

# Cadbury Sixth Form College

Inspection report

---

Unique reference number: 130469

Name of lead inspector: Shaun Dillon HMI

Last day of inspection: 27 November 2009

Type of provider: Sixth Form College

Address: Downland Close,  
Redditch Road,  
Kings Norton,  
Birmingham,  
B38 8QT

Telephone number: 0121 458 3898

## Information about the provider

1. Cadbury Sixth Form College is a medium-sized provider of mainly GCE subjects. It is based on one site at Kings Norton, and is one of two sixth form colleges in Birmingham and funded through the Birmingham and Solihull LSC. The college offers provision in eleven of the fifteen subject areas. The most popular subject area is science and mathematics, followed by arts, media and publishing; languages, literature and culture; and business, administration and law. Learners can choose from over 40 subjects at advanced level. The vast majority of the college's funding is from the Learning and Skills Council.
2. Most of the learners are aged 16 to 18 and live in Birmingham, but a few travel considerable distances to the college from Sandwell, Worcestershire, Solihull and Walsall. Current learners come from over 100 schools. The ethnic diversity of learners broadly reflects that of the Birmingham population aged under 25; about one third is from a White background, one third from an Asian background and one fifth from a Black background. Approximately two-thirds of learners receive an Educational Maintenance Allowance.
3. Birmingham suffers from high levels of deprivation and is ranked as the tenth most deprived out of the 354 authorities in England. In 2008, the proportion of learners achieving five or more high grade GCSE passes (including mathematics and English) at the end of key stage 4 was 2% below the average for England. Provision for learners aged over 16 in Birmingham includes grammar and comprehensive schools (for young people aged 11-18) and general further education colleges.
4. The college's mission is: 'to provide high quality education, leading to excellent higher education and employment prospects for our diverse community of learners.'

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to16	1 part-time learner
Further education (16 to18)	1321 full-time learners 14 part-time learners
Provision for adult learners: Further education (19+)	14 full-time learners 2 part-time learners

## Summary report

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

Overall effectiveness of provision	Grade 3
------------------------------------	---------

Capacity to improve	Grade 3
---------------------	---------

	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

Subject Areas	Grade
Science and mathematics	2
Arts, media and publishing	2
Social sciences	3
Business, administration and law	3

## Overall effectiveness

- The college's overall effectiveness is satisfactory. It's capacity to improve is also satisfactory. Managers have made satisfactory progress to address the areas for improvement from the last inspection. Most learners enjoy their time at college and respect their teachers and support staff. Many learners make satisfactory progress during their stay at the college; in certain subjects they achieve beyond expectations, but in others they underachieve. Most learners pass their GCE A-level subjects, but too many fail their AS subjects and too few gain high grades. Learners like most of their lessons, especially the ones in which they learn through a wide range of interesting activities. They lose interest in other lessons when the teacher talks too much and they are not inspired. Learners who require additional support with their learning may not receive it promptly. Learners usually study their first choice of advanced level subjects from the wide range available. Not all learners can benefit from links with employers to help them understand the world of work. The college is a caring and supportive environment; learning mentors, tutors and support staff help learners in many

ways to stay on course. Some teachers give helpful feedback on learners' work, and tutors set clear and challenging targets. These inspire learners to progress. In other cases, feedback is basic and targets are too vague and general; learners are unsure how to improve and they lack motivation. Managers promote equality and diversity satisfactorily. They have a commitment, with governors, to increase the rigour of child protection arrangements in order to ensure that young people are safe. The leadership and management of the college is satisfactory. The quality assurance systems have improved. Managers assess the effectiveness of all parts of the college accurately and their development plan aims to address important issues.

## Main findings

- Outcomes for learners are satisfactory. Success and retention rates on advanced level provision have improved and are satisfactory, but success and pass rates are very low on foundation and intermediate level courses.
- Most learners make at least reasonable progress compared with their prior attainment, but this is too inconsistent across the college; learners make very good progress in some subjects, but poor progress in others.
- The quality of teaching and learning is satisfactory. In the best lessons, learners benefit from a wide range of interesting learning activities. In the less effective lessons, teachers dominate and do not provide sufficient challenge to learners. Learning is aided in some lessons by very good use of information learning technology, but this good practice is not shared widely.
- The monitoring of learners' progress is good and underperforming learners receive prompt support. Individual learning plans often have targets which are too general. Learners develop independent study skills quickly and receive prompt and helpful feedback on assessed work. Learners' additional learning support needs are not met promptly.
- Managers' response to meeting the needs and interests of learners is good. The range of advanced level subjects is broad and has developed in response to learners' suggestions. Opportunities for learners to progress to higher education and employment are good. Managers are identifying new courses to meet the needs of learners who find initial study at advanced level challenging.
- Partnerships with local schools and a few external organisations are satisfactory, benefit learners and promote social inclusion. Other external links with many groups are informal. Staff support several learner-run faith groups. Links with employers are underdeveloped, but a popular 'employers day' has recently been introduced.
- Care, guidance and support are good. Information and advice to prospective learners and learners progressing to higher education are good. Guidance for learners progressing to employment is satisfactory. Learning mentors and personal tutors provide good support to learners and help raise attendance and retention rates. Monitoring of the effectiveness of learning support is variable.

