

Joseph Chamberlain Sixth Form College

Sixth form college

Inspection dates		16 – 19 September 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This college is good because:

- since the previous inspection, students' success rates have risen substantially and are now high
- nearly all students make at least expected progress on their courses and AS-level students make exceptional progress
- the outstanding enrichment programme is a major contributor to the high levels of tolerance and respect demonstrated across the college community
- students produce work of a high standard and enthusiastically explore their subjects through a range of well-considered learning activities
- staff set ambitious targets for students and monitor progress diligently to ensure that students achieve them
- teachers' assessment of students' work is accurate and frequent and enables students to improve and develop new skills rapidly
- teachers develop students' English and mathematics well
- governors, leaders and managers at all levels responded promptly and decisively to act on the recommendations from the previous inspection, as a result teaching, learning and assessment are now good
- training and performance management have improved the professional standards of teachers to a high level
- managers, in partnership with the relevant local agencies, have ensured that the curriculum aligns very well to local and national priorities and meets the need of students.

This is not yet an outstanding college because:

- success rates for the few students taking GCSE English are low
- vocational students do not have sufficient opportunities to develop their work-related skills or to take part in work experience
- a small minority of teachers do not give students sufficiently challenging work.

Full report

What does the college need to do to improve further?

- Amend the teaching of English GCSE so that it focuses on the specific skills that each student needs to develop.
- Introduce more work-related experiences to vocational courses and ensure that teachers plan learning and assessment activities that target the development of students' practical skills.
- Ensure that teachers set a range of challenging tasks that enable students of all abilities to make rapid progress.

Inspection judgements

Outcomes for learners	Good
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- Most students are on full-time 16-18 study programmes and the very large majority of these are studying at level 3, the remainder mainly at level 2. Approximately 300 students take part-time courses at level 1 or below at centres across the city of Birmingham, most to improve their literacy. As well as the subjects directly inspected, the other main curriculum areas are business, English, social sciences, the arts and health and social care.
- The proportion of students that successfully complete their qualifications has risen sharply since the previous inspection and it is now high. Students' achievements have improved in all subject areas, most rapidly in mathematics, business, information and communication technology and religious studies.
- Students on AS-courses, who are the majority of students at level 3, make exceptional progress relative to their prior attainment. Vocational and A-level students make at least the expected and often good progress. However, in a few subjects students do not make sufficient progress.
- The gap between the achievement of male and female students has narrowed substantially and is now smaller than it is nationally. Students from different ethnic groups achieve equally well, with the exception of the very small number from a White British heritage that continues to underachieve. However, students with learning difficulties achieve less well compared to other students and the difference has increased since the previous inspection. Success rates for students on courses at level 2 have declined in the last year and require improvement.
- Students' attendance rates are very high. Students arrive on time to their lessons and develop relevant knowledge and understanding rapidly, often demonstrating skills beyond that required by the course content. For example, childcare students just beginning their course were confidently conducting a detailed risk assessment on feeding pets in a nursery setting.
- The majority of A-level students benefit from well-considered work placements. In partnership with the city council's work-related learning team, managers very successfully focus these placements on the ambitions of individual students, for instance those interested in nursing undertake experience at a local hospital. However, most vocational students do not have similar opportunities to undertake work placements and this requires improvement. Students on courses at level 3 not applying to university receive a very useful job pack which gives them valuable information on writing curriculum vitae, researching job opportunities and practising interview skills.
- All students who have not achieved an A*-C grade in English or mathematics GCSE enrol onto an appropriate course to develop their skills, meeting the requirements of the study programmes. The proportion that goes on to achieve in mathematics is higher than the national rate, but in English it is low and requires improvement.

- The benefits of the enrichment programme to the college community are outstanding. Students run the majority of clubs and societies themselves and most students attend at least one activity each week. This enables students from a wide range of cultures and backgrounds to come together to share common interests and is a major factor in promoting the high levels of understanding and tolerance that exist. Students gain very valuable life skills from attending enrichment activities. For example, students participating in the henna society learn about other cultures through the medium of art and those contributing in the Model United Nations group demonstrate great confidence in their presentation and debating skills.
- Students benefit from the well-planned range of subjects and most that are at level 2 or below progress to higher levels of study at the college. The large majority of A-level students apply to university. The excellent support that they receive from their tutors, not only with the application process, but also with securing financial support and living away from home, ensures that most acquire a place and are well prepared for university life. The proportion of students that do not progress to some form of meaningful further education, training or employment when they complete their course is very low. Managers are very successful at collecting data relating to students' destinations and use the information well to gauge their success in meeting the ambitions of students.

