

# Worcester College of Technology

## General further education college

<b>Inspection dates</b>		<b>28 April–2 May 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
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:

- Success rates have increased and are now high.
- Students, particularly those aged 16 to 18, develop good employability and technical skills through study programmes that prepare them well for the future.
- The study programmes meet the needs of the local community particularly well.
- Staff use information, advice and guidance well to place students onto the right courses.
- Personal learning coaches, tutors and teachers work well together to support students and monitor their progress.
- The majority of teaching and learning is good, which results in most students making good progress.
- Termly subject area reviews are very effective in monitoring and improving provision.
- Governance is particularly effective at setting the strategic direction, monitoring and challenging performance.
- The implementation of improvement strategies is successful.

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

- Early years and playwork and visual arts require improvement in the quality of teaching, learning and assessment and outcomes for students.
- Success rates in a minority of subjects require improvement in both college-based learning and apprenticeships.
- The proportion of teaching and learning that is outstanding is too low.
- Professional development reviews are not rigorous enough in evaluating the performance of staff or in the setting of specific targets for improvement.
- Measures which governors and managers use to monitor the college's strategic objectives are not sufficiently rigorous in evaluating their achievement.

## Full report

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

- Increase success rates for college-based students and apprentices in a minority of subjects by ensuring that teaching provides students and apprentices sufficient challenge in their learning to make the progress expected of them within the length of their programme of learning.
- Increase the proportion of outstanding teaching by:
  - improving planning to meet the needs of all students
  - reviewing and improving the online learning and assessment provision in study programmes
  - embedding functional skills teaching more securely in vocational teaching
  - improving the effectiveness of formative assessment of learning in lessons.
- Improve the rigour of professional development reviews by ensuring staff have challenging targets for improvement.
- Make better use of quantitative measures in order to monitor and evaluate the achievement of the college's strategic objectives.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Since the previous inspection, the proportion of students who complete their courses successfully has increased. Success rates for full-time students in the majority of subject areas are high. Success rates for short courses, which historically have been low, have increased substantially and are now very high. Most students on information and communication technology and business and administration courses achieve their qualification. On a minority of courses, success rates are low. This includes A-level provision which, due to declining success rates, the college no longer offers. The majority of students make good progress.
- Most students develop good mathematics skills within their courses. However, the embedding of English skills in lessons requires improvement. A high proportion of students aged 16 to 18 successfully achieve their functional skills qualifications and the majority progress to the next level. However, functional skills achievement for adults is low.
- Students develop very good personal, social and employability skills through well-developed study programmes, which include a qualification in job search and interview skills. Carefully planned work experience, in real work environments, accurately matches students' courses and to their future aspirations. Students display their increasingly competent technical skills as they compete in and often win local and national competitions, for example, in joinery and brickwork. They develop useful technical skills through practical activities. For example, students aged 14 to 16 develop conditioning and blow-drying techniques as they work in the college's hairdressing salon and catering students skilfully prepare a cheesecake adjusting ingredient ratios according to portion size.
- Overall success rates for apprentices are in line with those nationally, but too many do not achieve their framework in the planned time. Improvement strategies, including the early completion of functional skills in English and mathematics, have resulted in current students making good progress. Subcontracting arrangements are effective and ensure that the majority of apprentices successfully complete their qualifications.
- Apprentices develop their employability skills as they apply their learning in workplace activities. They produce high standards of work and the majority progress to higher-level qualifications or secure promotions within their job roles.

- Managers and staff have successfully narrowed the gaps in achievement of different groups of students. Male and female students perform equally well with no significant gaps in achievement. Success rates for the small number of students of Pakistani heritage are lower than the national rate for further education colleges. Students with learning difficulties and/or disabilities make good progress.
- Managers and staff track students' intended and actual destinations closely. The proportion of students aged 14 to 16 that attend the college and progress to full-time courses at age 16 are high. Most students, including those in the care of the local authority and those not in education, employment or training progress to full-time courses, higher-level courses, apprenticeships or into employment.