- Leadership and management are satisfactory. The principal and senior managers, aided by governors, have refocused the strategic direction successfully, emphasising the improvement of the quality of provision and outcomes for learners. They set challenging college targets, but similar subject targets are not in place. Action plans are detailed and comprehensive, but are recent.
- Managers had given insufficient priority to safeguarding arrangements until very recently. Prompt and robust actions have ensured that most shortcomings are rectified and safeguarding is satisfactory. Training for governors and some staff is incomplete, but is scheduled. Managers are currently implementing risk assessments of some ancillary staff.
- The promotion of equality and diversity is satisfactory. Managers assess the impact of comprehensive equality schemes well. They analyse performance data for different groups thoroughly and the achievement gap has narrowed. Learners' views show no major variations by different groups. The profile of staff and governors matches that of learners by gender, but not by ethnicity.
- Quality assurance has improved markedly and is comprehensive and rigorous. It is not, however, fully implemented or embedded. Actions to address the few subject areas with consistently low levels of performance are beginning to have a positive effect. Staff analyse and use learners' views effectively. Learners' involvement in decision-making fora across the college, however, is insufficient.
- Financial and resource management are good and support the implementation of quality improvement actions. The promotion of sustainability is underdeveloped. The college provides satisfactory value for money.

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

- Ensure, as a matter of some urgency, that staff and governors who have not received training in child protection receive it, and that risk assessment of ancillary staff who may come into contact with young people is used routinely, in order to protect learners in all aspects of the college's work.
- Improve the arrangements and resources for supporting learners with additional learning needs and for monitoring their progress, so that they improve their skills and achieve their learning goals.
- Implement the quality assurance procedures fully and monitor the action plans at college and course levels rigorously, in order to eliminate inconsistencies in outcomes and improve standards.
- Challenge and motivate learners in underperforming subject areas, so that they make better progress compared with their prior attainment and achieve their expected outcomes.
- Increase the sharing of good practice in lessons, so that more learners experience challenging learning activities and the improved use of information learning technology to aid their learning.

- Improve the target setting in individual learning plans, so that learners of all abilities are motivated and inspired to achieve challenging aims.
- Involve learners with a wider range of college committees and with a wider range of external partners, so that they make a more positive contribution to their communities and improve their economic and social well being.

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

#### What learners like:

- the very supportive and enthusiastic teachers, tutors and mentors
- the wide range of subjects and choices
- being encouraged to take responsibility for their learning
- the good access to learning technology to support their private study
- being part of an inclusive and caring community
- the culture of friendliness and mutual respect
- some exceptionally good lessons.

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

- the insufficiently frequent public transport
- the overcrowding and lack of social areas
- the overly zealous application of the lateness policy
- the limited choice of enrichment courses
- the high prices of some food
- the understanding of the work of the learner guild and council
- some dull and inspiring lessons.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

6. The college is making satisfactory progress in improving its provision for learners. There remains, however, too much variation in quality between subjects, which the college has only just started to tackle with enough rigour. Targets have been used inconsistently to raise performance in recent years, but a range of challenging targets is now in place. Priorities for improvement are appropriate and sharply focused. Quality assurance has improved and is satisfactory; self-assessment is realistic and uses learners' views appropriately. Governance is satisfactory.
7. The progress made in tackling the areas for improvement identified at the last inspection is satisfactory. Attainment has improved at advanced level but has declined at intermediate level for the much smaller number of qualifications studied. Attendance and punctuality have improved considerably. Whilst more effective initial assessment has increased the number of learners identified as needing support, not all have received support, because of insufficient personnel.

