

# City College Norwich

## General further education college

<b>Inspection dates</b>		<b>18–22 March 2013</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
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 provider is good because:

- The college is making a significant contribution to the wider strategic development of education and training in the city and across Norfolk, in close partnership with the local community, schools and employers. This is helping to strengthen progression routes, raise the quality of provision and improve value for money.
- Quality improvement and staff development initiatives have raised the quality of teaching, learning and assessment and led to improved outcomes for learners.
- Learners make a major contribution to decision making within the college, particularly through the work of the students' union president, who is an influential member of the senior executive and corporation.
- There are good progression opportunities and high progression rates for many learners.
- Teaching, learning and assessment are good. Well-qualified and experienced teachers and support staff have high expectations, support students well and help improve outcomes.
- Students develop good personal, social and employability skills and make good progress.
- Students develop and improve their English and mathematics skills well.

#### This is not yet an outstanding provider because:

- While outcomes for college-based learners have improved significantly in recent years, they are not yet high enough as they are still only broadly in line with the national average.
- Outcomes for workplace learners are inadequate, and the quality of teaching, learning and assessment and the management and quality improvement initiatives in this area require improvement.
- Not enough teaching, learning and assessment is outstanding, and in a minority of lessons students make poor progress.
- The quality of accommodation and resources in some areas requires improvement.

## Full report

### What does the provider need to do to improve further?

- Maintain the drive and focus on raising the quality of teaching, learning and assessment across the college, particularly through well-structured staff development, to continue improving the quality of provision and enable learners to make better progress.
- Sustain the recent significant improvements in success rates so that learners achieve higher standards and greater consistency across all subjects and at all levels.
- Take urgent action to identify and remedy the significant weaknesses in workplace learning, focusing particularly on improving the quality and impact of learning plans, to promote framework completion within the planned period and the better acquisition of employability skills.
- Expand and develop the tutorial programme for vocational students, sharing the existing good practice evident in the sixth form centre, so that learners receive more effective support and guidance.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- The proportion of learners successfully completing their courses at the college increased significantly in the last year and is now satisfactory.
- Results on GCE A- and AS-level courses have improved significantly, particularly in GCE AS- and A-level mathematics and AS Biology. Learners on most GCE AS- and A-level courses now make good progress from their respective levels of attainment at GCSE. The proportion of those achieving high grades is still comparatively low.
- Learners' achievement of different types of qualifications varies considerably across the wide range of subject areas. While pass rates are below the national average, for example in GCSE science, intermediate bricklaying and intermediate certificates in hairdressing and art and design, there are high pass rates on vocational courses in early years, construction, hairdressing and beauty therapy. The proportion of learners who successfully achieve their GCSE qualifications is broadly comparable to the national average.
- The proportion of apprentices who achieve their qualification is inadequate. Recent changes in the management of workplace learning provision have refocused energies to help ensure that learners will achieve their qualifications within the planned time period. Although the number of apprentices successfully completing their qualification has increased in the last 6 months, it remains substantially below comparable averages. The results for other workplace learners are satisfactory.
- The overall standard of learners' work is improving. For example, the development of investigative skills in science and mathematics is helping to build the confidence of learners. Similarly, skills' building in foundation studies is increasing the confidence of these learners. Poorly developed study skills in construction are having a detrimental impact on the written work of some learners. The quality of assessed written work is broadly satisfactory and in some areas it is good.
- Attendance rates during the current academic year are satisfactory and in line with the college target. Punctuality is good. College data indicate that retention rates have improved markedly compared to the same period last year.

