

City College, Coventry

General further education college

Inspection dates		11–15 March 2013
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Satisfactory-3
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- Too many learners, including work-based learners, do not succeed or make the progress of which they are capable.
- The quality of teaching, learning and assessment is not good enough and teaching is often ineffective in helping learners to learn and achieve their maximum potential.
- Provision in science and mathematics, business, and engineering apprenticeships is inadequate.
- Quality assurance systems are ineffective. They have failed to prevent the decline in success rates and have not brought about the necessary improvements across the college and particularly in teaching, learning and assessment.
- The promotion and monitoring of equality and diversity in the curriculum and the understanding of many staff of these aspects of provision are inadequate. The college does not adequately monitor the performance of different groups of learners.
- Performance management at all levels is inadequate. Responsibilities and accountabilities are unclear, as is the monitoring of plans and staff against clear and rigorous targets.
- Leadership and management throughout the college are not effective in bringing about sustained improvement in all areas. The management of work-based learning is inadequate.
- Governors do not adequately monitor the quality of the educational provision nor adequately fulfil their statutory duty to monitor equality and diversity.

This provider has the following strengths:

- The inclusive and welcoming atmosphere in which students from a diverse range of backgrounds enjoy their time at college, behave very well and show high levels of respect for their peers and staff.
- The high quality, business-like accommodation which motivates learners and inspires the local community.
- Senior managers' ambitious vision for the college and its role as a key player in the regeneration of Coventry city.

Full report

What does the provider need to do to improve further?

- Improve success rates for all learners and narrow the achievement gaps between different groups of learners by ensuring that teachers take account of learners' individual needs when planning lessons; meet these needs through high quality teaching, learning and assessment which inspire learners; and support them to reach their potential.
- Urgently implement an action plan to ensure apprentices complete their frameworks within the agreed timescales. Ensure that all learners are frequently assessed and reviewed in the workplace according to their individual needs; and leaders and managers take responsibility for learners' achievement and closely monitor and quality assure the entire programme including training and assessment in the workplace.
- Improve the quality of teaching, learning and assessment by
 - ensuring teachers understand what is required of them to deliver high quality teaching, learning and assessment
 - supporting teachers through properly targeted staff development and monitoring their performance through regular, rigorous performance management so they can be held to account for their work
 - promoting high levels of challenge in all learning activities by increasing teachers' expectations of learners' rate of progress and potential achievement
 - improving target setting and progress monitoring by setting aspirational targets for success in all subject areas, ensuring that targets focus on the development of learners' knowledge and skills and rigorously monitoring progress against these targets
 - helping teachers to use on-going assessment, during learning activities, so that they know the progress learners are making and can adapt their teaching to ensure all make good progress
 - ensuring that feedback to learners includes details of what they have done well, what they need to improve and how they can improve.
- Ensuring all teachers are adequately trained to develop learners' English and mathematical skills in lessons and take responsibility for checking and correcting learners' spelling and grammar.
- Ensuring that the observation of teaching and learning focuses sufficiently on learning and that actions to help teachers improve their performance are correctly identified, and clearly prioritised and monitored to ensure that the quality of teaching, learning and assessment improves.
- As a matter of urgency, significantly increase the rigour of quality assurance and self-assessment in order to accelerate the rate of improvement by ensuring that
 - judgments are accurate and based on reliable information
 - actions are clearly prioritised and focus on positive impacts for learners
 - targets, including interim targets, in action plans are clearly prioritised, measurable and rigorously monitored
 - staff are accountable.
- Urgently strengthen and implement the college's new performance management system so that
 - all staff and managers are clear about their objectives and understand what they are accountable for
 - objectives focus on improving teaching and learning and are measurable
 - all staff, including sessional teachers, attend targeted training.
- Improve the use of management information and data analysis throughout the college by
 - better reporting of academic performance at senior management level so that leaders and managers review trends over time and accurately target and prioritise improvement

- regular analysis of and reporting on the performance of different groups of learners and taking effective and prompt action to rectify any gaps or decline in achievement
 - providing training for all managers, including course leaders, so that they can access, analyse and interpret data and use it to improve provision.
- Ensure the governing body scrutinises the academic performance of the college, including the performance of different groups of learners, by providing governors with the information they need on academic performance including learner outcomes, and that this information is accurate, timely and easy to interpret. Ensure that all members of the board receive the training they require to carry out their role effectively.

