

# Burton and South Derbyshire College

## Inspection report

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**Unique reference number:** 130809

**Name of lead inspector:** Shaun Dillon HMI

**Last day of inspection:** 09 December 2011

**Type of provider:** General Further Education College

**Address:** Lichfield Street  
Burton upon Trent  
Staffordshire  
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## Information about the provider

1. Burton and South Derbyshire College is a large general further education college. It operates from two sites; the main one is in Burton upon Trent's town centre and the other is two miles away in Shobnall. Most of its provision is vocational education and training. The mission is 'inspiring and motivating all to achieve their maximum potential'. Within a 30 mile radius, there are 30 general further education colleges and eight sixth form colleges.
2. The provision covers all fifteen sector subject areas. The largest are: preparation for life and work; arts, media and publishing; retail and commercial enterprise. Approximately 600 learners are on apprenticeship programmes and 450 on workplace learning provision. Nearly 50% of college funding is from the Young People's Learning Agency and about 30% from the Skills Funding Agency.
3. Most learners, except those on the workplace learning programmes, are from Staffordshire and South Derbyshire. Approximately 17% of learner responsive learners are from wards in the top 10% for multiple deprivation. Of these, about one third is on foundation level provision. Approximately 86% of learners are from a White British background. Learners from Pakistani (5%) and mixed (3%) backgrounds form the largest groups from minority ethnic cultures. The proportion of female learners is 55%. Within the college's catchment area, the proportion of young people who achieve five or more GCSE A\*-C grades including English and mathematics is 54%, the same as the national average.
4. Inspectors collected evidence from most parts of the college and inspected four subject areas in depth: learner responsive provision in science and mathematics, visual and performing arts, and literacy and numeracy (including key and functional skills); learner and employer responsive provision in business management, accountancy and finance. An inspector also considered the quality of the employer responsive provision across the college.
5. The college provides training on behalf of the following providers:
  - CSkills
  - JTL
6. The following organisations provide training on behalf of the college:
  - GB Training
  - JF Services
  - East Staffordshire CVS

<b>Type of provision</b>	<b>Number of enrolled learners in 2010/11</b>
<p><b>Provision for young learners:</b> 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>458 part-time learners</p> <p>2,519 full-time learners 139 part-time learners</p> <p>440 full-time learners 57 part-time learners</p>
<p><b>Provision for adult learners:</b> Further education (19+)</p>	<p>635 full-time learners 2,049 part-time learners</p>
<p><b>Employer provision:</b> Train to Gain Apprenticeships</p>	<p>3,795 learners 952 apprentices</p>

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
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<b>Capacity to improve</b>	<b>Grade 2</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

<b>Subject Areas</b>	<b>Grade</b>
Science and mathematics	3
Visual and performing arts	2
Literacy and numeracy and key/functional skills	3
Business management, accountancy and finance	3

## Overall effectiveness

7. Burton and South Derbyshire College is a good college and it has the staff, accommodation and resources to get better. It is large and it provides education in all subject areas and much training in work-based occupations. Most of its learners make the progress expected of them. The proportion of learners achieving the qualifications they set out to obtain is about average. Most learners enjoy college life and feel very safe in their learning environments. Female learners are more successful than males. Most lessons are good and learners like the wide range of learning activities they experience. Many benefit from using the resources on the virtual learning environment. In the fewer, less effective lessons, teachers expect all learners to do the same things for the same time and they miss opportunities to use information technology to make learning more interesting. Most feedback to learners on their work is helpful, but occasionally it is too brief. The wide range of courses and subjects meets most learners' and employers' needs well. Many learners join in enrichment activities which widen their knowledge and improve their skills. The college works extremely well with other partners and this benefits

learners in many ways. Learners enjoy the good care, guidance and support they receive. Most learners aim to achieve their individual and challenging targets, but others' targets are too general and their progress against them is not always monitored closely enough.

8. Governors, leaders and managers promote equality and diversity, mutual respect and the safety of learners very well. They take account of learners' views very thoroughly. Managers and staff assess how well the college is doing and set challenging improvement targets. Sometimes they overestimate the college's strengths and do not emphasise enough the areas for improvement. They provide a clean, vibrant and welcoming environment in which to learn and achieve.