- The difference in success rates between men and women, whilst small, has reversed in the last year. Women now perform slightly better than men. Learners identified as needing extra help with their studies go on to achieve as well as their counterparts, as do learners in receipt of broader additional learning support. In general, any variation in the achievement of different groups of learners has reduced over the last three years and, in 2011/12, no significant distinctions were apparent.
- Many learners benefit from an extensive range of trips, visits and guest speakers for most vocational areas, many of which are sponsored by local employers.
- Teachers deliver functional skills successfully within the curriculum using the support of specialist functional skill teachers attached to each department. This enables learners to split into different groups by ability level. This has helped the college improve their results to above the national average for 16 to 18 year olds. Too many apprentices have not completed their functional skills. This has a negative impact on framework completion. Learners on English for speakers of other languages (ESOL) courses demonstrate good progress. The development of learners' English and mathematics skills is improving across the college. There are opportunities for learners to improve their GCSE English and mathematics and the quality of this is satisfactory. The proportion of learners achieving high grades requires improvement.
- There is a strong focus on employability and enterprise in the college. Learners benefit from a wide range of real-life vocational experiences which enhance their chances of gaining employment. Examples include hospitality learners taking over a hotel for a weekend, the MINT employment agency which has aided 96 hard-to-place learners gain paid employment and the innovative start-up lounge which acts as a hub to give aspiring entrepreneurs the skills to work for themselves.
- Learners' progression between levels of study, particularly foundation to intermediate, is generally good. Progression from the successful 14 to 16 programmes is high. Most continue in learning but too many learners, particularly at intermediate level, stay at the same level. Approximately a quarter of learners progress into higher education and some of these continue their higher education at the college. Whilst progression into employment is comparatively low in some areas, an exceptionally high proportion of learners on employability programmes for those with learning difficulties and/or disabilities progress successfully into employment.

<b>The quality of teaching, learning and assessment</b>	Good
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- The quality of teaching, learning and assessment is good and reflects the improvements in learners' retention and the progress learners are making in their studies. Teachers use their skills and industrial experience well to plan purposeful, challenging and engaging lessons. Teachers have high expectations of their learners and in the majority of lessons learners make good progress. However, in a minority of lessons teachers do not set sufficiently challenging aims and as a result learners do not make the progress they could.
- Teaching and learning are particularly good for learners with learning difficulties and/or disabilities. These learners benefit from high expectations, engagement, care, support and motivation from staff. Teachers know their learners well and plan and deliver interesting and challenging work to meet their individual needs.
- The quality of teaching, learning and assessment for apprentices requires improvement. The college has begun to develop the role of workplace assessors and implement changes to the planning, review, and assessment of apprentices. This has yet to have a positive impact on the quality of provision.
- Most teachers are confident and capable in the use of information learning technology (ILT) and use it well to present information, show video clips and create interesting activities that engage

learners. However, in a minority of areas access to ILT and its use is limited, which restricts learners’ ability to develop computer skills or benefit from the technology.

- Assessment is mostly fair and accurate. Teachers assess learners’ work carefully and the feedback they provide helps learners to know how to improve. Most teachers correct learners’ grammar and spelling and this contributes to improving their English language skills.
- Learners improve the standard of their English and mathematics skills well at the college which helps improve their employment prospects and progression to higher levels of study. The college provides good opportunities for learners to re-take GCSE English and mathematics where necessary.
- The development of learners’ personal, social and employability skills is a key strength of the college, particularly for learners with specific learning difficulties and/or disabilities. A comprehensive range of projects and initiatives provides good opportunities for these learners to experience work and gain employment. Advanced level learners develop the research and study skills they need to progress into higher education. However, in construction the development of employability skills is less effective and these learners do not have the opportunity to undertake suitable work experience.
- Good initial advice and guidance helps learners to make informed choices and ensure that they are prepared for their course of study. Learning support staff make effective contributions to lessons, supporting their designated learners and assisting with other members of the group where required. Learners are suitably informed about the choices they have in progressing within the college or on to further study or employment by knowledgeable guidance and support staff.
- Staff quickly identify those learners at risk of not completing, through careful monitoring of attendance and take swift action to provide support. This strategy helps retain those learners that might not otherwise remain on their course.
- Tutorials for advanced level learners in the sixth form centre are good. Regular group tutorials cover a wide range of subjects to develop learners’ study skills, broaden their understanding of social and other issues and complement their studies. However, this tutorial programme does not extend to learners outside the sixth form centre, where there is greater inconsistency to the quality of tutoring.
- Teachers create an inclusive and positive learning environment and promote equality and diversity well in most lessons. Learners demonstrate respectful behaviours throughout the college. For example, learners with learning difficulties and/or disabilities make a significant contribution, and play a central role, in the wider college community. The promotion and monitoring of equality and diversity with apprentices is weak.