Inspection judgements

Outcomes for learners

Inadequate

- Not enough learners of all ages successfully complete their courses. Success rates have declined over the three years since the last inspection and are now below the national average for most levels. The success rates for learners aged 16 to 18 are inadequate. On advanced-level long courses the rate has declined to below the national average, on entry- and intermediate-level courses, it has increased, but still remains below the national average. Success rates for learners on GCSE courses are at the national average.
- The overall success rate for adult learners on long courses has declined and is below the national average. However, the success rates for the many adults on short courses have increased to above the national average. A higher proportion of adult learners than average pass entry-level long courses, but the success rates of those on advanced courses are significantly below the national average.
- While the college has a relatively small number of learners on GCE A-level courses, their success rates are low, especially on AS-level courses. Most learners who succeed achieve the grade expected of them, based on their attainment before coming to college, but the proportion of learners who achieve high grades in A-level examinations is very low.
- There are around 500 apprentices, mainly on engineering courses. The standard of work of these learners is often good. However, the number who achieve their qualification within the allotted timeframe is very low. The success rates for learners who gain national vocational qualifications (NVQs) and other qualifications in the workplace are below national average.
- Success rates are below the national average in all subject areas except education and training and preparation for life and work.
- The college has not yet taken action to narrow the achievement gaps between different groups of learners. Female learners are more successful than males. There is a great variability in the success of learners from different ethnic groups. White British learners have low success rates when compared with many other groups such as Chinese learners or Black African learners. Some programme areas, for example functional skills, have clearly identified these differences in success but have not yet devised strategies to rectify them. Looked after children achieved better than their peers in 2011/12, but the college had not analysed their performance and had not taken any specific actions to ensure the success of these learners.
- The success rate of adult learners with identified learning difficulties is similar to those with no identified learning difficulties. Younger learners with learning difficulties and disabilities perform better than their peers.
- Learners are polite and courteous and their behaviour in the college is very good. However, their attendance and their punctuality require improvement and fall below the college's expected targets. Almost half of full-time learners participate in activities such as competitions, work experience and activities which enhance their social, personal and employability skills. A

reasonable number of learners benefit from making a positive contribution to the college and local community through voluntary and community activities organised by the college.

- Not enough learners benefit from planned work experience and there are insufficient work experience opportunities in some subject areas such as construction and business administration and science. The small number of learners in the Peter Jones Enterprise Academy are prepared well for their future careers.
- Learners of English for speakers of other languages demonstrate good improvement in both their written and spoken English. The success rates for functional skills courses have increased in 2011/12 and are now at the national average. In many curriculum areas the development of learners' English and mathematical skills is insufficient.
- Learners' progression between levels of study is satisfactory. A high proportion progress to higher education courses, especially those in science, art and design and performing arts and construction courses. Information on the destinations of learners into employment is not yet complete.

The quality of teaching, learning and assessment

Inadequate

- The quality of teaching, learning and assessment is inadequate and reflects the low outcomes for learners. Far too much teaching and learning in the college requires improvement, with a minority of learning sessions judged as good and none as outstanding.
- Teachers are appropriately qualified in their subject specialism but nearly a third of them do not hold teaching qualifications. They offer learners a welcoming learning environment and learners enjoy their studies. However, teachers do not consistently challenge or encourage learners to achieve their very best in lessons.
- Too many lessons fail to engage learners because tasks are either too easy or too difficult for them. Teachers do not plan sufficiently for the different needs and abilities of learners and the pace is too slow to support their rapid learning and progress. Teachers are often the centre of attention in many lessons and learners do not have sufficient opportunities to explore issues and learn from each other.
- Poor attendance and punctuality disrupt learning too often and in too many lessons teachers fail to promote high standards in health and safety. Apprentices benefit from effective off-the-job training at the college.
- Learners benefit from good accommodation and resources. A few rooms are cramped and learners have limited access to computing facilities when not in lessons. Teachers have good access to equipment and new technologies to support learning and, in a few instances, use them well to engage learners. Too often this expensive technology is used only for PowerPoint presentations. The use of the college's virtual learning environment to encourage and promote learners' independence varies markedly between curriculum areas.
- Assessment practice is also too varied. Assessment is unchallenging and often too focused on narrow course objectives. Teacher's feedback to learners too often fails to give learners the information they need to improve their grades. Teachers do not consistently correct spelling and grammatical errors and they often use the same types of comment on work of vastly different quality. In a few curriculum areas, such as science and mathematics and independent living and leisure, learners' work is well marked with good and helpful feedback.
- Target setting and progress monitoring in reviews and individual learning plans (ILP) are weak. Most ILPs are not completed well and are mainly focused on practical tasks, such as attendance and handing in assignments, and hardly ever refer to the development of knowledge and skills to support good progress and higher achievements for learners. Assessors do not carry out work-based learning review and assessment visits frequently enough.