The quality of teaching, learning and assessment

Good

- Since the previous inspection, the good teaching, learning and assessment have led to rapid improvements in students' outcomes and these are now high. Most students now make very good progress in lessons.
- Teachers harness the enthusiasm students bring to their studies well by quickly identifying gaps in students' knowledge and providing challenging activities that allow students to fill these gaps. These activities include thought-provoking presentations, informative explanations and lively discussions based on an interest in their students' questions, opinions and ideas. Students respond well to the tasks that teachers set by quickly producing work of a high standard.
- Students readily take responsibility for their learning by preparing and leading activities in lessons and organising enrichment activities for their peers. Most students take part in discussions confidently and use appropriate, sophisticated technical terms even when English is not their home language. The majority of teachers use searching questions to stimulate discussions that extend students' understanding and ensure they develop higher-level thinking skills. However, in a few lessons, teachers do not encourage students sufficiently to solve problems or explain their knowledge and understanding and they set work that students find too easy.
- Teachers and tutors closely monitor students' progress and act quickly to put in place appropriate support, such as additional lessons and help with study skills, if a student's rate of progress slows. This support contributes well to most students achieving or exceeding the ambitious targets that teachers set for them.
- Teachers provide high-quality written feedback for students and this is much improved since the previous inspection. This feedback accurately identifies the strengths and areas for improvement in students' work and, where appropriate, provides guidance on how they can produce work of a higher standard in future.
- Managers have recently introduced a good range of vocational courses to meet the needs of students wishing to take courses that develop their practical skills. Students on these produce work of a good standard although, on a few courses, students produce too little evidence of applied practical skills and rely too heavily on essays as evidence for assessments. Too few students on two-year vocational courses attend a work placement although the college has successfully secured further work-related activities with employers for the current year.

- Most students use the virtual learning environment (VLE) and breakout study areas well and make good use of their time studying outside lessons. Teachers have improved the VLE well since the previous inspection in subjects such as humanities, arts and advanced-level English. However, teachers are not sufficiently adept at ensuring that students benefit from the use of web-based technologies such as social media to study or extend their vocational skills.
- Teachers use classroom walls and corridors well to display students’ work alongside carefully chosen posters that promote students’ learning. For example, in photography, they display A-grade portfolios that inspire students to produce work of a similar quality. In fashion and textiles, students benefit from lists of subject-specific technical language that teachers place on walls to improve their subject knowledge.
- Students on most courses develop a good understanding of how to use specialist terminology appropriately. Teachers focus well on helping students to improve their spelling, punctuation and grammar. All A-level students take a very useful course designed to improve their academic writing although a few teachers do not set work that is difficult enough for students with well-developed English skills.
- Teachers identify quickly the gaps in knowledge and understanding for all students who have not achieved a grade C or above in GCSE English or mathematics and a majority of students improve their mathematics. However, teachers of GCSE English do not plan their courses sufficiently well to focus on the specific skills each student needs to develop.
- Good information, advice and guidance ensure students enrol on an appropriate course and the teachers liaise closely with schools to ensure prospective students understand their options for further study. Students receive good independent advice and guidance about their options when leaving the college and as a result a high proportion progress to university.
- Many interesting extra-curricular activities take place which help students to develop intellectual curiosity. Students from across the college meet and learn collaboratively in groups such as a debating society, film club and mock legal trials which all help students to build good skills in formal argument.
- All staff work closely with community groups, schools and parents to ensure barriers to students’ learning are minimised. Teachers provide support for students with learning difficulties and disabilities quickly and ensure students have proper access to lessons, assignments and resources. Students from the different heritages respect each other’s beliefs and values well. Teachers work hard to ensure that their students’ cultures are celebrated and tolerance and respect are valued.