<b>The quality of teaching, learning and assessment</b>	Good
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- Good teaching, learning and assessment ensure that most students successfully achieve their qualification. In lessons, students and apprentices acquire the high levels of skills and understanding needed to make good progress. Inadequate lessons are rare, but too few lessons are outstanding.
- Teachers and staff have high expectations of all students. Teachers in the vast majority of subject areas are well qualified and have extensive experience in their subject. In visual arts, a minority are current industry practitioners. Staff use their well-developed vocational expertise very effectively to provide relevant informative teaching, realistic assignments and challenging tasks which students enjoy. Tutors, personal tutors and personal learning coaches work very well as a team, sharing information and monitoring learners' progress effectively to provide well-coordinated, targeted support that meet students' individual needs and helps them achieve their qualifications.
- Initial advice and guidance is highly effective. The prompt and thorough assessment of each student's ability prior to their course leads to detailed records of their prior achievements and aptitudes. All staff share this information. Staff make very effective use this information to ensure students are on the right study programme, including the correct level for English and mathematics. Consequently, a greater proportion of students, particularly those aged 16 to 18, complete their course. Leaders, managers, and staff motivate students successfully through celebration of students' success and clearly emphasising the links between learning and employability.
- Teachers know their students well and the majority plan learning effectively. However, in a minority of lessons, planning and expectations are insufficiently challenging to keep all students interested in the lesson. In these lessons, the pace of learning and the suitability and level of activities varies too much and teachers' questioning fails to check the level of individual learning and understanding.
- The teaching of English, mathematics and functional skills is good. Teachers integrate the development of students' use of mathematics skilfully into vocational learning. Although most vocational students have access to glossaries of technical terms, and are encouraged to use dictionaries to help with spelling, the embedding of English requires improvement. The quality of corrections of spelling, punctuation and grammar varies across the college and consequently hinders the improvement of students' work.
- Too few teachers make sufficient use of information and learning technology (ILT) to improve learning. Managers and staff have developed on-line learning resources to support learning on study programmes; all students attend a weekly structured on-line learning session. Although many of these resources are good and provide a useful reference source they contain frequent technical errors and too many students do not value these sessions.

- At the previous inspection, not all students knew how well they were progressing and few staff consistently set students short-term targets about what they needed to do to improve. Staff now assess students' progress regularly and accurately. Students' receive detailed written feedback on submitted work that clearly informs them how well they are progressing and what they need to do to improve.
- Tutors monitor students' attendance and progress in achieving their minimum target and aspirational grades closely during individual tutorials. Tutors support students in how to prioritise their work and complete tasks on time. Through the tutorial system, personal learning coaches support students by motivating them to improve their attendance and achieve agreed targets.
- Apprentices receive good support from assessors and their employers. Assessors regularly visit apprentices in the workplace to assess and review their work. Reviews effectively ensure that apprentices understand their progress. Most apprentices clearly understand what they need to do next and how they can improve their assessed work. Participation of employers in reviews is generally good, but a few are not sufficiently aware of how well their apprentices' are doing or how they can support them.
- Managers and staff promote equality and diversity well and students' behaviour is good. Students understand the college's culture of respect and tolerance. They respect each other's differences and behave well in lessons and within the college environment. However, aspects of equality and diversity are not consistently embedded into learning and staff are not always confident in further developing and extending students' understanding of equality and diversity.