- Teachers do not develop learners' English and mathematics skills in lessons sufficiently well. Nearly a third of learners aged 16 to 18 on advanced programmes lack one or other of these qualifications at intermediate level. Most teachers refer learners with literacy and numeracy difficulties to the support services. However, they do not develop English and mathematics skills in vocational lessons well enough and are not sufficiently well trained or confident to do so.
- Learners' additional support needs are identified quickly through good communications with schools, learners' self-declaration and the initial diagnostic test students undertake. Learners aged 16 to 18 in receipt of such support succeed significantly better than those not in receipt of such support. Adult learners in receipt of such support succeed in line with others. However, their needs are not always met well in lessons.
- Learners, including those in receipt of learners' support funds and those receiving counselling, benefit from a range of student services, some of which have a positive effect on their retention at college. They also receive effective advice and guidance for progression to higher education.
- The promotion of equality and diversity in lessons is inconsistent. In visual and performing arts and independent living classes, teachers celebrate cultural diversity well. In other subjects, teachers often miss opportunities to develop a wider appreciation of equality and diversity in lessons. Their promotion in work-based learning reviews is perfunctory, with little checking of learners' understanding.

Science

Mathematics and statistics

Learning programmes for 16-18

Learning programmes for 19+

Inadequate

- Teaching, learning and assessment and learners' progress are inadequate; as a result not enough learners pass their courses. Success rates are well below national averages and declining, particularly on GCSE mathematics, and GCE AS- and A-level courses. However, success rates and progression on the BTEC extended diploma in applied science, GCSE science and additional science courses are good. Overall, learners achieve in line with expectations derived from their prior achievement, although achievement is slightly below expectations in A-level chemistry and mathematics.
- Teachers do not plan effectively to meet the individual needs of their learners who have a wide range of abilities, additional support needs and diverse backgrounds, nor have teachers been trained effectively to do so. Teachers do not sufficiently plan activities which will encourage and support learners to develop their personal, social and employability skills.
- In the minority of lessons which are good, learners are actively engaged in activities which promote learning, such as researching fear of crime by Coventry residents, and teachers make good use of directed questions. However, in the majority of lessons, the teaching and activities are not appropriate to the individual needs of learners. For example, teachers deliver content too quickly using an extensive range of scientific terms without checking if their learners understand them.
- Teachers make extensive use of information and learning technology in lessons, but in too many lessons they fail to realise its full potential and its use is limited to PowerPoint presentations. Learners receive a wide range of electronic resources for independent study from their teachers, but complain of limited access to computers particularly in lunch breaks.
- Attendance is inadequate on GCSE mathematics courses, particularly in cross-college groups, and requires improvement on the majority of science courses. This has a significantly negative impact on the progress and achievement of learners despite the high retention on the majority

of courses. Teachers do not challenge learners with poor attendance, punctuality and motivation to improve.

