

# City College Coventry

## General further education college

<b>Inspection dates</b>		<b>9–13 June 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Inadequate-4
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

### Summary of key findings for learners

#### This provider requires improvement because:

- Success rates across all courses are not consistently high enough, although they have increased greatly since the last inspection.
- The quality of teaching, learning and assessment, though improving quickly, is not yet consistently good on all courses.
- The impact of decisive actions taken by leaders and managers has not yet been fully realised in the many areas they have worked energetically to improve.
- Not all learners develop good English and mathematics skills to prepare them for further learning, work and progression.

#### This provider has the following strengths:

- The new team of leaders, managers and governors, through their ambitious and rigorous actions have brought about significant improvements in a short time, including better outcomes for learners and improved teaching and assessment.
- Teaching, learning and assessment are improving quickly because teachers have high expectations of learners. Their strong commitment to learners and desire to improve teaching is already raising standards for learners.
- Learners receive good support and guidance. They now receive excellent help both in and out of class to enable them to progress and complete their courses.
- Learners are respectful, behave well and have positive attitudes to learning; they are proud to attend and represent the college

## Full report

### What does the provider need to do to improve further?

- Raise overall success rates further, particularly in English and mathematics, by ensuring that teachers teach these key subjects more effectively in the context of vocational subjects.
- Ensure that all learners receive consistently good teaching, learning and assessment by:
  - further developing the skills and confidence of teachers in setting targets for learners
  - developing all teachers' capabilities to plan, structure and teach effectively learners with a range of different aptitudes, abilities and prior attainment.
- Share more widely good practices demonstrated by teachers in different areas of the college so that all learners receive good and better teaching, learning and assessment.
- Train teachers to promote equality and support diversity in lessons more effectively and with more confidence.
- Increase the amount of work experience for all learners by building on the rapidly improving partnerships and links with the community and employers.
- Fully implement the college's updated curriculum plan to ensure all learners have full access to all elements of study programmes.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- Success rates have increased since the last inspection and they have moved very close to the national rates. Effective actions taken by leaders and managers have halted the decline in success rates on the majority of long courses. The college's data indicate that success rates on most courses will rise again this year due to improved retention.
- Overall retention rates have increased since the last inspection. However, pass rates on a few long courses are still below national rates. Pass rates of learners on the majority of short courses are in line with national rates and a few are above.
- The success rates of adult learners on long courses have increased and are now in line with national rates. However, the success rates for learners aged 16 to 18 on vocational courses at level 3 still vary too much. This is in spite of higher success rates on a minority of courses such as public services, and travel and tourism.
- Overall success rates in English and mathematics functional skills qualifications have increased and are now slightly above the national rates. Learners aged 16 to 18 achieve better in their functional skills qualifications than adult learners. The numbers of learners achieving A\* to C grades in GCSE English and mathematics are low; in English they dropped again in 2012/13.
- About a quarter of learners aged 16 to 18 years old start college without gaining a minimum of five GCSEs grade A\* to C. These learners progress well through college and gain appropriate functional skills and GCSE qualifications. A high proportion of them progress onto higher-level courses, employment and to higher education.
- Learners who receive extra help for their learning and additional needs achieve as well as other learners. A few of these learners even surpass their peers who do not require extra support. The pass rates of learners in public care are high when compared to the national average for similar learners.
- Success rates of apprentices have increased since the last inspection, but they still vary too much between different subject areas. Overall, these are now in line with national rates. Due to

effective changes managers have made, the number of apprentices achieving their qualification within planned timescales has risen; the completion rate is now in line with the national rate.

