

**Westminster Kingsway College**  
**Reinspection of Basic Skills and Provision for Students with Learning Difficulties and/or**  
**Disabilities: November 2000**  
**Report from the Inspectorate**  
**The Further Education Funding Council**

## **THE FURTHER EDUCATION FUNDING COUNCIL**

*The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.*

### **REINSPECTION**

*The FEFC has agreed that colleges with provision judged by the inspectorate to be less than satisfactory or poor (grade 4 or 5) should be reinspected. In these circumstances, a college may have its funding agreement with the FEFC qualified to prevent it increasing the number of new students in an unsatisfactory curriculum area until the FEFC is satisfied that weaknesses have been addressed.*

*Satisfactory provision may also be reinspected if actions have been taken to improve quality and the college's existing inspection grade is the only factor which prevents it from meeting the criteria for FEFC accreditation.*

*Reinspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Reinspections seek to validate the data and judgements provided by colleges in self-assessment reports and confirm that actions taken as a result of previous inspection have improved the quality of provision. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. The opinion of the FEFC's audit service contributes to inspectorate judgements about governance and management.*

### **GRADE DESCRIPTORS**

*Assessments use grades on a five-point scale to summarise the balance between strengths and weaknesses. The descriptors for the grades are:*

- *grade 1 - outstanding provision which has many strengths and few weaknesses*
- *grade 2 - good provision in which the strengths clearly outweigh the weaknesses*
- *grade 3 - satisfactory provision with strengths but also some weaknesses*
- *grade 4 - less than satisfactory provision in which weaknesses clearly outweigh the strengths*
- *grade 5 - poor provision which has few strengths and many weaknesses.*

*Audit conclusions are expressed as good, adequate or weak.*

*Cheylesmore House  
Quinton Road  
Coventry CV1 2WT  
Telephone 02476 863000  
Fax 02476 862100  
website: <http://www.fefc.ac.uk>*

© FEFC 2001

*You may photocopy this report and use extracts in promotional or other material provided quotes are accurate, and the findings are not misrepresented.*

**Westminster Kingsway College  
Greater London Region**

**Reinspection of basic skills and provision for students with learning difficulties and/or disabilities: November 2000**

**Background**

Kingsway College was inspected in October 1999 and the findings were published in inspection report 06/00. Provision in basic skills, and for students with learning difficulties and/or disabilities, was awarded a grade 4.

The main strengths were: the college's good response to the needs of the community; good teaching of students with sensory impairments; and successful development of students' spoken language. The main weaknesses were: the poorly managed entry to courses; low retention; poor teaching of basic skills; and inadequate opportunities for practical learning. The college merged with Westminster College in September 2000, to become Westminster Kingsway College.

The reinspection took place over four days in November 2000. Ten lessons were observed. Inspectors scrutinised documentation and analysed data on student retention and achievement. Meetings were held with managers, teachers and students.

**Assessment**

The college has taken action to address the weaknesses identified during the inspection. The action plan prepared by the college was thorough and set realistic deadlines. The curriculum is well managed. Students have access to an appropriate range of qualifications. There are good progression routes to other courses within the college, and to employment. Student retention and achievement has improved on the GNVQ foundation and adult basic skills courses.

Most teaching is at least satisfactory, and some is good or outstanding. Lessons are well planned as part of a coherent scheme of work. Teachers have high expectations of their students. They set appropriate tasks based on effective diagnostic and initial assessment procedures. The most effective teaching observed made use of a variety of methods matched to individual student needs. Individual learning plans have been introduced for all students. There are clear guidelines to assist teachers in setting targets for students, based on effective initial assessment of students' needs. Teachers make good use of displays to support teaching and learning. In a few less effective lessons, teachers were unimaginative in their choice of teaching method. Teachers sometimes set inappropriate tasks for students before they had developed the necessary underpinning knowledge and skills. Teachers' assessment of students' work is generally thorough. However, a few teachers use generalised statements which fail to identify specific shortcomings in students' work, and do not always show students how to make progress.

Students are attentive in lessons and keen to succeed. There are good working relationships between teachers and students. Teachers are aware of the complex social, emotional and educational needs of their students, and offer effective support.

The college has made some important changes to the team of staff working in the programme area. More suitably qualified, full-time teachers have been appointed. Information and

communication technology facilities have also been improved. The college has appointed a learning support technician who is producing a range of learning resources.

The college should improve the quality of some teaching, and the guidance provided to students on their marked work.

**Revised grade:** basic skills and provision for students with learning difficulties and/or disabilities 3.