Science	
16-19 study programmes	Good

- Teaching, learning and assessment are good which has led to substantial improvements in students’ achievements that are now just above the rates of similar colleges. Students on vocational and most A-level courses achieve well and make progress at least in line with their prior attainment. However, students’ success rates in a majority of AS-level subjects require further improvement.
- Students develop skills well, for instances carrying out practical work, working with others, giving presentations and doing research. They are confident and articulate in expressing their scientific knowledge. Students’ attendance rates during the inspection were high, but a few late comers disrupted a small minority of classes. The large majority of students who complete their courses progress to university.
- Staff set high standards and have ambitious targets for improving students’ achievements. Since the previous inspection, managers have put in place measures that have brought about rapid

improvement. The revised, more rigorous procedures for lesson observations together with coaching, well-focused professional development and routine sharing of good practice have been effective. The impact is evident in the good teaching, learning and assessment.

- Teachers use the information gained from initial assessments of students' knowledge and skills well to plan effective learning and support. Most students are motivated and participate enthusiastically in well-considered activities. Working with their classmates gives them useful opportunities to demonstrate and extend their understanding. For example, biology students worked together to research cell structure and then used this information to solve complex problems. Physics students discussed elastic and inelastic collisions, extending their understanding well.
- Where learning is less successful, teachers allow students to work too slowly through problems and as a result, they do not make sufficient progress. Teachers do not offer enough challenge to promote high achievement, or additional tasks for those who finish the work. In a few lessons, teachers do not pay sufficient attention to checking what students have learned and what they do not yet understand fully.
- Teachers develop carefully students' mathematics and English alongside their main studies. Students demonstrate a good command of appropriate scientific language and appropriate levels of mathematical ability. Students on A-level courses benefit from a course in academic writing. Students studying AS-level physics, study relevant mathematics which supports their learning well. Teachers check and reinforce the spelling of specialist vocabulary such as 'mitosis'. Displays of key words in classrooms, alongside glossaries, ensure that students become fluent in their use.
- Teachers assess students' learning very well in the classroom, through homework and with monthly assessments. They use a variety of effective approaches such as skilful questioning, checking completion of tasks and formal assignments and tests. They make innovative use of technology to monitor students' responses. However, questioning is less successful on the few occasions when teachers allow individual students to dominate or when they use simple questions that require one word answers.
- Teachers mark students' work regularly and return it promptly with helpful written comments so that students know how well they are doing and what they need to do to improve their work and achieve higher grades. Teachers set ambitious target grades for students early in the course and review students' progress frequently, making good use of the college's electronic system. Teachers and tutors support students well to meet or exceed their targets and are readily available to give individual help outside lessons, which students benefit from enormously. Students identified as needing extra help with topics attend additional classes where they receive good individual support.
- Good initial guidance ensures that the large majority of students start appropriate courses. Independent careers advice is successful in enabling them to make informed decisions about their next steps. Teachers broaden students' knowledge and interest through a good variety of visits, speakers and curriculum-related activities. A-level students benefit from work placements and managers and teachers are currently planning these for vocational students.
- Managers have successfully eliminated the achievement gap between female and male students in most subjects. Master-classes held in a local school have helped to recruit more girls on to physics. Classes are characterised by an atmosphere of mutual respect in which all students are able to participate fully and make progress.