- The vast majority of learners develop good social and personal skills. For example, in foundation learning, teachers' positive encouragement and nurturing build learners' listening skills and patience to a good level. Incentives such as visits and trips to exhibitions, universities and places of interest to learners reinforce positive behaviour and attitudes.
- Learners' behaviour is good; they are polite, respect one another and the college's facilities. Analysis of learners' views shows that the vast majority are happy, feel safe and proud to attend the college.
- The majority of learners develop good skills, particularly in how to present themselves and communicate positively. Good work experience for those learners who undertake it further improves these skills. However, not enough learners currently have suitable opportunities for work experience. They do not gain sufficiently good skills in English and mathematics to improve their competitiveness in the job market.
- No major differences exist in achievement between the many different groups of learners that attend the college. However, the success rates of the significant number of learners from Black and minority ethnic groups are slightly higher than for other learners. The proportion of these learners is higher than the local population.
- Outcomes of learners aged 16 to 18 with learning difficulties and/or disabilities are lower than that for those aged 16 to 18 overall. However, this is due to poor retention. Achievement rates for those who complete are high. Learners' overall attendance is slightly below the college's own target of 90%, but it is improving.

## The quality of teaching, learning and assessment

Requires improvement

- Teaching learning and assessment have improved since the last inspection. However, the quality and effectiveness of teaching still vary too much between, and sometimes within, subject areas and require further improvement. This reflects outcomes for learners, which are also improving, but are not yet good across the college.
- In the most successful lessons, teachers adeptly tailor the work to develop learners' different abilities and vocational competence to ensure they make good progress. In hairdressing lessons, learners make useful progress through good target setting and monitoring of the skills they develop. In addition, technical support staff make a valuable contribution to developing learners' practical skills.
- In other effective lessons, learners develop good interpersonal skills alongside subject knowledge. This is the result of teachers regularly checking their learning and understanding. For example, learners in a lesson for English for Speakers of Other Languages (ESOL) were able to make sense of the use of local words and customs through the alert questioning of their teacher. Learners increase their confidence and acquisition of key concepts through thoughtful use of differently coloured cards by which teachers assess their understanding.
- Increasingly, learners are working towards higher levels of achievement because teachers are setting them targets which are more challenging. However, it is too early to see the impact of this in increasing the proportion of learners achieving higher grades. Not all teachers are equally skilful in setting specific and measurable targets.
- Although teachers are getting better in setting targets, they do not take sufficient account of learners' prior attainment. In a minority of instances, they overlook learners' levels of literacy or numeracy skills when planning lessons. In such cases, all learners work on the same level of task, regardless of their ability or experience.
- In weaker lessons, teachers pay too much attention to ensuring assignments are completed and do not develop learners' study skills to improve learning. In such lessons, learners do not gain

deeper subject knowledge because they are encouraged to gather information and not evaluate its usefulness.

- The quality of workplace training and assessment for apprentices is still too variable, although improvements have taken place since the last inspection. A minority of apprentices receive very good support from assessors and employers. However, not enough receive sufficiently frequent assessment reviews to help them make the expected progress in the planned timescale.
- Assessment is adequate; it is frequent, accurate and positive in motivating learners. However, written feedback does not routinely ensure all learners know what they need to improve and how to achieve this. The best examples provide summary advice and identify clear strengths and improvement points which help learners improve subsequent work. However, feedback from some teachers is still too superficial and, though encouraging, is not sufficiently critical to bring about improvement.
- Learners on study programmes benefit from enrichment opportunities to develop their skills and understanding of business. They gain greater awareness of industry and commerce through trips and visits, external speakers and workplace learning, although not enough learners participate. Managers and staff have not developed sufficient opportunities for work experience in all subject areas.
- The teaching of English and mathematics still requires improvement. Learners receive good teaching in discrete English and mathematics lessons, taught by subject specialist teachers. Increasingly, teachers are taking care to identify and correct spelling, punctuation or grammatical errors in learners' written work. However, not all teachers are sufficiently confident or skilled in doing this in lessons, although they have received training in this area.
- A significant proportion of learners succeed as a result of the very good range of support they receive from teachers and support staff, both in and outside lessons. Good coordinated planning between teachers and the college's 'learning facilitators' ensures learners with additional learning support needs achieve well.
- The learner support services team provides a very wide range of effective personal and pastoral support, including for the most vulnerable learners. Effective working with outside agencies also ensures that young learners living independently and those in, or leaving, public care also achieve well.
- The revised tutorial system is now enabling learners to make better progress. Tutors focus more effectively on the individual progress of each learner at the regular reviews during review weeks. Assessment of learners' needs when they start college is sound and helpful. Effective advice and guidance before and during their courses helps learners to progress well to higher levels of study or employment.
- Learners are developing an adequate understanding of equality and diversity. Managers and staff promote this well through cross college events and enrichment activities. Teachers create a positive, welcoming and inclusive environment in their classes for learning.
- In lessons, tutorials, and at assessment the promotion of equality and diversity and the teaching of their understanding vary greatly depending on teachers' confidence and planning. Where they identify particular themes or activities related to specific lessons or assignments, learners develop a sound understanding of what this means within their vocational field. For example, learners in public services learn how varied social and economic factors can affect mental health and behaviour. However, managers and staff do not consistently apply such practices across all courses.

