

Cadbury Sixth Form College

Sixth form college

Inspection dates		04–07 March 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- A high proportion of students progress from AS-level to A-level programmes and from A-level programmes into higher education.
- Teaching, learning and assessment are good. Teachers use their subject knowledge to create stimulating lessons. Students benefit from the high expectations of their teachers.
- Students make good progress in lessons and from learning outside the classroom, particularly through the good use of the virtual learning environment.
- Most students develop good English skills through teachers implementing well the college's clear and consistent English strategy.
- Support for students is good. Students benefit from one-to-one tutorials that are highly effective in promoting individual progress.
- Managers and teachers monitor the performance of courses and students very well; they identify areas of underperformance quickly and deal with them effectively.
- Managers have successfully tackled almost all of the areas for improvement identified during the previous inspection. This has led to considerable improvements in teaching and learning.
- The college has a harmonious and welcoming environment for its students, who come from a wide range of ethnic, religious and socio-economic backgrounds. Students feel physically and emotionally safe.

This is not yet an outstanding provider because:

- Too few students make sufficient progress in developing their mathematical skills.
- Too few students undertake work experience and students receive insufficient guidance on future career options and employability.
- The variation in outcomes between different courses is too great and for a small minority of courses, success rates are low.
- Staff do not share the existing good and outstanding assessment practice sufficiently across the college and marked work does not consistently show students how they can improve.

Full report

What does the provider need to do to improve further?

- Implement targeted actions to improve the remaining underperforming courses so that all have outcomes that are at least in line with similar colleges and students' progress from the start of their course is at least satisfactory.
- Develop and implement a college mathematics strategy that helps all students to maintain and improve their mathematical skills. Managers should consider using the existing strategy for English as a model for mathematics.
- Develop a high-quality work experience programme that gives all students, including those whose aim is to move to higher education, the opportunity to spend time in the workplace.
- Train teachers so that they make better links between their subjects and the workplace, both to help students understand the relevance of their programmes and to help them make informed decisions regarding careers and further study.
- Further develop programmes that support students to find high-quality employment if they choose not to go to university. Teachers and managers should carefully monitor the destinations of these students to assess the effectiveness of these programmes.
- Share systematically the good and outstanding assessment practice that exists in a minority of areas of the college so all assessment and feedback fully supports students' progress.
- Closely monitor the marking of students' work to ensure that feedback provides them with clear guidance on how they can improve.

Inspection judgements

Outcomes for learners	Requires improvement
------------------------------	----------------------

- Outcomes for students require improvement. The proportion successfully completing long qualifications that make up their main subjects has increased and is broadly in line with similar colleges. However, the proportion achieving successfully varies between subjects and for a small minority of subjects is low. The proportion achieving enrichment qualifications in 2012/13 was very low. The college no longer offers most of these courses.
- The proportion of students who achieve A* to C grades at GCSE is low. Managers have implemented changes to its GCSE programme, and early indications suggest that outcomes will improve in 2013/14.
- Students on AS-level courses make good progress overall compared to their starting points. The proportion that progress to A-level programmes is high. Students on A-level programmes make progress that, overall, is slightly below the level expected of them. At both AS-and A-level the proportion of successful students varies considerably between subjects and for a small minority of subjects is low.
- Students now make good progress in the vast majority of lessons and produce work that meets or exceeds the requirements of their courses. Teachers have high expectations, understand their students' starting points and match their teaching to students' individual needs.
- Students' attendance and punctuality are good. This is because managers have developed initiatives to improve them. For example, managers often meet and challenge students arriving late for the first lesson of the day, and a knock and wait policy prevents latecomers from disturbing teaching.

- Managers monitor and successfully tackle any differences in the success of students from different ethnic origin, gender, disability and learning difficulty. As a result, few gaps exist in the outcomes of different groups and any that do are closing rapidly.
- Most students develop their English skills well. Teachers assess students' English skills through a robust series of assessment activities at the start of students' time at the college. All teaching teams have identified the key language skills required for success in their subject and teachers routinely incorporate these into teaching, learning and assessment.
- Too few students make sufficient progress in developing their mathematics skills. This is because managers have not developed a college strategy to make mathematics an integral part of learning. Only teachers of science and mathematics subjects incorporate the development of mathematics skills in their lessons.
- The proportion of students who progress to university is high. Teachers provide good advice, guidance and support and the college uses its links with universities well. For example, the University of Birmingham provides mentors that help students prepare for university life.
- Staff do not provide sufficient advice, guidance, or support to prepare students for employment. The destinations of too many students who do not progress to higher education are unknown. Where staff do know students' destinations, too few of them progress into high-quality employment.

