

# Coulsdon Sixth Form College

## Inspection report

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**Unique reference number:** 130433

**Name of lead inspector:** Alan Hinchliffe HMI

**Last day of inspection:** 21 October 2011

**Type of provider:** Sixth form college

**Address:** Placehouse Lane  
Old Coulsdon  
Surrey  
CR5 1YA

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## Information about the provider

1. Coulsdon Sixth Form College is in the south of the London Borough of Croydon, on the borders of Surrey. Other sixth form colleges, general further education colleges and schools with sixth forms serve the area, providing students with a wide choice of options for study at sixteen. Croydon is large and diverse, with characteristics of the inner city towards the north of the borough and areas of suburban affluence in the south. Most of the college’s students travel from the north of the borough, and their average prior attainment at GCSE on entry to the college is noticeably lower than is normally seen in sixth form colleges.
2. The vast majority of the college’s students are aged 16 to 18 and are on full-time courses, mostly at advanced level. Students choose from a wide range of vocational or academic courses at both advanced and intermediate level. In the current year, around 1,300 students are enrolled. Around 60% of students are from black and minority ethnic heritages.
3. The inspection took account of all of the provision offered by the college. Provision in science and mathematics, and visual and performing arts and media, was inspected in depth.
4. The mission of the college is ‘to maximise student achievement and progression by providing a broad curriculum offer with a range of learner pathways for predominantly 16- to 18-year-old students’.

Type of provision	Number of enrolled learners in 2010/11
<b>Provision for young learners:</b> Further education (16 to 18)	1,215 full-time learners
<b>Provision for adult learners:</b> Further education (19+)	84 full-time learners

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 4</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	4
Quality of provision	3
Leadership and management	4
Safeguarding	3
Equality and diversity	3

<b>Subject areas</b>	
Science and mathematics	4
Visual and performing arts and media	4

## Overall effectiveness

5. The college is not providing a satisfactory standard of education. Too many students do not succeed on their courses, and too many students do not make the progress of which they are capable. Rising standards in some aspects of provision are mirrored by declining performance in others, and as a consequence there has been no clear pattern of sustained improvement since the last inspection. Students' attitudes towards learning have improved recently, but college leaders recognise that too many students have been unaware of the amount of work and appetite for learning needed to succeed. Efforts to raise standards have not been sufficiently effective partly because lessons, although mostly satisfactory, are often slow and undemanding. Many students' full potential is not realised because both their own, and their teachers', expectations of what students can achieve, particularly on academic courses, have been too low.
6. College leaders have managed successfully a major project that has led to new buildings and resources that provide a superb learning environment. However, they have been less successful in ensuring that managers, at all levels, and teachers take sufficient responsibility for improving students' performance.

Quality assurance procedures have, until recently, been weak, and have not provided a sufficiently realistic appraisal of performance to enable plans for improvement to focus suitably on key aspects. Early in the current academic year, however, clear signs of improvement are apparent. Lines of accountability have been strengthened, and data are being used more effectively to analyse provision and intervene to bring about improvement. Students say, and inspectors agree, that in the current year there is a renewed sense of purposefulness and an emphasis on higher standards in all aspects of college life.

## Main findings

- Students do not achieve well enough. On many courses, the proportion of students who complete their qualifications successfully is too low. Too many students who achieve their qualifications do not achieve the grades of which they are capable, and too many students make slow progress.
- Students on vocational courses at both intermediate and advanced levels make better progress than those on most GCSE and A-level courses, and the teaching on vocational courses tends to be better than the teaching on academic courses.
- The standard of students' work is satisfactory, but too often it is no better than this. Teachers' expectations of what students can achieve are not sufficiently high in too many courses, particularly in A-level subjects.
- Attendance at lessons is still not good enough, despite the college's efforts. Punctuality to lessons is often poor. On some significant courses, the connection between poor attendance and poor results is apparent.
- Teaching is broadly satisfactory, with better teaching in vocational areas. Good teaching is characterised by knowledgeable and experienced teachers who use a good range of teaching strategies and enliven learning with thoughtful planning and good projects. However, too many teachers do not raise expectations, do not set demanding activities that challenge and inspire all students, and do not check learning sufficiently.
- Assessment provides students with adequate information about their progress and standards of work. In a few areas, it is helping students to make swift progress. However, most feedback is too generalised and targets for improvement are imprecise and lack detail.
- The college provides a good range of courses in response to student demand. The range of enrichment activities is improving, and many students participate in sport. Partnership working is satisfactory but underdeveloped, partly because the competitive environment in which the college works does not encourage collaboration.
- Tutors give effective advice and guidance during one-to-one tutorials to help students with a range of personal issues and use a variety of strategies which develop students' self-reliance. However, the whole group tutorial lessons are not effective and students find these dull and uninspiring. Overall the work in tutorials has not had enough impact in helping students to reach their potential.

