

Warwickshire College

General further education college

Inspection dates		09–13 March 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
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 college is good because:

- apprenticeship provision and achievements at level 3 have been consistently high over the last few years
- provision across the majority of subject areas is good, and learners make good progress to higher education from programmes at level 3
- learners demonstrate a high standard of skills in their vocational subjects
- governors and senior managers have worked effectively to sustain the financial standing of the college
- the training and support that teachers receive have improved teaching, learning and assessment which are good, because the majority of learners make good progress in lessons, into work, or further learning or training
- links with local employers and the local enterprise partnerships (LEP) have enabled the college to grow its provision to meet local and regional needs very closely, and have led to the development of new courses and increased opportunities for learners to become familiar with industry
- the focus of the curriculum in developing learners' work-related and enterprise skills has enabled large numbers to enter full-time employment or to set up their own business.

This is not yet an outstanding college because:

- not enough learners on programmes at level 3 make better than expected progress and too few apprentices achieve within the planned timescale
- meaningful external work experience is not available for all learners aged 16 to 19 on the study programme
- the success of learners taking English and mathematics qualifications is too low.

Full report

What does the college need to do to improve further?

- Set challenging targets with clear timescales for learners and closely monitor their progress towards them so that learners of all abilities make rapid progress in achieving their goals.
- Managers should make best use of the college's strong links with local businesses and employers to ensure that all learners on the study programme are able to benefit from meaningful, external work experience to prepare them for work.
- Raise learners' levels of achievement in both English and mathematics by more rigorously implementing support strategies for attendance; ensuring learners know exactly what they need to do to improve and achieve higher grades, and making sure that teachers take full account of learners' individual needs and varying levels of ability when planning, providing and checking learning.

Inspection judgements

Outcomes for learners	Requires improvement
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- The large majority of courses at Warwickshire College are for learners aged 16 to 18 on full-time study programmes, with over half of this group studying at level 3. The remainder of courses are for adults on a mixture of full- and part-time courses. Nearly a third of all learners study English and mathematics qualifications at level 2 and below. Apprenticeship provision accounts for nearly a sixth of the college's total income.
- The proportion of those learners aged 16 to 18 on full-time study programmes at level 3 successfully completing their programme has improved substantially over the last three years and is high. Learners on A-level courses succeed in line with expectations, but those on vocational programmes and AS-level courses do not achieve expected grades, given their qualifications on entry to the college.
- The proportion of learners aged 16 to 18 succeeding at levels 1 and 2 are too low, which reflects the low pass rates of learners taking functional skills and GCSE English and mathematics. Only half of learners with a grade D who retake their GCSE in English and/or mathematics gain a grade C or above.
- Adults achieve well on courses at level 3, but have low achievements on courses at level 2. While the proportion of adults succeeding in functional skills has improved, it is still too low.
- Apprenticeship provision is good. The proportion of apprentices who achieve their qualification has remained high for the last three years. Advanced apprentices succeed particularly well. However, the proportion of apprentices who achieve within the planned period is low. Apprentices in agriculture and engineering succeed particularly well, but those in construction and hairdressing do less well.
- Managers monitor the performance of different groups well and have been successful in narrowing gaps in performance. Male and female learners now perform similarly, as do white British learners and those from minority ethnic groups. Looked after children succeed in line with other learners.
- Attendance was low in 2013/14. Managers have put measures in place to resolve this and while attendance has improved significantly in the current year, it is still slightly below the college target.
- Over two thirds of learners progress to a higher-level qualification within the college and half of learners on courses at level 3 progress to higher education. An increasing number of learners,

from all levels, progress into full-time employment or self-employment, often in local industries such as pet care services, horticultural businesses, furniture crafts and media.