## Main findings

- Outcomes for learners are satisfactory. Many success rates are close to average. The GCE A-level success rate is high, but the AS success rate is low. Success rates for adults at foundation and intermediate levels are high, but for the many learners of all ages at advanced level the rate is below average.
- While most success rates for learners from minority ethnic backgrounds are similar to those by learners from a White British background, male learners underachieve compared with female learners.
- Although key skills success rates for work-based learners are high and skills for life success rates are very high, functional skills success rates are just below average.
- Teaching, training and assessment are good. In the best lessons, learners receive good stimulation and challenge. Lessons are well planned and the checking of learners' understanding is very effective. In the less effective lessons, teachers do not plan thoroughly and do not focus on learners' different needs, abilities and learning styles.
- The internal lesson observation process is good. Managers take effective action to raise the standards of teaching and learning through good staff development and effective links to appraisal. The moderation of lesson observations is satisfactory and is improving through the good use of standardisation activities and evaluations. The observation process is not yet fully developed.
- The use of partnerships to develop provision to meet learners' needs is outstanding. The very strong and collaborative strategic relationships benefit learners and promote inclusion.
- The provision matches the needs and interests of users well. The range of provision is wide. Training and assessment arrangements are very flexible. Managers do not monitor the availability and uptake of work experience and enrichment activities at cross-college level.
- Learners receive good information, advice and guidance which enable them to make well-informed decisions about their choice of course. Induction is thorough and welcoming and clarifies learners' expectations. The centrally

delivered tutorial programme is comprehensive and well attended. Curriculum area tutorial arrangements, however, are variable and the monitoring of learners' progress is inconsistent. Additional learning support is very effective.

- Leadership and management are good, including for work-based learning. The mission of creating a vibrant and high performing college in an environment where learners and staff are encouraged to reach their potential has a positive impact on raising standards and growth. Governors use their expertise and skills to monitor and challenge performance very effectively. They encourage managers to improve the quality of provision.
- Safeguarding is good. Managers give a high priority to safeguarding procedures which staff and learners respect and appreciate. Effective checks are in place to assure the safety of learners in the workplace and when participating in college activities. Managers and staff produce good advice and guidance for learners across college to combat and reduce bullying and harassment.
- The promotion of equality and diversity is good. Training is delivered through a wide range of activities and is very effective. Senior managers monitor the achievement of different groups of learners rigorously, but this is less thorough at curriculum area level. Most groups of learners achieve as well as others. The proportion of learners from minority ethnic backgrounds on apprenticeship programmes is low.
- Self assessment and quality improvement arrangements are good. Managers monitor the implementation of challenging targets carefully and frequently. They put in place actions to address underperformance promptly. A few curriculum area self-assessment reports lack detail and are insufficiently self-critical. Actions to improve success rates for learners aged 14 to 16 are having a positive impact. Learners and employers contribute well to improvement planning.

### **What does Burton and South Derbyshire College need to do to improve further?**

- Increase success rates on AS and vocational advanced level provision by ensuring that all learners have the potential to succeed and are fully aware of the academic demands of their chosen subjects and that teaching and learning meet their needs.
- Increase the success rates of male learners by determining the key factors which disaffect them, taking appropriate actions to address these issues and by sustaining their interest, progression and achievement.
- Increase functional skills success rates, especially in English, by ensuring the relevance of the teaching and learning to vocational areas and by ensuring that learners study at a challenging but appropriate level.
- Increase the rigour and the impact of the lesson observation process so that more lessons are good or better and that lesson planning and strategies for differentiation improve.

- Increase the rigour of the monitoring of learners' progress against individual targets in order to identify sooner which learners are at risk and to implement appropriate support and challenge.
- Ensure curriculum area self-assessment reports are sufficiently critical and note areas for improvement by including evaluations of the outcomes of different groups of learners and the quality of work-based learning provision.
- Improve the planning, promotion and collaboration with employers and community groups to encourage an increase in participation of learners from minority ethnic groups on apprenticeship programmes.

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

#### **What learners like:**

- feeling safe and enjoying college life
- their very helpful and supportive tutors and learner services
- meeting diverse people and making new friends
- interesting lessons with a good range of teaching methods
- the useful and up-to-date virtual learning environment
- the good coordination of on-the-job and off-the-job training
- clear explanations by teachers which help them to understand new topics
- the swift response to additional learning support needs.

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

- the relevance of functional skills to their vocational areas
- the availability of toilets
- a wider range of Halal food in the canteen
- the availability of paper-based resources and assignments
- disruptions in learning caused by staffing changes.

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

#### **What employers like:**

- the flexibility in training programmes based on business needs
- the high levels of communication and support from college staff
- the opportunity to talk to learners about future placements
- the standards of learners' work.