## Health and social care and early Years and playwork

### 16-19 study programmes 19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement and this is reflected in success rates which are below national rates. Too many learners leave early without completing their course. However, in the current year the retention of learners studying health and social care has increased substantially.
- The large majority of those learners who remain on their course successfully achieve their qualifications. These learners enjoy their lessons and make the progress expected of them. They learn how to communicate more effectively and develop practical skills, such as creating learning activities for children; these help them to progress to employment or their next steps in education.
- In the more effective lessons, teachers structure lessons well and ensure learners clearly understand what they need to do and learn. They make learning interesting using a range of activities such as role-play, games, puzzles and video clips and learners learn effectively. For example, early years learners learned the importance of good communication skills by reviewing a comedy sketch in which misunderstandings between a customer and shopkeeper led to amusing mistakes; this illustrated admirably the point for learners.
- In other successful lessons, learners are able to relate theory to their practice as a direct consequence of how teachers question them. For example, teachers check understanding by asking learners to explain how they would implement policies and procedures in their work experience placement.
- Learners benefit from well-designed assignment workshops. Teachers help them to work on their own by providing good on-line resources and bring about improvement by getting other learners in the workshop to assist each another. Learners set themselves clear goals and work diligently towards completing the tasks.
- In the less effective lessons, teachers concentrate too much on making sure learners complete tasks and do not check learning thoroughly enough. Consequently, learners do not develop suitable understanding of professional behaviour, important legislation and the reasoning behind it.
- In other less effective lessons, teachers do not ensure learners answer accurately and follow up their questions and concerns. Where teaching is weaker, learners do not attend regularly and lose interest because they are not able to develop or explore issues in childcare or social care.
- Learners receive good pastoral support from teachers who monitor their progress carefully. The 'learning facilitators' and teachers work effectively together to support learners with additional learning needs or disabilities so that they participate fully in lessons and succeed in achieving their learning goals.
- The quality of target setting to enable learners to improve varies considerably. In the better examples, targets set for learners are clear and specific. However, other targets are too general and do not help learners to make or measure improvement. Teachers monitor learners' progress in their work experience placement effectively; frequent assessments help learners to reflect on and improve their progress.
- Learners benefit from receiving timely and often very quick positive feedback on their marked work. Teachers give them clear advice that helps them to improve their work. Most teachers consistently correct learners' spelling, grammar and punctuation. However, a few only highlight

the errors. Therefore, learners do not develop better writing skills and continue to make the same mistakes.

- Learners' development of their English skills is quite variable. Teachers develop learners' skills in using English well through by encouraging them to use correct terminology and avoid the use of slang. However, in a minority of lessons they do not develop learners' speaking and presentation skills sufficiently well.
- Teachers do not pay enough attention to developing learners' skills in mathematics. Good development occurs in only the better lessons. For example, early years learners illustrate their findings of research by presenting data confidently in the form of pie charts and graphs using the analysis of their survey results. However, these practices are not the norm.
- Teachers ensure learners receive accurate advice and guidance before they enrol through detailed interviews and taster days. Learners therefore enrol on courses that meet their interests and career intentions. However, teachers do not always use selection and assessment procedures rigorously enough to ensure that learners are on the correct level of course, especially in early years. Effective guidance and advice help learners to progress to higher education and further training such as apprenticeships.
- Teachers promote equality and diversity well in lessons and through a range of tutorial activities. In lessons, learners treat each other with respect. They develop a better understanding of people's differences and this challenges stereotypical views, for example about sexual orientation or religious beliefs. They become more confident in meeting the needs of individuals in their care, such as older people with dementia or children with special educational needs.