- Senior leaders and governors have not succeeded in improving students' results and progress in a sustained way over the last three years. The college's methods for improving the quality of its provision have not been sufficiently rigorous or consistent. Managers have put in place better systems with the potential to identify and tackle areas of poor performance more quickly. The new buildings and superb facilities are improving the experience of students.
- The college attracts students from a wide range of ethnic and cultural backgrounds, and has changed its range of courses to meet students' needs better. Students feel valued and there is an atmosphere of mutual respect. The college has not succeeded in ensuring that students from all ethnic groups consistently achieve as well as their peers. Equality and diversity are not promoted well enough within lessons and the wider curriculum.
- The college ensures that learners are safe and operate safe working practices. Students have satisfactory opportunities to express their views and influence developments. The college has outstanding financial management and satisfactory financial health. It provides an excellent environment for learning and good resources, although value for money is reduced by poor outcomes for learners.

### **What does Coulsdon Sixth Form College need to do to improve further?**

- Improve students' outcomes and raise standards by ensuring that all teachers and managers raise their expectations of what students are capable of achieving, and promote and embrace a shared culture that expects success irrespective of students' social backgrounds or prior attainment.
- Raise the minimum expectations of students' attendance, punctuality and appetite for learning through effective leadership that ensures all teachers and managers constantly and consistently reinforce agreed standards in these areas.
- Improve the progress that students make on their courses by ensuring that the tasks that they are set inside and outside lessons are more demanding, and that learning activities are planned that motivate and enthuse every student.
- Strengthen academic support for students, including in tutorials, by ensuring that all students' progress is monitored rigorously and frequently, and intervention is swift and effective where there is slippage in progress.
- Embed a more accountable and self-critical culture at all levels of the college by using information on students' achievements and progress to evaluate swiftly and fully exactly what needs to be done, and where responsibility lies, to secure consistent and sustainable improvements in students' outcomes.
- Improve the quality of provision in science and mathematics, and in visual and performing arts and media, by taking rapid action to implement the recommendations in the subject area reports.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- feeling safe, and enjoying college life
- enjoying lessons where we are active and work together on challenging tasks
- getting qualifications to go to university, and help with the UCAS application process
- open access to specialist computer resources
- useful feedback via Moodle in sports courses
- excellent new buildings and high-quality resources
- access to the college computer network from home at any time.

### **What learners would like to see improved:**

- the library opening times
- not enough chairs in the common room area
- not enough social activities
- too many dull lessons; for example, when teachers talk too much
- sessions that are too long, especially on foundation and intermediate-level courses
- not enough support for finding a job rather than going to university.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

7. Over the last three years the college has set modest targets for improvement in students' achievements, but these have not been achieved. However, some aspects of provision, including the proportion of students who complete their courses, and students' behaviour, have improved. Managers have not sufficiently raised expectations of staff with regard to what students might achieve, and have not created a collective understanding at all levels of the task in hand and how to achieve it. Processes for self-assessment have not led to sufficiently incisive and rigorous reports and action plans to promote improvement. Quality monitoring processes have not alerted managers to potential under-achievement soon enough.
8. Managers have developed new systems and processes to improve monitoring of performance, and these are beginning to lead to improvements. Although it is too soon to see the impact on students' results, inspection findings revealed enough solid evidence of tangible improvements to judge capacity to improve to be satisfactory. In particular, more rigorous quality assurance procedures have been implemented that have identified and begun to tackle areas of weakness with renewed vigour. Additionally, the college's new buildings provide an excellent learning environment and have had a beneficial impact on students' attitudes to learning. Learning resources are very good. The college has the financial resources to support further improvement.

### Outcomes for learners

**Grade 4**

9. Students' achievements are not good enough. The proportion of students who complete their courses successfully has not improved over the last five years, and is significantly below the most recent national average for sixth form colleges. At advanced level, students on vocational courses achieve satisfactorily. However, on A-level and AS-level courses results dipped in 2010/11 and too many students did not complete successfully; results are particularly poor at AS level. A similar pattern is apparent on courses at intermediate level, where students taking vocational courses achieve reasonably well, but GCSE results are poor, with the exception of GCSE English. The small number of students taking courses at foundation level achieved well in 2010/11. Results for students taking additional qualifications in literacy and numeracy vary between years, but were broadly satisfactory in 2010/11.
10. Patterns of achievement by ethnicity are complex as there are fluctuations each year and there are few consistent patterns, but overall students of black Caribbean origin achieve less well and make slower progress than other groups. Students in receipt of additional learning support achieve in line with the college average.