**Early years and playwork**

**Apprenticeships**

**16-19 study programmes**

**19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment requires improvement so that more students can make good progress and achieve their qualification. Attendance is low in too many lessons and the majority of current students are making no more than the progress expected of them. The majority of current apprentices are making the progress expected of them with a few making good progress.
- Teachers have high expectations of their students and plan lessons according to students' individual targets and interests. However, teachers pay too little attention to their planning to ensure that students remain active, interested in lessons and that they are making sufficient progress. Consequently, too little teaching and learning are good.
- The pace of learning is too slow in too many lessons to maintain students' interest. Teachers do not structure activities well enough to enable all students to make the progress expected of them. For example, teachers do not sufficiently encourage students to listen to each other or to consider alternative views and opinions. Students are eager to speak and have others listen to their views, but teachers do not manage this well enough to ensure all contribute effectively. In too many sessions, the teachers do not successfully conclude and summarise key learning points to help consolidate students' understanding of key aims and objectives.
- Teachers make adequate use of technology to support and promote learning. Students use the college's virtual learning environment well to access a range of good resources to support learning, such as video recordings. However, the weekly structured lesson to develop students' use of the online resources is ineffective and students see little value in them.
- In the few good lessons, teachers use their high levels of experience and vocational knowledge to provide a good variety of interesting activities that students enjoy, ensuring that students are fully involved and remain motivated to succeed. For example, in a lesson on psychological

theories students developed their understanding on how young children begin to develop greater self-awareness. Students recognition of key words ensures they become more confident in their work placements and develop better awareness of theoretical concepts and terminology.

- The promotion of equality and diversity is adequate. All teachers work very effectively to ensure every student is valued and receives effective support. Staff create an environment where students feel safe. Personal learning coaches are very effective and make good arrangements to help students overcome personal challenges and difficulties. However, actions to challenge the few instances of students’ inappropriate language and stereotyping are not swift enough. Students demonstrate good awareness of how to respond to the different cultural, physical and religious requirements of children and young people.
- Initial assessment is good. Teachers use well the essential background information they gather about individual students to set personal targets, such as improving attendance and participating more in discussions. Students know what progress they are making and value the support they receive from teachers and personal learning coaches. Work placements are of a very high standard and students receive good support from teachers and workplace supervisors. Teachers skilfully ensure students’ work experiences support classroom learning.
- Provision of information, advice and guidance is good. A high proportion of students progress to further learning or employment.
- Assessors frequently visit apprentices and ensure employers are sufficiently involved in planning and reviewing progress. Well-organised assessors ensure apprentices understand all of the elements of their programme and completed work is marked, recorded and returned quickly.
- Most teachers provide clear and detailed verbal and written feedback to help students improve their work. They ensure that students receive effective support to develop their understanding and use of English and mathematics. In most lessons, readily available dictionaries and glossaries of terms help students understand and identify important words such as ‘paediatric’ and ‘behaviour’ to improve their skills in spelling and speaking. The routine correction of spelling and grammar on written work results in students understanding what to do to improve. Teachers plan mathematics activities well to ensure questions are relevant to students’ interests.

<p><b>Engineering</b></p> <p><b>Apprenticeships</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ Learning programmes</b></p>	<p>Good</p>
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- Teaching, learning, and assessment are good which reflects the increased retention in the current year for college-based students. Managers and staff have introduced targeted, successful strategies to increase apprenticeship success rates. Recently a substantial proportion of apprentices have successfully completed their qualifications.
- Teachers have high expectations of students and support them well to complete high standard complex electrical installations and engineering components. Teachers use their good subject knowledge and technical skills well. In practical lessons, they effectively link theoretical knowledge to practical activities, motivating and inspiring students to learn. Teachers use a good variety of interesting activities and tasks to challenge students by doing, thinking and evaluating.
- Students develop good personal and employability skills. Teachers encourage students to design items that they or their family members will find of use. Students develop high-standard drawings, specify suitable materials, manufacture components and assemble products. Students are proud of their work and this increases their self-esteem, confidence and successfully

prepares them for the workplace. Employers occasionally extend work placements or provide students with progression to an apprenticeship.