### Outcomes for learners

Grade 3

8. Learners' attainments improved in 2008/09, according to college data, and are satisfactory. Success rates on advanced level courses increased in the last three years and are satisfactory. GCE A level success rates have increased significantly and are high. Success rates on AS provision have also risen, but are satisfactory. The few adult learners on advanced provision succeed well. Success rates by the small number of learners aged 16 to 18 on foundation and intermediate courses have declined and are very low, because of low pass rates. Key skills success rates are very low. Many learners join the college with relatively low GCSE grades. The proportion of high grades achieved by learners aged 16 to 18 is low, but that gained by adults is high.
9. Male learners are less successful than female learners, but this difference has reduced and is comparable with the difference nationally. Male learners consistently achieve fewer high grade passes than females. Most learners from minority ethnic backgrounds succeed as well as learners from a White background, except for the small numbers of learners from Black Other and Mixed Other heritages. Learners requiring additional support and those with disabilities succeed about as well as other learners.
10. Most learners make at least satisfactory progress compared with their prior attainment and some make good progress. They made better progress in 2008/09 than they did in 2007/08. Their progress in different subjects is, however, too variable. For example, learners studying GCE A-level biology, chemistry, English language, further mathematics, media studies and music make very good progress, whereas those studying GCE A-level business

studies, drama, geography, law and history make poor progress. The standard of learners' work is at least satisfactory.

11. Learners' progression within the college is good and most learners move on to higher education. The development of their economic and social well-being is satisfactory. Learners enjoy college life and their learning. Attendance has improved in the last 3 years and is satisfactory. Learners feel safe in college, but they are concerned about the noise and congestion at break times. They receive information from the college to make informed decisions about their health and well-being, but many choose otherwise and there is a designated smoking area on site. Learners make a satisfactory contribution to the community and are involved in charitable fund-raising. The promotion of community cohesion is satisfactory.

### The quality of provision

Grade 3

12. In the best lessons, teachers are motivational, use a wide range of stimulating learning activities and engage learners fully. In the less effective lessons, planning is insufficient and the emphasis is on teaching rather than learning. Teachers provide insufficient challenge to encourage individualised learning and to challenge more able learners. A few teachers make particularly good use of ILT to aid learning, but others do not.
13. Learners develop effective independent study skills. They receive prompt and helpful feedback on marked work. Learners are well aware of the progress they make. Progress reviews and monitoring systems are good. Too often, however, the targets in individual learning plans do not provide learners with clear strategies to achieve their goals.
14. Teachers are knowledgeable and enthusiastic. Well resourced classrooms contain relevant displays to support learning. Learners have access to good on-line resources for private study.
15. Staff use improved screening and diagnostic assessments effectively and identify many more learners needing support than in previous years. The availability of specialist support staff to support and monitor the progress of these learners is insufficient.
16. Joint lesson observations by inspectors and college managers are closely aligned. Lesson observations undertaken by other managers are insufficiently rigorous and do not evaluate learners' progress or attainment effectively. Although good teaching and learning practice has been identified, it is not shared sufficiently.
17. The range of more than 40 advanced level subjects is wide and has developed to reflect changes in demand from schools, learners and parents. Staff have begun to develop new courses to meet the needs of learners who find initial study at advanced level challenging.

18. The weekly enrichment programme is broad. All learners take part in a range of physical, creative and cultural activities and take an accredited qualification. In addition, many subject areas, including photography, have a good planned programme of activities to enhance their subjects. Other areas, such as business studies and film studies, however, have not created such opportunities.
19. Partnerships with local schools, universities and police are effective, benefit learners and promote social inclusion. Links with many external groups, including faith and community groups, are underdeveloped, but internally the college supports a range of learner-run faith groups. Links with employers are underdeveloped. Although increasing numbers of learners take part in work placements, the proportion involved is low.
20. Learners receive good advice and guidance prior to joining the college. Induction enables learners to settle quickly into their studies. The monitoring of the impact of learning support lacks rigour. Learning mentors and personal tutors provide good support for a range of personal and study matters and have contributed to improvements in attendance and retention rates. Support for welfare issues is good.
21. Support for the small numbers of learners with disabilities is satisfactory. Marketing materials do not promote enough positive images of learners with disabilities to encourage applications from young people with disabilities.
22. Advice and guidance for those applying to higher education are good. Many leavers progress to universities. A thorough tutorial programme supports applications and prepares learners for interviews. Advice and guidance for those wishing to move to employment or other training are satisfactory.