**Health and social care, early years and playwork**

**Learning programmes for 14+**  
**Learning programmes for 16-18**  
**Learning programmes for 19+**

Good

- The quality of teaching, learning and assessment in this area is good. Outcomes for learners have recently improved and are now around the national average. The retention of students on courses at this stage of the year is high with two substantial programmes currently retaining all of its learners. The standard of learners’ work is good with clear evidence of wider reading and research. A significant number of learners achieve high grades in their coursework. Progression rates to further study or relevant employment are good, with around half of the childcare learners progressing to relevant higher education programmes.

- Learners enjoy their studies and make good progress. They become self-confident; develop independent learning techniques and a range of skills essential for employment such as research, teamwork, communication and problem-solving. Learners demonstrate a clear ability to reflect on their practice and improve performance.
- Teachers are well qualified and experienced and make good use of their vocational expertise. They illustrate key points to enhance learning, and motivate learners very well. A wide range of appropriately-paced learning activities meet learners' needs well in most lessons. For example foundation learners were encouraged to work in pairs to design a nursery. Learners presented plans confidently to the group and responded well to questions from other learners, justifying the content of the plan. They demonstrated a good understanding of the needs of nursery children.
- Teachers plan timely assessment opportunities. Learners value the detailed verbal feedback they receive on their work; however some written feedback lacks sufficient detail. Teachers routinely highlight spelling and grammatical errors in assignments. Teachers provide clear guidance to enable learners to improve, but on occasions they do not identify sufficiently clearly why the work is good. Teachers satisfactorily check learning, however in a few less effective lessons there is insufficient challenge to extend more able learners.
- Initial advice and guidance is very good, enabling learners to make an informed choice of the most appropriate course and level at which to study. Teachers and learners make very good use of individual tutorials to monitor all aspects of learner activity and progress. Learners clearly understand how well they are doing. Staff support them to set realistic targets for improvement. Teachers draw on cross-college support services particularly for personal or career advice to enable learners to stay and progress.
- Additional support for learners is very good. Teachers implement appropriate support strategies, following early identification of personal or individual learning needs. There is good collaboration between teachers and learning support staff. This helps ensure all learners are able to make an active contribution in lessons and make good progress. Teachers monitor and adapt the support they provide as learners become more independent. For example a learner who received signing support due to a hearing impairment is now confident enough to manage independently on work placement.
- The delivery of functional skills, mathematics, information and communication technology (ICT) and English requires further improvement as learners are not developing these core skills sufficiently. Teachers and functional skill specialists collaborate effectively ensuring work is relevant to health and childcare where possible.
- There are good physical resources for practical activities in both health and childcare, however not all rooms are fit for purpose. Laptop computers are available, however there is insufficient access to interactive whiteboards to enable learners to gain confidence and competence in the use of resources that are now an industry standard in the early years sector. There are strong collaborative links with staff in the library. This helps ensure suitable resources and support are available.
- Teachers promote equality and diversity well across the area. Learning resources reflect a diverse society. Teachers create a safe environment enabling learners to grow in confidence within a culture of mutual respect. Learners have a good understanding of how to keep themselves and those they care for safe.

**Science, mathematics and statistics****Learning programmes for 16-18  
Learning programmes for 19+**

Good

- The quality of teaching, learning and assessment in science, mathematics and statistics is consistently good, leading to good overall outcomes in mathematics and science on most GCSE, GCE AS, A-level, and access to higher education courses. The proportion of learners achieving higher pass grades is slightly below the national average in GCE A-level chemistry, further mathematics and physics, but these rates have improved in recent years.
- Learners benefit from good support, care and enthusiasm from teaching staff. In science there is outstanding technician support. Teachers successfully encourage learners to develop independent learning skills, utilising high quality learning materials and good questioning techniques. For example, on the access to health and natural science pathways, staff encouraged learners to be reflective, discuss work collaboratively in groups, engage in active investigation and research. Learners then prepared short assessed assignments that they presented to their teacher and fellow learners.
- Teachers consistently foster a culture of high expectations of the quality of work and independence of these learners to study, research and learn. This culture prepares them very well for the demands of university, and potential graduate-level employment. Learners confirm that they find these strategies highly beneficial.
- Mathematics and science teachers regularly and adeptly deliver numeracy skills through good use of measurement, application of units, data analysis and production of graphs. Highly capable physics teachers use their expertise to deliver the mechanics component of GCE AS- and A-level mathematics courses to learners.
- Learners benefit from detailed target setting. For example, in advanced level mathematics courses, teachers use information on past performance at GCSE level to set challenging individual targets for each learner. The majority make good progress and achieve the targets that that teachers set for them.
- Learners benefit from a good combination of personal support and careful, well-timed assessment. Teachers provide detailed, informative feedback on the progress that learners are making. Teachers make particularly effective use of projectors to enable learners to see and show their written work, calculations and investigations to others in the group. This provides valuable opportunities for learners to review and discuss their work and share ideas. Some teachers are more confident with, and make better use of, these strategies than others.
- Managers have recently amended the GCSE science pathways to ensure they better match the needs of learners. The new pathways are also a more suitable option for those learners who are taking GCSE science alongside a wider vocational programme.
- Staff promote equality and diversity and the college's core values imaginatively both in mathematics and in science lessons. Learners clearly appreciate the positive teaching experience and would recommend their courses to friends and other learners. Staff actively promote safe working practices in laboratories and classrooms.

