

Joseph Chamberlain Sixth Form College

Sixth form college

Inspection dates

7–8 and 9–10 November 2017

Overall effectiveness			Outstanding
Effectiveness of leadership and management	Outstanding	16 to 19 study programmes	Outstanding
Quality of teaching, learning and assessment	Outstanding	Adult learning programmes	Outstanding
Personal development, behaviour and welfare	Outstanding		
Outcomes for learners	Outstanding		
Overall effectiveness at previous inspection			Good

Summary of key findings

This is an outstanding provider

- Students make outstanding progress from their different starting points, and a very high proportion successfully gain their qualifications.
- An industrious and highly positive atmosphere for learning permeates all areas of the college; students are enthusiastic about their learning, and their attendance is high.
- Students' conduct in lessons and around the college is impeccable. They feel safe, are highly positive about the quality of their learning, and are polite and respectful towards adults and each other.
- The support provided for students who have special educational needs (SEN) and/or disabilities is comprehensive, well organised and effective.
- Teachers plan their lessons meticulously and have high expectations of their students at all times; students respond well to this challenge.
- Teaching is of consistently high quality across a range of academic and vocational subjects; teachers use their strong knowledge of assessment criteria very effectively to ensure that students are well prepared for external examinations.
- Teachers regularly set challenging homework for students that supports and extends learning; as a result students quickly develop their confidence and skills in writing, communication and reading.
- Students make good progress in GCSE English and mathematics from their various starting points.
- Students benefit from a curriculum that is broad and balanced. This, coupled with high-quality careers education, information, advice and guidance and support, ensures that they are exceedingly well prepared for the next stage in their education or training.
- A very high proportion of students successfully progress to higher education and an increasing number gain places at prestigious universities.
- Students make excellent progress in developing their personal and social skills; they quickly gain confidence in their abilities and become successful independent learners.
- Leaders, managers and staff have successfully generated a culture of high aspiration, harmonious relationships and mutual respect that is highly evident throughout all aspects of the college.
- The principal and the senior leadership team have secured further improvements in teaching, learning and assessment since the previous inspection.

Full report

Information about the provider

- The college is situated less than a mile away from central Birmingham, in an area that has high levels of deprivation, ranking 18 out of 355 for the highest levels of multiple deprivation in England. The unemployment rate in Birmingham is well above the national rate at 12.9%. Some 19.4% of the local working population do not have any qualifications, compared with that seen nationally at 11.3%. In terms of young people, around 30% of children aged 0 to 15 in Birmingham are in households with no adults in employment, compared with 20% in the West Midlands region and 18% in England. Around 20% of learners aged 16 to 24 in Birmingham have no formal qualifications. This is a higher proportion than seen for the West Midlands and England.
- The college provides a vocational and academic curriculum in 10 subject sector areas, the largest three being science and mathematics; languages, literature and culture; and business administration and law. In 2017, the college won a national inclusion award for its work in supporting students who have SEN and/or disabilities.

What does the provider need to do to improve further?

- Leaders should maintain a strong and relentless focus on strategies for improvement in outcomes for the small number of students taking AS and A levels in subjects such as physics, arts, and English who do not make the progress expected of them.
- Ensure that the accommodation used to teach adult learners in the college's annex mirrors the spacious and high-quality facilities provided to students aged 16 to 19.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Governors, leaders and staff have exceptionally high ambitions for their students. The principal has created a cohesive and passionate team, who are united in their shared purpose. She has instilled an unwavering focus on creating an outstanding learning environment for students, where they achieve their academic potential and develop the life skills to support their future careers.
- Leaders have rightly prioritised and been very successful in further raising their already high expectations of standards and performance, so that students achieve exceptionally well. In particular, they have ensured that students receive and benefit from a comprehensive range of support that enables them to achieve outstanding levels of progress in relation to their individual starting points. Leaders have ensured that the college's learning environment continues to be resourced exceptionally well, which inspires students to learn more.
- Leaders have successfully developed an exceptionally responsive, high-quality and broad-ranging academic and vocational curriculum that meets local and regional education and skills priorities well. As a result, most students successfully progress to higher education, further learning or employment. Leaders and managers have created good and purposeful relationships with a range of key local employers, such as health care providers, art galleries, and media communications businesses, to provide students with purposeful and high-quality work experience that enhances their learning. Programmes of study are designed thoughtfully, ensuring that students extend their mathematics and English skills, and in vocational subjects the practical skills, necessary for future employment. However, leaders recognise that students studying on level 3 subjects do not develop routinely higher-level mathematics skills such as the comprehension and interpretation of statistics.
- Leaders and managers know their college and the performance of its students extremely well, which enables them to maintain high standards. They use a wide range of evidence to inform their understanding, including staff and learner surveys, routine monitoring of students' and teachers' performance and the views of parents and employers. Curriculum managers assess each subject closely, identifying the progress and performance of each student. Consequently, they quickly identify students who are not making the progress expected of them; subject tutors then provide rapid, high-quality individualised support, so that these students are able to get back on track. Leaders accurately assess the college's performance overall and support managers to develop focused and realistic plans to remedy quickly the few subjects that do not perform highly.
- Since the previous inspection, leaders have ensured that all staff achieve the very high expectations set for them. They have further enhanced a rigorous observation process. Outcomes of planned observations are reviewed carefully, and managers ensure that teachers benefit from high-quality training and development to ensure that they develop the skills required to support students to achieve high grades. Teachers value highly the training they receive. In the very few cases where teachers, despite support, are unable to achieve the high standard set for them, leaders and managers use performance management processes swiftly, and underperforming staff quickly leave the organisation.