**What employers would like to see improved:**

- the quality and quantity of information about a minority of employees' progress
- collaboration on assessment opportunities in a minority of workplace settings
- the use of apprentices' time when they are exempt from functional skills.



## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. Managers have sustained most of the strengths identified at the last inspection against the background of a major shift in their strategic focus. This includes a significant expansion in the proportion of more vulnerable learners and a growth in partnership working in the community and with local and regional businesses. Through recent restructuring arrangements, significant changes to management roles and responsibilities have enabled a sharper focus on quality improvement. These changes are having a positive impact in many areas such as in increasing learners' attendance and retention. Work-based learners' achievements and younger learners' success rates have improved. Managers have addressed most areas for improvement from the last inspection successfully, but the introduction of functional skills is proving more challenging.
10. Self-assessment is largely accurate, although not all curriculum self-assessment reports identify all areas for improvement in sufficient detail. A culture of aspiration and achievement involving both staff and learners permeates the college. Governors from a wide range of backgrounds use their expertise very effectively to challenge performance and develop the business of the college successfully. Arrangements for monitoring and supporting quality improvement are rigorous and are having a positive impact on raising performance.

### Outcomes for learners

**Grade 3**

11. Long course success rates have increased slightly over three years and are average. Short course success rates are below average. Long course success rates for learners aged 16 to 18 are below average. Low pass rates are the main reason for this; retention rates are close to average. Long course success rates for adults improved in 2010/11 and are above average. Retention rates are high at intermediate level but are below average at advanced level. Pass rates are close to or above average. While GCE A-level success rates are high, those on AS subjects are low. The proportions of high grades achieved by learners are high on BTEC intermediate level courses, average on GCSE subjects and low on advanced level courses. Most advanced level learners make satisfactory progress compared with their prior attainment. Success rates for learners aged 14 to 16 have improved over four years and are above average, and their progression rates to college courses are high.
12. Success rates for female learners are higher than those for males and have been so for three years and the difference is greater than that nationally. Success rates of learners from minority ethnic backgrounds are not consistently and significantly different from those for learners from a White British background. Success rates by learners with learning difficulties and/or

disabilities and by learners receiving additional learning support are higher than those for other learners.

13. Key skills success rates have increased slightly over three years but are very low, whereas functional skills success rates have increased significantly and are just below average. Skills for life success rates have been very high for three years. The proportion of the many learners on the Train to Gain provision who complete within their expected timescale has increased significantly. It is below average, but this is due to external matters beyond the college's control. Train to Gain overall success rates have increased significantly and are high. Apprenticeship overall success rates and the proportion of learners who completed within the expected timescales have increased and are just above average. Apprentices' key skills success rates are high.
14. The standard of most learners' work is good. They develop good skills and self-confidence. Their progression between levels in the college is good. The proportion progressing to higher education is average. Attendance is average, but punctuality is good. Learners enjoy their learning and college life and feel very safe in their learning environment. The development of their economic and social well-being is good. Learners receive good information about their health and well-being. They make a good contribution to their communities and promote community cohesion effectively. Their involvement in sustainability projects is developing.

## **The quality of provision**

## **Grade 2**

15. Teaching, learning and assessment are good. In most lessons, teachers demonstrate good subject knowledge and build good relationships with their learners. Learners enjoy their lessons. In the best lessons, teachers plan lessons well and use direct questioning to check learners' understanding thoroughly. They give constructive feedback and provide good challenge and individualised coaching and support. Teachers are enthusiastic and engage learners in stimulating activities. Learners participate very well, produce a high standard of work and make good progress in their learning. In the less effective lessons, teachers do not plan lessons rigorously or take account of learners' different needs and abilities. More able learners receive insufficient challenge. Teachers do not ensure that all learners are involved, nor do they check learners' understanding thoroughly.
16. The internal teaching and learning observation process is good. Staff development to improve teaching and learning is good. Managers use lesson observation outcomes well in appraisal processes. They support teachers whose lessons are judged satisfactory to improve their subsequent observation grade effectively. Managers facilitate the sharing of good practice between teachers. Lesson observation outcomes identify most of the strengths in lessons, but do not always capture all of the areas for improvement. The moderation of the lesson observation process is satisfactory. Evaluations of observation reports

identify the quality of the reports accurately, but do not capture common areas for improvement in sufficient detail.