The quality of teaching, learning and assessment	Good
---	------

- Teaching, learning and assessment are good. Teachers have high expectations of their students and, in a large majority of lessons, use their subject knowledge to create stimulating learning experiences. They encourage students to achieve beyond expectations and teaching and learning includes high levels of enjoyment and engagement.
- Teachers plan lessons well and provide learning skilfully. They use probing and challenging questioning particularly well to ensure that all students develop their understanding of a subject. Teachers focus carefully on the development of examination skills and students make good progress as a result. Most students maintain well-ordered note files. In a small minority of lessons, the pace is too slow and does not provide sufficient challenge for all students.
- Students make good use of the college's virtual learning environment to extend their learning when they are outside of the classroom. The virtual learning environment contains a large number of attractively presented resources. Students use these resources to review lesson activities and use additional resources to improve their understanding of a subject. In a minority of lessons, teachers' use of information learning technology to support learning is underdeveloped.
- Teachers meet the individual learning needs of students well. Robust assessment of students' requirements at the start of their programme of learning helps teachers understand these needs. Staff use a range of methods to assess English skills, additional support requirements, medical needs and examination support requirements. Individual subject teams also conduct their own subject-specific assessment of English skills and use the results of these assessments to support students well. However, staff do not assess mathematics skills for students not participating in science or mathematics courses and, outside of these subjects, teachers do not meet individual mathematics needs sufficiently well.
- Teachers provide good support for students through integrated and timetabled subject workshops. Teachers use these workshops flexibly, according to the demands of the subject and the needs of individual students.
- Staff motivate students to make good progress through the careful use of ambitious targets. GCSE results form the basis of these targets, but teachers discuss and negotiate final targets with students before they record these using electronic individual learning plans. Teachers

monitor their students’ performance against these targets and intervene very effectively to keep them on course.

- Teachers help students settle in quickly to advanced-level study. Relationships with feeder schools help teachers to identify any specific learning needs their students might have. A new programme, ‘Step Up’, quickly helps students develop necessary study skills when they join the college.
- One-to-one tutorials are highly effective in helping students overcome barriers to their learning. This is because tutors closely monitor their students’ progress and provide them with specific and challenging targets. Students have productive relationships with their tutors and are able to approach them for individual help. The resulting support and guidance is good.
- The effectiveness of group tutorials is variable. Students find a minority interesting and informative, such as a presentation from the college’s lesbian, gay, bisexual and transgender group. However, other sessions are not well timed and are less engaging.
- Teachers set and assess student work frequently. The majority provide detailed feedback that helps students to make good progress. In most cases, teachers compare marks with target grades and ask underachieving students to re-draft their work. They often cross-reference assessment outcomes to personal targets in individual learning plans and provide detailed subject and literacy feedback. However, in a small minority of subjects, assessment against targets does not routinely take place.
- Students develop their English skills well and this has significantly improved since the previous inspection. Teachers in all subject areas successfully develop English skills in their lessons, particularly speaking and listening skills.
- Few students change programme or drop subjects because staff give them detailed information, advice and guidance through a wide range of activities before they enrol. These include Saturday taster sessions, summer term experience days and individual interviews. Staff use these activities effectively to ensure that students are on courses appropriate to their needs.
- Support for progression to higher education is good. Although managers have introduced an innovative employability programme for students not intending to progress to higher education, overall managers and staff do not provide enough support to help these students secure good-quality employment. Teachers do not link learning sufficiently to work and consequently the majority of students do not develop employability skills sufficiently.
- When teachers cover equality and diversity, they do it well. However, in a small minority of subjects, the promotion of equality and diversity is insufficient. As a result, a minority of students do not fully develop their understanding of these key subjects. A culture of respect and tolerance is in place across the college’s diverse population of students.