- Most learners develop good social, personal and employability skills. In foundation English and mathematics, those learners that attend gain in confidence as they master new skills. Learners on business courses develop a good range of employability skills as they work collaboratively in project teams to solve problems and to complete briefs to deadlines. Learners in visual and performing arts speak of discovering new possibilities as teachers encourage them to bounce ideas off each other, and one learner in music gained the confidence to perform 150 'gigs' in her first year from not having performed in public before. Apprentices in engineering develop the skills to maintain highly complex motors in vehicle assembly lines.
- The provision of external meaningful work experience for learners on the study programme requires improvement. While managers have raised the proportion of learners undertaking work experience in the current year, a minority of engineering learners are not aware of plans for their work experience and managers have not put formal plans in place for learners in business management. In other areas, such as sports, learners develop good professional standards as they conduct health screening as part of planned work experience.
- The college provides some innovative work-related enterprises for learners to gain valuable employability skills. For instance, a well-run, realistic, animal grooming parlour sets high professional standards for learners and learners on agricultural courses at level 3 take responsibility for lambing the college sheep flock under the leadership of two former students.

The quality of teaching, learning and assessment

Good

- The six areas inspectors graded during this inspection represent just over a third of the college's provision, and cover vocational subjects, apprenticeships and foundation English and mathematics. Inspectors also sampled teaching, learning and assessment in most other subjects the college offers and across all of its sites.
- Teaching, learning and assessment are good because the majority of learners make good progress in lessons, achieve their vocational and academic qualifications and make good progress into work, or further learning or training.
- In the majority of lessons, teachers and assessors plan learning and assessment that enable learners and apprentices to develop good levels of practical skills, good subject knowledge and valuable skills for employment, such as teamwork and taking responsibility. Most teachers have high expectations for their learners and they motivate them to learn effectively in lessons and in their own time. Most learners are making good progress towards achieving their qualifications. In a particularly effective lesson, learners on a hairdressing and beauty therapy course at level 1 made truffles to learn about the structure and function of different layers of skin; learners spoke with confidence about the function of each layer of skin.
- Learners on courses such as hairdressing and beauty therapy, agriculture, animal management, horse management and information communication technology (ICT) develop good practical skills and skills for work through working in either college commercial facilities or work experience placements. Learners in practical subjects learn to work safely.
- A few teachers use technology innovatively and well to help learners deepen their subject knowledge and skills. For example, teachers of ICT courses at level 3 give prompt and frequent developmental feedback to learners about their assignments through sharing documents in a virtual classroom; in lessons on an electrical installation course at level 2, learners use their 'smart' phones to research the function of a range of components in a collaborative research activity.
- A minority of lessons are less effective because teachers do not have high enough expectations of what their learners can achieve. They do not plan learning that enables learners to make the

progress of which they are capable. In these lessons, learners find the work too easy and this does not motivate them to do further work either in the lesson or in their own time. This slows their rate of progress.

- Most learners develop good mathematics skills in subject lessons. Teachers help learners to solve mathematical problems relevant to their subject or to use mathematics that will help them be effective employees. For example, learners on engineering courses at level 3 could calculate the velocity changes in two parts of a spacecraft on separation using relevant formulae, and learners on hairdressing courses at level 2 calculated their commission from a client's final bill.
- Most learners also develop good English skills in subject lessons. Learners in most subjects are able to use technical vocabulary correctly, for example, using biological terms in an anatomy and physiology lesson for animal management learners. The large majority of teachers correct learners' spelling, punctuation and grammar in written work. In a small minority of cases, teachers do not challenge learners' incorrect use of spoken English or use English well enough themselves.
- Staff work effectively to ensure learners and apprentices receive good advice and guidance about the courses they can study. Thorough assessment of learners' English and mathematics skills at the start of the course helps to ensure that learners enrol on courses and study programmes that will enable them to fulfil their potential. In a minority of cases, teachers do not use the detailed information they have about their learners' development needs to plan learning effectively.
- Learners receive good support for their learning from their academic tutors and personal learning advisors. Personal learning advisors provide particularly effective welfare support to learners. Targets that tutors and personal learning advisors set for learners and apprentices require improvement; the majority of targets do not specifically state what improvements learners need to make with their learning, so that they make better progress.
- Teachers quickly identify those learners who need extra help with their learning at the start of their course. Learning support assistants provide effective support in lessons and individually, although in a minority of cases, the help they give is not part of planning for the lesson. This can result in learners not getting the right help at the appropriate time.
- Learners receive good advice and guidance on future careers and their next steps in training from their teachers and tutors. Teachers in subjects including construction and arboriculture help their learners to find relevant part-time work.
- Despite not being in a 'Prevent' priority area, college managers have worked effectively to help learners understand how to protect themselves from extremism and radicalisation. However, teachers do not do enough to help learners understand better the diverse nature of modern Britain.