17. The development and use of the virtual learning environment are good. Staff update resources continually and learners use these well to support their learning. The use of information and learning technology (ILT) is variable. In the best examples, teachers integrate ILT well in their lessons to provide stimulating and interesting activities. In the less effective cases, teachers miss opportunities to use ILT to provide more variety and interaction with learners.
18. Initial assessment is effective. Improvements in the timing of initial assessment and screening ensure learners start on the most appropriate course and level. This leads to less disruption and fewer learners changing courses. Most teachers and learners use individual learning plans well to plan learning and to agree specific, realistic and individual targets to drive learners' progress.
19. Assessment is satisfactory. The process is fair and reliable. Feedback to learners is generally good, and most learners know what they need to do to improve. In employer responsive provision, assessment is delivered very flexibly to meet learners' and employers' needs. In less effective examples, feedback is brief and target setting is ineffective.
20. Provision to meet the needs of users is good. The college offers a broad and inclusive range of provision from entry to advanced levels. Foundation level provision has been expanded by targeting learners who are difficult to engage in education. The college offers an effective six week programme which enables learners to join vocational programmes which start at different times during the year. Participation in cross-college enrichment events is high. Many opportunities, such as volunteering, ambassador training and peer mentoring, extend learners' personal and social skills and develop their confidence. In addition, each curriculum area incorporates appropriate, often innovative, enrichments to their programmes, including fundraising, competitions and community projects. Managers do not, however, monitor whether all full-time learners are offered or take up work experience opportunities.
21. Partnership work is outstanding. Managers have developed very strong and collaborative strategic relationships with employers, schools and local organisations and are highly responsive to their needs. They are well represented on a wide range of strategic partnerships shaping local and regional provision. The college is a joint partner in some major innovative projects to regenerate the area. Managers use collaborative relationships very well to benefit learners. For example, motor vehicle and sport academies enable learners to benefit from up-to-date resources, such as hybrid electric cars, football pitches and golf courses. Employers and high profile role models attend college to motivate learners and reinforce the college's vocational ethos.
22. Care, guidance and support are good. Potential learners receive good and detailed advice about the provision from the well co-ordinated central

administration team in the new learner hub. A comprehensive range of services is offered in this highly visible and accessible facility and take up has improved since the centre opened. Learners rightly express high levels of satisfaction with the admissions, enrolment and additional support processes. Induction is thorough and welcoming and clarifies expectations of learners and the college. The coverage of the Every Child Matters themes in the tutorial programme is comprehensive. Managers are aware that varying tutorial and progress monitoring arrangements exist in curriculum areas. Learners are clear about progression opportunities within and beyond the college. The provision of additional learning support is a particular strength. Staff identify learners' needs early, provide support rapidly and monitor its effectiveness closely. Learners value the extensive in-class support. The liaison and planning between teachers and learning support assistants, however, is inconsistent. Transition support for learners and their parents is good. Following a self-critical review, managers introduced a wide range of improvements including innovative and effective 'empowered learner' workshops. Staff have good access to learners' attendance records and take appropriate action with learners at risk of leaving college. Staff use the new electronic individual learning plan to set and monitor learners' targets, but the monitoring of learners' progress against achievement targets is underdeveloped.

## Leadership and management

## Grade 2

23. Leadership and management are good. The very clear vision and strategy to become a vibrant and high performing college is reflected well in the college's targets and values. The college has refocused its work successfully on attracting more vulnerable learners and on growing its links with the business and local communities. Managers have invested considerably in learning resources, accommodation, staff development and management information systems. They have a good awareness of current performance and areas for improvement.
24. Since the appointment of the CEO and principal in November 2008, the culture of the college has changed significantly. It is focused more appropriately on ensuring wider opportunities for learners from within the local community. It is more responsive to the needs of business in the area. A restructure of management and leadership roles has enabled a much sharper focus on learners' progress and increased accountability at programme area manager level. Curriculum managers benefit from the support they receive from business support staff and senior managers, which enables them to improve their skills and performance.
25. Governance is good. Governors use their wide ranging expertise and skills very effectively to set the strategic direction of the college. They support managers well in advising about opportunities for growth and development. Efforts to broaden governor membership to reflect the local and college communities have been successful. Links with curriculum and support areas are effective and

productive. Governors have a very clear understanding of the college's strengths and areas for improvement. They meet their statutory requirements and are well trained and briefed in all aspects of the college's work.