11. The progress made by students on academic courses is unsatisfactory. The average prior attainment at GCSE of students embarking on A/AS-level courses is significantly lower than that seen in a typical sixth form college. Nevertheless, value-added data show that in many subjects students' progress is significantly below expectations, and has declined in each of the last five years. A small number of students are identified as gifted and talented on the basis of their GCSE results. Disappointingly, in 2010/11 many of these students did not achieve high grades on their AS-level courses. Students on vocational courses make satisfactory progress.
12. The standard of students' work observed during the inspection was satisfactory. On academic courses, higher ability students' oral and written work does not always show sufficient depth or insight. Less able students often struggle to articulate their learning clearly. On some vocational courses, for example in sports and public services, students work purposefully to produce work of a high standard.
13. Students' attendance at lessons is unsatisfactory, despite a concerted effort by college staff to improve it. Accurate attendance figures produced in the current year show that on average around one in five students are missing from each lesson. On some courses, for example GCSE mathematics, the link between poor attendance and poor results is clear. Punctuality to lessons is also not as good as it should be, with too many students arriving late for lessons at all times of the day.
14. Most students enjoy college and value the safe environment provided. Incidents of poor behaviour leading to exclusions have diminished rapidly over the last year. Many students on vocational courses are well prepared for the world of work. The college offers a good range of sporting activities, and participation in these is high. College leaders recognise that students' contribution to activities that benefit local, national or international communities is noticeably lower than is typically seen in sixth form colleges.

## **The quality of provision**

## **Grade 3**

15. Inspection evidence revealed teaching and learning to be broadly satisfactory, in line with the college's own self-assessment, but it also showed too much variability in the quality of students' experiences. While inspectors found some good teaching, particularly in vocational areas, no lessons were judged to be outstanding and several were judged to be inadequate.
16. The better lessons are characterised by knowledgeable and enthusiastic teachers who bring topics to life with good reference to technical terms and professional practice. These teachers enliven learning with vocationally relevant activities and use information and learning technology with confidence to illustrate and illuminate learning points. However, a number of teachers do not use the full potential of technology and it is underused in some subject areas.

17. Thoughtful planning in good lessons is typified by teachers who deftly combine a range of teaching techniques and use a good range of questions to check that all students are learning. For example, in business studies, teachers raised aspirations and built students' self-confidence through a well-planned and challenging project whereby students worked in teams to professionally present a product or service proposal to a team of college managers.
18. Too many lessons are no better than satisfactory. Teachers' expectations of their students are too low. Eager students respond readily to teachers' prompts, but too many students are allowed to lose interest and are not expected to participate. Questions are not targeted well enough to challenge higher ability students. In weaker lessons planning is inadequate, and teachers run out of time to conclude the lesson with a thorough recapitulation to reinforce the lesson objectives and remind students what they have learnt. Not enough teachers inspire all students with enough varied and different approaches to bring pace and vitality to their subject and promote rapid learning. Lessons are too often typified by undemanding teaching with activities that students find dull, and progress is slow.
19. Assessment is satisfactory. Teachers provide students with adequate information about their progress, although targets set are often imprecise and too general. In a few curriculum areas teachers have developed innovative assessment practice using electronic media to capture students' skills and then provide detailed and specific feedback. For example, sports students are recorded playing football and receive astute critical appraisal of their skills, with details of how to improve their technique highlighted in their online learning plan.
20. The college provides a good range of courses in response to demand from students, and reviews the provision regularly. Progression rates between courses are satisfactory, although because of poor AS-level results not enough students continue to the full A level. Progress is being made in widening the range of extracurricular opportunities available to students, although current levels of participation are relatively low except in sporting activities.
21. The competitive environment in which the college works means that links with local schools and other educational providers are not strong. However, the college has recently embarked on a fruitful partnership with a nearby school. Students on vocational courses benefit from links with employers. At the time of inspection, a two-day simulation of 'Dragon's Den' inspired many students to develop their business acumen.
22. The college provides a range of additional support following early assessment of students' additional learning needs. Appropriate support is provided by specific tutors either on an individual basis or in small groups. Communication with subject teachers is improving as tutors share information more readily. The developing use of electronic means of sharing information with students and between staff is ensuring progress and attendance are monitored more carefully.