## **Engineering and transport operations and maintenance**

**16-19 study programmes**  
**19+ Learning programmes**  
**Apprenticeships**

Requires improvement

- Teaching, learning and assessment in engineering and transport operations and maintenance require improvement. This reflects the low proportion of learners that successfully complete their courses as planned. However, recent improvements are resulting in the majority of current learners making adequate progress towards completing their courses on time. Teaching and learning in the workplace are not as effective as classroom learning.
- Where teaching is effective, learners enjoy and benefit from well-chosen activities that interest them. They produce high standards of work as a result of teachers' questioning and testing of their understanding. For example, good questioning enables public service vehicle apprentices to contrast the applications of open and ring spanners in maintenance work to demonstrate good competence.
- Other examples of successful teaching include learners successfully understanding the links between their theory and practical. At the end of a lesson, in practical vehicle body repair, the teacher used the theoretical aspects of an effective recap activity to reinforce learners' understanding of surface priming for different base materials. However, such instances are not common practice.
- In weaker lessons, learners make slower progress than they should because teachers do not explain what they need to do. Learners also do not have clear goals or short-term targets to measure their progress and teachers finish lessons hurriedly without checking on what learners have learned.
- Learners and apprentices in motor vehicle benefit from good quality practical resources and accommodation. These enable them to practise their skills using industry standard equipment

and develop up-to-date knowledge. Resources for engineering are adequate to meet the needs of the study programmes and courses.

- All learners on courses at level 3 in motor vehicle and the majority in engineering participate in relevant work placements. These help them develop a good understanding of the workplace. Those learners not able to take part in work placements complete a suitable range of alternative activities including engineering workplace visits, trade shows and lessons focussed on 'curriculum vitae' writing and interview skills.
- The quality of training in the workplace varies considerably. The majority of apprentices benefit from good on-the-job training from their employers and they develop good technical and diagnostic skills. However, a significant minority of apprentices receive too few visits from their assessors leading to less effective planning of their on-the-job training.
- Accurate and regular feedback ensures learners understand their current progress. However, teachers and assessors are inconsistent in how they correct learners' use of English, which leads to learners repeating the same mistakes including spelling errors and incorrect capitalisation. Teachers' expectations of the standard of written work are occasionally too low, resulting in poorly presented assignments being unchallenged.
- Arrangements for recruiting apprentices to appropriate courses have improved and they are now adequate. However, a few current college-based learners, for example in motor vehicle, are still on courses that are not appropriate for their ability. Learners receive good advice and guidance at review week that help them plan well their next career step.
- At the start of their courses, assessment of learners' mathematics and English skills is thorough and staff use this well to identify the further support learners will need. The support learners receive in lessons is good and results in them doing well on their study programmes and apprenticeships. Close liaison between teachers and vocational support staff has enabled a small group of vehicle paint learners to improve greatly their polishing and finishing skills.
- Through well-planned tasks, teachers allow learners to improve their mathematics and English skills. For example, motor vehicle learners calculate and compare their unit consumption of alcohol in tutorials; engineering learners apply their understanding of complex numbers to electrical circuits.
- Teachers provide an adequate introduction to equality and diversity topics at the start of courses. Learners sometimes discuss issues confidently such as exploring themes around gender and sexuality in an engineering workplace. However, teachers provide too few opportunities for learners to develop their understanding through the rest of their course. Assessors do not promote understanding of diversity in the workplace among apprentices.
- Attention to health and safety in college and the workplace is good and learners routinely work safely.



