

Bromley College of Further and Higher Education

General further education college

Inspection dates		14–18 January 2013
Overall effectiveness	This inspection:	Good-2
	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 college is good because:

- The proportion of learners achieving their qualifications has risen significantly over the last three years and is high. The college focuses well on ensuring that learners achieve useful qualifications, and a large majority of learners move on to higher-level courses or employment.
- Most lessons are good or better, and a significant minority of teaching and learning is of outstanding quality, inspiring learners to achieve and providing pockets of excellent practice from which other teachers may learn. The assessment of learners' work is good.
- Support for all learners is good, and it is particularly good for the most vulnerable learners and for those who need significant extra help if they are to achieve.
- College leaders have been highly successful, in the short time since Bromley and Orpington Colleges merged, in bringing about a unified culture focused on providing very good vocational education and inspiring learners to succeed.
- Arrangements to evaluate the quality of provision through self-assessment and planning for improvement are rigorous, and have had a significant impact in improving managers' and teachers' ability to take appropriate actions to raise standards.

This is not yet an outstanding college because:

- A small, but not insignificant, number of lessons are poor; in these lessons, learners make little progress.
- Learners' examination results are not yet satisfactory on a minority of courses. Too many learners on apprenticeship courses do not achieve the full apprenticeship framework.
- Learners of higher ability do not always make as much progress as they should, and not enough learners achieve high grades on examined courses.
- Learners' attendance at lessons is too low, and the work that the college has done to improve this has not had sufficient impact.

- Although learners know how well they are doing because their progress is very carefully monitored, too often they do not know exactly what they need to do to improve the quality of their work, nor how to do it.

Full report

What does the college need to do to improve further?

- Take steps to eradicate the small number of lessons that are poor by identifying pockets of weak practice rapidly, and intervening through a combination of consistent performance management and appropriate staff development.
- Improve learners' attendance and punctuality by ensuring that all managers and teachers, all of the time, implement agreed procedures to tackle absenteeism and lateness.
- On those courses where learners' achievements are still weak, identify and remedy the barriers to learners' success urgently. Ensure that learners have every opportunity to improve their mathematics and English skills to the highest level so that their chances of success improve.
- Ensure that learners are clear about exactly what they need to do to improve the quality of their work, and that they are closely involved in discussions with their tutors and teachers about how to achieve this. For more able learners, ensure that their progress improves through these processes.
- Develop a comprehensive system to capture learners' destinations so that the college can measure the value that it is adding to learners' prospects of employment or of further and higher education.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Over the last three years, the proportion of learners on college-based courses who complete their courses and achieve their qualifications has risen significantly and is now above the national average for similar colleges. This improvement has been evident in nearly all subject areas and at all levels of study.
- Disparities in the achievements of different groups of learners have reduced over the same period, and in 2011/12 no significant distinctions were apparent. Learners identified as needing extra help with their studies go on to achieve particularly well. Learners on advanced-level courses do not achieve quite as well as those on courses at intermediate and foundation levels.
- The proportion of apprentices, and other work-based learners, who achieve their qualifications is satisfactory, but there is no consistent pattern of improvement. Recent changes in the management of work-based learning provision have brought a sharper focus to ensuring that learners achieve their qualifications on time, although it is too early to be fully confident of the impact of these changes.
- The progress that learners make is broadly in line with expectations. On vocational courses, learners of lower and average ability achieve well. However, more able learners do not always achieve the grades of which they are capable. Results on A- and AS-level courses have improved significantly, although they remain poor on AS-level science and mathematics courses. Learners on most AS-level courses now make good progress from their respective levels of attainment at GCSE.
- The development of learners' English and mathematical skills is not consistently good across the college. Much work has been done to give a high profile to improving learners' literacy and numeracy, and success rates in functional skills qualifications have improved. Teachers increasingly recognise the importance of helping learners to improve their English and

mathematics, although learners are not always working at a high enough level. The quality of GCSE provision in both mathematics and English is unsatisfactory.

- Most learners progress to appropriate further or higher education, training or employment, and the college's strong focus on preparing learners for employment is having a positive impact. An exceptionally high proportion of learners on employability programmes for those with learning difficulties and/or disabilities progress successfully into employment. However, much work still needs to be done to capture comprehensive data on learners' destinations.
- Learners' attendance at lessons is unsatisfactory. Attendance rates during the current academic year have declined markedly since the start of the year; inspection evidence revealed that too many learners are absent from lessons and that poor punctuality is too common. Although progress is being made in tackling this in several areas of the college, learners rightly report that teachers' and managers' efforts to improve attendance and punctuality are not consistent across the college.
- The standard of learners' work is good in many areas of the college, and in other areas it is at least satisfactory. Most learners work conscientiously to produce assignments that meet the necessary criteria, and in a minority of cases portfolios and written work provide evidence of independent learning and thorough research. Most learners on vocational courses develop skills and theoretical underpinning that prepare them well for work. However, too often learners of higher ability on both vocational and academic courses do not produce written work that reflects fully their capabilities.