26. Safeguarding is good. Managers give a very high priority to safeguarding. Appropriate checks are in place. Staff and learners appreciate the importance of safeguarding. Managers produce clear and comprehensive policies on safeguarding and on bullying, harassment and discrimination. They monitor the implementation of the safeguarding policy well and report the outcomes to governors. They do not have an action plan for the bullying policy and so do not monitor its implementation systematically. Nevertheless, managers and staff provide much information and advice on how to combat and reduce bullying and harassment. Managers provide very good staff development on safeguarding. New learners and staff receive comprehensive initial training on child protection and safeguarding, including e-bullying, during their inductions. Relevant risk assessments exist for a wide range of activities and to determine the suitability of work placements. Assessors of apprentices and Train to Gain learners miss opportunities to reinforce the importance of safeguarding during learners' reviews.
27. The promotion of equality and diversity is good. They are promoted well and consistently across the college and supported well through training and awareness-raising activities. Learners from minority ethnic backgrounds achieve as well as learners from a White British background. The achievement gap between male and female learners widened in 2010/11 and targets to narrow this gap are insufficiently precise. Managers assess the impact of college policies on different groups of learners. Senior managers and governors monitor the success rates of different groups of learners thoroughly, but curriculum managers do this less thoroughly at curriculum area level. The proportion of minority ethnic learners on apprenticeship programmes is low.
28. Arrangements for gathering learners' views are very effective and include those of apprentices. Managers seek the views of a wide range of users including the local authority, business support agencies, local primary and secondary schools and community groups. As a result, the college provides courses for parents of primary school children where English is not their first language and has developed links with parents of learners from Pakistani backgrounds. Managers seek employers' views and these indicate strong support for the college. Learners and employers contribute to the college's self-assessment well.
29. Leaders and managers set challenging targets for improvement. They realise, however, that their actions are yet to increase success rates to high levels, especially for learners aged 16 to 18. Managers review quality improvement plans frequently and rigorously and set well-defined expectations and timescales where underperformance is identified. They ensure that appropriate support is put in place. Managers have a clear understanding of the college's strengths and areas for improvement, although a few strengths are overstated.

Not all curriculum self-assessment reports are sufficiently critical or evaluative of work-based learning provision.

30. Financial and resource management are strong and managers and governors monitor them very effectively. Most teachers are teacher trained or are working towards appropriate qualifications. Staff development activities, including a management programme and drop in 'lunch and learn' activities, support the college's mission to inspire all to achieve their potential. They are having a positive impact on improving the quality of provision. Because outcomes for learners are only satisfactory value for money is satisfactory.

## Subject areas

### Science and mathematics

### Grade 3

#### Context

31. Full-time and part-time courses are available in sciences and mathematics from intermediate to advanced levels. They include GCSE, AS and GCE A-level subjects and applied science courses. Of 310 learners, approximately 210 are aged 16 to 18. About 240 are full-time. Nearly two thirds of learners are female. Just over a quarter of learners are from minority ethnic backgrounds.

#### Key findings

- Outcomes for learners are satisfactory and most success rates are average. Learners taking AS mathematics have a high success rate, a high percentage of high grades and make very good progress compared with their prior attainment. Success rates in GCSE science, AS environmental studies and GCE A-level biology are high. Learners make poor progress compared with their prior attainment in GCE A-level chemistry, AS physics and GCSE mathematics.
- Learners are confident and improve their communication, literacy, numeracy and teamwork skills well. They receive good motivation to learn in many lessons. Progression from intermediate to advanced levels and to higher education is satisfactory. Although the standard of a minority of learners' work is high, most learners' work is of a satisfactory standard.
- Learners feel safe and supported in their work and appreciate the impact of the security presence at all sites. Staff embed safeguarding practice across the provision and respond rapidly to concerns. Learners have a good knowledge and understanding of safe practices and work safely in science laboratories. In one lesson, good safety practice was not emphasised sufficiently.
- Teaching, learning and assessment are good. In the best lessons, learners benefit from good formative assessment. Teachers use direct questioning well to check learning. Learners assess their peers' work effectively and this develops their confidence and independence. Lessons include a wide range of learning activities which meet their needs well. In the few less effective lessons, all learners work on the same activity for the same length of time, irrespective of their abilities.
- Target setting is of variable quality. In the best examples, it is robust and involves learners considerably. A few teachers rightly give much emphasis to learners' achievement of higher grades. In the less effective cases, targets lack challenge and learners' progress is not monitored thoroughly.
- The provision meets the needs of learners satisfactorily. Staff create good opportunities for learners to progress. Evening classes are provided to encourage wider participation. The provision does not include foundation level courses, but managers have plans to remedy this.