- In most theory lessons, teachers set the level of work to match students' needs and abilities well. In the most effective lessons, teachers separate learning into manageable topics, using a wide range of artefacts, video clips and animations to bring the topic to life. However, in a minority of lessons, insufficient planning of activities for the varying abilities of students and too many unimaginative or repetitive additional activities results in a small minority of students becoming discouraged and de-motivated.
- Thorough and accurate use of initial assessment of English and mathematics identifies students starting points and is helpful in planning additional support for students needing extra help. Tracking of college-based students and apprentices progress is precise and teachers use it effectively to monitor progress and set appropriate targets. However, insufficient communication with a small minority of employers limits assessors' ability to accurately monitor apprentices' progress or provide timely support if concerns exist.
- The regular assessment of students' work is fair and accurate. During workshop sessions, teachers continually pose questions and set problems to solve. This results in high levels of self-checking of work by students and in high standards of completed work. For example, in an electrical installation lesson, students set exacting standards and took pride in their work, explaining what they had done confidently, but also self-critically.
- Following assessment, apprentices and college-based students receive very detailed feedback on how to improve their work. Teachers consistently correct spelling, grammar and punctuation errors to raise students' standards of English. Students develop their technical vocabulary in workshop and theory lessons by using technical glossaries. The development of mathematics skills, in college and in the workplace, is good. Students and apprentices interpret worked drawings, manipulate formulae and work accurately. However, very few students take GCSE English or mathematics as an alternative to functional skills.
- Students and apprentices receive appropriate information, advice and guidance. Managers and staff have fostered close links and developed good arrangements with employers to help students find work.
- Support for students is good. Students benefit from timely and effective interventions to help them overcome their barriers to learning. Staff deal with students sensitively and support them in resolving a variety of very tough issues in their everyday lives.
- Resources and consumables support learning well. Significant investment in both welding and electrical installation workshops has taken place. However, following practical lessons, students do not routinely clean machine tools and workshops to industry standards.
- Staff adequately reinforce equality and diversity both in the college and for apprentices in the workplace. However, they over rely on a standard list of questions in workplace reviews and do not take sufficient account of different individual circumstances. When visiting the workplace, assessors do not develop apprentices' awareness of equality and diversity issues in engineering such as disability awareness or gender discrimination.

## Construction crafts

**14-16 part-time provision**

**16-19 study programmes**

**19+ Learning programmes**

Good

- Teaching learning and assessment are good and reflect the high number of students who complete their qualifications, the high standards of practical work and the good development of work related, personal and social skills. Students quickly acquire knowledge and skills that prepare them well for the next stage in their education or employment. Students are particularly successful in regional and national competitions reflecting the high standard and accuracy of their work. Behaviour and attitudes are very good. Staff are good role models due to their in-depth knowledge of expectations in the workplace. The management of health and safety is good.
- Teaching, learning and assessment are predominantly good. Teachers use their extensive subject knowledge and considerable site experience well to develop a range of relevant and highly interesting activities that constantly challenge students to learn by doing, thinking and checking. For example, in a lesson in building cavity walls students worked to detailed site plans, assessed each other's models and compared their work with current building regulations. Staff have high expectations for all students regardless of their backgrounds. They use teaching and learning strategies that together with good support allow rapid gains in knowledge and skills.
- Teaching develops students' resilience, confidence and independence when building complex models and producing decorative finishes. Good use of resources including information and communication technology and regular coursework contribute to developing learning outside the classroom. For example, in an effective lesson on wallpapers, students used books, artefacts, manufacturer's information and the internet to research differing types and methods of paperhanging. Students worked in groups of differing ability and experience to share their knowledge and improve team working.
- Most teachers skilfully adapt lessons as they progress. Staff listen to and observe students closely during lessons and they are keen to move students onto more complex work as soon as they are ready. However, in a minority of lessons, planning and expectations are too vague. Not all work is at the right level and students that are more able find the work too easy, which slows their learning.
- Assessment is good. Highly effective initial assessment of students' abilities and skills ensure they are on the right programme. Staff assess students' work frequently and accurately and provide clear feedback on how well they have done and what they need to improve. The culture of continual improvement refines skills and knowledge allowing students to meet industry expectations and standards quickly.
- Students benefit from the fact that all tutors are highly effective at tracking and monitoring their progress. The recording of students' progress is on easy to read wall charts in each workshop. Students discuss their progress and individual learning plans at frequent intervals with their personal tutors. Staff set straight-forward and well-focused targets to ensure students at least maintain or exceed their expectations.
- The development of students' mathematics is good. Students interpret site drawings well and develop accurate measurement and setting out skills. Classrooms and workshops have helpful posters with guidance and tips on the principles of geometry and trigonometry. English is less well developed. Students spelling and grammar has not improved sufficiently quickly and their technical vocabulary and written work is not good enough.