**Building and construction****Learning programmes for 14+****Learning programmes for 16-18****Learning programmes for 19+**

Good

- The quality of teaching, learning and assessment in construction is good and reflects learners' good and improving success rates on many courses. Learners demonstrate particularly good skills in the more practical aspects of their work. Course retention rates are high and continue to improve. Progression rates to higher levels are good, particularly for 14 to 16 year olds on to more advanced construction courses.
- Teachers are well qualified and experienced. They prepare workshop and classroom-based theory lessons well and use their skills to design stimulating and interesting learning activities. Teachers use new technologies, team teaching and peer assessment to make learning informative and fun. Learners are motivated and make good progress in lessons. For example, in plumbing teachers split learners into teams, and build learners' confidence levels and communication skills by requiring them to describe to other learners the complex principles underpinning the relative densities of materials.
- Teachers use the knowledge they have of learners very well to plan lessons that meet their individual needs. Teachers regularly identify and set additional extension activities to stretch the more able learners.
- Teachers encourage learners to reflect on their learning and routinely use self- and peer-assessment to monitor their own progress and that of others. Teachers have satisfactory links with local industry and employers; they arrange occasional site visits for learners, however the development of learners' wider employability skills requires further improvement. For example, for full-time learners there is insufficient planned work experience or structured development of work preparation skills such as interview or job search techniques.
- Teachers have high expectations of learners. The standard of learners' work is good. In particular, joinery learners demonstrate high skill levels working on complex curved window construction and many brickwork learners produce facing brickwork to a high standard.
- Initial advice and guidance is a strong feature within construction. Support arrangements are good. The close working arrangements between teachers, managers, specialist learning support staff, tutorial supervisors and the team monitoring attendance are particularly effective at identifying learners at risk of dropping out and putting in place appropriate support. Retention rates and the progress made by learners have improved as a result of the relentless focus on tracking and monitoring learners' progress by staff and managers.
- Teachers work closely with an enthusiastic and able technical support team to produce good classroom learning resources. However, there has been insufficient development of workshop areas to meet the needs of the expanding full-time provision. In particular there is insufficient access to realistic and simulated working environments.
- Assessment arrangements are satisfactory. Teachers use a good range of methods to measure learners' progress. Feedback to learners for assignment and practical project work is clear, informative and helpful. However, tutors do not always check learners' own written records and notes to correct errors in spelling or technical accuracy. For a minority of learners their personal study skill levels are low.
- The development of learners' mathematical skills in lessons is good. Teachers plan interesting activities within a construction context to develop these skills. Functional skills success rates are high. Insufficient opportunities are available for learners to develop their English and communication skills.

- The emphasis on health and safety is a strong feature of all aspects of work across the department. Teachers create insufficient opportunities to promote awareness of equality and diversity through the curriculum. However staff are good at fostering an interest in the construction trade, and widening participation, particularly for learners aged 14 to 16.