- Care, guidance and support are good. The relationships between learners and teachers are good. Learning support staff provide effective support in lessons. Additional workshops develop learners' advanced mathematics skills well. Learners receive good support to develop their life skills which helps them to attain their main learning goals.
- Learners' awareness and uptake of support services are good. They receive good tutorial support to develop their individual learning plans and produce their UCAS applications. The quality of initial information and guidance is variable. In most cases it is effective, but not all AS learners were aware of the academic demands of their subjects.
- Leadership and management are satisfactory. Recent improvements in leadership and management have occurred, but it is too early to judge the impact of these changes. In-year data indicate improved retention and attendance. In most lessons, punctuality has improved and this is having a positive impact on learning.
- Managers encourage peer observations and the sharing of best practice. Staff morale and their focus on improving teaching and learning have increased. Staff training has improved the quality of teaching and learning. Communication has improved and staff are well supported.
- Arrangements for safeguarding are satisfactory and learners and staff understand them well. Most staff promote equality and diversity satisfactorily through lessons and within the college environment, but a few do not embed equality and diversity in lessons effectively.
- Self-assessment and quality improvement arrangements are satisfactory. The self-assessment process is inclusive and broadly accurate. Managers identify key strengths but not all of the key areas for improvement. Improvement plans are clear. Staff involvement in self-assessment is good.

### **What does Burton and South Derbyshire College need to do to improve further?**

- Increase success rates for all learners, especially those at risk of under-performing, by setting consistently clear, individualised and challenging targets and by monitoring learners' progress more rigorously.
- Increase staff training on health and safety in laboratories, so that all teachers promote good practice and all learners are safe in practical lessons.
- Increase staff training and share best practice in the promotion of equality and diversity so that all teachers embed equality and diversity matters appropriately in their lessons.
- Increase the overall effectiveness of the provision by making self-assessment more critical and by monitoring the implementation of improvement plans and targets more thoroughly.



## Visual and performing arts

## Grade 2

### Context

32. Full-time and part-time courses from foundation to advanced levels are available. Courses include art and design, performing arts, drama, music technology, fashion and textiles, creative craft and theatre studies. Approximately 630 learners are enrolled, of whom just over two-thirds are aged 16 to 18. About 60% of learners are female and just over 10% are from a minority ethnic background.

### Key findings

- Outcomes for learners are satisfactory and success rates are average overall. Success rates are high in the foundation diploma in art and design, GCE A-level art and design, BTEC diploma in graphics and in the BTEC first diplomas in art and design and performing arts dance. Success rates are low in AS art and design, drama and theatre studies. The progress learners make compared with their prior attainment is satisfactory.
- Learners produce a high standard of work across all specialisms. They acquire good skills. Teachers make good use of community projects to develop learners' talents. Performing arts learners organise community dance festivals and take performances to local schools and community groups. Exhibitions of learners' work are regularly displayed in local venues such as the hospital.
- Learners enjoy their studies and gain confidence and self esteem. They show respect for their teachers and for each other. Learners feel safe and value the measures that exist to maintain a safe and secure environment for them. They know who to contact if they have any concerns about each other or about college life.
- Teaching and learning are good. The best lessons are highly motivating and learners engage enthusiastically in a range of stimulating activities. In the few less successful lessons, teachers do not question learners effectively to assess their learning or to challenge the more able. Assessment is good. Teachers use individual learning plans well. They agree constructive targets and monitor them closely.
- Enrichment is good. Learners enjoy and benefit from visits to theatres, galleries and dance and theatre workshops. Learners also gain from guest speakers who are practising artists or performers. The provision meets the needs and interests of learners well. The wide range of subjects and levels provides learners with good progression routes from foundation level to foundation degree. Learners make good progress between levels and to higher education.
- The area has developed good partnerships with college, school and community groups. College dance and drama groups tour local schools frequently to present performances. Learners work to high standards on a range of briefs designed jointly with local and national employers.