Science	
16-19 study programmes	Good

- The proportion of students successfully achieving their qualifications declined slightly in 2012/13 following an increase in the previous year and, for most subjects, is just below that for similar colleges. Recent changes to course organisation, staffing, and a focus on improving teaching, aim to improve results in the current year. Early indications suggest rises in results for most science subjects.
- Teaching, learning and assessment are good. Teachers have high expectations of their students, and are well qualified and experienced in their subjects. They use their experience well to help students grasp challenging topics in science. For example, one teacher during an advanced-level

chemistry lesson made especially good use of their experience to ask probing questions and help students learn about the nature, use and disposal of polymers.

- Teachers pace activities appropriately and, in a large majority lessons, students make good progress. Teachers ensure they meet students' individual needs through, for example, the skilful use of group discussion and the effective use of learning from each other student. Most lessons use careful questioning to check students' attention and ensure they are gaining knowledge and understanding.
- Teachers provide few practical learning sessions in biology, physics and chemistry lessons and this limits the progress of students, especially those who find it helpful to learn by seeing, feeling, doing, and experiencing. Teachers in a small minority of lessons use an insufficient range of visual and practical stimuli to help students learn topics as effectively as possible. A few GCSE lessons lack the structure to ensure the often very useful activities result in consistently learning of a high standard.
- Teachers effectively use the results of good assessments at the start of a student's course to identify and plan appropriate support for those with additional learning needs. Teachers make use of the results of these assessments to meet successfully the needs of individual students.
- The extensive use of assessment by teachers focuses well on the requirements of examinations. They mark work promptly and provide helpful feedback. In one advanced-level biology lesson, the students gave very helpful feedback to each other after attempting mock exam questions. Frequent homework helps students build on what they have learned in lessons.
- Biology, physics and chemistry students develop their mathematics and English skills well due to teachers marking all internally assessed work for its subject content and checking that students meet their targets for English and mathematics. Psychology teachers are particularly adept at developing their students' English skills, especially in speaking and listening. They also develop higher-order skills such as reasoning and justification. However, psychology teachers do not pay enough attention to the development of student's mathematics skills.
- Teachers provide adequate information, advice and guidance. For those wanting to progress to university the advice is good. In a few lessons, teachers relate learning to real life and possible employment so that students can see the relevance of topics. For example, one advanced-level session on phobias made very appropriate and natural links to possible career opportunities in clinical psychology. However, most lessons do not make the most of opportunities to show the relevance of their subject to life and work or to help students develop ideas about possible careers.
- Teachers during lessons promote equality and diversity well and students benefit from an atmosphere of mutual respect. Female students, underrepresented in many science departments, account for half the students across the sciences in the college.

Mathematics and statistics

16-19 study programmes

Good

- Although the proportion of students achieving a qualification is slightly below that for similar colleges, across the whole range of mathematics programmes students make the expected level of progress. Most students arrive at the college with a weak understanding of the language of mathematics. Teachers now tackle this problem from the start of the students' time at the college. The proportion of students who achieve GCSE grade A* to C is low. Managers have now replaced mixed ability teaching by grouping students according to prior attainment and this has improved the progress of all students.
- Students respond well to the authoritative teaching of well-qualified and experienced mathematics teachers. As a result, they make good progress in mathematics lessons.