- Teachers help foster good working and social relationships in classes. They give students valuable and well-spent time individually and encourage good participation and dialogue about techniques and accuracy. Staff know their students well, have an appreciation for the difficulties they face and are good at tackling issues they experience. Teachers adequately discuss and challenge stereotypes when they arise. However, they do not sufficiently explore broader diversity themes relevant to construction.

## Visual arts

### 16-19 study programmes

### 19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement leading to slow progress for too many students across the range of courses in recent years. However, managers have reorganised provision which has improved provision in the current year.
- Punctuality and attendance during inspection were low. The often small group sizes, resulting from absences, curtailed the effectiveness of learning in lessons for students. For example, in a very good graphics lesson where students were required to adapt the techniques involved in speed dating to a quick-fire employer interview, too many students were absent to make the activity meaningful. Although lesson materials are available on the college intranet, no arrangements are in place to record practical activities.
- In a minority of lessons, teachers do not always check on what the students have learnt. Students are not always attentive when teachers brief them on the lesson activities and many do not make notes. Teachers do not fully utilise opportunities to involve students by checking on knowledge and understanding. A few students lack skills of enquiry into the nature and purpose of the visual arts and the role it plays in society and employment. Insufficient insistence on industry practice and standards results in students reluctant to remove outdoor clothes and a minority dressed inappropriately for practical tasks. Teachers had to ask a few students to remove earphones when they were talking to them.
- In the more successful lessons, students are attentive, involved in all aspects of activities and make good progress. In fine art, students often provide bold, exciting and ambitious work on botanical themes resulting in rapid progress of the development of skills and knowledge. They understand skills and techniques, the impact of paint and colour and express their work with panache. Teachers have high expectations that their students must be able to manage their own learning and be able to work independently. However, a minority of students are making insufficient progress. For example, in fashion and clothing, students are unaware of industry terminology such as 'top stitching' and pay insufficient attention to detail in their design projects.
- Teachers incorporate mathematics effectively into assignment briefs. Their correction of students' written work is mostly thorough, but they pay insufficient attention to improving students' lack of basic spelling and grammar, particularly at intermediate level. Very good sketchbooks that record imaginative and original ideas include far too many basic spelling mistakes.
- Teachers are all well qualified and several are current industry practitioners, enabling them to highlight professional requirements through their teaching. In the better lessons, teachers have a clear focus on what students need to achieve against specific targets. In these lessons, learning is brisk, the use of questioning is effective and teachers make high demands of students. The use of ILT is very effective. For example, in one subject tutorial the teacher was able to illustrate spontaneously how students might improve their paintings by immediately accessing images of Monet's work involving the reflection of light on water.

- The design of assignments is very good. The use of high-standard published documents, containing salient and supportive information for students, is good. Teachers constantly emphasise the vocational relevance of what students are learning.
- Staff carefully assess students at the start of their programme of study to establish targets and their individual learning needs. Assessment of project work is good with clear and detailed feedback on what students have done and how they can progress. Feedback is clear, timely and rigorous. Students know what they need to do in order to improve.
- Information, advice, guidance and support for students are good and this helps motivate them to succeed in their learning and progress. Students appreciate the help they receive and particularly the experience of college life.
- The promotion of equality and diversity is very good. For example, second year students spent a worked on a project that focuses on exploring and celebrating the work of artists with disabilities such as Alison Lapper MBE who was born without arms. A local practitioner with family experience of mental disability was also involved in the project and was able to make a valuable contribution to students’ understanding and perception. Students are generally courteous and respectful to each other.

