

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: King Edward V1 College, Nuneaton

Date of visit: 30 January 2007

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

### Achievement and standards

Success, retention and achievement rates for students aged 16 to 18 in 2004/5 on all long courses (excluding key skills) were around national averages, with some variation by level. This was a decline relative to the sector. What do 2005/06 data show?

- Success, retention and achievement rates continue at around the national average for the previous year, with a slight improvement in the overall college success rate. This is the result of an improvement in pass rates on level 3 (AS and A level) courses, which account for around 85% of enrolments in the college. Pass rates on AS courses showed more improvement than on A level courses. The college analyses variation between subjects well and has action plans in place for subjects performing significantly below national rates. There has been an improvement in pass rates in 2005/06 in all subjects identified as requiring intervention in 2004/05.

The previous annual assessment visit (AAV) highlighted lower pass rates on AS courses than on A level courses with the proportion of students achieving A and B grades at both AS and A level being lower than that seen nationally. What does an analysis of 2005/06 data show?

- The pass rates on both AS and A level programmes are around national averages. The proportion of high grades is rising on A level programmes but declining on AS programmes and for both AS and A levels the proportion of high grades is below national averages. Pass rates and the proportion of high grades on Advanced Certificate of Vocational Education (AVCE) courses is above the national average; however, the pass rate and proportion of high grades on applied AS courses has fallen significantly.

The previous AAV highlighted lower than expected value added on level 3 courses with variation between subjects. The college self assessment report (SAR) for 2005/6 indicates improvement at A level. What patterns emerge from analysis of 2005/6 data at both AS and A level?

- The college uses a number of measures of value added, the most widely used being 'ALPS'. This shows poor and declining value added at AS. Value added is positive on A level courses, a significant improvement on the 2004/05 outcomes. The college is more successful at adding value where students have come into the college with relatively low General Certificate of Secondary Education (GCSE) scores, and less successful with those with high GCSE scores on AS courses.

## Quality of provision

What is the impact of measures taken to improve the quality of teaching and learning?

- There has been a significant increase in continuing professional development (CPD) in the last 2 years and several days are set aside for joint activities either within departments, divisions or across the college. Within this time there is an increased focus on teaching and learning to support the priority in the college development plan. Examples include differentiation, increased variety of activity within lessons, assessment for learning, schemes of work. Additionally, such aspects have been highlighted through the lesson observation process. It is too early to see a direct link between CPD and student outcomes; however, students comment positively on variety within lessons.

To what extent is good practice shared across the college in order to improve consistency in the quality of provision between curriculum areas?

- There has been an increased emphasis on the sharing of good practice over the last two years, in particular in lessons across divisions or across the whole college. Staff comment favourably on this and in formal evaluations they value the contribution made by their colleagues during CPD events. The college has also put into place a number of policies and procedures to improve consistency across divisions and staff welcome the shared approaches.

## Leadership and management

The previous AAV indicated that the college has an established system of lesson observations and outlined some areas for improvement. What improvements have been implemented and what is the impact of these?

- The lesson observation system was reviewed in 2005/06 and an internal verification process has been established. Senior managers now jointly observe a sample of lessons with middle managers; all observers are trained. It is too early to measure the impact of these measures on internal consistency. Lesson observations highlight areas of good practice and staff are encouraged to share this good practice with colleagues. Peer observation also takes place on a regular basis.

The SAR indicates self assessment as a strength. How are the different stages of review validated?

- The college provided guidance to teams and middle managers to improve the rigour of course reviews. The college has good knowledge of student achievement and curriculum self assessments include an accurate analysis of data. Student achievement and SAR action plans are now monitored more closely than previously by both middle and senior managers. All aspects of the SAR are validated by a panel including managers from other colleges.

### Any other comments:

The college has completed a management restructure over the past two years and all posts have now been filled.

The college has a long standing and successful collaboration with North Warwickshire and Hinckley College and the two colleges plan to develop a joint campus. Consequently there is continuing discussion on the curriculum offer; at the moment King Edward VI college tends to specialise in level 3 academic courses and North Warwickshire and Hinckley college in vocational courses, many at levels 1 & 2. There is a common timetable across the colleges enabling students to mix and match their subjects.