- Statistics students make good progress because teachers match resources well to their needs. Teachers confidently develop students’ skill to present statistics, to use validity tests regularly to check statistical tables and to employ summative sentences. Teachers are careful to show students that correct mathematics alone does not always lead to a high grade, and that they also need an accurate finishing sentence about the significance of sample data. Consequently, students’ answers to examination questions have improved.
- Teachers thoroughly assess students’ starting points and develop activities to meet their individual needs. Students use a range of materials available on the virtual learning environment to catch up and consolidate their learning. Weekly workshops make highly effective use of a good set of mathematics software and the worked examples that teachers provide help students to progress quickly.
- Teachers use targets effectively to motivate students and this results in advanced-level students producing work of a high standard.
- Teachers provide advanced-level students with homework frequently. Marking is subject to a high degree of scrutiny and moderation. The very helpful feedback students receive from teachers helps them make rapid improvements.
- Teachers check learning through the effective use of tests at the end of units and GCSE students use appropriate software to identify straight away the skills they have not yet mastered. Teachers set frequent written work and they mark it promptly. However, although they check submitted work, teachers do not routinely check the workbooks of those on GCSE higher-tier programmes, which does not always prepare students sufficiently well for further study of mathematics. In a few cases, teachers’ written feedback to GCSE students does not provide enough guidance about how they can improve.
- Teachers provide their students with good advice and guidance about progression to higher education. Although most students do not progress to mathematics degrees, the majority use their mathematical skills in this area to support their applications to study related disciplines such as engineering. Teachers make good use of university links to support student progression. For example, students have mentors from the University of Birmingham.
- Managers and staff have made substantial progress in increasing the numbers of female students across all mathematics subjects at advanced level. GCSE groups are extremely diverse and include a number for whom English is a second language. Managers have organised effective support for these students and teachers work well with learning support assistants to make sure they progress.

English	
16-19 study programmes	Good

- Teaching, learning and assessment are good. The proportion achieving a qualification on advanced-level programmes in are in line with the high rates for similar colleges. During their studies, students on these courses make good progress. However, the proportion successfully achieving grade A* to C in GCSE English is low. Managers have reorganised the GCSE programmes and early indications suggest substantial improvements in the current year.
- In lessons, students benefit from the high expectations of teachers who set them challenging tasks. These lessons engage them fully, so that they focus on learning and use their time productively. Students in all lessons use sophisticated linguistic terms accurately and with confidence when analysing and discussing texts. For example in GCSE English, students spoke of syntactic parallelism when discussing the effectiveness of a political speech.
- Teachers plan lessons carefully with a variety of activities and appropriately rapid pace to motivate students to produce good work within challenging timeframes. Teachers often use

information learning technology to improve lessons. For example, teachers use short, interesting or entertaining video clips to introduce topics that they later explore in greater depth. Teachers use the virtual learning environment well to help students prepare for lessons and to provide extension activities.

- Teachers know their students well and take care to meet their needs. The assessment of literacy at the start of study highlights areas for development and staff ensure that students receive support quickly. All students have a range of target grades based on their GCSE results, the progress they make, and their own aspirations. They reflect regularly on these grades and teachers monitor students at risk of falling behind, ensuring they promptly offer support and opportunities to catch up, including the use of good resources that students access independently on the virtual learning environment.
- Teachers check learning well in lessons. They use probing questions skilfully to deepen students' knowledge and understanding of language and literary devices. They set frequent and regular essays and other written work and provide well-crafted examples of good essay writing skills to help students understand how to structure text and express themselves using literary terms and formal language where this is appropriate.
- Marking of written work is adequate. Teachers return marked work promptly and in most cases, feedback includes comments on what is good and what students should improve. However, targets are often too vague, and teachers do not record formally whether students meet them in the following piece of work. Teachers leave too many errors of spelling, punctuation and grammar uncorrected, including the spelling of titles and technical vocabulary.
- Teachers inform students fully about the demands of their courses before they start. Most students attend taster sessions in different aspects of English study. They settle quickly into their courses.
- Progression is good because tutors and teachers give good advice on academic and personal issues. Staff arrange for speakers from, and visits to, universities. Teachers meet individually with students to advise them about appropriate progression from AS to A level and to discuss their future plans and promote the wide range of career opportunities for which English is a useful qualification in a well-designed leaflet.
- The promotion of equality and diversity is good. Diverse groups work well together in lessons, and teachers choose texts and examples that encourage discussion about gender, ethnicity and class issues.