<p><b>Foundation English</b></p> <p><b>16-19 study programmes</b> <b>19+ Learning programmes</b></p>	<p>Good</p>
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- Teaching, learning and assessment are good and as a result, success rates for functional skills English have increased over the last three years and are now at or above the national rate. In a small minority of vocational areas, success rates for functional skills English require improvement. A high proportion of students achieve GCSE English at grades A\* to C.
- Teachers have high, but realistic expectations of students, encouraging and challenging them to achieve. Students gain confidence, improve their vocabulary and participate well in their lessons. As a result, the vast majority make good progress. The achievement of qualifications that will help students gain employment or move onto further education or training drives their high aspirations.
- In the majority of lessons, experienced and knowledgeable teachers use a variety of learning activities to motivate and provide students with high levels of challenge, enabling them to extend successfully their knowledge and skills. Teachers link most activities to students’ individual needs and help them develop their vocational skills. For example, one teacher used a word matching activity for travel and tourism students to develop their knowledge of the Dominican Republic and another the review of newspaper articles relating to the origins of traditional nursery rhymes for early years students. In both cases, students were required to check spelling and meanings of words and technical terms with dictionaries and thesaurus, which they found particularly challenging. In GCSE lessons, students prepare well for their examinations and they identify and discuss higher-level concepts such as alliteration.
- In a small minority of mixed ability lessons, the pace of learning is too slow for the more able students who find the work too easy and do not make sufficient progress.
- Students make good progress in the development of their use of English in lessons and through written work. Well-established links between functional skills and vocational teachers in most subjects enable staff to plan activities that are meaningful for students and effectively support their progress.
- Thorough and accurate initial assessment, based on previous achievement, identifies students’ starting points so that they are placed on the correct level of functional skills English and also

identifies any additional support needs students may have. Personal learning coaches effectively support students needing additional help in the classroom, or in the many extra support lessons that are available throughout the college.

- Teachers use assessment well to support learning and progress. The marking of students' work is fair and accurate. Teachers rigorously correct spelling, punctuation and grammar errors to enable students to identify how they can develop their existing knowledge and skills, improve their standards of English and move to higher levels.
- Resources are variable, but adequate overall. Workbooks are well designed to link to activities that improve students' employability skills. Students benefit from access to a wide range of resources in the study centres. A good variety of books, magazines and newspapers encourage students to become involved in activities that promote reading. For example, students enjoyed making and displaying origami objects, following instructions from books as they participated in 'stress relief week'. However, the use of information and learning technology in lessons is limited with students not making sufficient use of the interactive resources available to support their learning.
- The promotion of equality and diversity is good. In English classes, discussions about 'Is England a Christian country?' encourage students to explore different religions and cultures. Students are respectful and listen sensitively to the views and opinions of others.

<b>Administration</b>	Good
<b>Apprenticeships</b>	

- Teaching, learning and assessment on administration apprenticeships are good and most apprentices achieve their framework in the planned time. The standard of apprentices work is high.
- Training assessors are very committed and enthusiastic, and have high expectations of apprentices. They frequently visit apprentices in the workplace and set challenging targets that motivate them to succeed. Current apprentices are on target to achieve within their planned time. Many apprentices exceed requirements, such as undertaking higher levels of mathematics qualifications.
- Assessors work very closely with apprentices and employers to ensure that study programmes meet the needs of individual apprentices. Staff negotiate the choice of optional units sensitively so that apprentices have the best opportunities to both gather evidence for their portfolios and develop specialised workplace skills. This encourages apprentices and helps them to complete their qualifications in a timely way.
- The majority of apprentices develop in confidence and ability. They link theory well to practice in the workplace, which enables them to introduce improvements at work. Employers recognise this and reward them with increased levels of responsibility. For example, business administration apprentices introduced new streamlined scanning procedures in their workplaces, reducing unnecessary duplication of work, and contributing to the organisations' environmentally friendly policies. Customer service apprentices working in small retail shops choose units, which help them to develop face-to-face communication and skills in promoting customer loyalty. Apprentices have an increased sense of enjoyment and interest in their work.
- Assessments and reviews in the workplace are regular, thorough, and effective, and employers attend and contribute to these positively. Good tracking and monitoring of apprentices' progress allows them to understand how well they are progressing and what they need to do to improve.
- Assessors provide good verbal feedback to apprentices and provide them with detailed comments on their written work. Individual targets are clear and agreed between apprentices, assessors and employers. Assessors provide a good range of both paper-based and on-line

resources which apprentices find very useful in helping them develop their understanding further.