- Leaders and managers ensure that all students receive detailed and impartial advice and guidance on their future career options and the subjects required to achieve their goals. Staff actively promote a wide range of programmes during visits to partner schools and they regularly hold summer schools at the college that are well attended. As a result, before applying to the college, students gain a good understanding of the study options and pathways to a wide variety of careers. Consequently, very few students change their course of study, with most achieving their qualifications and progressing to their intended destinations.
- Leaders and managers, by promoting strongly the college's core values, have created a harmonious and positive culture of mutual respect and fairness in which students are able to express themselves and debate ideas and values in a supportive environment. In lessons, in debating societies and through college magazines, students regularly discuss current affairs and issues in relation to the challenges of living in modern Britain. In one example, leaders organised a gathering in memory of Jo Cox, a Member of Parliament, whose murder was linked to her inclusive values, where students, parents and staff shared food and celebrated her life and the values in which she believed.
- Leaders have developed a small and successful, subcontracted provision that provides courses for adult students delivered in community venues across Birmingham. This supports the development of their basic and employability skills such as basic English and mathematics and the use of information technology. The management of subcontracted provision is highly effective. As a result, most adult students on subcontracted provision achieve very well and progress to further learning and employment.

The governance of the provider

- Governors provide strong and highly effective challenge to the senior leadership team. The board consists of a range of highly skilled and experienced professionals. They come from across industry, business, education, accountancy, and law. They use their collective expertise to provide good support and thorough scrutiny of the work of the college.
- Governors have helped to shape an ambitious culture based on high expectations; they have successfully supported leaders to develop strategies to achieve consistently high performance across the college, including in the subcontracted provision.
- Governors routinely receive detailed, informative and insightful reports covering key aspects of the college. Governors' high attendance at key committees ensures that they monitor closely the performance of the college and are well informed about the progress and achievements of students, as well as of the key strengths and areas for improvement across the college's provision.

Safeguarding

- The arrangements for safeguarding are effective.
- College leaders ensure a culture of constant vigilance and support that enables students to be confident of their safety in key aspects of their life, and while online. The college campus provides a safe and welcoming environment for students. Students feel safe and know of the different approaches available to them to raise any concerns they may have.

- Governors have a good understanding of their responsibilities in relation to safeguarding students and the prevention of extremism and radicalisation. The principal takes direct responsibility and closely scrutinises the actions taken and progress in all active cases.
- Leaders have expanded and trained additional designated staff to support students and to scrutinise and monitor closely specific types of referrals – particularly including those involving children looked after, forced marriages, honour-based violence, female genital mutilation, online abuse and child sexual exploitation.
- A wide range of safeguarding policies and procedures are in place including the 'Prevent' duty and accompanying risk assessment and action plan that have been updated for the current academic year. Staff are well trained and confidently and effectively develop students' understanding of keeping safe from the threat of extremism and radicalisation.