Mathematics and statistics**16-19 study programmes**

Outstanding

- Teaching, learning and assessment are outstanding as reflected in students' outcomes; these have improved rapidly and are now very high. Students make exceptional progress with respect to their prior attainment. They enjoy their lessons and gain knowledge rapidly as a result. Students demonstrate confident use of analytical skills. Their attendance is good and they arrive on time and participate fully. The large majority of students on A-level courses progress to higher education.
- Teachers have high expectations of students and as a result, students set themselves ambitious targets that motivate them well to succeed. For example, GCSE mathematics students are all working towards the higher-level examination and to support this, teachers set work that is challenging and ensure that students answer the hardest questions of which they are capable.
- Teachers use an excellent variety of activities to support and challenge students well. For example, teams of students compete in 'noughts and crosses' where each square has questions that differ in complexity. Because students want to gain more points to win the competition, they choose the harder questions and work well together to solve them successfully.
- Target setting and monitoring are outstanding. All students know their ambitious targets and work well towards at least meeting, and often exceeding them. Teachers ensure that any student whose grades fall below their target attend workshops in order to improve before re-doing the assessment. This support is excellent and valued by students. More-able students also opt to attend these extra classes so that they extend their understanding with more challenging questions. Students also attend very beneficial one-to-one sessions with their teachers at which they improve their work and clarify difficult concepts.
- Teachers plan learning very well, ensuring all students make rapid progress. Teachers quickly identify where students lack understanding, often with quite simple concepts such as a time-line. They resolve these problems effectively during the lesson and guide students who need further consolidation to a workshop. Teachers use resources very effectively to extend learning, particularly so with more-able students. Lessons build on students' prior knowledge and teachers set students challenging tasks. In a very few lessons, where the pace is too slow, students begin to lose focus.
- Assessment is outstanding; teachers plan this area well and it is regular and highly effective. Teachers give detailed feedback that enables students to improve their work. They place all the data on the VLE where students benefit from being able to track their own progress. Teachers also use the VLE well to monitor attendance and punctuality. They identify quickly any students causing concern; they monitor and support these students very closely until they have improved. The VLE also contains schemes of work, specifications and learning materials which the students read prior to lessons so that they are better prepared to participate.
- Teachers develop the language of mathematics extremely well. All students have a glossary of words with their meaning. This ensures that they are confident and articulate and are able to participate fully in all activities. A-level students receive very effective tuition in more general writing techniques, which prepares them well for skills that they may require, for instance preparing statistical reports. All A-level students have the opportunity to undertake a work placement relevant to their aspirations and the large majority of students take up this opportunity and benefit from it.
- Students receive excellent information, advice and guidance including careers advice and help with higher-education applications. Students develop wider skills through attending additional

activities at universities such as a master class on the mathematics involved in the programming behind social media websites and the National Cipher Challenge.

- Teachers use resources that are sensitive to, and promote well, equality of opportunity. They use group work effectively to encourage peer learning and mutual respect. Students work extremely well together and teachers ensure that lessons reflect the diversity of the student body.

ICT for practitioners

16-19 study programmes

Good

- Teaching, learning and assessment are good and this leads to high levels of achievement for most students. Students study courses that meet their vocational and academic aspirations well. The proportion of students who are successful has increased substantially during the last year and is now high for A-level and most vocational courses at level 3. However, outcomes require further improvement on AS-level and courses at level 2. Students make at least the progress expected of them and they develop good practical skills and knowledge. Teachers prepare students well for future study.
- Teachers support and motivate students very effectively. They use a variety of well-considered teaching approaches to inspire and challenge students, including skilful questioning to encourage deeper thinking. They check learning through an appropriate range of methods including interactive quizzes on the VLE, good use of students' mini whiteboards and students' presentations that demonstrate high levels of knowledge and understanding. Students are confident and articulate when they discuss their work.
- Students are highly motivated to learn. They work industriously with each other and develop good study habits outside of lessons. Students value and benefit from the self-study areas near the classrooms and teachers ensure that students are able to make good progress on their own. Students develop their practical skills well, demonstrating proficient use of both computer hardware and software.
- Computer rooms are appropriately equipped and teachers use the resources well to enhance learning. For example, classrooms have flip-top desks and teachers plan for students to use these to switch effectively between computer activities and group work.
- Teachers support students very well and students feel safe. They enjoy their courses and they appreciate the effective way that staff support them throughout their course. Students value the approachability of staff and their flexibility to provide support when they need it, and because of this support, they make more rapid progress.
- Assessment is thorough and teachers provide helpful feedback on students' work to ensure that they are clear about what they need to do to improve. Teachers monitor students' progress well and check that they implement these improvements rapidly.
- In most lessons, teachers check students understanding and spelling of the terminology very well, but they do not take sufficient account of students' prior attainment in mathematics to help develop these skills further during lessons. Students develop their English and mathematics during support sessions effectively and A-level students attend workshops that support the development of writing skills very well.
- Teachers focus well on ensuring that students produce the evidence and skills to complete assignments, but they give insufficient time to developing skills required by employers. Vocational students have too few opportunities to undertake work experience or go on work-related trips.

- Students receive good careers advice and guidance that enable them to make informed choices at the beginning of their courses. They can choose to study ICT through an appropriate range of either A-level or vocational qualifications. Students receive good careers advice and support, such as help with university applications. The majority of students at level 2 progress to level 3 on completion of their course and most at level 3 progress into higher education.
- The promotion of equality is good. Wheelchair users can access all parts of the building easily and all reasonable adjustments have been made. Teachers plan learning for students with learning difficulties very well. For example, a student who was unable to write onto a poster in class was able to participate fully because the teacher had sent him a template that he was able to prepare in advance. When his group did the presentation, he was able to contribute easily and presented well his ideas about the benefits of using box modelling. Teachers ensure that the diversity of the student body is reflected in the activities that they plan.