The quality of teaching, learning and assessment	Good
---	------

- Teaching, learning and assessment are good and have made a major contribution to the improvement in learners' achievements at the college. Learners benefit from good pastoral and academic support from committed teachers and staff. Learners are well motivated and enjoy their studies.
- Much classroom teaching and learning are of a high standard. Inspectors saw excellent practice in several subject areas, with examples of inspirational teaching. In these lessons, for example in engineering and motor vehicle, learners participated enthusiastically in a wide range of well-conceived, and often creative, activities. These captured their imagination and enabled them to develop their knowledge and skills to a high standard.
- In effective lessons teachers directed probing questions which checked and furthered learners' understanding effectively. Learners often worked collaboratively and productively in small groups or pairs. Teachers exploited the potential of interactive whiteboards adeptly to enliven and extend learning. In a minority of these lessons, teaching failed to stretch the most able or support sufficiently those who struggled.
- In weaker sessions, expectations of what learners should achieve were not high or clear enough, learning activities were mundane, and classroom management was sometimes poor. Learners became disengaged and distracted. College leaders recognise that, despite securing improvements, a small minority of lessons remains inadequate.
- Learning resources are good. In vocational areas learners routinely gain proficiency in using industrial and professional standard tools and equipment. Computers and other information technology are widely available and often used very effectively, for example when learners carry out research using the internet during their lessons. Teachers are well qualified and have good occupational expertise.
- An increasing number of learners use the college's virtual learning environment for independent study. Engineering and motor vehicle learners make regular and highly effective use of excellent interactive resources. In other curriculum areas, learners value being able to review materials from their lessons and complete additional activities. However, not all subject areas yet offer their students such ready access to good electronic resources.

- Initial assessment is effective. An appropriate range of measures determines learners’ starting points and suitability for their course of study. All full-time learners complete a comprehensive initial and diagnostic assessment of their English and mathematical skills which is broadly effective in establishing their skill levels and what they need to do to improve.
- Staff identify promptly and accurately those learners who need extra help. Additional support enables them to make good progress. Specialist tutors provide good out-of-class support to individuals, monitoring and reviewing closely how well their skills improve. Learning support in vocational and academic lessons is extensive and helpful, although teachers do not always plan their deployment of learning support assistants well enough.
- Workplace learners benefit from sophisticated electronic portfolios, which allow them and their assessors to monitor their progress closely. A recently-introduced electronic tracking system for college-based courses provides teachers and learners with similar benefits. However, although learners’ progress is monitored carefully, too often it is not clear to learners precisely what they need to do to improve their progress, nor how to do it.
- Assessment practice is good. Feedback on learners’ assignments is timely, detailed and helps them make improvements to individual pieces of work. In most areas teachers plan and manage assessments well. They ensure learners clearly understand the assessment requirements of their courses.
- Teachers consistently include the development of learners’ English and mathematics in their planning and teaching of vocational lessons, although the quality and depth of this work vary considerably. Vocational learners routinely work towards an English or mathematics functional skills qualification as an integral part of their programme, but the levels they aim for are often not sufficiently high to promote progression into work or further learning. Teaching of mathematics at GCSE is weak.
- Arrangements for providing learners with informative advice and guidance are good. Learners receive effective guidance on making appropriate subject choices when joining the college and on subsequent decisions about progression to further learning. The college work-based learning team makes very effective use of its links with businesses, the National Apprenticeship Service and the National Careers Service to match learners with employers and promote apprenticeships.
- The promotion of equality and diversity across the curriculum is satisfactory. Teachers usually include objectives aimed at improving learners’ understanding of cultural diversity in lessons, but these are often superficial. They rarely build effectively on the excellent practice that exists in some parts of the college, for example in relation to cyber bullying.

Health, social care and early years

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

Good

- The good teaching, learning and assessment in college-based provision is reflected in learners’ high success rates. Although the quality of provision in work-based learning is now good, not enough apprentices achieved their qualifications in the previous year.
- Learners make good progress in lessons and on work-based learning programmes and produce good work. Teachers plan lessons well and pay particular attention to matching the level of work to the individual needs of learners. Teachers use questioning techniques effectively to challenge learners and promote reflection.
- The teaching of English within vocational lessons is good, and is nearly always contextualised to the subject area. However, not enough is done to help learners to improve their mathematics, and this can hinder their progress into chosen careers or further learning.