Quality of teaching, learning and assessment

Outstanding

- Students benefit from inspirational teaching that helps them to achieve their learning goals; this is reflected in the outstanding level of progress that they make and the high success rates they achieve.
- Enthusiastic and well-qualified teachers are skilled at using a wide range of teaching strategies to inspire students and encourage them to progress and develop extremely high levels of knowledge of their subjects. For example, teachers' good use of probing questions encourages students to analyse and critically evaluate their knowledge and understanding. Teachers expertly use extension tasks for students who are more confident, and additional revision resources for students who need more support.
- Students are eager to learn and they use very high levels of technical language in their subjects. For example, during questioning in a history lesson on the English parliament, students demonstrated their clear understanding in using terms such as 'arbitrary', 'absolutist', 'remonstrance' and 'proroguing'. In a A-level psychology lesson, students demonstrated a deep and confident understanding of 'social desirability bias'; while in a biology class on diabetes, students were able to use confidently a wide range of terms such as 'glycogenesis', 'gluconeogenesis', and 'antagonistic'.
- Students value the excellent group and individual support they receive between learning sessions from their teachers and learning coaches. These routinely deliver additional drop-in learning workshop sessions across the college. Students value greatly these opportunities to develop further their academic skills and understanding during their free study time. As a result, students' attendance at these open learning sessions is routinely high.
- In the majority of subjects, students benefit from well-crafted, subject-specific workbooks. These contain extensive and wide-ranging resources that routinely encourage them to highlight and put into their own words what they have learned in the classroom to help them revise for their examinations.
- Teachers make very good use of initial assessment information regarding students' starting points to plan personalised learning to challenge them appropriately. Teachers accurately assess students' progress and performance throughout sessions, for example through peer review, individual exercises and thorough questioning.

Almost all students have a precise understanding of their progress against challenging targets and what they have to do to strive to achieve higher grades.

- Effective transition planning between college staff, the local authority and health professionals ensures that students who need additional help with their studies receive timely additional support when they move to the college. Teachers and in-class support workers, known as 'key workers', work effectively together to ensure that students who have SEN and/or disabilities, and children looked after make good progress in line with their education, health and care plans or personal education plans.
- Assessments of learning are frequent and constructive. Students receive clear and sharply focused feedback and encouragement from teachers on what they have to do to extend their skills, knowledge and understanding, so they achieve their full potential. Students' work is thoroughly corrected for spelling, punctuation and grammar. Tutors provide precise and detailed oral and written feedback on the structure and quality of their work that enables them to obtain higher marks in their examinations.
- Students and staff show high levels of respect for one another and their cultural viewpoints. A wide range of discussions and debates take place to explore diversity and tackle discrimination; for example, a student confidently led a thought-provoking debate on homophobia and Islam. In an English for speakers of other languages lesson, adult students were asked to describe an individual working in job roles of soldier, firefighter, nurse and cleaner. Students were then questioned very effectively by the teacher on the assumptions they had made about gender, age, personality and other aspects. An extensive and well-considered tutorial programme successfully reinforces an organisation-wide culture that fosters continuously high aspirations, harmonious relationships, self-discipline, and the mutual respect of all members of the college community.
- Staff promote fundamental British values well in all teaching sessions, and students are encouraged to link these to the 10 overarching principles of the college known as the 'JCC 10'. For example, humanities students attend inter-faith panels including Jewish, Muslim and Christian leaders; students debate questions such as lesbian, gay, bisexual, and transgender rights and how they are seen by the different religions. As part of college preparations for Remembrance Sunday, a group of students were encouraged to give their own cultural view on the role of Muslim soldiers in the First World War.
- Students are actively encouraged by tutors to develop academically rigorous debating skills. They build their leadership and confidence skills through speaking and explaining their viewpoints both in classes and through participation in debating societies. For example, in an AS-level history lesson, students under the expert guidance of their tutor successfully challenged each other and extended their understanding of how the parliament of Charles I shaped the democratic practice evident in the United Kingdom today through the petition of rights and remonstrances.
- All vocational students develop high levels of employability skills through access to good-quality and highly appropriate work experience. The vast majority of students are confident and have very high levels of verbal communication. They demonstrate positive attitudes and behaviours for work to achieve their learning goals and career aims.