History and Religious Studies

16-19 study programmes

Outstanding

- Teaching, learning and assessment in religious studies and history are outstanding, resulting in very high levels of achievement on all courses. Students make exceptional progress on most courses in relation to their prior qualifications, and consequently the proportion of students achieving high grades has risen on the majority of courses in each of the previous three years. The strong emphasis that teachers place on helping students to develop excellent writing and analytical skills prepares them well for exam success.
- The standard of students' work is consistently outstanding. Students are highly motivated and have fun in lessons. In religious studies lessons, they produce well-informed written work, which demonstrates excellent skills in academic argument and a balanced awareness of diverse faiths. History students develop a sophisticated understanding of the factors involved in cultural change. The philosophy strand within humanities courses enables students to think laterally and make informed links between historical and religious themes.
- Outstanding teaching improves students' academic and personal confidence. Nearly all teaching is inspiring and innovative. Teachers are passionate about their subjects and have high expectations of their students. They create a safe learning environment where all students flourish and are helped to achieve their ambitions. Students' attendance is high and the vast majority of students make excellent progress during lessons and throughout their courses.
- Teachers plan lessons meticulously so that students participate enthusiastically in an appropriate range of learning activities which challenge them fully. Teachers take into account the needs of all students to ensure that each one makes good progress in lessons. As a result, students develop a professional work ethic and increased academic confidence. Teachers' imaginative use of resources in lessons enables students to access a wide range of interesting and helpful material.
- Students develop excellent written and spoken English skills as a result of well-planned learning activities on grammar, vocabulary and public speaking. This focus on building good communication skills enables students to express themselves with confidence and fluency.
- Support for students is outstanding. Students thrive in the college's safe environment. Teachers and tutors help students to raise their confidence and aspirations when planning their next steps. Most students state that studying on humanities courses has opened up opportunities for them that they would not previously have considered.
- Teachers assess students' work frequently and thoroughly. They provide highly detailed feedback to students, clearly identifying areas for further development. Students are encouraged by the constructive tone of comments on assessment feedback sheets and as a

result, they make rapid improvements. Teachers check learning well during lessons and use highly effective activities at the end of lessons to make sure all students have understood the content.

- Learning resources are outstanding. Classrooms are very well equipped and contain inspiring displays of students' work. Teachers and students use the VLE very well to monitor progress, and share learning materials. However, the range of trips to local and national museums and sites of historic interest is too limited.
- Information, advice and guidance are outstanding. Students applying to higher education courses receive very good support, with the large majority progressing to university. Teachers run additional sessions of a high standard that provide valuable extra support to help less confident students improve their work.
- Teachers promote equality and diversity exceptionally well. They encourage students to develop their understanding of diverse cultures and faiths through well-designed assignment briefs and challenging debate. Teachers treat every student with respect in an environment which promotes equal opportunities.

The effectiveness of leadership and management

Outstanding

- Governors and senior managers communicate their high expectations and vision to staff and students very effectively. They underpin these high expectations with extremely robust systems that ensure comprehensive and very frequent monitoring of the progress of all students throughout their courses. Managers set regular and challenging targets for teachers to hold them accountable for students' attainment so that students are successful on their courses and most make good progress.
- Following a very well-designed restructure of management roles, managers and teachers focus their activities clearly on the impact they have on improving teaching, learning and assessment and students' success rates. Managers responded exceptionally speedily to the findings of the previous inspection and through rigorous monitoring they ensure that improvements to the quality of provision for students are rapid and substantial. For example, teachers report to their managers weekly on students' progress, and put rapid interventions in place for students at risk of underperforming.
- Management of staff performance, based on observations, appraisals and regular course reviews, is outstanding. All staff have detailed, individual action plans that identify their development needs accurately. Lessons graded as less than good result in focused, relevant coaching and prompt re-observation. If the standard of lessons does not improve, formal arrangements rapidly drive up the quality of teaching and learning. Nearly all teachers improve their teaching to at least good following coaching.
- All teachers benefit from a range of excellent development activities that focus on improving teaching, learning and assessment. Most of it results from teachers sharing the good practice identified by managers during observations and their frequent walks around the college observing learning. This is particularly effective in motivating teachers because it values their innovative and successful ways of helping students to learn. Outstanding leadership training includes skills essential to good management of staff performance, such as having difficult conversations, and supports managers, many of whom are newly in post, very well in their drive to improve provision.
- Leaders and managers use robust quality assurance arrangements that have already led to marked improvements in all areas identified in the previous inspection. All areas that inspectors identified as requiring improvement at the time of the previous inspection are now at least good. The self-assessment process is inclusive of the views of all staff, and makes very good use of the comprehensive and challenging course reviews that take place at four points in the year.