- Learners enjoy their courses but they are concerned about the disruptive impact of too many changes in staff over recent years. In particular, there is sometimes ineffective communication between departing and incoming staff with regard to work covered, assessment marks and learners' progress. This instability has disrupted course delivery in recent years and impairs learners' progress.
- Teachers use assessment effectively to monitor the progress of learners on GCSE science and additional science courses, and on the BTEC extended diploma in applied science course. However on AS- and A- level courses assessment requires improvement. Teachers' feedback to learners on marked work is constructive and helpful, but teachers do not mark examination questions sufficiently rigorously and predicted grades for learners are often inflated compared with their achievements on external examinations.
- Information, advice and guidance are effective, particularly for progression to higher education, and learners greatly value the high levels of support they receive from teachers and also from the learner services team. They are confident that they can access support, advice and guidance when necessary.
- Learners' additional support needs are appropriately addressed, including support for those needing to improve their English skills. However, target setting and reviews of progress against targets are inadequate. Progress tutors do not have a clear understanding of learners' progress in their individual subjects, and do not challenge learners to achieve aspirational grades.
- Teachers rarely plan opportunities to promote equality and diversity themes in lessons. Teachers and learners treat each other with respect. Learners feel safe and are adequately protected by health and safety arrangements, although learners are not encouraged to maintain high standards of housekeeping in laboratories.

Engineering Transportation operations and maintenance

Apprenticeships Other work based learning

Inadequate

- The teaching, learning and assessment of transportation apprentices are inadequate as are success rates, which have declined over the last three years. Overall success rates are below the national average and very few learners complete their apprenticeship in the agreed time. Too many learners are not supported adequately in the workplace and make slow progress.
- Teachers and assessors are well qualified. Teaching and learning on technical certificate courses are good. Teachers use their knowledge and industrial experience well to relate theory to practice and use current examples from industry to illustrate key concepts. Attendance is high and learners are interested, motivated and make good progress. Learners complete their key and functional skills in a timely manner.
- Engineering resources at the college and in workplaces are good. Some workplace resources, particularly those in the automotive industry, are at the cutting edge of technology. The college's specialist workshops are spacious and well equipped with tools, diagnostic equipment, vehicles and components.
- Learners work productively and their behaviour, attitudes, attendance and timekeeping are good. Health and safety has a high priority in lessons; however, for the large number of learners who do not receive sufficiently frequent workplace visits reinforcement of health and safety and risk assessment is inadequate.

- Initial assessment is satisfactory and learners receive appropriate support both in college and in the workplace. Few learners require additional support but where it is needed it is provided quickly and at an appropriate level.
- Assessors do not visit apprentices in the workplace frequently enough; this is a major reason for poor success rates. Managers do not ensure that assessment visits are adjusted to meet apprentices' individual needs. Assessors plan to visit apprentices every 12 weeks irrespective of individual apprentices' progress or needs; however, many apprentices, particularly those who have not completed in the agreed time, are visited very infrequently. A significant number of apprentices have not been reviewed or assessed in the workplace for over 20 weeks, and some for much longer. Employers of these apprentices are unclear about their apprentices' status; with some believing the apprentices have completed their apprenticeships.
- Workplace assessors do not set suitably challenging targets for apprentices in order to ensure timely completion of their apprentice frameworks. Targets, following both assessment and progress reviews, do not adequately inform learners or employers of what learners need to do to complete the NVQ and learners and employers are not made sufficiently aware of the progress learners are making. Assessors do not routinely review learners' progress against targets on subsequent visits or adjust targets to speed up progress and encourage learners to complete on time.
- NVQ assessment in the workplace is thorough and involves lengthy direct observation of competence and carefully evaluated witness testimony. Standard setting by assessors and internal verifiers exceeds awarding body requirements.
- Workplace assessors do not adequately reinforce learners' understanding of health and safety, safeguarding and equality and diversity. They ask superficial equality and diversity questions during reviews, which fail to test learners' understanding or explore more complex issues. Assessors' recording of any discussions with learners in the workplace is poor.