- Support for learners is good. Learning support needs are identified at an early stage and put in place quickly. Teachers know their learners well and are sensitive to their individual needs. They offer good pastoral and academic support outside lessons. Learners rightly value the advice and guidance they receive from their teachers.
- Leadership and management are good. Managers have improved learners' induction and initial guidance. They communicate well with staff, who feel well supported and are keen to implement improvement strategies. Staff have good opportunities for development and training. Grades awarded through the internal lesson observation process are occasionally optimistic and judgements focus insufficiently on learning.
- All staff are involved in writing the self-assessment report, which is broadly accurate but does not focus sufficiently on areas for improvement. Managers and staff promote equality and diversity well. For example, dancers do not have to audition to participate in public performances, and graphics learners of all abilities submit work commissioned by clients. Learners are respectful of the views of others and have a good understanding of equality and diversity issues.
- Learners' views are actively encouraged, noted and acted on in order to improve the quality of the provision. Accommodation and resources in college and at the nearby arts centre are good, although a few lessons take place in crowded rooms. Teachers are well qualified and use their experience effectively to promote learning.

### **What does Burton and South Derbyshire College need to do to improve further?**

- Increase success rates, particularly on AS provision, by increasing the focus in self-assessment on the key areas for improvement and ensuring that the subsequent actions are effective.
- Increase the effectiveness of lessons by training teachers to make better use of wider and more searching questioning techniques in order to check learners' understanding and to challenge more able learners.

## Literacy and numeracy and key/functional skills

## Grade 3

### Context

33. Full-time and part-time courses are available. The majority of provision is functional mathematics and English at intermediate and foundation levels and taken as part of full-time programmes. Part-time courses are available from entry to intermediate levels in adult literacy and numeracy. There are currently 2,220 learners, of whom 1,470 are full-time and aged 16 to 18. Approximately 44% of learners are female and one third is from minority ethnic backgrounds.

### Key findings

- Outcomes for learners are satisfactory and success rates are average overall. Success rates for adult literacy and numeracy are very high. The success rate for intermediate level functional mathematics is high. The success rate for functional skills mathematics at foundation level is average. Success rates for functional skills English at foundation and intermediate levels are very low.
- The standard of learners' work is high. Learners develop a wide range of additional skills. They use functional skills well in their other learning areas and social life. They develop new skills to use in lessons, at home and in work, such as improvements in communication, self-confidence, reading and independence and acting as an ambassador for a national charity.
- Teaching and learning are good in adult literacy and numeracy lessons. These lessons are exciting, motivating and enjoyable and make good use of activities that reflect learners' interests. Lessons are clearly linked to learners' career and social needs. Tutors develop good resources and employ a wide variety of teaching strategies to maintain a good pace and sustain learners' interest.
- Teaching and learning are satisfactory in functional skills lessons. The best lessons incorporate learners' experiences from their vocational area or home life to emphasise their importance. In the less effective lessons, this is not the case and learners do not appreciate the relevance of functional skills. Activities do not reflect the range of learners' abilities. The appropriate use of information and learning technology to aid learning is underdeveloped.
- The impact of additional learning support is variable. Learners benefit significantly from being able to access help at any time from the support centre. If learners are unable to achieve their qualification they are supported to gain unit accreditation. Although many teachers plan their lessons carefully with their learning support assistants, a few do not and so the impact of the learning support input is not optimised.
- Target setting is good. Learners receive clear targets to meet their learning and social aims. Initial assessment is satisfactory and staff use it effectively to assess learners' additional needs and to initiate the provision of prompt support. Initial advice and guidance for adult literacy and numeracy learners is

good. It is less effective for functional skills learners, to many of whom study at levels too high or too low for their abilities.

- The college offers a broad range of adult literacy and numeracy courses in college and community centres and other venues, as well as a full range of functional skills. Staff work effectively with churches, employers, local authorities, mosques and community centres to meet their needs and they adapt provision to meet shift patterns.
- Leadership and management are good. Adult literacy and numeracy courses are well-managed and coordinated. Staff have made improvements to initial assessments and on-line testing. The increased sharing of resources between staff is already showing improvements in their practice. The quality of resources and accommodation is high.
- Both staff and learners have a good understanding about safeguarding. Security is high and learners rightly feel safe. They are aware of and appreciate the good health and safety practices, especially in workshops. Learners have a very wide understanding of equality and diversity and benefit from the strong culture of respect across the college.
- Managers and staff make good use of the information gained from course reviews, learners' views, parental surveys and feedback from formal and informal meetings. They have made improvements to learners' experiences as a result of these suggestions. The large student council is an effective conduit of learners' views. Learners are well represented at both course reviews and validation meetings.
- The self-assessment process is very inclusive with contributions from managers, staff and learners. The final document was validated carefully and the subsequent action plan identifies area of concern correctly. The focus on functional skills and their associated areas for improvement is insufficient.