<p><b>Hairdressing and beauty therapy</b></p> <p><b>Learning programmes for 14+</b>  <b>Learning programmes for 16-18</b>  <b>Learning programmes for 19+</b></p>	<p>Good</p>
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- The quality of teaching, learning and assessment in hairdressing and beauty therapy is good and reflects the good outcomes for learners. Teachers plan lessons well and have good vocational knowledge and experience. This helps learners develop their skills to appropriate commercial standards. Learners gain very good employability and commercial skills and have access to sufficient hair and beauty clients, for example to carry out long hair extensions and stone therapy.
- Teachers support learners particularly well in practical lessons. The majority of lessons have a good pace, which helps maintain learners’ focus and engagement in practical tasks. Teachers deliver more advanced skills well, for example in cutting, colouring and body massage. This helps prepare learners particularly well for jobs in the industry.
- Teachers plan assessment well. Learners know what progress they are making. Teachers use questioning effectively to check learning, but do not always engage all learners sufficiently in discussion. Staff provide constructive written feedback to learners, for example on learners’ client consultation documents and treatment plans.
- The hairdressing salons are satisfactory but do not reflect up-to-date commercial standards. One of the beauty salons lacks adequate privacy for clients and learners. The department has recently introduced a nail enhancements qualification in response to demand; however the departmental resources do not fully reflect industry standards or meet client expectations. Some beauty staff are not up to date on relatively recently introduced products and techniques. Staff actively promote safe working practices in salons.
- Advice and guidance is good at ensuring learners are placed on the correct course. All learners receive an assessment when they begin their course, to ensure they are studying at the appropriate level, and to assess whether they have any additional learning support needs. Teachers take into consideration learners’ prior learning and experience. This has helped maintain and improve progression rates.
- Staff monitor learners’ attendance closely, and attendance is good on all courses. Staff quickly target those at risk of dropping out of their course. Individual pastoral support is available with all learners valuing the care they receive from their teachers. Learners feel safe within the college environment.
- Additional learning support is good. Learners speak highly of the support they have received which has increased their skills, particularly in reading and writing. As a result, learners’ confidence has improved and has supported them in progressing to higher level courses.
- Teachers are good at developing learners’ English, mathematics and functional skills through a range of challenging and inspiring activities. Learners have good access to ICT. This enables them to develop skills, for example in writing letters and using a range of graphs to display data. Learners generally develop good independent learning skills and commercial awareness of the industry.

- Equality and diversity have a suitably high profile in lessons, for example when discussing the differences in European and African Caribbean hair and male and female beauty treatments. Learners are good at identifying clients' different needs when applying treatments.

<b>Sport and public services</b>	
<b>Learning programmes for 16-18</b>	Good
<b>Learning programmes for 19+</b>	

- The quality of teaching, learning and assessment in sport and public services is good. Foundation and intermediate short course success rates are well above national rates, however long course success rates have declined and in 2011/12 were broadly in line with national rates and require improvement. In public services, learners make good progress based on their attainment before coming to the college. In the current year attendance, punctuality and retention rates are very high. Learners make good progress in practical activities, written coursework, presentation skills and through team working in lessons.
- Teachers plan and deliver lessons very well. Learners are fully engaged in lesson activities. They develop good personal, social, leadership and employability skills. They also work hard in theory lessons to produce a high standard of written work and many successfully progress on to higher level courses.
- Teachers design assessment and monitor learners' progress effectively. They provide detailed, constructive feedback in practical lessons and on written work which clearly indicates to learners how they can improve.
- All staff have comprehensive industrial experience which they use well to inspire and engage learners in lessons. Teachers actively encourage learners to work independently. Staff make good use of the high-quality resources available to them in the college and at purpose-built offsite sports and outdoor adventure venues.
- Resources held on the college's virtual learning environment are good and provide a valuable interactive learning experience. Learners have very good access to ICT in workshops and offsite venues. They use it to reinforce their knowledge and understanding or to catch up on missed lessons.
- Staff generally use the outcomes from initial assessment well to place learners on the most appropriate programmes. This has been less successful in public services as the college does not offer a foundation programme. As a result, some learners placed on the intermediate programme do not achieve sufficiently high grades to enable them to progress successfully to the next level. Conversely, on the foundation course in sport, teachers and support staff work well to motivate and encourage learners. This enables them to progress successfully to the next level through activities designed around their individual learning needs.
- Most learners develop English, mathematics and functional skills well in lessons. However in vocational lessons teachers create insufficient opportunities to reinforce the acquisition of these skills and check learning.
- Learners receive good advice and guidance to support their learning. In sport, a pilot scheme to provide focused individual tutorials helps learners to stay on track, overcome barriers to learning and make informed decisions on progression.
- The majority of intermediate learners successfully progress to advanced level in either sport or public services, and a small number enter employment. Progression from advanced to higher education is satisfactory but a high proportion of advanced learners also gain employment, mostly in outdoor adventure or sports therapy. Other sports learners, some of whom are elite

performers, aspire to run their own businesses as fitness trainers and have received expert advice and guidance from the college's start-up lounge staff.