- Support for apprentices is good. Apprentices receive detailed and clear information about their courses and staff place them on the right level of programme. Assessors are friendly and responsive to individual apprentices' requirements, helping them with a wide range of issues. Help for apprentices who require support for additional needs is good. Staff provide detailed individual profiles to prospective employers and additional support for apprentices identified as needing extra help.
- The development of English is good. Apprentices understand the importance of correct written and spoken English at work, and assessors work with them to improve this very effectively. Most apprentices become skilled at writing reports and producing clear minutes of meetings. Assessors promote apprentices' understanding of, and competence with, mathematical concepts well through examination practice and questions and tasks in assessment meetings. Apprentices successfully develop their information and learning technology skills in the workplace.
- Apprentices have a good understanding of equality and diversity. They are considerate and sensitive to their colleagues. Assessors skilfully question apprentices' knowledge during assessments and reviews. This leads to apprentices gaining a better understanding of issues relating to their workplace. A business administration apprentice, for example, delivered a presentation on "Respect in the Workplace" to her colleagues at a company team meeting. Apprentices are aware of safeguarding and feel safe at work.

<b>The effectiveness of leadership and management</b>	Good
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- Leadership and management are good. Expectations of staff and students are high and are largely realised. The mission is ambitious and success rate targets are realistic and appropriately challenging. The college's strategic objectives are appropriate, but they lack sufficient measures to enable rigorous evaluation of their achievement. Improvement is good. The college's success rates overall are increasing and managers have made a good response to the areas for improvement noted at the previous inspection, with the vast majority being achieved. The range of subjects the college offers has been rationalised and is much improved.
- The governing body contains wide-ranging expertise and governors are well informed. Arrangements to keep them up-to-date and aware of college developments are very good. For example, they co-observe teaching, meet student groups, partake in the moderation of curriculum self-assessment and attend key college meetings. They take an appropriate lead in developing the college's strategic direction and discharge their statutory duties well. They present an appropriate challenge to managers and make a good impact. For example, they have required a business case for the purchase of playing fields, fully considered the decision to stop teaching A-level provision and monitor subcontracted provision carefully.
- Managers have carefully thought out quality assurance arrangements and these have led to improvement. Rigorous termly reviews of subject areas, focusing on students' achievement data and the quality of teaching and learning have increased standards. Managers and staff make good use of students' views to inform judgements about provision.
- A well-trained team of observers are rigorous in monitoring and evaluating teaching and learning. Their judgements are accurate and receive systematic moderation. Judgements about teaching are often perceptive, but attention to the progress students make when reaching an overall judgement is insufficient. Managers have conducted productive thematic reviews of aspects of provision such as assessment, and equality and diversity.
- College and subject self-assessment reports have accurate judgements about the quality of provision. However, they are too long and overly descriptive and do not give enough attention to the quality of teaching and learning. Subcontracted work is a key strategic development and

was an area requiring improvement at the previous inspection. Managers and staff have responded well and quality assurance arrangements for this area are now strong and supportive, leading to good improvement.