Building services Construction crafts

Learning programmes for 16-18
Learning programmes for 19+
Apprenticeships
Other work based learning

Requires improvement

- Teaching, learning and assessment require improvement. Learners' success rates have declined and are below national averages; however, their progress and their standards of work have recently improved. Apprentices make slow progress and their success rates are low. Current in-year retention rates have improved but attendance remains below college targets.
- Most teachers are well qualified and have good site experience which they use well to illustrate learning. Lessons are mainly well planned, but teachers do not always plan effectively to meet the needs of all learners. Most learners are effectively engaged and participate well in a range of challenging activities. For example, in a plastering lesson learners built model houses to demonstrate key building elements. Learners are able to correctly identify pitched roof components. In practical sessions most learners develop good trade skills but teachers make too few checks on learning and do not link theory to practical work frequently enough.
- A few teachers lecture too much while learners are insufficiently engaged. Learners work well in small groups but opportunities for them to learn from each other through discussions are limited. Too many lessons are disrupted by learners arriving late. Teachers make insufficient use of activities to help more able learners achieve their full potential.

- Most apprentices benefit from good quality work placements which help them learn and develop good skills. Many apprentices are able to work independently and produce work of an industry standard. Employers are not provided with details of off-the-job training and are unable to plan on-site training to complement training in the college.
- Initial assessment is accurate in establishing learners starting points and their literacy and numeracy and support needs. Learners receiving additional learning support achieve just as well as other learners. Teachers' use of targets to motivate learners is improving but mainly focuses on work deadlines rather than the acquisition of knowledge and skills.
- Assessment for learners in college is mainly accurate and reliable. Teachers set regular course work which they mark and return promptly. Construction technician learners receive helpful suggestions as to how they can improve their work and value being able to resubmit coursework to improve their grades. However, teachers do not always provide craft learners with clear guidance on how they can improve further or celebrate craft learners' good work.
- Workplace assessment for apprentices is poor. Assessors do not assess apprentices in the workplace frequently enough to help apprentices progress satisfactorily. Managers do not plan assessment well enough to meet the needs of individual apprentices.
- Learners develop and improve their mathematical skills satisfactorily through the measurement of materials and components in practical sessions. Learners' skills in English are not as well developed. Few teachers correct spelling and grammatical errors in learners' written work to help them improve.
- Initial information advice and guidance are effective in recruiting most learners to the right courses. On-going support for progression requires improvement. While technician learners are well prepared for university, craft learners are not prepared well for employment. Too few craft learners benefit from educational or site visits and real work experience.
- Equality and diversity are not sufficiently well promoted within apprentices' progress reviews, or in teaching, learning and assessment. Learners do not develop a good understanding of these important issues in their workplaces, or in the college.

Visual arts Performing arts

Learning programmes for 16-18 Learning programmes for 19+

Requires improvement

- The quality of teaching, learning and assessment is too variable and not enough is good. As a result learners' success rates are also variable and mostly below national average. On several courses, the numbers of learners who stay on to complete their course or who attend lessons regularly are areas for improvement.
- Teachers support and guide learners appropriately to gain the skills required for employment and higher education. They are enthusiastic and well qualified and some are practising artists and designers. Learners enjoy their study and the majority progress successfully to further study and higher education.
- Not enough teaching is of a consistently good or better quality, which means learners, particularly the more able, do not always make the progress they are capable of in the allocated time. In too many lessons, teaching is uninspiring and the pace of learning is slow. Teachers do not always use questioning techniques or planned extension tasks well enough in lessons to help deepen learners' understanding or extend their creative skills. Group critiques of learners' work to encourage peer assessment are underused.

- Most teachers do not use information and learning technology creatively to support and enhance learning. As a result, teachers miss many opportunities to develop and reinforce learners' research and discussion skills, skills that are often important in the creative industries.
- The quality of assessment is too variable. Teachers provide regular verbal feedback to inform learners how well they are progressing and what they need to do next. However, teachers' written comments on learners' written work does not always provide enough detail to help them know exactly what it is they need to do to improve.
- Initial guidance and support are good, with helpful pre-course information, exhibitions and performances provided on the days prospective learners visit the college. Learners find these activities help them to choose the appropriate course. The information contained in individual learning plans which is used to support learners' progress and set improvement targets is often too scant to be helpful.
- Enrichment activities for learners are mostly good. Study trips abroad and to galleries and exhibitions help extend learners' experience. Many learners take the opportunities available to become involved in charity work.
- Most learners develop appropriate English and mathematical skills throughout their programme of study. Where relevant, learners apply functional skills within the art curriculum through measuring for pattern making, garment cutting and model making. Learners practise their analytical and literacy skills through art-related written projects. Teachers however do not always take the opportunity to correct and reinforce learners' spelling or grammar.
- Teachers promote equality and diversity well in the curriculum, often using these as a theme in projects and drama performances. Teachers celebrate cultural diversity appropriately in lessons by highlighting the work of artists, writers, designers and musicians from around the world. Learners feel safe and work respectfully with each other and their teachers.
- Most specialist resources are good, particularly in visual arts and drama. Wall displays in most studios are lively and interesting. Many classrooms are without inspiring displays or posters and the sounds from inadequately soundproofed music rooms occasionally disturb other learners. Learners adopt safe working practices in studios and practical sessions.