## Leadership and management

Grade 3

23. The principal has re-focused the college's strategic direction successfully, with clear aims of raising the quality of provision to a good level, improving learners' outcomes and increasing the range of productive partnerships. The improvement action plan is detailed with clear measurable targets. Its implementation is at an early stage, but impact is evident through more rigorous monitoring. Challenging targets exist at college level but not at subject level. Strong financial and resource management support the implementation of actions. The promotion of sustainability is underdeveloped. The college provides satisfactory value for money.
24. Governors ensure that the inclusive educational character of the college is maintained. They acknowledge they should be more self-critical of their performance, increase their scrutiny of aspects of the college's work, and increase their level of challenge of senior managers.
25. Managers have only recently emphasised safeguarding priorities. Training for all staff has taken place for the first time for a number of years. Some governors

and a few support staff have not yet received training. Criminal record checks undertaken on teachers are complete and properly recorded. Risk assessment of other staff who may come into contact with young people is not routinely undertaken. Learners who disclose concerns to staff are dealt with sensitively and effectively. The number of accidents is decreasing and is low.

26. Comprehensive equality schemes are in place and their impact is assessed appropriately. The analysis of performance data for different groups of learners is thorough and actions have resulted in narrowing of the achievement gap. Learners' views are analysed by different groups and show no major variations. Governors receive satisfactory reports on equality and diversity and have high interest in equality matters. Their review of actions to improve race equality is satisfactory, but they have not ensured that the results of monitoring are published. The diverse college community is harmonious. Incidences of bullying or racial tension are few, with prompt and constructive action taken. The college has received no complaints related to equality issues. The profile of staff and governors matches that of learners by gender but not by ethnicity, despite specific actions to improve this position. The promotion of equality and diversity in lessons and tutorials is satisfactory. Staff and governors receive satisfactory training in equality matters. Learners' views are gathered comprehensively from surveys and informally, and are used constructively. Learners' involvement in decision-making fora is insufficient.
27. Curriculum management is satisfactory. Quality assurance processes have improved quickly and considerably in rigour and scope but remain at an early stage of implementation. The self-assessment process provides a realistic evaluation of the college but is unnecessarily descriptive. At subject level, the evaluations of the quality of provision and management are underdeveloped.

## Subject areas

Science and mathematics

Grade 2

### Context

28. The college offers GCSE mathematics and biology and GCE AS and A-level biology, chemistry, human biology, mathematics, statistics, further mathematics and physics. Most learners, with 1289 enrolments, are aged 16 to 18, and only 15 enrolments are by adult learners. Nearly three-fifths of the enrolments are by male learners. Approximately two-thirds of enrolments are by learners from minority ethnic backgrounds.

### Key findings

- Outcomes for learners are good. Success and retention rates have risen over the last three years and are high. They are above national averages in all GCE A-level and AS subjects, except AS biology and GCSE mathematics.
- Learners' progress compared with their prior attainment is good in AS chemistry and mathematics and very good in GCE A-level biology, chemistry and further mathematics. It is poor in AS biology.
- Teaching and learning are good. In the best lessons, there is a variety of delivery which motivates learners well. Assessment of progress in these lessons is proactive. Effective individual questioning of understanding results in good learning. Less effective lessons, however, lack variety and pace, and there is insufficient challenge of more able learners.
- The college has a good range of learning resources. Science is taught in a well resourced suite of laboratories with good technician support. Mathematics learning takes place in a good suite of dedicated base rooms. All classrooms have ILT facilities.
- The range of courses at advanced level is good. Progression to advanced science courses, by learners who lack the usual entry requirements, is prevented because there is no intermediate level provision.
- The monitoring of most learners' progress is good. The targets in individual learning plans (ILPs), however, are often too vague and do not give short term aims for improvement, particularly for the less able learners.
- Academic support for learners in lessons, in dedicated subject workshops and individually is good. Attendance rates at some workshops, however, are low.
- Leadership and management are good. Managers set realistic targets for improvements and success rates have risen. The self-assessment reports are accurate. Staff understand their responsibilities fully.

What does Cadbury Sixth Form College need to do to improve further?

- Help learners, including the more able, to achieve their potential by ensuring that learning activities motivate and challenge them.

- Motivate learners to achieve their full potential by setting focused targets, based on their current attainment, in ILPs to develop their skills and knowledge.
- Improve attendance in academic support workshops so that learners increase their knowledge and understanding of scientific and mathematical principles and improve their progress.
- Widen participation in advanced level science programmes by providing intermediate level qualifications for learners without such qualifications.