- Learners' understanding of equality and diversity is good. For example, sports students are aware of the difficulties that some competitors from particular groups face when competing in certain sports; public services learners are able to explore and discuss the ethical issues around human rights violations. Some teachers miss opportunities to respond and develop learners' understanding of all aspects of equality and diversity.

## Visual arts

### Learning programmes for 16-18 Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment in art and design require improvement. Outcomes for learners are broadly in line with the national average, although the number who gain high grades is low. A few learners do not successfully complete their course.
- The standard of learners' practical work is generally satisfactory. The best sketchbooks are vibrant and colourful demonstrating good use of media. Learners make references to artists' work to stimulate their ideas. In one lesson fashion and textiles learners produced sophisticated designs for 1950's-style costumes and printed colourful fabrics reflecting the period. Learners in graphics exploit technology confidently. For example, GCE A-level photography learners skilfully manipulated imagery producing some creative and imaginative results. Some practical work, however, does not demonstrate a sufficient breadth of creativity or skill. Learners gain good written skills and teachers on GCSE and GCE A-level courses routinely correct errors in grammar and spelling.
- In the best lessons learners are eager to learn and teachers stimulate curiosity and capture interest well. Teachers plan lessons carefully and encourage learners to structure their work, keeping them on task to meet deadlines. However, in a minority of lessons teachers' planning is less effective and does not engage all learners. Some teachers have not developed a sufficiently comprehensive range of questioning techniques to check, challenge or extend learning effectively.
- Learners enjoy their studies and work constructively and supportively together with teachers. However, on a number of courses attendance is low and punctuality is poor and there is no consistent strategy in place to rectify these issues.
- The quality of teachers' feedback to learners is inconsistent. Learners on GCSE and GCE A-level courses know what they have to do to succeed. Teachers provide detailed feedback and encourage them to improve their work and achieve at higher levels. However, on vocational courses, not all learners are aware of how well they are achieving, and they receive insufficient guidance on how to improve.
- Staff have recently strengthened the impact of information advice and guidance to ensure that learners are on the most appropriate course. A number of learners receive excellent additional support. They gain confidence and develop a suitable range of practical skills. For example, in one lesson learners worked enthusiastically with support staff to manipulate wire, producing sculptures inspired by Giacometti's work.
- Learners studying GCSE or GCE A-level art and design benefit from regular group tutorials which successfully extend their learning. However, learners on vocational courses experience few group tutorials limiting their opportunities to discuss ideas, formulate personal views or share other learners' experiences.

- Learners benefit from working with external clients and develop good employability skills. The college has set up an innovative 'Learning Company' where learners work with external clients on commercial assignments while gaining a qualification.
- Staff promote health and safety well, and technical support is excellent. Technicians are well qualified and conduct regular health and safety checks in studios. The promotion of equality and diversity is satisfactory. For example, staff design assignments which encourage learners to recognise and explore cultural variations and their impact on art.

## Independent living skills

### Learning programmes for 16-18 Learning programmes for 19+

Outstanding

- Teaching, learning and assessment in independent living skills are outstanding, supporting learners with a wide range of learning challenges, including learners who are on the autistic spectrum. Teachers have high expectations for all learners, inspiring and challenging them to extend their skills and understanding, while increasing their confidence and independence in everyday life.
- Learners make outstanding progress. Many develop good skills for employment with a well-coordinated approach incorporating job coaches and a dedicated pastoral support team. Teachers are highly qualified and well trained. Teachers plan programmes well to stretch and challenge learners.
- One-to-one support for learners with profound and multiple learning difficulties is outstanding. Staff use highly effective strategies to unlock individual potential. Specialist classrooms are well equipped. For example the 'rug room' is a special space designed with the full involvement of autistic learners where learners are able to work safely in a quiet environment enabling them to relax and rebalance. Staff and learners with complex needs and learning difficulties make good use of the sensory room and the specially adapted kitchen for group cookery.
- The college has outstanding links with local complex needs schools, with very successful short focussed bridging courses which provide valuable taster opportunities for potential students. Parents, carers and key support workers are fully involved in initial assessment, planning and review of the learning programme. This includes future progression options, work placements, volunteering and employment, as well as a range of social activities and residential opportunities. Learners are very positive about their programmes, developing independence and confidence in undertaking new challenges.
- Staff monitor learners' progress and present feedback well, with clear recommendations for the next steps. Regular personal reviews and tutorials fully engage learners in managing the next stages of their learning. Most learners recognise and report high levels of satisfaction with the progress they have made.
- The development of learners' enterprise and employability skills is outstanding. Learners set up and manage sales of products in public areas around the college, they organise bi-weekly trolley services for milk delivery to staffrooms, and regularly work in catering outlets within the college.
- Learners benefit substantially from the opportunity to undertake work placements within the local community. The college has also set up a highly innovative 'MINT' employment agency which works closely with local employers to support learners progressing into work. A high proportion of learners have succeeded in gaining valuable paid employment as a result.
- Staff create good opportunities to develop English and mathematics skills and make good use of specialist ICT equipment. The cross-college strategy to raise awareness of equality and diversity has significantly increased understanding and respect across the whole college. It has helped