Personal development, behaviour and welfare

Outstanding

- The college's work to promote students' personal development and welfare is outstanding. Teachers, academic mentors and support staff know and care for their students very well. There is a culture of harmony and respect that permeates all aspects of the college community, creating an environment in which students feel safe and comfortable to be themselves. For example, the strong promotion of the college values gives students confidence to be open about their sexual orientation and gender identity. During breaks and lunchtimes, when they are socialising with each other, students' behaviour is respectful, calm and mature; they listen to and respect each other's views and beliefs.
- The college has successfully created an active and wide-ranging citizenship curriculum initiative. This includes students' involvement in a number of initiatives, such as the student council, and their participation in the annual model United Nations conference and the College for International Citizenship. As a result of these initiatives, students develop an impressive understanding about the values that underpin modern multicultural society.
- In lessons, the values of justice, democracy, liberty and importance of human rights are promoted well, often by students who routinely share their own experiences and understanding of their different communities, faiths and cultural backgrounds. As a consequence, relationships in college are harmonious and students have a precise and well-developed understanding of values such as humanity, tolerance, inclusion and respect.
- Students benefit from regular, highly effective and well-planned tutorial support that enables them to rapidly gain an understanding of the qualities and skills needed for success. Students respond positively and closely adhere to the college's code of conduct. Their attendance and punctuality at lessons are high, and their allocated homework is routinely handed back to tutors for marking on time, often demonstrating work that is neat, to a good or better standard and which students take pride in. Students quickly appreciate the importance of actively contributing to lessons by asking relevant questions, listening to the views and contributions of others, and by making pertinent notes to support their revision.
- As part of an extensive, broad-ranging and well-developed enrichment programme known as 'JCC extras', students benefit from participation in a wide range of extra-curricular activities. This is a strong feature of students' life at college, which has a positive impact on students' enjoyment, enabling them to thrive and do well in their studies. Older students display high levels of maturity through their participation in the college's peer mentoring scheme, where they routinely support younger students to quickly develop good habits for learning, such as taking pride in their work.
- All students benefit from a highly effective, impartial careers education, information, advice and guidance programme that focuses on raising aspirations. The college provides very strong support to students to help them to move into higher education, employment or further learning at the college. The large majority of students aged 16 to 18 completing A-level courses successfully progress to higher education.

- The most able students benefit from a comprehensive range of academic enrichment, coaching and mentoring support known as 'high achievers programme' that supports them well in their application to highly competitive and demanding higher education programmes. As a result, an increasing number of college students are successful in gaining places at high-tariff and highly selective universities.
- Students who have SEN and/or disabilities and children looked after benefit from effective personalised support that helps them to thrive. The nurturing ethos throughout the college creates an environment in which students of all abilities, including those who are vulnerable, can flourish. Most students with high needs and those who are children looked after successfully progress in line with their education, health and care plans and personal education plans.
- Leaders and managers place a strong and unwavering focus on ensuring that students know how to protect themselves from the risks associated with a range of dangers, including those associated with online grooming, bullying and abuse. College staff are particularly attentive in ensuring that all students understand matters such as extremism, radicalisation, child sexual exploitation, female genital mutilation, and forced marriage and that they have a precise understanding of how they can report any concerns that they may have.

Outcomes for learners

Outstanding

- Since the previous inspection, the number of students who successfully complete their qualifications has remained high and further improved. It is now well above the performance of other similar providers nationally. On AS-level courses the progress students make compared to their individual starting points has significantly improved and is now outstanding, with around a third achieving high grades in subjects such as languages, biology, chemistry, politics, physics, psychology, and law.
- The proportion of students on A-level courses who make good or better progress and who successfully achieve grades is outstanding, with just over half of the cohort securing high grades at A*, A or B. High-performing subjects at A2 include foreign languages, further mathematics, geography, politics, religious studies, physics, psychology, and law. However, students in a small minority of AS- and A-level subjects, such as physics, arts, and English do not make the progress expected of them. This is an area that requires improvement.
- Outcomes for students who are studying towards vocational level 3 qualifications are excellent with most securing the highest grades possible. Students achieve particularly well in vocational subjects such as child care, business, sport, applied science, and information technology.
- A high proportion of students aged 16 to 19 and adult students on classroom-based courses at all levels make consistently strong progress relative to their starting points in most subject areas. This is because of the college's strong assessment strategies, effective review and intervention processes and often excellent teaching. Outcomes for adult students, including on those courses delivered by the small number of subcontractors, are exceptionally high at all levels and well above levels seen nationally.