**Building and construction****16-19 study programmes  
19+ Learning programmes  
Apprenticeships**

Requires improvement

- Teaching, learning and assessment require improvement, which reflects the low success rates on a minority of courses. Learners in painting and decorating, and bricklaying do not develop good enough skills and knowledge. For example, bricklaying learners could not readily identify the parts of basic materials such as bricks, the types of bond in use and their purpose.
- The standard of learners' work is high in timber trades. For example, learners can readily apply their skills in off-site workshops creating traditional roofs including dormers and compound angles cut neatly to tolerance. However, it is not good enough in painting and decorating, and brickwork.
- The majority of teachers have good levels of industry skills that they use effectively in illustrating the practical use of theory for their learners. They plan lessons adequately for group activities, but less frequently to meet the differing circumstances of individual learners. Consequently, the more capable learners do not adequately extend their knowledge and understanding.
- A useful range of on-line resources engage learners, but teachers do not use them sufficiently in lessons or draw these to learners' attention. This holds back learners from taking advantage of these resources when completing written assignments and they miss opportunities to improve their work.
- In successful vocational lessons, learners acquire skills of a high standard by completing a range of good practical activities, particularly in lessons for the timber trades and plumbing. In less effective lessons, teachers spend too much time explaining activities. This results in learners losing interest, forgetting instructions or not participating effectively.
- The planning of study programmes has not fully equipped learners for employment. For example, managers have not developed relevant short courses to certificate health and safety. Although suitable plans are in place to provide longer-term site projects for all learners, they do not have an appropriate programme of work experience.
- Learners benefit from fair, reliable and frequent assessment. Teachers use on-line quizzes and summative assessments well to assess learners' progress. Assessors now visit apprentices more frequently. Assessment in the workplace is much improved. Management of assessment in the workplace is now more effective enabling learners to gain formal accreditation of their skills.
- Learners have a reasonable understanding of their current progress and receive adequate verbal feedback on their work. However, the generalised nature and lack of detail in written feedback and in the setting of targets does not enable classroom-based learners and apprentices to know what they have to do to improve their skills.
- Support for learners with identified learning needs is good, particularly for those on courses at level 2. Most learners at this level who receive support complete their programmes successfully. Individual support for learners in lessons is effective.
- The development of learners' English and mathematics skills in lessons requires improvement. Teachers do not routinely correct written work and the development of these skills in most lessons is insufficient. Teachers do not correct spelling and grammar in assessed work with enough regularity or consistency, particularly words in common use in their professions and trades.



- The promotion of equality and diversity in lessons is insufficient. Teachers rarely plan learning activities for equality and diversity topics in lessons. Teachers and assessors are not aware of opportunities to develop and extend apprentices' knowledge in workplace reviews.
- Attention to health and safety in college and the workplace is sound and learners adopt safe working practices.

## Performing and visual arts

### 16-19 study programmes 19+ Learning programmes

Good

- Teaching, learning and assessment are good. Success rates overall have increased since the last inspection and are now good on the majority of courses. A high proportion of learners successfully progress to higher-level courses and into employment. Attendance is good on most courses but low in music technology. Learners' work is good overall and in performing arts, it is of a particularly high standard.
- Learners make good progress in the majority of subjects. Learners in drama produce compelling performances and work with versatility, confidence and energy. Learners in music performance are highly competent players and performers; they benefit from close working with media learners to record their performances and to produce engaging promotional videos. In art and design, the standards of work are consistently high.
- Learners benefit from excellent resources which enable them to create work that demonstrates a wide range of techniques and processes such as textiles, ceramics, print and three-dimensional modelling.
- In the best lessons, teachers set and enforce high standards. In performing arts, teachers raise standards very effectively by making constructive critical comments to learners about their performance, relative to their individual potential. Teachers in performing arts use peer and pairing activities successfully. For example, year two and year one learners jointly develop performances that show learners' versatility in a wide range of skills including acting, singing, stage technology, physical theatre, planning and writing.
- In performing arts, where lessons are predominantly good and better, teachers help learners understand narrative and characterisation. They adapt longer plays into shorter pieces of work or change characters written for males so that they are suitable for a female cast.
- Teachers develop learners' understanding of the arts industry well through innovative teaching and learning. For example, learners stand in a circle with each of them representing an organisation that is part of arts funding; they then use a length of string to show visually the funding of productions.
- In art and design for courses at level 1, learners skilfully use ceramics, print, textiles and plastics to create design outcomes such as t-shirts, bags and ceramic tiles. In graphic design, the teaching of observational drawing is strong. Learners produce sensitive and experimental drawings that develop their understanding of materials and subject matters.
- In fashion, the teaching of technical skills is good and learners learn how to construct garments early on in their course developing sound, practical insights. Teachers place an emphasis on collaborative working, and learners work together successfully to create fashion collections to deadlines.
- In the less effective lessons, poor planning delays the start of lessons, leads to unstructured discussions that do not develop learners' skills or understanding, and teachers repeat information unhelpfully. In a minority of lessons, learners arrive underprepared and do not have the resources they need to develop their work and ideas.