Animal Care ,Veterinary Science and Equine Studies
16-19 study programmes
19+ learning programmes

Good

Teaching, learning and assessment in animal care and veterinary science and equine studies are good because:

- teachers enable a high proportion of learners to complete their qualifications successfully and acquire quickly a good level of knowledge and practical skills that prepare them well for higher-level qualifications or employment
- knowledgeable and experienced teachers make good use of their vocational expertise and plan lessons well so that learners take part in learning activities that motivate and inspire them; for

example, learners in animal nursing make excellent models of the nervous system, accurately identifying conditions that disrupt a nerve reflex action and the nursing care required

- teachers' excellent industry experience and well-established links with employers enable frequent visits to different businesses helping learners produce good quality, insightful assignment work, for example, documenting the best care for competing race horses at Cheltenham
- all learners attend regular, well-managed work placements that improve the speed of their practical skills, help develop the responsibilities needed for employment, demonstrate a good level of experience on their curriculum vitae and assist them to obtain future employment
- good advice and guidance from tutors help most learners to progress to higher qualifications and employment; teachers use the career achievements of past learners as role models to motivate present learners
- teachers' feedback on learners' assessments and practical work is good; learners receive clear information on what they need to do to improve; teachers set high standards and learners often produce particularly creative work, such as 3D models of cell division
- teachers develop learners' English skills well, and learners use scientific vocabulary and technical language correctly and confidently; teachers systematically correct errors in spelling, grammar and punctuation during lessons and in learners' written work which helps them improve
- teachers make frequent use of information technology to enrich learning and support learners' progress; they give learners good guidance on how to analyse the suitability of internet resources when working alone, which enables learners to complete clearly referenced, good-quality assignment work and presentations.

Teaching, learning and assessment in animal care and veterinary science and equine studies are not yet outstanding because:

- learners are not sufficiently responsible for setting their own long- and short-term targets and teachers do not use all the available information to speed up their progress
- teachers do not carry out sufficiently frequent checks of what individual learners have learnt or understood and, particularly for the less able, in a way that builds their confidence
- teachers do not adequately help learners develop sufficient mathematical skills; learners' mental arithmetic is not good enough, and they do not write out their calculations correctly.

**Engineering
Apprenticeships**

Good

Teaching, learning and assessment in engineering are good because:

- the large majority of apprentices successfully complete their qualifications; they develop good occupational skills, become more confident, work effectively and produce a high standard of work; apprentices studying computer numerical control (CNC) machining techniques can further develop these skills on similar machinery in the workplace
- enthusiastic, highly motivated teachers and assessors have excellent vocational experience, which inspires apprentices to develop their vocational skills well, resulting in good progress
- teachers and assessors provide frequent, highly effective one-to-one support helping current apprentices make good progress; for example, an assessor helped an apprentice to evaluate a work-based project on resolving customer complaints about vehicle body work; additional classes and staff provide good support for apprentices to prepare for further and higher studies

- staff provide good information, advice and guidance, and support apprentices particularly well; as a result, they are employed in good workplaces which meet their aspirations and a good proportion progress to further or higher-level training when they complete their apprenticeship
- teachers promote and develop apprentices' use of mathematics effectively; they take particular care to reinforce mathematical concepts throughout classes; during a class relating to concurrent and non-concurrent forces, the teacher gave apprentices additional tasks to estimate values of resultant forces and angles prior to using calculators
- the use of learning resources is good including the virtual learning environment (VLE) to enrich learning and support apprentices' progress; apprentices use information learning technology frequently in classes and to research for and present assessed work; they effectively develop good study skills.

Teaching, learning and assessment in engineering are not yet outstanding because:

- teachers and assessors do not routinely and systematically help apprentices to improve their English skills; they overlook apprentices' punctuation, grammatical and spelling mistakes; feedback on assessed work does not routinely identify to apprentices how they could improve
- apprentices' development targets, set during progress reviews, are not specific enough; they do not focus precisely enough upon the further development of apprentices' skills or set sufficiently challenging timescales for the completion of assessed work
- teachers and assessors do not effectively develop apprentices' understanding of diversity; the questions they ask are superficial and do not develop apprentices' awareness of the diverse nature of the customers and colleagues they work with.