Independent living and leisure skills

Learning programmes for 16-18
Learning programmes for 19+

Good

- The quality of teaching, learning and assessment is good and effectively supports learners' development of personal and social skills. Learners achieve high success rates in a range of qualifications which focus on improving the quality of their daily lives. Progression onto vocational courses at foundation level was high for learners aged 16 to 18 in 2011/12. Progression onto other life skills courses at a higher level was also good for older learners.
- Teachers are skilful in providing a good range of activities to maintain interest and develop a broad range of learners' skills. For example, learners in an art class produced a collage based on their personal interests. Learners cook for themselves and their families in the well-equipped independent living kitchen. They gain a good understanding of healthy lifestyles through visits to a local sports centre, project work with the local Health Service and a daily morning exercise class.
- Teachers ensure learners stay focused and motivated by the careful use of active learning. In one class, based on improving communication skills, learners successfully took part in a competitive team game which required them to describe images of topical interest. This represented considerable achievement for the many learners in the group with low self-esteem and a fear of talking in public.

- Teachers assess learners' academic and social abilities well at the start of their courses through a series of relevant and well-designed tasks such as recognising social signs. They use the results of these assessments to produce comprehensive learner profiles which inform lesson planning and support needs well. Teachers use learners' visits to the college prior to enrolment well to reassure potential learners and their parents and/or carers, to explain what is expected of learners if they enrol on a course and to ensure that any medical and support needs will be quickly addressed on entry.
- Teachers provide constructive feedback to learners as to how they can improve their work. Learners take great pride in monitoring and celebrating their own progress, and that of their peers, against personal targets. However, the reviewing of progress within individual learning plans is frequently too broad to offer enough guidance to learners. Not all targets build logically and incrementally on earlier learning.
- Learners develop their functional number and literacy skills well through a variety of meaningful activities. For example, they learn how to recognise and add up coins and then use these skills to buy snacks independently in the college café. They make and price good quality craft articles and sell them to raise funds in enterprise activities.
- Support for learning is very good. Teachers plan well for the deployment of support workers who provide very good levels of targeted help to individuals. They do not over-support learners and contribute well to the learning experience. Communication support workers are very effective in ensuring deaf learners are fully included in all aspects of lessons through the use of signing. Good links to a wide range of support agencies provide additional specialist support for health and social issues. The small minority of learners with English as an additional language do not receive enough specialist language support.
- Links to parents and carers are good. Learners regularly take home notebooks which provide details of the targets they are working on, their current progress and any support issues. This enables families to contribute to the achievement of targets in a variety of settings beyond the college.
- The promotion of equality and diversity takes place regularly, for example through a wide range of enrichment visits and celebrations of festivals. One group planned a series of activities based around the Diwali festival which included the use of research skills, planning and preparing food and producing an informative and well-made wall display.

Business Administration

Learning programmes for 16-18
Learning programmes for 19+

Inadequate

- Success rates declined over the last three years and are now significantly below national averages. Teaching, learning and assessment are not effective in ensuring that learners make adequate progress to achieve their full potential.
- Too much teaching requires improvement. Teachers do not plan lessons well enough to meet the needs of individual learners. Learning outcomes do not always focus on what learners should achieve and too many learners make slow progress. Teachers do not adequately monitor learners' progress in lessons, they do not challenge learners to achieve at a high enough level and too many learners fail to achieve their full potential.
- Teachers have good current subject knowledge which they update through continuing professional development, particularly in accounting and law. Some use their experience well to motivate and engage learners by providing examples of entrepreneurial success to illustrate key business concepts. However, teachers create too few opportunities for learners to apply their knowledge to the workplace or develop a broader understanding of the subject.