23. Students receive good advice and guidance about university applications. However, tutors' knowledge and awareness about other progression routes, such as apprenticeships or employment, are narrow. As a consequence, students who are not intending to progress to university are less positive about the support they receive.
24. Tutors provide effective support and help students well with a range of issues ranging from routine matters to emotional well-being and complex personal concerns. Tutorials consist of taught topics, individual discussions with students, and private study time. However, taught sessions often lack interest or challenge, and students do not find them worthwhile. Whilst individual discussions are effective in promoting pastoral care for students, they are less effective in ensuring that students' progress on their courses is monitored carefully and that targets and actions to help students achieve higher grades are agreed.

## Leadership and management

## Grade 4

25. Senior leaders and governors have not been successful in raising students' achievements and progress in a sustained manner over the last three years. They have not provided sufficient leadership in the development of a clear, collective strategy leading to consistent improvements in the college's performance. During the development of new buildings, managers have worked to one-year development plans rather than a fully-fledged longer-term strategy. They are currently finalising a three-year strategic plan, with clearer objectives relating to the improvement of college provision. Over the last year, managers have developed changes to systems, procedures and technology to improve the monitoring of students' progress and the quality of provision. However, implementation is in its early stages. Senior leaders and governors have successfully initiated and completed the development of new buildings for the college, which opened in the spring of 2011, and these superb facilities are improving the experience of students.
26. Governors have monitored most areas of the college's business very effectively, but have failed to oversee improvements in students' outcomes over the last three years. Following a decline in students' achievements in 2009/10, governors emphasised to senior leaders the need to improve students' outcomes and monitored progress towards this objective. However, the data presented to governors did not give a sufficiently full account of the weaknesses in students' outcomes. As a consequence, governors struggled to recognise that, despite some pockets of improvement, students' achievements and the progress students made remained significantly below expectations.
27. Policies and procedures for safeguarding young learners are appropriate. All teaching staff and managers, and most governors, have received awareness training. New staff are trained during induction and other staff joining the college during the year receive training. The designated child protection manager has been trained to an appropriate level. The college undertakes

appropriate checks of employees and volunteers, including criminal records checks, maintains a single central record, and also makes appropriate checks with agencies and a contractor in relation to their staff employed in the college. The work experience coordinator carries out suitable checks to safeguard students on placements. Arrangements for the management of health and safety in the college are satisfactory.

28. The college attracts students from a wide range of ethnic and cultural backgrounds. Students feel valued and their harmonious relationships support community cohesion. However, students from different minority ethnic backgrounds do not achieve equally well, and the college has not succeeded in consistently narrowing the gap. Some initiatives have had a beneficial impact. For instance, the college has successfully halved the large number of disciplinary actions resulting from the behaviour of students from specific minority ethnic groups. Leaders have rightly introduced mentoring of at risk students to help them continue their programme and progress to a positive destination, although so far this has had limited success. The college has an appropriate single equalities policy and uses its enrichment and tutorial programmes to promote the awareness of equality and diversity. However, the promotion of equality and diversity within the curriculum is not well developed. The college is not routinely conducting equality impact assessments pending the training of managers to carry them out.
29. The college's self-assessment and quality assurance processes have failed to improve the consistency and standard of provision over the last three years, although there are clear signs of improvement in the current year. The 2009/10 college self-assessment report is insufficiently incisive or evaluative, and in parts is fragmented, contradictory or too narrow in focus. It does not identify the seriousness of the weaknesses with regard to outcomes for students, or to science and mathematics and visual and performing arts and media. A revised self-assessment process for 2010/11 provision shows more rigour in validating course and subject grades. The process is at an early stage and the draft reviews currently pay little attention to areas for improvement in teaching and learning. Team managers do not have a clear idea of how to improve their provision. New systems are now in place to provide closer monitoring of students' progress and attendance, although it is too soon to judge the impact of these. The system for the observation of teaching and learning has not provided an accurate assessment of the quality of teaching. Managers have revised the process to ensure a more objective moderation of grades in the coming year. Teachers have benefited from observers' feedback, and particularly from recent staff development. However, there is a lack of close monitoring of the follow-up action necessary to achieve the required improvement.
30. Arrangements for students to contribute their views and promote improvements are satisfactory. An active student council has expressed views leading to some improvements requested by students. Two student governors have participated successfully in governors' meetings.