- Governors, managers and staff are highly responsive to the needs of students, communities and employers. Managers and staff have devised well the 16-18 study programmes and they pay good attention to the development of employability skills. The response to the unemployed is good. Provision matches well to the labour market needs identified by the Local Enterprise Partnership and by the college's own arrangements. Employer funded provision is extensive and subcontracting arrangements have enabled the college to respond well to a wide range of markets.
- The management arrangements to promote equality and diversity are good. Their promotion to students takes place at induction, where staff explore rights and responsibilities and topics such as "identity". The pastoral programme develops students' understanding through topic work such as "your country" and through interesting cross college campaigns and projects, including the production of a film about disability which was shown on television. Assessors discuss equality and diversity through a range of standard questions during work-based reviews, but this exploration is sometimes not thorough enough.
- Management of safeguarding is excellent and the college meets its statutory requirements for safeguarding learners well. Links with external agencies such as the Local Safeguarding Children's Board are strong and the managers and staff plays an important role in working with, for example the police, to help protect students. Managers and staff organise a wide range of imaginative cross-college campaigns involving large numbers of students, for example an anti-bullying week and a campaign against domestic violence. Good safeguarding arrangements exist to recruit staff and to handle and analyse complaints and students feel safe in the college. Anti-bullying student ambassadors are thoroughly involved in helping to stop bullying and managers and staff handle instances of bullying robustly.
- Annual reviews of staff performance require improvement. Planning for the process by managers has been thorough and it includes the use of self-assessment, consideration of college strategy and the collection of the views of others. However, the review form is not thoroughly completed, objectives lack quantitative measures and evaluation of performance is not rigorous enough. Professional development is supportive, well matched to college and individual need and leads to improvement. Teachers whose lessons are inadequate or require improving receive good support following observation and the majority have improved their grades for teaching and learning.

## Record of Main Findings (RMF)

### Worcester College of Technology

Inspection grades are based on a provider's performance:					
1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	16-19 study programmes	19+ learning programmes	Apprenticeships
<b>Overall effectiveness</b>	2	2	2	2	2
Outcomes for students	2	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2	2
The effectiveness of leadership and management	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Early Years and Playwork</b>	<b>3</b>
<b>Engineering</b>	<b>2</b>
<b>Construction Crafts</b>	<b>2</b>
<b>Visual Arts</b>	<b>3</b>
<b>Foundation English</b>	<b>2</b>
<b>Administration</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of students</b>	14+
<b>Approximate number of all students over the previous full contract year</b>	11,473
<b>Principal/CEO</b>	Stuart Laverick
<b>Date of previous inspection</b>	15 June 2012
<b>Website address</b>	www.wortech.ac.uk

### Provider information at the time of the inspection

<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of students (excluding apprenticeships)</b>	401	1,217	602	1,658	759	384	1	48
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
<b>Number of apprentices by Apprenticeship level and age</b>	16-18	19+	16-18	19+	16-18	19+		
	474	1,469	159	873	N/A		95	
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of students aged 14-16</b>	219							
<b>Full-time</b>	N/A							
<b>Part-time</b>	219							
<b>Number of community students</b>	639							
<b>Number of employability students</b>	165							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ The Real Apprenticeship Co</li> <li>■ Know Your Potential</li> <li>■ Belena Vocational Training</li> <li>■ TDLC</li> <li>■ Capital4Training</li> <li>■ Cultivate Training</li> <li>■ Eventcover</li> <li>■ ProVQ</li> <li>■ Matrix Training</li> <li>■ Transcend Group</li> <li>■ Eagles Training</li> <li>■ Aspiration Training.</li> </ul>							

## Contextual information

Worcester College of Technology is a large further and higher education college. It operates from three sites in Worcester and has a construction centre in Malvern seven miles away. The college offers a range of vocational education and training. The proportion of pupils who leave school with five or more GCSE qualifications at grades A\* to C including English and mathematics is slightly above the national average. The proportion of students attending the college from minority ethnic groups reflects the local population. Unemployment in Worcestershire is below the national rate. The main sources of employment in Worcestershire are professional occupations, managers, directors and senior officials. The proportion of adults with an advanced-level qualification is slightly higher than the national average. Just under a fifth of the local population has no recognised qualifications.

## Information about this inspection

**Lead inspector**

Anita Pyrkotsch-Jones Her Majesty's Inspector

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the director of quality and planning 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 report. Inspectors also used data on students' 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 students and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant 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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