Managers use data appropriately to support judgements and they accurately evaluate the quality of the college's provision in the self-assessment report.

- Managers plan the curriculum exceptionally well to meet students' needs and ambitions. Adult provision in childcare and basic English supports the community's needs identified by the local enterprise partnership. For students for whom English is not their first language, courses to develop English support national and local priorities well.
- Managers have designed study programmes carefully with appropriate entry criteria to ensure that all students can access courses at the right level and progress to higher levels through both academic and vocational routes. Managers ensure that teachers develop English and mathematics well within their lessons. They are in the process of improving GCSE English teaching, but it is too early to judge the impact of this. Curriculum leaders have ensured that all A-level students have the opportunity to undertake suitable work placements. Managers successfully establish productive partnerships with local organisations to develop projects to increase work experience, but creating more placements remains an area for further development for students on vocational courses.
- Leaders and managers have narrowed most achievement gaps through specific and appropriate interventions. They implement rigorously procedures and policies for equality of opportunity, including regular impact assessments. Students celebrate their culture and traditions in cross-college events at which they showcase aspects of their cooking, dance, music and art.
- Staff receive training of a high standard and regular updates in equality and diversity that raise their awareness of the ways in which discriminatory attitudes are expressed so that they can respond effectively. A group of female students works productively with a member of staff to develop aspects of the tutorial programme in line with their needs, in particular, issues related to domestic violence and forced marriage. Staff and students show a high level of respect for each other, and together foster a strong sense of a shared and peaceful community.
- Arrangements for safeguarding students are good. All staff receive thorough and regularly updated training to appropriate levels. Managers maintain very good links with the multi-agency safeguarding hub, and with agencies that support looked-after children and young people leaving care. Counsellors and medical advisors are in college frequently, and their services are well used. Teachers take prompt action to counter the very few occasions when bullying takes place. Managers assess carefully work experience placements to ensure that they are safe for students.
- Leaders have stringent safeguards to protect students, particularly in relation to online safety. They have worked with the police to identify words used in electronic communications at college that could indicate inappropriate activity. Managers ensure that computers are filtered to block potentially dangerous sites and that outside speakers are screened carefully. Leaders and governors meet their statutory requirements for safeguarding students.

Record of Main Findings (RMF)

Joseph Chamberlain 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	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2			2		2			2
Outcomes for learners	2			2		2			2
The quality of teaching, learning and assessment	2			2		2			2
The effectiveness of leadership and management	1			1		1			1

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Mathematics and Statistics	1
ICT for practitioners	2
History	1
Theology and Religious Studies	1

Provider details

Type of provider	Sixth form college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	2,405							
Principal/CEO	Ms Elly Tobin							
Date of previous inspection	April 2013							
Website address	www.jcc.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+
	60	486	186	47	1,310	41	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	0	0	0	0	0	0		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	8							
Full-time	N/A							
Part-time	8							
Number of community learners	330							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ N/A. 							

Contextual information

The college is situated less than a mile away from central Birmingham, in an area with high levels of deprivation, ranking 18 out of 355 for the highest levels of multiple deprivation in England. Unemployment in the city is well above the national rate, around a fifth of the local working population has no qualifications and just under a third of dependent children are in households with no adults in employment, which is well above the national rate for England. One in five of those aged 16 to 24 in Birmingham have no formal qualifications. The most recent census estimates that just under a third of children in Birmingham have additional language needs, which is double the regional and national rate. The percentage of young people in Birmingham gaining five GCSEs at A* to C, including English and mathematics, in 2014 was considerably lower than the national rate.

Information about this inspection

Lead inspector

Stewart Jackson HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the deputy principal 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 students' 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 students 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 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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