31. The college provides satisfactory value for money. Financial management and control are outstanding, and the college's financial health is satisfactory. Inadequate outcomes for learners undermine the value for money achieved by the college in other respects. Resources for learning are good. Staff are well qualified with good vocational experience where relevant.

## Subject areas

### Science and mathematics

### Grade 4

#### Context

32. In 2010/11, 437 students were enrolled on courses in science and mathematics. The provision consists of A and AS levels in biology, chemistry, physics and mathematics, and AS level in further mathematics. Over one third of students were enrolled onto the GCSE mathematics course. There is a small vocational provision of BTEC first and national diplomas in applied science.

#### Key findings

- Outcomes for students are inadequate. Success rates and the proportion of students achieving high grades for the majority of courses have been below national averages for the last three years and show no improvement. Too few students achieve a grade A\* to C in GCSE mathematics.
- The progress made by students in relation to their prior attainment is below that expected of similar students in other comparable institutions. Despite students at the college having lower than average GCSE attainment, too many students do not achieve their target grade.
- Students' attendance in GCSE and functional skills mathematics classes is unacceptably low and is having a negative effect on student outcomes, as is poor punctuality. Although procedures are in place to tackle poorly-attending students, these are currently failing to have an impact.
- The current standard of students' work is satisfactory. In the majority of lessons, students work at expected levels and their written work indicates that they understand the necessary mathematical and scientific theory. In some mathematics lessons students were working on tasks that were too easy to ensure that they were being given the opportunity to achieve their full potential.
- Teaching and learning are satisfactory. Better practical lessons in science are characterised by effective planning, students participating fully in experimental work and questioning by the teacher that encourages students to take an active interest. Students enjoy these lessons and can demonstrate that it helps with their understanding of the theory underpinning the practical activity.
- Students on the diploma courses are very enthusiastic about their learning. In biology, students appreciate the extension work that they are given to read from scientific journals, and in mathematics students are excited by the challenges of more difficult problems that encourage them to apply their understanding in unfamiliar contexts.
- In less effective lessons, sessions are too teacher led with not enough focus on individual students' needs. Students say that they find these sessions dull and

that they learn more when they are active participants in the lesson. Weaker lessons are characterised frequently by working through a repetitive set of mathematical examples or answering a standard science examination question, with little discussion between students to share solution methods.

- The assessment of students' understanding and learning is ineffective. Questioning often lacks depth, and is designed simply to recall mathematical or scientific formulae or give a yes or no answer, rather than check understanding. Feedback given on marked work is of inconsistent quality. Where effective feedback is given, for example in chemistry, students value this highly.
- Although most students know their target grade, very few know or understand how to achieve this. Evidence that students are being challenged to aspire to a higher grade is limited. Less able students are unaware of what they need to do to improve. The more able comment that they are frequently held back in their learning when lessons lack challenge.
- Care, guidance and support are unsatisfactory. Although students feel well supported by teachers when they require guidance on an informal basis, academic support is weak and there are not enough structured workshops in place to support those students that have been identified as at risk of failing.
- Leadership and management are inadequate and have not resulted in any improvement in student outcomes. While there is a recognition that student achievement remains poor, there is insufficient accountability amongst management and staff at all levels. There is no coherent strategy in place to improve attainment or raise levels of attendance.
- The quality assurance process is neither rigorous nor self-critical. In the majority of cases, but particularly in mathematics, there is insufficient focus on the use of data to set targets and a failure to recognise areas for development in teaching and learning. The targets set following lesson observations lack the focus and precision required to allow teachers to improve their practice.

### **What does Coulsdon Sixth Form College need to do to improve further?**

- Raise students' achievements by ensuring that all teachers are able to give interesting and challenging lessons that secure consistently high quality learning. Identify and share existing good practice in some science lessons throughout the area.
- Identify students' learning needs on entry to their courses and intervene promptly with formal, structured support that allows students to achieve to their full potential.
- Improve outcomes by ensuring that all students are given regular, specific and measurable learning targets that are monitored rigorously in order to secure students' progress.
- Review the effectiveness of the quality assurance processes and enable all staff to be involved in a process of agreeing, and working to, challenging targets that will improve standards.

## Visual and performing arts and media

## Grade 4

### Context

33. The college offers courses in visual arts, media, and performing arts at A and AS level, and vocational diplomas at advanced and intermediate levels. Specialist courses include music theory, photography, life drawing and video production. At the time of inspection approximately 425 students were enrolled.