## Arts, media and publishing

## Grade 2

### Context

29. Courses run in AS and GCE A-level art and design, with options in fine art, photography and textiles. Media studies, film studies, music, music technology and theatre studies are also offered. Additional courses are music theory and life drawing. Most learners are aged 16 to 18 and provide 741 enrolments, while adult learners have eight enrolments. Approximately half the enrolments are by females, and 44% are by learners from minority ethnic backgrounds.

### Key findings

- Outcomes for learners are good. In GCE A-level and AS level media, which have the largest numbers, success rates are high. In AS level music technology, however, learners are retained but pass rates and the proportion of high grades are low.
- Learners make very good progress in GCE A-level textiles, media studies and music. Learners in drama and theatre studies make less progress than expected. Learners make good progress in AS photography, music and media studies.
- The standard of learners' work is good, and learners enjoy their courses. In fine art, learners' drawing and painting are expressive and personal, with good figurative work. In photography and textiles, finished work and sketchbooks are of a high standard.
- Teaching and learning are good. In the best lessons, teachers engage learners fully in discussion or differentiated activity to respond to individual needs. Occasionally, teachers talk too much to the whole group or tell learners too quickly what they should do.
- Teachers monitor learners' progress closely. Learners are aware of their progress against targets. Teachers and learners discuss learners' progress with their projects and this informs ILPs effectively. Written feedback is satisfactory, whereas oral feedback is more helpful.
- The range of advanced level courses is wide. The curriculum offer, although totally at advanced level, has been extended, following learners' feedback, to include graphics and life drawing options. Learners' experiences are enhanced further by visits arranged to galleries, theatre and fashion events and universities. Film and media learners, however, have few external visits.
- Subject support is good. Learners ask teachers for further guidance or clarity when needed. Learners use computer design resources and studios outside timetabled sessions, and they also take advantage of drop-in support.

- Leadership and management are satisfactory. Subjects are well organised with attention to detail. The collaboration and communication between two or three subject areas is close and has led to benefits in updating staff expertise in design software. Nevertheless, there is insufficient sharing of best practice generally between the creative arts staff.
- The quality of the subject self-assessment reports is variable; a few are analytical and others are too descriptive. The focus on outcomes for learners is strong, but the emphasis on teaching and learning, additional learner support and leadership and management is insufficient. Learners' feedback on the quality of lessons informs action plans. Subject gradings are accurate.
- Resources to aid learning are good. Learners have good access to studios and computers. The timetable provides short time allocations for reflective art practice and textiles, drama and photography practicals.

What does Cadbury Sixth Form College need to do to improve further?

- Ensure that learners' individual needs are met through a greater emphasis on a wide range of learning activities in teacher's planning and lessons.
- Improve the rigour of self-assessment reports and broaden their coverage, so that a full evaluation of strengths and areas of concern informs improved action plans.
- Share good practice and increase communication between staff, so that all learners benefit from the best practice.
- Improve learners' outcomes in music technology by involving and challenging learners more in lessons, so that they achieve their potential.

## Social sciences

## Grade 3

### Context

30. The college offers full-time courses at advanced level in geology, geography, critical thinking, psychology, sociology, government and politics, history, religious studies, and thinking and reasoning skills. The majority of the 1573 enrolments are by learners aged 16 to 18 and only 20 enrolments are by adults. Nearly 60% of learners are female and nearly 60% are from minority ethnic backgrounds.

### Key findings

- Outcomes for learners are satisfactory. Many success rates increased in 2008/09. Success rates are high in critical thinking, but are low in AS modern history and GCE A-level government and politics. The proportion of high grades in AS religious studies and government and politics, and GCE A-level religious studies and sociology is high, but it is low in AS geography and modern history. Most learners make satisfactory progress compared with their prior attainment.
- The standard of learners' work is satisfactory. Learners acquire good knowledge and understanding and their development of critical and analytical skills is satisfactory. Learners attend regularly, but arrive late to a few lessons. Learners behave well and support each other effectively in lessons.
- Teaching and learning are satisfactory. Teachers are very knowledgeable and many are enthusiastic about their work, which inspires learners. In the best lessons, teachers use imaginative activities which encourage learners to develop their own understanding. Learners' written work is assessed rigorously and learners value the detailed comments which they receive from teachers.
- In the less effective lessons, teachers talk too much at learners and do not involve them sufficiently in learning activities. Their questions lack sufficient challenge for learners of all abilities. Information technology is readily available but is not used sufficiently in lessons.
- Learning resources are good. Classrooms are well equipped and have clear subject identities. Some teachers produce innovative and stimulating learning materials. The library has a new computerised tracking database for individual subjects which helps learners study.
- Learners receive good guidance and support. Induction is good and learners feel safe and secure in college. Tutorial arrangements are effective. Learners value the helpful academic and personal support they receive from subject teachers. Specialist support is identified and provided effectively. Targets in individual learning plans lack detail and precision.
- Leadership and management at subject level are satisfactory. Teams meet frequently and discuss ways to improve. Self assessment is too descriptive and is not sufficiently thorough. Safeguarding is promoted satisfactorily. Equality and diversity are promoted well in curriculum design and delivery. The

curriculum offer which includes GCE AS and A level religious studies, Islam and philosophy responds to the local community's needs.