### **What does Burton and South Derbyshire College need to do to improve further?**

- Improve initial advice and guidance to ensure that learners study functional skills at the appropriate level for their needs and abilities.
- Increase the sharing of good practice and resources in the teaching and learning of functional skills so that all learners appreciate its relevance to their life, course and future employment.
- Increase the planning, cooperation and collaboration between teachers and learning support assistants so that the skills of the support staff in lessons are used well and that learners benefit to a greater degree.

## Business management, accountancy and finance

Grade 3

### Context

34. Full-time and part-time courses from foundation to advanced levels are available. They include accountancy, bookkeeping, payroll, business management, institute of leadership and management, chartered institute of personnel and development courses and GCE provision. Of approximately 320 learners, just over a half is female and approximately a quarter is from minority ethnic backgrounds. About 115 learners are aged 16 to 18 and 130 are full-time. About 144 learners are on work-based learning programmes, of whom 85 are on Train to Gain and 60 are on apprenticeship provision.

### Key findings

- Outcomes for learners are satisfactory. Success rates are high on most vocational business and management courses. Success rates are average for the advanced level diploma in accounting, but are low for the level 4 accounting and AS business studies courses. Attendance is high.
- The proportion of Train to Gain learners who complete within their expected timescale is low, but this is mainly due to external factors beyond the college's control. Overall success rates are just above average. The overall success rates for apprenticeships are below average.
- Learners make satisfactory progress compared with their prior attainment. They make satisfactory progress on the extended diploma in business, but low progress on the AS business studies. The proportion of high grade passes on the first diploma is consistently high.
- Learners feel very safe. They rightly appreciate the effective security at the campuses. Teachers have a very high awareness of their responsibilities and procedures to safeguard learners.
- Teaching and learning are satisfactory. In the best lessons, teachers use a wide range of effective teaching strategies which enable learners to understand and learn and most learners make good progress. In the less effective lessons, teachers dominate and learners are passive. Learning activities do not challenge the more able learners. Learners use the virtual learning environment well. They receive clear feedback on how to improve their assignments.
- In work-based learning, the standards of learners' practical and theory work are high. Employers rightly speak very positively about the skills development of their apprentices and the high value the apprentices bring to their workforce.
- The range and depth of courses are satisfactory. High proportions of learners on accountancy and vocational business courses progress between levels in college or to higher education. The progression rate for learners between AS and GCE A-level business studies, however, is low.

- Partnerships with employers are good. They bring many benefits to staff and learners. Of particular significance is the strong relationship with a very large international firm to offer NVQ level 2 business to 2,500 employees.
- Care, guidance and support for learners are satisfactory. In many courses learners receive good support to enable them to progress and achieve. On other courses including work-based learning provision, learners do not work to their full potential. Their targets are too general and they are not monitored rigorously.
- Leadership and management are satisfactory. Managers monitor course performance regularly and address areas of concerns through effective improvement strategies. Communication is good. Managers hold regular meetings with course team leaders which promote quality improvement and identify emerging issues and concerns effectively. Managers have introduced recent improvements to systems, but it is too early to measure their impact.
- Leadership and management for work-based learning provision are good. Managers promote high levels of ambition. They work very effectively to engage employers and learners in workplace training at both local and regional levels. They ensure that the curriculum offered is flexible and is tailored closely to the needs of employers and their staff.

### **What does Burton and South Derbyshire College need to do to improve further?**

- Increase learners' success rates and the progress they make compared with their prior attainment on the AS business studies course and increase their progression rate to GCE A-level business studies, by improving initial advice and guidance so that learners are aware of the academic demands of the subject.
- Increase the proportions of learners gaining their apprenticeship frameworks and completing their Train to Gain programmes within the expected time by close monitoring of their targets and their progress.
- Improve the training and sharing of good practice for teachers so that all plan and use learning activities which meet the demands of all their learners, whatever their abilities and needs.

## Information about the inspection

35. Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's vice principal curriculum and quality as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, 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.
36. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed lessons, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Burton and South Derbyshire 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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>					
Full-time learners	2,830	0	2,380	450	0
Part-time learners	3,266	253	100	1,350	1,563
<b>Overall effectiveness</b>	<b>2</b>	<b>n/a</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	<b>2</b>				
<b>Outcomes for learners</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
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?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	2				
<b>Quality of provision</b>	<b>2</b>				
How effectively do teaching, training and assessment support learning and development?	2				
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?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
<b>Leadership and management</b>	<b>2</b>				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

\*where applicable to the type of provision



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