Sport

16-19 study programmes

19+ learning programmes

Good

Teaching, learning and assessment in sport are good because:

- a high proportion of learners make good progress in lessons and achieve their qualifications
- teachers use their recent industrial experience to inspire learners to gain new skills; they develop learners' understanding of theoretical concepts well by using practical activities that learners enjoy; attendance in lessons is high
- teachers make good use of industry-standard facilities, such as the commercial gym, sport science laboratory and specialist teaching gym to help learners develop professional skills
- learners develop valuable work skills to a good standard; all learners practise skills learned on the course in commercial settings; for example, they attend local companies to provide health screening services and coaching sessions in the local community
- teachers constantly remind learners of the requirements of professional conduct in the workplace, resulting in excellent behaviour in lessons and on campus
- a good range of enrichment activities develops learners' practical skills; learners take part and succeed in regional and national competitions and benefit from being taught by highly experienced coaches
- teachers make good use of learning resources such as the VLE to support learners' progress; learners are able to access lesson materials easily and use specially designed software to access material online regularly to accelerate their progress

- teachers assess and monitor learners' progress well; they monitor closely their attainment of challenging targets, they follow up non-attendance in lessons quickly, learners receive detailed feedback on their assignment work which learners use to improve their grades
- teachers develop learners' mathematical skills well in vocational lessons; for example, learners use advanced statistical analysis to examine data to compare the effectiveness of different types of coaching methods
- teachers prepare learners well for the next steps in their careers and give timely advice and guidance; the proportion of learners who progress onto further learning including university courses or sport-related employment is high.

Teaching, learning and assessment in sport are not yet outstanding because:

- teaching and learning on the personal training and fitness study programme is less effective resulting in too few learners achieving their full qualifications
- teachers miss too often opportunities in lessons to extend learning and develop evaluation and critical analysis skills, preventing learners from making outstanding progress
- opportunities for learners to develop skills and knowledge to provide sport sessions to a diverse range of customers are limited to one campus.

Foundation English
16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in foundation English require improvement because:

- not enough learners over the past three years have been successful in achieving their qualification; attendance, although improving, remains low for too many learners
- not enough teachers have specialist qualifications in teaching English; too many do not have good standards of written English, as seen for example in their misuse of upper case letters and insufficiently clear handwriting
- learners on GCSE courses do not receive sufficiently detailed information on what they need to do to achieve high grades; written feedback, although providing useful general comments, does not always provide learners with clear guidance on how to improve their performance
- teachers do not question learners frequently or in enough depth to check and develop learners' understanding before moving on to the next topic and to ensure learners fully consolidate their learning
- teachers do not meet learners' individual needs well enough to ensure they support those at lower levels of ability and provide sufficient challenge for the more able
- although learners have a thorough assessment of their abilities at the start of their course, teachers do not use the results well enough to plan learners' subsequent skills development or to set them specific individual targets for improvement.

In foundation English the college has the following strengths:

- improved links between English tutors and vocational staff are resulting in learners seeing the importance of improving their English skills; they enjoy working on topics which they find relevant to their interests and career aspirations, for example, writing a letter of complaint to a hair salon and researching and producing a presentation on restoring vintage cars

- learners develop their personal and social skills well; they improve in confidence, work together co-operatively and supportively and improve their understanding of key employability skills such as clear communication, punctuality and team work
- lively and topical teaching in the more effective lessons results in learners improving their vocabulary, grammatical usage and understanding of the impact English has on our everyday lives; for example, in a lesson based on a popular television show learners used their newly acquired understanding of persuasive language to 'pitch' a sales idea to the rest of the class.

Foundation mathematics
16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in foundation mathematics require improvement because:

- too many learners on functional skills and GCSE mathematics courses do not achieve their qualifications; learners' attendance at lessons is too low which means they do not make sufficient progress with their mathematics skills
- too many teachers do not use individual targets well enough to challenge learners to achieve their full potential; for example, in a mixed ability class engaged in an activity on shapes, all learners were working on the same task regardless of their level and therefore the more able found the work too easy
- teachers do not manage the poor behaviour of a very small minority of learners, and as a consequence in these lessons a few learners make slow progress
- most teachers' written feedback on learners' work is not detailed enough to enable them to improve their performance; for example, in a lesson for learners aged 16 to 18 on course at level 2, their exam practice papers were often only marked right or wrong which meant that learners did not know how to achieve higher standards in their work
- teachers do not help learners sufficiently to improve their understanding of the diversity of the communities in which they live; for example, in a mathematics activity that focused on calculating the wages of people identified in photographs, all the pictures chosen were from the same age group and background.

