

Short inspection of King Edward VI College

Inspection dates:

25 and 26 June 2024

Outcome

King Edward VI College continues to be a good provider.

Information about this provider

King Edward VI College is a 16 to 19 academy located in Nuneaton, Warwickshire. It is part of the Better Futures Multi-Academy Trust. At the time of the inspection, 1,350 learners were enrolled. Most learners were working towards a study programme at level 3, with 100 studying a foundation programme at level 2. The college also offers higher level courses at level 4 in conjunction with Coventry University.

Learners study a combination of academic or vocational subjects. Around one third of learners study a combination of three A-level subjects, choosing from the 27 different subjects that are offered by the college. Around half of the learners study a combination of A-level and vocational subjects. The remainder study a combination of vocational subjects only, such as sport, travel and tourism, criminology and finance. The courses with the largest number of learners are in science, mathematics, business and social sciences. There were 145 learners retaking a GCSE qualification in English or mathematics as part of their study programme. There were six learners in receipt of high needs funding.

What is it like to be a learner with this provider?

Learners study subjects which are combined sensibly. They develop the skills and knowledge they will require in their future studies successfully. Learners are professional and diligent in their approach to their education. They take ownership of their learning and take pride in their work, which is often of a high quality.

Learners listen carefully and consider each other's views thoughtfully. They participate actively in many whole-college activities, which deepen their understanding and appreciation of diversity. Learners are respectful; they recognise and celebrate what they have in common.

Learners, through their studies, develop collaborative approaches effectively. They can solve problems quickly, both independently and while working in a team.

Learners attend their academic and vocational lessons well, and they arrive promptly, often eager to learn. However, too few learners attend their progress sessions frequently enough. Consequently, these learners do not deepen their understanding of the risks they could face in their daily lives, such as the dangers associated with vaping.

What does the provider do well and what does it need to do better?

Leaders offer curriculums that are well planned and sequenced coherently. Biology teachers adapt taught content dynamically. They ensure that key concepts, such as protein structure and synthesis are retaught frequently to reinforce understanding. Learners improve on what they already know and can do, and they gain the new knowledge they need to be successful.

Teachers have good subject knowledge and expertise. They apply this expertise well to build learners' knowledge over time. English literature teachers share their expertise in analysing texts skilfully. Learners can interpret fluently, extract key constructs and meaning from texts and can explore writing to more complex depths.

Teachers support learners to use subject-specific, professional and technical vocabulary well. Biology learners use subject-specific terms like gall bladder, bile duct, hepatocyte and hepatic vein confidently in the recall of the structure of the liver. Learners use this newly acquired language to communicate their understanding clearly with staff and one another.

Teachers plan frequent opportunities for learners to practise their skills. As a result, learners can recall their prior learning swiftly, and they gain a secure understanding of the taught topics. Learners apply their prior knowledge well to secure their understanding of more complicated concepts. Physics learners can carry out circular motion calculations diligently, building on their prior understanding of vector analysis, resultant forces and gravity well.

Nearly all teachers use probing questions that help to deepen learners' understanding effectively. Psychology teachers use thoughtful and sensitive questions when supporting learners to explore the findings of Freud. Learners gain a wider contextual understanding and can relate the taught content to modern society thoughtfully. For example, learners are mindful not to reinforce gender stereotypes.

Teachers check learners' understanding well. They use a range of tools to gauge learners' knowledge well, such as interactive quizzes and word-related memory techniques. Music technology teachers use innovative and interactive voting activities that securely establishes learners' comprehension. Learners' misconceptions are corrected quickly, because of the teaching they receive.

Too few teachers provide learners with written feedback which is helpful. In too many cases, the feedback learners receive is either overly positive, poorly

constructed or difficult to read. As a consequence, learners are not clear of the specific actions they need to take to remedy any areas of misunderstanding.

Leaders ensure that learners receive suitable careers education, information, advice and guidance. Learners benefit from a range of activities which support them in their future decision-making, including access to a careers service, educational trips, guest speakers and careers events. As a result, learners are well aware of the range of options available to them after they complete their studies.

Leaders do not ensure that learners have sufficient access to high-quality opportunities to broaden their knowledge of the world of work. Too few learners experience valuable work experience activities. As a result, learners do not develop the wider skills and attributes that external work placements bring. Leaders have plans in place to rectify this, but it is too early to measure the impact of these changes.

Leaders ensure that they are held to account by the members of the governing board. The board contains experienced practitioners who robustly challenge leaders to improve the quality of education that learners receive. Leaders and governors have a clear awareness of their strengths and the areas for further development across the college.

Nearly all learners achieve. They develop the skills they will need in their futures successfully. Learners with high needs and special educational needs and/or disabilities are supported effectively to grow in independence and confidence.

Leaders ensure that a high number of learners move on to further study, training or employment because of their studies. They have been successful in improving the number of learners who progress to higher levels of study after completing their courses. However, too few learners achieve the outcomes in their final examinations of which they are capable.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Increase the number of learners who attain grades of which they are capable.
- Increase significantly the number of learners who undertake worthwhile and well-planned encounters with the world of work.
- Improve the quality and consistency of the written feedback learners receive, ensuring that all learners are clear on the actions they must take to achieve their best.
- Increase the number of learners who frequently attend their progress sessions and ensure that learners develop a deeper understanding of the risks they may face in their everyday lives.

Provider details

Unique reference number	145174
Address	King Edward Road Nuneaton Warwickshire CV11 4BE
Contact number	024 7632 8231
Website	www.ke6n.ac.uk
Principal, CEO or equivalent	Stuart Noss
Provider type	16 to 19 academy
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Mark Parton, lead inspector	His Majesty's Inspector
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