- In music technology, where lessons are weaker, learners do not work with the appropriate levels of independence needed for the subject. Their research and writing is not sufficiently personalised. They use reference lists provided by the teacher, but do not select or research information to inform a personal response.
- Teachers make effective use of peer assessment in most areas and this helps learners to reflect critically on the quality of their work and what it is they need to do to improve. Teachers plan their lessons well. However, they do not always take full account of the information about individual learners in their teaching.
- Sound, regular and informative assessment improves learners' performance. They benefit from improved target setting and tracking of their progress. Learners receive good support and guidance from their teachers in lessons and tutorials. They gain an increased understanding from their teachers' expertise and experiences as practising artists and designers.
- Managers and teachers have not developed well enough work experience as part of the study programmes, although a few beneficial industry-linked projects and initiatives are in place.
- The promotion of English and mathematics in lessons is adequate. Teachers develop English and mathematics appropriately through relevant coursework and projects, such as measurement for fashion and three-dimensional design, and English through historical and contextual research essays.
- The promotion of equality and diversity is good. Teachers successfully integrate the promotion of these topics into practical work. For example, art and design learners produce work that sensitively explores mental health and its relationship to art.

## Foundation English

**16-19 study programmes**  
**19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment require improvement; this is reflected in success rates that also require improvement. Actions to improve teaching and learning are leading to an increase in pass rates but these are not yet consistently high. Teachers' planning is not effective enough to ensure that all learners make sufficient progress to achieve their qualification.
- In English functional skills, teachers mark work with helpful comments for their learners on how to improve. Learners take pride in their work and often produce high standards of work in lessons. Teachers effectively correct spelling, punctuation and sentence structure in written work. Learners are clear on how to improve.
- The marking of English in vocational areas is less well developed. For example, in construction, teachers do not check and correct written work enough in English, and learners continue to make the same errors.
- Teachers' integration and development of English skills for learners in vocational subject lessons are too variable. The marking of spelling, punctuation and grammar in vocational lessons also varies considerably in quality. Where practice is better, including public services, media, and hairdressing and beauty therapy, planning and teaching include developing English skills. In these subjects learners, improve their skills of discussion and spelling technical words.
- In the more effective lessons, teachers raise the standard of English skills by accurately identifying the skills learners still need to improve and through the careful, progressive lesson-by-lesson planning. In one particularly effective lesson, learners prepared questions and answers for job interviews. Role-play of the interview followed this, with the teacher pointing out specific points for improvement, for example in pronunciation.

- In the too many less successful lessons, teachers do not take sufficient account of individual learners' competence and standard of skills. They teach skills that are too easy for those more capable, and in a few cases not relevant such as identifying missing letters in words that learners can already spell. Teachers do not always prepare learners effectively for examinations; they do not provide sufficient opportunities for learners to practise their skills in readiness for their examination.
- Assessment to identify learners' skills and competence is adequate. Specialist staff correctly identify the most appropriate qualification level for learners. However, managers and teachers do not monitor the progress of learners sufficiently to ensure they have all the skills necessary, including examination skills, to achieve their qualification.
- The use of additional learning support to improve English is good. The 'learning facilitators' support learners well in lessons. They effectively develop learners' confidence to ask relevant questions and think through appropriate answers.
- Learners' understanding of equality and diversity is adequate. The planning for inclusion and actual reinforcement of their understanding in lessons varies greatly. In the better examples of promotion, teachers draw on learners' own religions, experiences and cultures as topics to develop speaking and listening skills, and comprehension. However, teachers overall do not extend and reinforce learners' appreciation of equality and diversity.