- Learners generally enjoy their lessons. However, high levels of absence affect the learners' progress and their ability to achieve their learning goals. Their learning is further disrupted by teacher absence and ineffective cover.
- Learners' individual support needs are identified promptly and recorded in learners' individual plans, however in-class support to meet these needs is often inadequate. Too frequently teachers do not set learning targets early enough in the course or adequately base targets on learners' prior attainment, experience or abilities.
- Teachers' use of targets to encourage learners to achieve and to monitor their progress is weak. Teachers identify learners' key priorities for improvement effectively but resulting targets are insufficiently robust to drive improvement and lack clarity regarding what learners need to do to achieve.
- Assessment is inadequate. Teachers use a limited and unimaginative range of assessment strategies. Too much assessment is narrowly focussed on the course requirements and fails to enable learners to reflect on the broader application of their skills. Too many assignments are not sufficiently interesting or challenging for learners, with insufficient opportunity for more exploratory work, especially on advanced programmes.
- Information, advice and guidance support learners well. Learners benefit from the support services available and access a range of services including counselling and careers advice and guidance. Teachers use their industrial experience to guide learners' career and employment choices. Student services staff and teachers support learners applying for higher education well, enabling them to make informed choices in selecting university options.
- The development of learners' personal, social and employability skills is satisfactory. Communication and team working skills are well developed and in the most effective lessons learners improve English skills through constant development and reinforcement of their vocabulary and grammar. The integration of mathematics skills requires improvement.
- The promotion of equality and diversity through the curriculum requires improvement. Teachers and learners treat each other with respect. Some teachers plan lessons well to highlight and promote equality and diversity, however, this is not consistent across the curriculum. In too many lessons naturally occurring opportunities to promote learners' knowledge and understanding of equality and diversity are not utilised.

The effectiveness of leadership and management

Inadequate

- Management actions have not brought about sufficient improvement since the last inspection. Headline long course success rates have declined over the last three years to be well below those of similar colleges and the quality of teaching and learning has deteriorated and is now inadequate. Too many issues from the last inspection remain and quality systems are too ineffective and/or new to secure sufficient improvement.
- The Principal and governors provide an ambitious vision for the college and its role in the regeneration of Coventry city centre. The college has successfully established a range of partnerships to support economic developments within Coventry. For example, a recent collaboration with a business linked to the national careers service has helped assess local skills needs. A partnership with Jobcentre Plus has enabled the college to design and deliver bespoke training for local businesses including a parks maintenance service and a national bus company. The college is a key sponsor of the highly successful Sidney Stringer Academy.
- The high expectations set out in the college's strategic plan are not embedded in operational plans throughout the college. Levels of accountability within the college's current management structure are insufficient. As a result, not all teachers or managers take enough responsibility for managing and implementing quality improvement.