The effectiveness of leadership and management

Good

- The Principal provides a clear vision and good leadership. All staff are ambitious for all students to reach their potential.
- Senior managers over the last three years have focused on resolving organisational and quality issues which has improved teaching, learning and assessment to a high standard. This focus has intensified over the last 12 months. For instance, the recent college reorganisation clarified subject managers' responsibilities and accountabilities.
- Managers have successfully remedied almost all of the areas for improvement identified at the last inspection. The exceptions are outcomes for students on a minority of courses and the lack of opportunities for work experience.
- Governors have a good range of appropriate skills and contribute well to improving the college. They routinely review the college's mission and core values and are committed to ensuring that the college stays a viable sixth form college. Governors carefully monitor college activities including students' performance, finance, subject and course developments and self-assessment reports. Governors hold senior managers to account through rigorous challenge and by asking

astute questions. They understand that managers still have much to do to achieve their ambitions.

- Managers have an effective approach to the management of staff performance, which is firmly rooted in improving teaching and learning. Observations of teachers' performance take place annually and those causing concern receive observations more frequently. The formal review of identified actions for improvement takes place at the subsequent observation. Managers tackle concerns promptly, but the process and its recording is not sufficiently thorough. The proportion of teachers receiving an observation grade less than good is low.
- Managers complete annual staff appraisals on time, using a wide range of evidence. However, targets linked to corporate and subject objectives often lack precision. Opportunities for staff development and sharing good practice are mostly good, but managers do not formally evaluate them.
- Managers continue to implement their strategy to refurbish and improve facilities. Most are of a high standard and teachers use them well. However, sports facilities are of a lower standard and this has an impact on student progress.
- Managers' approach to monitoring and assessing the quality of provision has improved and it is now good. Self-assessment arrangements are well developed, evaluative and understood by staff. The process requires staff to use a wide range of information including the views of students and their carers or parents. Self-assessment reports at college and course level are mostly accurate and provide a good basis for improvements. Managers and staff have a clear focus on actions to improve teaching and learning.
- The college has made reasonable progress in implementing study programmes. It has a full and meaningful range of courses for students with most following a minimum of four GCE AS levels or equivalent in the first year. All students without a grade C at GCSE in English or mathematics retake these qualifications. All students receive tutorial and individual support to help develop personal and social skills.
- The college has a harmonious and welcoming learning environment for all students. They come from a very wide range of ethnic, religious and socio-economic backgrounds. Students speak very highly of the respect and friendliness found at the college, with many indicating this as the key reason for enrolling.
- The college has appropriate college policies on equality and diversity, bullying and harassment and staff use these effectively. A joint staff and student group meets regularly to discuss equality and diversity issues and to arrange events and informative displays.
- Arrangements for keeping students safe are very good. Staff and students know whom to contact if an issue arises. Staff deal well with personal issues and record all actions securely. Students feel physically and emotionally safe. Induction and tutorials include activities on personal safety. The college provides good support for vulnerable young people, liaising well with external agencies. The college meets its statutory requirements for safeguarding students, maintaining a single central record of appropriate checks on staff, including criminal record checks.

Record of Main Findings (RMF)

Cadbury Sixth Form College

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	16-19 study programmes
Overall effectiveness	2	2
Outcomes for learners	3	3
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Mathematics and Statistics	2
English	2

Provider details

Type of provider	Sixth form college							
Age range of learners	16-18							
Approximate number of all learners over the previous full contract year	Full-time: 993							
	Part-time: 18							
Principal/CEO	Jeremy Rogers							
Date of previous inspection	October 2012							
Website address	www.cadcol.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	N/A	N/A	85	N/A	870	2	N/A	N/A
Part-time	N/A	N/A	0	N/A	10	0	N/A	N/A
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ N/A. 							

Contextual information

Cadbury Sixth Form College is a small college on a single site at Kings Norton, which is approximately six miles to the south-west of Birmingham city centre. Almost all of its students are aged 16 to 18. Birmingham has one more sixth-form college, a number of further education colleges with sixth-form provision as well as several schools with sixth forms. The student population contains a greater proportion of minority ethnic students than is the case in the local population. Nearly two-thirds of students come from low-income households. Students' prior attainment on entry to the college is slightly below the average for sixth form colleges. GCE A-level qualifications are the basis for most of the range of courses and qualifications the college offers its students. A small GCSE-based programme is available as well as a small but growing range of vocational courses.

Information about this inspection

Lead inspector

Russell Henry HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal - curriculum as nominee, carried out the inspection with short notice. Inspectors took account of the provider'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 relevant provision at the provider. 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