### Key findings

- Outcomes for students are inadequate. On most A- and AS-level courses, success rates are below the national average, sometimes significantly so. On art and design AS-level options, with the largest number of students, success rates are low and declining. Very few students achieve high grades. Results are better on vocational courses, with the exception of music technology.
- Students' progress is unsatisfactory on most advanced-level courses. Most students do not achieve the grades they should based on their qualifications on entry. Students studying photography and drama at A and AS level make particularly poor progress.
- Students enjoy college, feel safe and use safe working practices in practical studios and when working in public spaces. Students understand the potential dangers of specialist equipment and receive appropriate induction in the safe use of these. Students' progress is hindered in many lessons by poor punctuality.
- The current standard of students' work is satisfactory. Art students demonstrate good use of sketchbooks and experimental image making using a variety of media. Music technology and performing arts students work effectively in groups to develop and apply their new skills well in composition and improvisation. However, much work lacks the creative development of ideas and higher-level analysis of art and performance concepts expected at advanced level.
- Teaching and learning are satisfactory. In the better lessons, students develop and improve their creative and technical skills by completing a range of well-designed individual and group tasks successfully. In less effective lessons, teachers do not plan a variety of challenging activities designed to raise standards of work and the personal aspirations of students, and the speed at which students learn is too slow.
- Assessment for learning is satisfactory. In the best lessons peer and self-assessment help students to reflect on their learning and the standards of their work successfully. However, in many lessons the range of assessment methods is poor and often fails to evaluate what students have learnt and the progress they have made.
- Partnerships with community groups and employers are limited. Students on applied arts programmes have insufficient opportunities to experience professional industry practices. Only a few courses enrich students' experience

through successful engagement in local and national competitions, and through visits to galleries, performances and professional studios.

- Care, guidance and support are satisfactory. Students benefit from the support of technicians and graduate trainees who often provide additional support for individuals and groups of student. Students who are at risk of leaving college or falling behind in their work are identified. However, tutorials often fail to support students adequately and are not sufficiently focused on the needs of individuals, particularly in agreeing targets and actions for improvement.
- The management and use of resources are good. New accommodation is purpose built for practical arts subjects and significantly enhances students' experience. The new learning zones are used well and provide good learning spaces to continue learning outside classroom time. However, it is too soon to see the impact of this on the standards of work and students' progress.
- Students from different backgrounds work well together and support each other successfully in collaborative project work such as music and drama. However, teachers have given insufficient thought to the promotion of equality and diversity in assignments and practical work.
- Leadership and management are inadequate. Data are not analysed and used consistently and effectively to set and monitor targets at faculty and at team manager level. Areas of concern are identified but actions for improvement and target setting are not sufficiently rigorous, nor are they consistently followed through. Most teachers are not aware of the low success rates and poor progress made by students.
- Self-assessment and quality assurance processes are not sufficiently effective in identifying the causes of underperformance. Lesson observation reports do not focus sufficiently on learning and assessment, and resulting action plans are not sufficiently detailed or specific to help teachers to improve.

### **What does Coulsdon Sixth Form College need to do to improve further?**

- Raise success rates by monitoring students' progress more closely on advanced-level courses, and improving the support systems to assist students who are at risk of leaving college or failing to reach their full potential.
- Develop a clear and consistent strategy to improve the quality of lessons and of learning, by supporting and training teachers to ensure that in all lessons activities are challenging and that urgency is injected into the pace of learning.
- Improve managers' and teachers' understanding of data and value-added measures to enable more precise identification of, and targeted intervention on, under-performing courses.

## Information about the inspection

34. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the college's vice principal (curriculum), as nominee, carried out the inspection. Inspectors took account of the college's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on students and their achievement over the period since the previous inspection.
35. Inspectors used group and individual interviews, telephone calls and emails to gain the views of students. They also looked at questionnaires that learners and employers had recently completed for the provider. They observed lessons, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Coulsdon Sixth Form College**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Leamer responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners		1,297
Part-time learners		
<b>Overall effectiveness</b>	<b>4</b>	<b>4</b>
<b>Capacity to improve</b>	3	
<b>Outcomes for learners</b>	<b>4</b>	<b>4</b>
How well do learners achieve and enjoy their learning?	4	
How well do learners attain their learning goals?	4	
How well do learners progress?	4	
How well do learners improve their economic and social well-being through learning and development?	3	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	3	
<i>How well do learners make a positive contribution to the community?*</i>	4	
<b>Quality of provision</b>	<b>3</b>	<b>3</b>
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
<b>Leadership and management</b>	<b>4</b>	<b>4</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	4	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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