- Success rates are high in the large majority of subject areas, including health and social care; leisure, travel and tourism; history; social sciences; preparation for life and work; and business administration. Performance in all other subject areas is in line with that seen nationally for sixth-form colleges.
- There are no significant variations in the achievement of different groups of students based on ethnicity, gender, learning disability or those in receipt of bursary support. This is because teachers encourage equal participation in all learning activities and everyone is challenged to achieve their potential. The small number of students from vulnerable groups, including those who have complex support needs and the few who are children looked after, integrate well into the college and achieve well. All make rapid improvement as a result of the well-planned and coordinated range of extra support that ensures their individual needs are well met.
- The small proportion of students who resit their GCSEs and achieve a grade C or better in English has improved significantly since the last inspection and is now high, similarly the number of students who successfully gain GCSE mathematics at A* to C remains well above the low national rate.
- The few students aged 16 to 19 who study towards qualifications in English and mathematics at entry level to level 2 achieve well. Achievement rates for adults on English and mathematics programmes have steadily improved since the previous inspection and are very high.
- The college is very successful at retaining the very large majority of its students, particularly those on two-year advanced-level academic programmes. Retention for a very small cohort of study programme students on level 1 vocational programmes declined in 2016/17 to below that seen nationally. Managers have promptly identified the reason for this and have put effective strategies in place which are tackling the situation.

Types of provision

16 to 19 study programmes

Outstanding

- At the time of the inspection 2,102 learners were on study programmes. The college provides mostly A-level and level 3 vocational qualifications in a range of subjects including science, humanities and languages, art, sport and exercise science, health and social care, child care, and business. There is an increasing number of students studying vocational and GCSE courses at level 2, while provision at level 1 has been withdrawn.
- Teachers expertly use information about students' individual starting points to ensure that they are placed on to the appropriate level of study. Teachers routinely plan and set challenging work that enables most students to make excellent rates of progress in their learning and consistently achieve well above targeted expectations.
- In lessons, highly enthusiastic teachers inspire students to become interested and curious to learn more about their subjects. Teachers set imaginative tasks that encourage students to think critically about their work. For example, on completion of set classroom activities students often assess each other's work, providing useful feedback that helps them to progress quickly and learn from each other.

In an advanced-level vocational computing class, students worked well in carefully paired

groups to critically reflect on the technical issues regarding the aesthetics and functionality of a web page they were designing.

- Academic support coaches provide targeted help and support to students to access confidently and use a range of library and online resources, enabling them to successfully complete homework and extension activities to a high standard. Students benefit from routine encouragement from college staff to encourage them to read widely, and students use routinely reading lists of appropriate books aligned to subject areas to extend their academic and vocational subject knowledge. A high number of students routinely attend after-class homework revision clubs to maximise their learning.
- Students benefit from the detailed and helpful feedback provided by their teachers, which helps them to set challenging but realistic personal targets to improve further. Tutors' feedback focuses well on the skills students need to be successful and achieve high grades. As a result, students quickly develop a precise level of understanding of how assessment activities will help them to achieve their challenging targets. For example, in a GCSE English class, following the teacher's detailed and personalised marking in their workbooks, all students were able to identify confidently types of sentences and to understand the best way to convey opinions and compare different writers' points of view.
- Students improve their English, mathematics and information technology skills well. The very small minority of students who join the programme without GCSE English and mathematics at grade C or better make good progress in developing their confidence in these essential skills. Teachers successfully develop students' applied mathematical and English verbal communication skills effectively in most academic and vocational subjects.
- Students are polite, well behaved and confident. They attend well and arrive to lessons on time, prepared for their learning. Students listen carefully and work very well together, often debating differing viewpoints on complex issues. As a result, they are able to articulate their opinions clearly and with confidence. However, attendance for a small minority of students on level 2 study programmes is too low and requires improvement.
- Students benefit from very high quality and impartial initial advice and guidance. They use the information provided by guidance staff and course tutors to make well-informed choices regarding the most appropriate course of study in line with their academic needs and vocational interests. For example, a small minority of students study vocational qualifications such as business and information technology alongside A-level subjects and develop a broader range of industry-specific skills. As a result, they enhance their application to selected universities. Year 10 students at local schools with a keen interest in science are able to join a summer school in forensic science at the college to develop their understanding of the subject and the potential career options prior to making the transition to the college at the end of year 11.
- Students benefit from access to a wide range of individualised study programmes that include both academic and vocational pathways that fully meet the principles set by the Department for Education. All vocational students develop their confidence and resilience through participation in well-planned, high-quality and vocationally relevant work placements. For example, students intending to progress into careers in medicine learn about the importance of customer care and dealing with patients while on placement in a range of settings, such as pharmacies and health centres.

Students on academic courses benefit from support with writing their personal UCAS statements, attendance at higher education fairs and informative presentations from

guest speakers from universities. As a result, the vast majority of students on study programmes progress on to their chosen destinations.