## Administration and Business Management

**16-19 study programmes**  
**19+ Learning programmes**

Good

- Teaching, learning and assessment are good, as reflected in the increasing success rates. These are now substantially above national rates. Progression of learners to higher levels and to employment is high. However, attendance is below the college average and requires improvement.
- Teachers' high expectations and strong guidance in helping learners complete assignments provide effective lessons that ensure learners make good progress. In these lessons, learners have good knowledge and understanding of business topics. For example, learners working on business plans can clearly identify factors that affect their business and develop counter-measures successfully.
- In other lessons where learners make good progress, teachers use different activities thoughtfully to engage them such as quizzes, use of the virtual learning environment and role-play about developing enterprise skills. Learners develop these skills further and those of employability, through visiting a major accounting firm in London and making presentations.
- The success in the introduction of study programmes is variable. For example, learners on vocational courses at level 3 have enjoyed and gained valuable insights from the presentations of a local entrepreneur on how to create a succinct, highly effective sales pitch and on preparing for interviews. These activities prepare learners well for progression into employment. However, their take-up of such opportunities has not always been good.
- Several learners have successfully set up their own businesses as a result of their studies. For example, current learners have set up successful online businesses in swimwear and clothes designed for Muslim women. However, managers and staff have not developed sufficiently opportunities for work placement for learners aged 16 to 18 on study programmes.
- Learners have a good understanding of the progress they are making, and what they need to do to pass their assignments. Learners use the virtual learning environment effectively for submitting and receiving marked assignments. Teachers use this effectively to share resources and new ideas.

- Teachers have improved assessment since the last inspection. They now assess learners in a range of appropriate methods rather than relying on written reports. These include, team projects, presentations, role-plays and visual displays. This helps to prepare learners well for the varied nature of business work and employment. Good, continuous feedback in tutorials and on assignments makes clear what learners need to do to improve.
- Teachers regularly integrate good business-related English and mathematics activities into lessons to improve learners' English and mathematics skills. For example, learners calculate the costs of calling different customer service help lines. Teachers routinely correct spelling and grammatical errors on assessed work and give useful advice on how learners can improve their use of English.
- Sound recruitment procedures ensure learners are on the right course to meet their needs. They have an effective induction programme that prepares them well for their course. Learners receive good advice and guidance to help them plan for their next steps.
- Promotion of equality and diversity to learners is good. Learners gain a greater appreciation from taking part in discussions about disability, race, and faith matters in their tutorial lessons. A group of Chinese learners made a very well-received presentation about aspects of their culture to the rest of their group. The courteous and interested questioning represented the respectful attitudes of the learners.

### The effectiveness of leadership and management

Requires improvement

- Leaders and managers have made significant progress in tackling issues identified at the last inspection. They have introduced a culture of high expectations and continuous improvement, with learners and their local communities as the main concern of staff. However, their key priorities and challenges remain of continuing to improve teaching, learning and assessment, increasing success rates and resolving the variability of quality across the college.
- Since the last inspection, the appointment of professionals with substantial skills and experience to the leadership team and to the board of governors has taken the college forward quickly. Senior leaders have thoroughly involved all staff, through effective communications, to help achieve the college's strategic priorities and to use the new strategic plan. For example, regular college-wide briefings, meetings and newsletters are resulting in a high level of commitment among staff.
- The governing body is now much more effective and has considerable expertise to support the leadership team. Governors know the college well. They regularly and thoroughly monitor and scrutinise the college's academic and financial performance and the achievement of goals. They oversee curriculum development prudently. Their close monitoring of teaching and learning ensures this is a key college priority and subject to continuous improvement.
- The ability of senior managers to self-assess accurately and consistently strengths and weaknesses is improving. However, insufficient attention to details of how to improve teaching, learning and assessment and in-depth analysis of data still require improvement at curriculum level. The updated position papers managers provided for the inspection showed that judgements on the college's performance are now much clearer and indicated better use of data.
- The quality of improvement plans varies greatly. For example, managers do not consistently identify core issues clearly enough; the recording of the actions to make improvements describe processes and the written actions are not specific or measureable enough. Attention to the details of how to improve teaching and assessment requires improvement. However, they do take note of learners' views to make and confirm improvements.
- Teaching, learning and assessment still require improvement, although managers have made many improvements in a short time. For example, the introduction of a thorough performance

review framework and a robust lesson observation process which staff understand well. Rigorous observations of teaching have improved teachers' ability and awareness in how to check the progress of learners in lessons.