In foundation mathematics the college has the following strengths:

- learners who attend classes make good progress in their mathematics and successfully improve their confidence and develop teamwork skills; for example, a group of learners aged 16 to 18 on a functional skills course at level 1 were working on their own to select shapes and then working together to research the impact of reducing the size of these shapes
- teachers' good support for learners and their enthusiasm for mathematics helps to motivate learners to try and improve their mathematics skills, especially where they have had previous negative experiences of learning mathematics
- teachers make good use of a range of subject-relevant activities to clarify and increase learners' understanding of key topics; for example, in a plumbing lesson to improve the skills of adding and subtracting of decimals, the learners were engaged in running a tool shop on the minimum wage.

Business Management
16-19 study programmes
19+ learning programmes

Good

Teaching, learning and assessment in business management are good because:

- the proportion of learners that achieve their qualifications is good and improving across all programmes; learners make good progress in lessons and develop valuable and appropriate business skills such as marketing and branding, which enables them to progress on to higher-level education or employment
- teaching is good as the large majority of staff use an interesting range of practical activities, linking business theory to the workplace, which motivates learners and enables them to make rapid progress; for example, learners analyse and discuss business investment options which provides them with a good understanding of business decision-making processes
- teachers' use of technology supports the development of learners' study and research skills very effectively; learners access lesson content and resources, communicate with staff and submit work for instant feedback on line which helps them to develop their skills in between lessons
- teachers monitor learners' progress closely and make swift interventions to correct slow progress; learners receive effective and consistent support from staff who are proactive in providing strategies to help them make good progress
- teachers use skilful and probing questions to extend learners' knowledge and develop a deeper understanding of topics; for example, learners explain confidently how to make the best use of socio-economic and demographic statistics to support the development of a new product
- the integration of English into learning programmes is good; learners routinely develop their skills and understanding of business-specific vocabulary through planned activities and as it occurs during learning
- the promotion of equality and diversity through teaching and learning is good and learners broaden their understanding within the context of business; for example, in marketing, learners explore how poor colour choices for a product wrapping could contribute to product failure in certain cultures.

Teaching, learning and assessment in business management are not yet outstanding because:

- teachers do not always allow learners to consolidate learning at appropriate points in lessons to enable them to accumulate key information and make notes to further their understanding
- learners on study programmes have had too little opportunity to practise and develop their skills through meaningful work experience
- staff do not help learners to develop their mathematics skills sufficiently through learning activities that relate to the workplace; for example, when learners work on an event management task, they are not encouraged to analyse cost implications and savings when choosing a suitable venue.