- The setting, quality and monitoring of targets at all levels across the college are far too variable. The Principal has informed staff of the marked decline in performance through his regular team briefings. Despite this, some teams have not yet taken action to bring about rapid improvement.
- The governing body monitors the college's finances very effectively but its monitoring of the college's academic performance is inadequate. They do not request, or receive, enough information in an easy to interpret format or in a timely enough manner to enable them to monitor the college's progress against key academic targets including success rates. This significantly impedes the degree to which they can effectively challenge the Principal and senior managers and hold them to account.
- Systems for monitoring and improving the quality of teaching and learning are well established but are not rigorous enough to bring about improvement. Moderation processes are ineffective and the proportion of good or better lessons is inflated. Feedback to teachers does not focus sufficiently on improving learning. As a result, some teachers do not improve. Managers do not prioritise action to improve teaching and learning sufficiently; a key factor in the high proportion of lessons and assessments requiring improvement.
- Performance management is inadequate. In 2011/12, less than 10% of staff received a formal performance appraisal, a fall from 33% in the previous year. The college launched improved performance management procedures in January 2013, but as yet not all managers implement these effectively. Objectives within appraisals do not focus enough on improving the quality of teaching and learning. An appropriate whole staff training programme is in place but attendance by the college's larger number of sessional staff is poor.
- Managers at all levels do not use self-assessment and quality assurance processes effectively enough to drive rapid and sustained improvements. Managers monitor underperforming courses but do not use data well enough to demonstrate the impact of actions taken. The lack of access to college data, resulting from an information systems upgrade in autumn 2012, has impeded managers' ability to review and monitor progress. Managers do not use the wide range of published data to inform their views of college performance. The college information system is improving but use of data across the college is weak.
- The college's self-assessment report for 2011/12 accurately identified several of the key areas for improvement but did not give sufficient weight to these in determining overall grades.
- Curriculum management is very uneven. For example, it is good in independent living and leisure skills, requires improvement in art and design and construction and is inadequate in engineering, business administration and in science and mathematics. The management of workplace learning is inadequate.
- The college gathers and considers learners' views frequently through questionnaires and learner forums. Managers review learners' feedback as an integral part of self-assessment. While the college collates employer views through surveys and breakfast forums, the use of this information and employers' involvement in self-assessment are underdeveloped.
- The college offers a wide range of courses. Local partnerships to develop the curriculum are mostly positive. For example a telecommunication apprenticeship programme has recently been launched, and learners in media gain broadcasting work experience at a local radio station. Learners like the range of central extra-curricular activities although the take up of these is low. Insufficient opportunities for all learners to gain work experience remains a key area for improvement.
- The promotion of equality and diversity is inadequate. Managers are beginning to raise the profile of wider equality themes, such as mental health and sexual orientation, through a more structured calendar of equality events. However, this is not widespread or embedded and too few staff have attended the college's mandatory equality and diversity training.
- The college has been very slow in producing and using equalities data and information to review the impact of its work. Managers and governors have not monitored the impact of the college's single equality scheme effectively. A revised and well considered scheme is being developed to help rectify this but the targets within the action plan are still too vague to be easily measurable.

The analysis and reporting of the achievement of different groups at college and curriculum levels is inadequate. As a result, while a few gaps in learner achievement have narrowed in 2011/12, others, including the success rates of White British and Asian Bangladeshi learners aged 16 to 18, declined for the fourth consecutive year. The governing body do not fully meet their statutory duty in regards to equality.

- The college meets its statutory requirements for the safeguarding of learners. The college provides a welcoming and pleasant learning environment in which learners feel safe. The numbers of reported accidents and bullying-related incidents each year are low. Managers monitor health and safety adequately. Teachers do not always actively promote good health and safety practice in lessons. Good links exist with a wide range of external agencies to support learners who may find themselves in vulnerable circumstances.

Record of Main Findings (RMF)

City College, Coventry

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
	Overall effectiveness	4	4	4	4	4		
	Outcomes for learners	4	4	4	4	4		
	The quality of teaching, learning and assessment	4	4	4	4	4		
	The effectiveness of leadership and management	4	4	4	4	4		

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	4
Mathematics and statistics	4
Engineering	4
Transport operations and maintenance	4
Building Services	3
Construction Crafts	3
Visual arts	3
Performing arts	3
Independent living and leisure skills	2
Business	4
Administration	4

Number of learners aged 14-16	100
Number of community learners	N/A
Number of employability learners	34
Funding received from	Skills Funding Agency and Education Funding Agency
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ University of Warwick ■ Learning Curve.

Additional socio-economic information

City College Coventry is a medium-sized college. It relocated to a single site in 2009 as part of the regeneration of Coventry city. The college has provision within 14 of the 15 subject areas, and workplace learning in a growing number of areas. The college sponsors the Sidney Stringer academy. The proportion of pupils in Coventry gaining more than five high grades at GCSE including English and mathematics is below the national average. The proportion of people who are not economically active is slightly above the regional average. The college has a greater proportion of learners from a minority ethnic background than that of the city population. There are two other further education colleges in Coventry as well as a number of schools with sixth forms and the university.

Information about this inspection

Lead inspector

Bryan Davies HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the vice principal, quality and curriculum as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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