create a fully inclusive environment around the college in which learners with disabilities and/or learning difficulties are integrated into the community and feel safe and confident.

### **Accounting and finance, administration and business management**

#### **Apprenticeships**

#### **Other work based learning**

Inadequate

- The quality of teaching, learning and assessment is inadequate. This reflects the inadequate outcomes for learners on these programmes. On National Vocational Qualification courses, both overall success rates and success rates within the planned time period are substantially below the respective national averages. On apprenticeships, intermediate success rates are in line with national averages, but at advanced level they are significantly below. In-year data indicates that the number of learners that successfully complete their qualification is improving slightly.
- Progression of learners on business administration and customer service courses is poor. Advice and guidance prior to enrolment is satisfactory; however, guidance at the end of the course does not identify suitable career options, support progression in employment, or help raise aspirations. Learners following insurance programmes are more successful and a minority gain employment in related areas of work.
- The planning of teaching, learning and assessment is inadequate. Assessors do not adequately develop learners' vocational, functional and employability skills through structured learning activities.
- A minority of assessors provide fair, timely and accurate feedback to apprentices on written work which helps improve spelling and grammar, and promote development of some appropriate communication and employability skills. However, the overall quality of progress reviews with learners is inadequate. Insufficient focus in target-setting inhibits the continuing development of learners between assessor visits. Progress reviews do not result in clear enough short- and long-term goals to promote achievement. Employers are insufficiently involved in target setting, or in planning for on- and off-the-job training. Too often teachers do not assess functional skills until towards the end of the apprenticeship which has a significantly negative impact on outcomes.
- The college has begun to develop assessors' teaching skills but this has yet to have an impact on improving the experience and outcomes for learners.
- Planning for timely programme completion does not meet the needs of individual learners. It fails to take into account the results of initial assessment, prior attainment and relevant work experience. There are a number of learners who have contracts of employment which are of a shorter duration than the programme length, in effect preventing them from being able to complete their qualification.
- Learning resources are inadequate. Assessors share resources, but not all learners have sufficient access to the breadth of resources they need, and as a result cannot undertake self-directed study.
- Promotion of equality and diversity and a better understanding of health and safety in reviews is inadequate. Assessors do not explore or discuss these matters routinely in reviews. As a result learners have very little understanding of these themes.