- Teachers are improving how they teach English and mathematics in lessons. An extensive staff development programme, linked to the strategic objectives, has already enabled a significant proportion to improve their qualifications in both English and mathematics.
- Management of staff performance has improved significantly since the last inspection and it now has a close link to performance in the classroom and workshop. These changes are starting to raise the standard of teaching, learning and assessment. Changes made to how teachers and assessors work with apprentices have led to an increase in success rates for work based learning. However, performance between and within different subject areas such as health and social care and engineering is still too variable.
- Leaders and managers are recovering well the college's reputation within the local area. They have successfully involved key stakeholders, including learners and employers, in their planning of the future range of subjects the college will offer. They have developed a sound plan strategically aligned to the needs of Coventry and its residents. The plan takes good account of employability and progression opportunities and includes programmes designed for learners not in employment, education or training.
- Managers understand the significance of study programmes for learners aged 16 to 18. The college enrichment programme promotes personal safety and safeguarding among learners effectively. However, learners have insufficient opportunities for work experience to help them practise the essential skills required for employment; the opportunities to gain additional qualifications are also limited in a few subjects areas. For example, learners in construction do not automatically have the opportunity to acquire qualifications in health and safety needed to gain employment within the industry.
- Managers promote equality and diversity well. The curriculum is inclusive and meets the wide-ranging needs of learners within the local communities. Specialist provision is available as the need arises, for example, for learners with Asperger's syndrome. Managers have effectively closed the achievement gaps between different groups of learners.
- The college meets its statutory requirements for safeguarding learners and staff. Governors, too, benefit from regular training. Arrangements for ensuring learners' health and safety and for preventing and tackling bullying are good. Links with local authority social care services and organisations such as the police, have been effective in raising the profile and dangers associated with 'legal highs', and drug and alcohol use.

## Record of Main Findings (RMF)

### City College Coventry

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

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Health and Social Care</b>	<b>3</b>
<b>Early Years and Playwork</b>	<b>3</b>
<b>Engineering</b>	<b>3</b>
<b>Transportation operations and maintenance</b>	<b>3</b>
<b>Building and Construction</b>	<b>3</b>
<b>Performing Arts</b>	<b>2</b>
<b>Visual Arts</b>	<b>2</b>
<b>Foundation English</b>	<b>3</b>
<b>Administration</b>	<b>2</b>
<b>Business Management</b>	<b>2</b>

<b>Type of provider</b>	General further education college								
<b>Age range of learners</b>	16+								
<b>Approximate number of all learners over the previous full contract year</b>	6,836								
<b>Principal/CEO</b>	John Hogg								
<b>Date of previous inspection</b>	11–15 March 2013								
<b>Website address</b>	www.covcollege.ac.uk								
<b>Provider information at the time of the inspection</b>									
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>		
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	536	611	552	1,140	926	523	0	126	
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>				
	16-18	19+	16-18	19+	16-18		19+		
	261	135	114	198	0		6		
<b>Number of traineeships</b>	16-19		19+		Total				
	0		0		0				
<b>Number of learners aged 14-16</b>	53								
<b>Full-time</b>	N/A								
<b>Part-time</b>	53								
<b>Number of community learners</b>	N/A								
<b>Number of employability learners</b>	46								
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency								
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Learning Curve</li> <li>■ Focus School Coventry</li> <li>■ Focus School Gloucester.</li> </ul>								



## Contextual information

City College Coventry is a medium-sized college. It relocated to a single site in 2009 as part of the regeneration of the centre of Coventry. 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 rate. The proportion of people who are not economically active is slightly above the regional average. The college has a greater proportion of learners from minority ethnic groups than that of the city population. Coventry has two other further education colleges, a number of schools with sixth forms, and a university as well as Warwick University on its outskirts.

## Information about this inspection

<b>Lead inspector</b>	Peter Green HMI
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Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the interim deputy principal, learning, 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>

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