What does Cadbury Sixth Form College need to do to improve further?

- Develop and introduce more active learner-centred approaches in lessons, so that teachers address a wider range of individual learners' needs.
- Use more probing and challenging questions in lessons, so that learners develop better critical, analytical and evaluative skills.
- Increase the emphasis on analysing the quality of provision in self assessment, so that teams will set more rigorous targets for improving support for individual learners and the quality of teaching and learning.
- Extend the use of ILT in lessons to aid learning and so that learners improve their research and presentational skills.

## Business, administration and law

## Grade 3

### Context

31. The college offers courses at advanced level in AS and GCE A-level accounts, business studies, economics and law and also the intermediate level accounting certificate and the advanced level certificate in financial studies. Most of the 520 enrolments are by learners aged 16 to 18 and only 8 are by adults. Nearly 40% of enrolments are by female learners and approximately 70% are by learners from minority ethnic backgrounds.

### Key findings

- Learners' outcomes are satisfactory. The success rates on all GCE A-level programmes and AS Economics are high and have increased significantly since 2006/07. The proportion of high grades in most subjects is low. Most learners make satisfactory progress compared with their prior attainment. The standard of learners' work is satisfactory. Learners enjoy their learning and most are well-motivated and responsive.
- The quality of teaching and learning is satisfactory. In the best lessons, teachers use a variety of learning activities to engage learners' interest. In the less effective lessons, teachers focus on teaching instead of learning, and do not provide sufficient opportunities for learners to learn collaboratively. Insufficient use is made of ILT to enhance learning.
- Many lesson plans are insufficiently detailed and lack specific learning aims or objectives. They contain little evidence of differentiation to meet individual learners' needs.
- Assessment of learners' work is satisfactory. Tutors return learners' work promptly, but the quality of feedback is variable. Some feedback is insufficiently constructive to enable learners to improve their performance.
- Learning resources are satisfactory. Teaching rooms contain good business-related wall displays and provide satisfactory teaching accommodation. Learners on business-related courses are proficient in using information communication technology (ICT) as a learning tool. The library has good ICT resources which learners make good use of and provides a good learning environment.
- The range of provision is good. Learners have a choice of programmes that meet their personal career and employment goals. The intermediate level certificate in bookkeeping and the advanced level certificate in financial studies offer alternative routes for learners wishing to pursue a career in accounting or business.

- Links with the local business community are insufficient. A few educational visits are provided but there are no arrangements for local businesses to contribute to the curriculum, through guest speakers, links with local business organisations, work shadowing or work experience arrangements.
- Learners receive satisfactory guidance and support. Effective support is available for learners with specific learning difficulties. Informal arrangements exist for learners to obtain extra help from staff at the end of the college day. Attendance rates are good. Punctuality is good and latecomers are challenged by staff appropriately.
- Curriculum leadership and management are satisfactory. Success and retention rates have improved. Staff attend professional development events and are motivated and enthusiastic. Communication is satisfactory; informal communication is extensive, but formal team meetings are infrequent.

What does Cadbury Sixth Form College need to do to improve further?

- Develop effective links with the local business community, in order to enhance the business curriculum, enrich learners' experience and assist their application of concepts to current business practice.
- Ensure that lesson planning involves the setting of clear learning aims and objectives, in order to provide sufficient opportunity for learning, to support weaker learners and to challenge more able learners.
- Ensure that lessons are well-paced and learner-centred, so that learners may learn collaboratively.
- Make greater and more effective use of ILT in learning, so as to provide more variety in lessons and increase learners' interest.

## Information about the inspection

32. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the college's vice principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC), the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
33. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

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

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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners			
Full-time learners	1366	1350	16
Part-time learners	6	6	0
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	2
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	3		
<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>	3		
Quality of provision	3	3	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	2		
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?	2		
Leadership and management	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
<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?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

\*where applicable to the type of provision

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

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester, M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009