**The effectiveness of leadership and management**

Good

- The executive team and governors have played a key strategic role in reviewing and reshaping educational provision across Norwich to create a more federated approach to secondary and post-16 provision. These arrangements are making a significant contribution to broadening the range of opportunities available to learners, strengthening progression routes, raising the quality of provision and improving value for money across the city. The strategic plan contains a clear mission, vision and values which promote quality, excellence and diversity. The published strategic plan document does not however accurately reflect the current thinking, targets or strategic focus of the college.
- The self-assessment process is thorough. Staff, managers, learners and key governors fully engage in the review and action planning process. The most recent self-assessment report accurately captured the key strengths and areas for improvement both at curriculum and cross-college level. The quality improvement plan identifies a clear set of actions and stipulates the timescale, responsible managers and strategies for achieving improvement. These activities are leading to rapid and substantial improvements, particularly in retention and attendance rates, and to the quality of teaching, learning and assessment. The key exception to this is in workplace learning where actions to date have had very limited success in raising the overall quality of this provision. Outcomes for workplace learners remain inadequate.
- Managers make effective use of staff performance management policies and procedures to set and monitor performance targets for individuals. Managers analyse lesson observation outcomes, and individual development plans to help inform and prioritise staff development activities. Over the course of the current academic year there has been a comprehensive, sustained and highly effective programme of staff development. This has contributed, in particular, to a significant improvement in the overall quality of teaching, learning and assessment across the college.
- Curriculum management is good for college-based provision. The leadership culture of the organisation empowers managers to take responsibility for the quality of provision and there are clear lines of communication and accountability. The executive team provides strong leadership and good support to managers, who have ready access to appropriate management development opportunities. Managers actively address areas of weaker course performance and amend the range of courses to ensure the college provides a broad and balanced curriculum that appropriately addresses the needs and priorities of learners, employers and the local community. Management of workplace learning, however, continues to require improvement.
- Governors possess a broad range of knowledge and experience. There are good strategic links in place at board level with the other federated local schools. Corporation agendas focus strongly on learners and on teaching, learning and assessment. Governors are ambitious for the college and place high expectations on the executive team. They set challenging targets and have suitable and thorough monitoring and review procedures in place to hold the senior leaders to account for their performance.
- The president of the college's students' union is an active and high-profile member of the executive team and the governing body. She is an exemplary spokesperson for learners. Her contribution is invaluable in ensuring that the views and needs of learners remain to the fore in all discussions at both executive and board level.
- The quality of accommodation is generally satisfactory in most areas. However some accommodation and physical resources require improvement, for example in hair and beauty, and art. There is insufficient access to ICT in some areas. The leadership team is making sound investment in the refurbishment of many existing buildings, and in developing a new creative arts facility which will open in September.

- There is a positive and high profile approach to raising awareness of, and promoting, equality and diversity and safeguarding across the college. Staff and governors receive a thorough induction and training which focuses in particular on safeguarding and equality and diversity. Governors fulfil their statutory responsibilities to review related policies and procedures annually. Staff promote and model safe working practices. Learners have good access to counselling and welfare support if required. The college maintains valuable links with a number of external support agencies. Learners feel safe around the college. The college meets its statutory requirements for the safeguarding of learners.

## Record of Main Findings (RMF)

City College Norwich									
Inspection grades are based on a provider's performance:  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
Outcomes for learners	3	3	3	3	4	4			
The quality of teaching, learning and assessment	2	2	2	2	3	3			
The effectiveness of leadership and management	2	2	2	2	3	3			

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Science	2
Mathematics and statistics	2
Building and construction	2
Hairdressing and beauty therapy	2
Sport	2
Public services	2
Visual arts	3
Independent living and leisure skills	1
Accounting and finance	4

<b>Administration</b>	<b>4</b>
<b>Business management</b>	<b>4</b>

## Provider details

City College Norwich	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 4,559
	Part-time: 5,961
Principal	Corrienne Peasgood
Date of previous inspection	February 2010
Website address	www.ccn.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	845	37	770	9	2,026	276	0	0
Part-time	47	443	27	391	63	278	0	109
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	168	89	76	122	0	0		
Number of learners aged 14-16	414							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ Eagit</li> <li>■ South Eastern Regional Assessment Centre</li> <li>■ Extra Mile</li> <li>■ Norfolk County Football Association</li> <li>■ Norfolk and Norwich University Hospital</li> <li>■ KP Skills Ltd.</li> </ul>							

## Additional socio-economic information

City College Norwich is a large college of further and higher education based close to the city centre. Most of the provision is at the main campus but the college has smaller campuses in the city centre. The college has recently been working in partnership with local schools to establish a federated approach to secondary and post-16 education in Norwich which is managed under the umbrella of a new organisation called 'Transforming Education in Norfolk'. The college has also set up shared services with the schools which are managed by the newly-established 'Norfolk Education Services'. The proportion of pupils in Norfolk attaining five or more GCSEs at A\* to C including English and mathematics is slightly below the England average. The proportion of learners at the college from a minority ethnic heritage is broadly in line with the local population and below the England average. Unemployment in the region is in line with the national average.

## Information about this inspection

<b>Lead inspector</b>	Peter Nelson HMI
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Four of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the director of planning and performance as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection reports. 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 of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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