups an interview between a refugee and a journalist. Students' understanding is frequently checked, new learning thoroughly reinforced and their pronunciation sensitively corrected. Students learn to appreciate the importance of accuracy in their grammar and their vocabulary. However, in a few lessons too much English is used, largely because of a choice of materials that are not suitable for the abilities of the group.

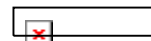
93. Staff are well qualified and accommodation is of a good standard. Learning materials are well produced and the library stock is good. However, the use of some textbooks, particularly in French lessons, tends to encourage the students to use too much English and students make too little progress over the course of the lesson.

94. The guidance and support offered to students is effective. There is a rigorous system for monitoring the progress of students on both accredited and non-accredited courses. At enrolment there is a thorough diagnostic oral and written test for students on accredited courses. Students' progress is monitored regularly through individual tutorial sessions and individual action plans. Staff make a point of contacting absent students, sending them appropriate worksheets and homework. Students' work is corrected carefully and returned promptly with helpful comments. On non-accredited courses students use the 'Learning Postcard' to record their reasons for joining the course and their progress. Measures to widen participation and encourage the learning of non-European languages have resulted in courses in Arabic at the Muslim Cultural Centre. The City and Guilds teacher training course in modern languages is used by the college to develop its own modern languages staff.

Leadership and management

95. The curriculum area is well managed. Communication is effective and course leaders meet with their teams, including all part-time lecturers, at least three times a year. These meetings are used to discuss teaching methods and to share good practice. Good use is made of written feedback from students to improve the provision.

English for speakers of other languages



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- broad range of provision
- good practice in community-based provision
- accurate and constructive marking of students' work
- good pass rates on external qualifications.

Weaknesses

- lack of challenge in many lessons
- failure of teachers to take into account the varying abilities of students in lesson planning
- insufficient monitoring of individual students' progress
- poor punctuality.

Scope of provision

96. The college offers a broad range of English for speakers of other languages part-time courses to adults at two of its main centres and at twelve off-site community venues. General English for speakers of other languages courses at pre-entry, entry and level 1 are offered in the day, at twilight, in the evening, and at weekends. English for speakers of other languages vocational courses in childcare, hairdressing, fashion and food studies are offered at level 1 and level 2 and prepare students for work or further study. A summer English for speakers of other languages programme is also offered. Some recent and successful developments in the community-based provision have included provision for particular ethnic, religious and cultural groups. This includes IT and English for speakers of other languages courses, a family literacy programme, and an English for speakers of other languages programme for low paid workers at a local hospital. The accreditation offered includes Pitmans, key skills IT, NVQ English, and OCN units in English for

speakers of other languages, hairdressing, childcare and IT. At the time of the inspection, there were 639 enrolments on English for speakers of other languages programmes.

Achievement and standards

97. Retention rates in English for speakers of other languages have improved significantly since the college restructured the courses from year-long courses to termly. At the end of the autumn term in 2001, retention was 93% and at the end of the spring term 2002 it was 92%, in comparison to the overall rate of 52% in 2000/01 on year-long courses. Rates of progression to English for speakers of other languages courses at a higher level are good. Pass rates are good on external qualifications. In 2001, for example, pass rates were 75% in Pitmans examinations, 95% in NVQ English and 80% in key skills IT.

98. Students are keen to develop their knowledge and skills and many make satisfactory progress. However, many lack confidence particularly in the use of spoken English. While most of the students can work effectively on their own, many are reluctant to work with others in pairs or small groups. During the inspection, the average attendance in the observed lessons was 71.4 % and in many of the lessons, students arrived late and were not questioned about their lateness by teachers.

Quality of education and training

99. Most teaching is satisfactory. Most teachers plan lessons well and use a variety of appropriate teaching methods and learning activities. In all lessons, students have the opportunity to practise their reading, writing, speaking and listening. Teachers have a good rapport with their students and encourage them to develop their language skills. In a community-based lesson, very good teaching materials including pictures, maps, cards, worksheets and a vocabulary book devised by the teachers were used to teach students essential vocabulary for using the London Underground. Students respond well to practical activities. Several English for speakers of other languages classes took part in the 'London Voices' project organised for Adult Learners' Week. They were given disposable cameras and encouraged to take photographs of life in the local community. These were later used in the English for speakers of other languages classroom as a stimulus for language work and formed the basis of a book for children. Students' work is carefully marked using a helpful and distinctive marking system. There are schemes of work for each course level but not for all individual courses. In most lessons, teachers take insufficient account of the mixed levels of ability in language learning skills of the students. There is little recognition of this in the selection of materials, tasks and group work. In most of the lessons, teachers do not acknowledge students' prior learning and experience, and fail to set appropriate tasks which will develop their communication skills. Teaching methods and learning materials do not adequately reflect the ethnic diversity of the student population or the multiculturalism of the local community.