The effectiveness of leadership and management

Good

- Senior managers and governors have set a clear strategic direction for the college, with a focus on three strategic aims that reflect their core values. They successfully achieve their ambition for the college to provide education and training programmes to prepare learners for employment or higher education. They work very well with two LEPs to ensure that college courses meet local and regional priorities.
- Since the previous inspection, the college has been through a period of turbulence, facing significant financial challenges. Over the past year, the interim Principal, well supported by the governors, has worked with a new finance director to improve the college's financial sustainability, by implementing a business efficiency programme and growing the international and higher education provision. They have restructured management accountability so that lines of responsibilities are clearer. Heads of the new departments benefit from and value the training they receive in financial management and the use of data.
- Governors bring a wealth of business skills and expertise to the board. They have a good understanding of the challenges facing the college. They provide good challenge to managers, asking searching questions to hold them to account for the quality of the college's provision. Individual governors link well with subject areas in the college; they carry out reviews that involve talking to staff and learners and observing practice, reporting back to the board.
- The breadth and quality of the curriculum is a significant strength of the college and aligns well with local and regional needs. Learners can choose from a wide range of academic and vocational options at level 3, and can progress from course at level 1 in most vocational subjects.
- Managers have embraced study programmes well and the focus on enterprise and entrepreneurship chimes with their well-established strategic emphasis on employability. Managers have devised imaginative and constructive work-related opportunities for learners, but external placements are not available for all learners. The quality of provision for English and mathematics is improving, but too few learners make the progress expected of them.
- Managers engage exceptionally well with employers and with the two local LEPs in contributing to meeting the local employment needs. They work with a large number of employers and this engagement has led to the development of new courses and increased opportunities for learners to become familiar with industry. For example, managers have developed innovative and highly effective arrangements with small local businesses in developing video games software. Successful working with a well-known national car manufacturer has led to the college's involvement in the piloting of the new national Trailblazer apprenticeship programme,
- The majority of heads of department have successfully overseen improvements in their subjects, managing their departments well, and implementing the arrangements to monitor the progress of all learners. They identify learners at risk, and develop action plans to support them to remain on their programmes. The numbers of learners who stay on their programmes remain high. Managers identify underperforming courses through their self-assessments and course reviews and they have taken action as appropriate. Managers are ambitious but realistic in their self-assessment and improvement planning.
- Managers responsible for teaching, learning and assessment have implemented a programme of support and training for teachers to encourage them to use strategies and teaching methods that engage learners and help them to develop a range of skills. Where teaching fails to meet expectations, members of the teaching and learning improvement team mentor and coach teachers to improve. This has improved teaching and learning grades, with the large majority of lessons graded as good. Inspectors agreed with the judgements of the learning improvement teams when they carried out joint observations.
- Managers foster successfully an inclusive ethos within the college that is respectful of everyone. Managers update members of staff and governors routinely on legislative and other related

matters. Staff thoroughly engage learners in the promotion of equality and the promotion of events such as a 'faiths and beliefs' day. Managers consult the learners' council about policy updates and developments. Teachers have recently received detailed training about ways to promote diversity in lessons, but only a minority of teachers make sure that learners have a sufficient understanding of diversity in their subjects or to prepare them for their future work in modern Britain.

- Safeguarding arrangements are good. All members of staff and governors undertake appropriate training on safeguarding when they start at the college and receive regular updates. All sites have designated, trained managers available and accessible by staff and learners. Learners say they feel safe, and their involvement in safeguarding is particularly strong. The learners' tutorial programme includes training about the 'prevent agenda', which is well established. Partnership working with local agencies, including the police, is effective in raising staff and learners' awareness of the implications of living in a multi-cultural society, of extremism and of child sexual exploitation. Senior managers recognise that access to their sites needs to be more secure and have substantive plans to improve it.

Record of Main Findings (RMF)

Warwickshire 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	3			3		3	2		
The quality of teaching, learning and assessment	2			2		2	2		
The effectiveness of leadership and management	2			2		2	2		

Subject areas graded for the quality of teaching, learning and assessment	Grade
Animal Care and Veterinary Science	2
Equine Studies	2
Engineering	2
Sport	2
Foundation English	3
Foundation mathematics	3
Business Management	2

College details

Type of college	General further education college
Age range of learners	16+

Approximate number of all learners over the previous full contract year	8,367							
Interim Principal	Ms Sue Georgious							
Date of previous inspection	March 2008							
Website address	www.warwickshire.ac.uk							
College 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+
	412	504	893	829	2,203	701	0	3
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	404	168	489	488	39	41		
Number of traineeships	16-19		19+		Total			
	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	43							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the college contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Wyevale garden centres holdings Ltd ■ Beepers Ltd ■ SCCU Ltd 							

Contextual information

The Warwickshire College Group is a large general further education (GFE) college, which has six main centres across Warwickshire and in Worcestershire including two land-based centres. The college has a very broad vocational and academic programme and a growing and substantial apprenticeship provision. The college has a higher minority ethnic population than the districts it serves with the largest groups as 'White other' and Indian. The proportion of pupils in Warwickshire attaining at least five GCSEs at grades A* to C including English and mathematics is above the average for England. In June 2014, the rate of youth unemployment in Warwickshire was lower than that of England as a whole.

Information about this inspection

Lead inspector	William Baidoe-Ansah HMI
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Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Group Vice-Principal for Teaching, Learning and Quality as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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