- Students feel safe at college and have a good level of awareness of how to keep themselves safe online and in their communities, including the risks associated with radicalisation and extremism. Teachers are highly effective at ensuring that students have a comprehensive understanding of equality and diversity, and of the fundamental values that underpin life in modern Britain.

Adult learning programmes

Outstanding

- The college has approximately 660 students on adult learning programmes. Students study on a range of part-time courses from entry level to level 3, including English for speakers of other languages, functional skills, GCSE English and mathematics, and access to higher education. Much of this provision is targeted at community-based learning. This successfully enables adults to gain a range of appropriate qualifications that help them in seeking employment or to progress to the next level of learning.
- Teachers carry out an exceptionally thorough initial assessment and carefully consider students' individual needs and abilities as well as their personal circumstances and motivation to succeed. Teachers develop meticulously very detailed group profiles, which give a comprehensive analysis of students' barriers to learning, and other difficulties including language, health and personal circumstances. The profiles contain very clear strategies to tackle any such issues. Teachers match learning activities carefully to students' individual needs and starting points.
- Teachers are very experienced, enthusiastic and highly committed to ensuring that students succeed. They successfully engage students in learning. Lessons are exceptionally well planned and delivered to enable all students to make good or better progress. Resources used by teachers to support students in their learning are of a high standard. Teachers use information and learning technology exceptionally well to bring lessons to life and to illustrate key learning points, enhancing students' understanding.
- Teachers ask probing and carefully directed questions to check and consolidate students' understanding and ensure that all students are fully involved at each stage of learning. Teachers structure group learning very carefully, matching students of differing abilities to maximise their learning. Teachers set very regular homework, which students greatly appreciate. This provides clear links to the world of work or further learning. All students work enthusiastically, particularly on practical exercises or group activities.
- Students enjoy their learning and this is reflected in the very high levels of attendance and punctuality, in spite of many adults having significant child care or family responsibilities, or travelling significant distances across Birmingham to access community venues.
- Students' behaviour in lessons is excellent and their respect for their peers and teachers is exemplary. Students are eager to understand other cultures and customs and willingly share their experiences. In one lesson, the teacher skilfully encouraged students to talk about their wide range of cultural, democratic and education experiences from countries as diverse as Eritrea, the Sudan, Germany, the Netherlands, and Norway, and then related these to the college's values of inclusion and equality of opportunity.

- Students' written work shows exceptional progress with spelling, grammar and English since the start of their course. Students' work is promptly marked and they are almost always provided with detailed and useful feedback on necessary improvements. In a small number of cases, teachers highlight incorrect spelling and grammar, but do not give guidance on the correct spelling or the appropriate use of words.
- Adult students confidently develop their personal and work-related skills such as teamworking and problem-solving, which prepares them well for their intended job role, career aims or personal goals. Adult students who are parents report being more confident in supporting their children in their education, as well as being more self-assured to participate more widely within their local communities as a result of their increased confidence in spoken and written English.
- Leaders work exceptionally well with a range of partners including the local authority, learning providers and community organisations to ensure that the adult learning provision is well targeted and successful in responding to local and regional priorities – including widening participation from under-represented groups such as non-British females. All partners and subcontractors who deliver courses to adults are carefully monitored to ensure that the college's high standards are maintained and consistently excellent lessons are delivered. As a result, adult learning courses are particularly responsive and successful in fulfilling local and regional priorities. However, just over a quarter of the destinations for adult students who left in 2017 are not known by the college.
- Community venues are of a very high standard and are easily accessible to students by public transport. Students say they feel safe and are safe in these venues, which have very effective security systems in place. A minority of classrooms in the college annexe used by adult students are cramped, given the large class sizes, and this has an adverse impact on group activities and students' interaction with the teacher.

Provider details

Unique reference number	130468
Type of provider	Sixth form college
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	3,140
Principal/CEO	Ms Elly Tobin
Telephone number	0121 4462223
Website	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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	26	580	294	63	1782	18	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	15							
At the time of inspection, the provider contracts with the following main subcontractors:	Birmingham Ethnic Education Advisory Service Birmingham Theatre School Bordesley Green Girls' School and Sixth Form The Finance and Management Business School, Birmingham							

Information about this inspection

This was a short inspection that converted into a full inspection. The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Victor Reid, lead inspector	Her Majesty's Inspector
Richard Deane	Her Majesty's Inspector
Susan Gay	Ofsted Inspector
Ian Robinson	Ofsted Inspector

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

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017