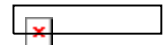
100. Prospective students receive good information and advice about the courses, and an initial assessment to place them on a course at the right level. Individual learning plans were introduced in the summer term. There is insufficient monitoring of the progress made by individual students. The outcomes of initial assessment are not included in individual learning plans. Individual targets and review dates are also not included in most cases.

101. Most teachers are appropriately trained but a few lack specialist teaching qualifications and experience. Classroom accommodation for English for speakers of other languages at the college and in community centres is adequate. The students have access to computers and a college intranet, which includes a link to a relevant language site. At times, students find it difficult to use a computer because there are not enough machines available. All college-based general English for speakers of other languages programmes include a weekly IT session. One teacher recently designed interactive English for speakers of other languages learning materials for which he won a national award.

Leadership and management

102. Meetings and training events are held regularly and there is a strong commitment to the professional development of staff. A lesson observation scheme, when teachers observe each other, encourages the sharing of good practice. The results of lesson observations are used in staff appraisals. Course records do not routinely cover adequately the quality of students' progress and assessment. Course reviews contribute to the section's self-assessment report and action plan. Action plans have led to the successful introduction of new developments. Centrally supplied data on student achievement are unreliable. There is insufficient analysis of students' retention, progression and achievement within the curriculum area.

Basic skills



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- much good teaching
- good use of additional support to teach basic skills
- good internal progression
- high pass rates on accredited courses
- good attainment in basic skills by many students.

Weaknesses

- ineffective use of individual learning plans
- lack of punctuality in some lessons
- little use of resources in teaching lessons

- poor retention on GCSE mathematics and English
- poor sharing of good basic skills practice.

Scope of provision

103. Provision in literacy and numeracy is offered at entry level and at levels 1 and 2 on both full-time and part-time courses. The provision is replicated at both main sites, Wornington and Hortensia. There are 679 students currently enrolled on basic skills courses. The college also provides family learning and community-based basic skills courses, such as literacy provision for tenants on a local housing estate.

Achievement and standards

104. Pass rates on courses leading to external accreditation are good. At all levels, pass rates are well above national averages. Retention rates at level 1 and entry level are good. However, on GCSE mathematics and English language courses retention rates have been poor and are declining. In 2001/02 retention rates have improved to 71% on GCSE mathematics and 73% on GCSE English language and are now close to national averages. There is increasing use of OCN units to ensure that accreditation can be used flexibly to meet the needs of students. Opportunities to follow externally accredited courses motivate some groups of learners. The tenants group on the local housing estate welcomes the opportunity to achieve an accredited qualification. Students make good progress between study levels. Provision is being developed to move away from the traditional two-hour a week model to full-time, flexible or short-term courses. The range of courses at both main sites offers students good internal progression opportunities. Progression through the levels is good and students appreciate the opportunities offered. In 2000/01, 21 students progressed from level 1 basic skills classes to GCSE courses in mathematics and English language.

105. Students attain good standards in literacy and numeracy. Most students are enthusiastic and work hard to achieve their learning goals. At some lessons students arrive late. Students arrived up to 45 minutes after the start of one lesson with no comment being made by the teacher. The lesson was disrupted and some students miss almost half their weekly lesson by being late.

Quality of education and training

106. Most teaching is good. Some lessons are unsatisfactory. The best lessons are well planned and teachers set a variety of activities to challenge and engage students. For example, in one entry level lesson, students were enthusiastically engaged in a variety of activities based on the theme of a murder mystery. There are many students in groups who do not have English as a first language. The level of spoken English in many lessons varied considerably but teachers tried sensitively to cope with the mix of abilities. The relationship between teacher and students was generally productive and the atmosphere in lessons was informal but purposeful. In the weaker lessons, teaching was poorly planned and resulted in some students wasting time waiting for direction or help from the teacher. The teacher failed to explain the tasks clearly and students did not understand what was required from them. Teaching materials and techniques relied too much on worksheets. Teaching in additional learning support lessons is good and enables students to improve their basic literacy and numeracy skills. The planning of individual learning programmes for these students is good and ensures that they maintain steady progress.

107. There are not enough resources for all the courses. There are no IT facilities in community classrooms to help in the teaching of literacy and numeracy. In IT lessons, learning materials are

good and encourage students to use IT to improve their language and literacy skills. In community venues, resources such as dictionaries have to be brought by teachers into the classrooms. Lack of easily accessible resources results in insufficiently varied use of teaching aids. There is an over-reliance on worksheets where IT resources are not available. Some paper-based resources are out of date. Materials are not always available and in some cases they are poorly presented and scruffy. By contrast there are stimulating resources available in the two learning centres with computers and a range of paper-based resources catalogued according to level. These resources are openly available when students want to use them. However, the range of books that students can borrow is small. Most teachers have both a general teaching and specialist basic skills teaching qualification. Most teachers have received training on the new basic skills core curriculum.

