



# City College Coventry

## Re-inspection report

Audience	Published	Provider reference
Post-sixteen	February 2006	130473

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## Introduction

City College Coventry was inspected in November 2003. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in science and mathematics, and construction (including work-based learning) which were found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory curriculum areas and work-based learning provision were re-inspected on 29 and 30 November 2005. The outcomes of the re-inspection are as follows.

## Science and mathematics

Curriculum area	Original grade	Re-inspection grade
Science and mathematics	4	3

## Context

There are 574 learners enrolled on a range of level 2 and 3 courses in science and mathematics. Courses include GCSE provision in mathematics and science, GCE AS and A2 provision in mathematics, chemistry, biology and physics, and access to higher education programmes.

### *Strengths*

- Significant improvements in success rates in 2004-05
- Widespread and appropriate use of ILT to support teaching and learning

### *Areas for improvement*

- Low retention rates on some level 2 and level 3 courses

## Achievement and standards

Retention rates and pass rates were judged to be low at the last inspection. Significant improvements have been made in retention and pass rates on many courses in 2004/05, although this is not consistent across all courses. Pass rates have remained similar to the national average in GCSE mathematics, but have fallen further below the national average in GCSE double award science. The pass rate in GCSE single award science, however, was significantly higher than the national average. Pass rates in most AS and A level subjects have steadily improved over the past three years, and are now above national averages in AS mathematics and A level human biology. Retention rates, however, remain below national averages in GCSE mathematics, GCSE double award science, AS mathematics, AS physics and A2 chemistry. A relatively small number of students completing AS courses progress on to A2 courses, although this number has increased in 2004/05.

## Quality of provision

A high proportion of unsatisfactory teaching was reported at the last inspection. Internal observations by the college now indicate that teaching and learning have improved, and all of the lessons observed during the reinspection were graded as satisfactory or good. There is good evidence of the appropriate use of ILT to support learning in most lessons and additional ILT resources have been provided in most teaching rooms. Resources from the Standards Unit are being used. Students are encouraged to participate in lessons and learning is checked regularly. A satisfactory range of courses is provided. Students are positive about the quality of teaching and the additional help offered by staff during drop-in sessions.

## Leadership and management

Managers have focused on improving teaching and learning, and on improving attendance and punctuality. The strategies used are now having a positive impact and significant improvements were seen in success rates in 2004/05. The self-assessment report for 2004/05 was comprehensive and accurate. Value-added measures are now being used to set and monitor targets in progress reviews, and for self-assessment.

## Construction

Curriculum area	Original grade	Re-inspection grade
Construction	4	3
Contributory grade for work-based learning	4	3

## Context

The college offers foundation, intermediate and advanced level programmes for craft and technician learners including apprentice programmes for work-based learners. Courses are also offered for students aged 14-16 years from local schools. At the time of inspection there were 741 students of whom 289 were aged 16 to 18 and 387 were adults. There were 137 employed apprentices and 64 students aged 14 to 16 years.

### *Strengths*

- High retention rates on many courses
- Good development of practical skills
- Good progression of students

### *Areas for improvement*

- Slow progress for some work-based learners
- Some insufficient initial assessment

## Achievement and standards

Retention rates over the last three years have been consistently above national averages on many courses. Pass rates on many courses are satisfactory or good. The development of practical skills is well managed with students achieving a good standard of practical work. Progress has been slow for some work-based learners although the pace of learning and assessment has increased recently, and the monitoring of progress is more effective. Pass rates for work-based learners have improved in 2004/05. Many learners progress onto higher level programmes.

## Quality of provision

There have been improvements in teaching and learning since the last inspection and this is now satisfactory. Teaching is well planned with good links between theory, practical work and the workplace. Teachers use their industrial knowledge to ensure learners acquire a wide range of appropriate skills. There is, however, a lack of variety of activities in some theory lessons. Health and safety practices in the workshops have improved with students wearing appropriate personal protective equipment. Full-time students complete a recognised health and safety qualification early on in their course. Monitoring of learners' progress is now rigorous, both in the college and the workplace. All students understand the progress they are making and what they need to do to succeed. The use of individual learning plans has improved and is now satisfactory. Some students who did not receive detailed initial assessment on entry to their courses were subsequently found to have

additional learning needs. In some cases, these needs were not identified until the students had been on programme for a significant length of time.

### **Leadership and management**

Leadership and management are satisfactory. Communication between staff has improved. There have been extensive staff development activities since the last inspection to improve the provision. The management of work-based learning has improved and is now satisfactory. However this improvement has yet to impact fully on success rates. Resources in workshops are fit for purpose. There are now productive links with employers and this is a significant improvement since the last inspection. The self-assessment report for 2004/05 is an accurate reflection of the current position in construction.