108. There are poor records of achievements by students not working towards externally accredited qualifications. There is inadequate setting of specific individual targets and little monitoring of students' progress towards the achievement of their learning goals. Assessment practice is in some cases poor. Initial assessment does not provide an adequate foundation for programme planning or for planning individual learning. Records of work done at the end of each session give little indication of students' progress or achievement in basic skills. This weakness is recognised and there are plans to map progress to the National Standards for Adult Literacy and Numeracy. The practice of recording the progress made by students week by week is not always carried out. Some teachers have detailed assessment records for their students, while others have none. Students' work is usually marked helpfully and teachers provide good oral feedback.

109. There is thriving community provision for tenants on a large housing estate in the south of the borough. Facilities there are good and students appreciate the provision of classes near their homes. Students value the support from teachers and the improved open-access workshop facilities.

Leadership and management

110. Course management has been strengthened by each course having a course director. The basic skills team meets regularly, but some part-time teachers find it difficult to attend these meetings. There is insufficient sharing of good practice. There is ineffective use of individual learning plans and not all staff carry out record keeping effectively. Links with English for speakers of other languages and additional learning support are being developed through the introduction of English for speakers of other languages literacy provision and planned training for support teachers on the adult core curriculum. The college has a detailed basic skills action plan and a clear strategy for developing basic skills across the college.

Part D: College data

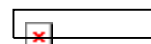
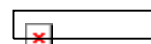


Table 1: Enrolments by level of study and age 2000/01



Level	16-18 %	19+ %
1	28	31
2	24	18
3	20	15

4/5	0	2
Other	29	34
Total	100	100

Source: Provided by the college in 2002

Note: The percentages column 16-18 have been rounded up and hence do not add up to 100%.

Table 2: Enrolments by curriculum area and age 2000/01

Curriculum area	16-18	19+	Total
	No.	No.	Enrolments %
Business management	70	2,979	14
Agriculture	0	0	0
Construction	0	0	0
Engineering	0	53	0
Business	36	1,113	5
Hotel and catering	4	288	1
Health and community care	32	1,853	9
Art and design	137	6,464	30
Humanities	193	5,528	26
Basic education	210	3,006	15
Total	682	21,284	100

Source: Provided by the college in spring 2002

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		1997/98	1998/99	1999/00	1997/98	1998/99	1999/00
1	Starters excluding transfers	96	64	80	1,576	1,394	1,602
	Retention rate (%)	68	69	83	74	73	79
	National average (%)	77	74	76	76	73	76
	Pass rate (%)	45	55	76	51	48	73

	National average (%)	49	59	64	55	58	66
2	Starters excluding transfers	56	51	75	829	1,012	1,040
	Retention rate (%)	52	69	75	73	79	80
	National average (%)	75	72	73	76	75	75
	Pass rate (%)	68	70	77	63	55	61
	National average (%)	59	64	65	58	63	66
3	Starters excluding transfers	85	76	63	918	920	892
	Retention rate (%)	74	89	84	77	84	82
	National average (%)	77	73	75	76	75	75
	Pass rate (%)	68	70	77	63	55	61
	National average (%)	59	64	65	58	63	66
4/5	Starters excluding transfers	*	*	*	184	196	23
	Retention rate (%)	*	*	*	78	86	57
	National average (%)	*	*	*	81	78	76
	Pass rate (%)	*	*	*	41	62	20
	National average (%)	*	*	*	50	56	55

Note: Summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary and sixth form colleges).

* data not applicable

Sources of information:

1. National averages: *Benchmarking Data (1997/98) to (1999/2000): Retention and Achievement Rates in Further Education Colleges in England*, The Further Education Funding Council, September 2000.

2. College rates for 1998/99-1999/2000: *Benchmarking Data (1997/98) to (1999/2000): Retention and Achievement Rates*, produced by the Further Education Funding Council, September 2000.

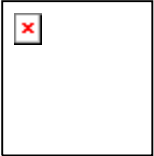
3. College rates for 1999/2000: provided by the college in spring 2001.

Table 4: Summary of grades awarded to teaching by level

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	

Level 3 (advanced)	73	27	0	33
Level 2 (intermediate)	87	9	4	45
Level 1 (foundation)	64	22	14	36
Other sessions	45	48	7	40
Totals	68	26	6	154

© CROWN COPYRIGHT 2002. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.



School inspection reports are available on the OFSTED website (www.ofsted.gov.uk).