- Teachers on all courses help learners to develop work-related skills in relevant and interesting work placements or employment, even where this is not a course requirement. External speakers enliven the curriculum and make it more relevant to industry. For example, learners in health and social care took part in a competitive activity to produce resources for sexual health education. This resulted in learners being invited to work with the local health care trust to develop a mobile phone application on sexual health.
- Work-based learners acquire useful knowledge in palliative care, dementia care and handling of medication in addition to their main subject. Employers value these short courses as it improves the service they provide.
- The assessment of learners’ work is timely and very thorough. Detailed feedback from teachers assists learners to redraft assignments to higher standards. In work-based learning, learners’ progress is monitored using a sophisticated and effective electronic system. This is valued by learners with family and work commitments, who have access to high-quality resources and online tutorial support from home.
- Tutors and teachers provide good support to learners and encourage them successfully to become autonomous and independent learners. For example, a group of childcare learners studying child abuse researched current media reports on child abusers and gave a good presentation on what they had learned to their peers.
- Learners receive good pastoral care. Teachers motivate learners to achieve and are responsive to learners’ welfare needs. Teachers are available out of lessons for college-based learners and communicate with work-based learners by text, emails, web-based technology and phone.
- Learners receive information, advice and guidance which enable them to make the right subject choices. This is supported by accurate assessment of English and mathematical skills to ensure they are on the right level of course.
- The promotion of equality and diversity requires improvement in classroom-based learning. It is not sufficiently developed in lessons or enrichment activities to enable learners to recognise or understand the rich diversity of employees in the caring professions, nor the low incidence of particular under-represented groups.

<p>Science and mathematics</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Requires improvement</p>
---	-----------------------------

- Teaching, learning and assessment require improvement, as do learners’ outcomes. Although A-level results are high and those for vocational programmes at all levels have improved to around the national average, AS-level results are low and have declined. Pass rates at grades A* to C in GCSE mathematics are consistently low.
- In a significant proportion of lessons, teachers use extended and probing questions effectively to challenge the more able learners. A good range of activities stimulates learning: mini whiteboards provide an effective way for learners in mathematics to check their answers to problems involving differentiation; in one chemistry lesson, the use of models assisted the less able learners to determine the structural isomers of alkanes.
- In weaker lessons, intended learning outcomes are unclear and are not shared with the learners. The teacher does too much of the work and teaching is dull, unchallenging and does not cater for individual needs or different levels of ability. Prior learning is not taken into account.
- In a minority of lessons, teachers do not check that all learners have understood the topic, and questioning tends to be undirected and fails to probe to assist learning. For example, in GCSE

mathematics lessons questioning lacks purpose and specific focus; in a science lesson, learners were unclear as to the purpose of experiments they were conducting.

- Information and learning technology are used to support learning very effectively. Learners on psychology and BTEC programmes use the internet frequently to carry out research, both in class and at home. This encourages independent learning. In other subjects, learners use computer-generated quizzes to check learning and understanding. The virtual learning environment provides a number of useful links and resources, is popular with learners and is well used for all subjects.
- Learners on biology, psychology and BTEC courses at advanced level benefit from a number of additional activities, such as visits to higher education institutions or attendance at talks by visiting speakers. A minority of BTEC learners go on work experience. However, these opportunities are not offered to learners studying other subjects.
- Homework is set frequently and marked regularly with constructive and detailed comments to help learners to improve. At advanced level, the electronic tracking system is valuable in assessing a learner’s performance compared to their predicted and aspirational grades, and in identifying those at risk of failing.
- Learners on lower-level programmes do not complete homework consistently and, in GCSE mathematics, homework is not used to measure progress and learning. Assignments on BTEC programmes tend to focus initially on pass criteria with additional tasks being given at a later stage to enable the learners to achieve higher grades. This leads to many learners not making as rapid progress as they could.
- Support for learners is satisfactory. While teachers make themselves readily available to help learners both in and outside lessons, timetabled study hours are not always useful for learners as they are often supervised by staff who are not subject specialists. The good practice of using A-level learners to mentor weaker AS-level learners in psychology is not shared in other subjects.
- English and mathematical skills are well developed in lessons and assignments. The standard of writing is good and accurate use of specialist terminology is emphasised. Grammatical and spelling errors are usually, but not always, corrected.

<p>Engineering and motor vehicle</p> <p>Learning programmes for 16-18</p> <p>Learning programmes for 19+</p>	<p>Good</p>
---	-------------

- Teaching and learning are good, and assessment is outstanding. Highly motivated and skilled teachers use up-to-date engineering concepts and current motor vehicle maintenance methods well to stimulate learning. As a consequence, learners’ achievements are very good indeed, and success rates have improved each year and were outstanding in 2011/12.
- In the best sessions, teachers challenge and extend learners’ vocational knowledge and skills successfully. Teachers’ use of probing questions to engage all learners and to test their vocational knowledge and understanding is excellent. In many lessons, learners are inspired, interested and motivated. They make good progress towards gaining industry-standard skills.
- In one lesson, through the promotion and development of independent learning and research skills, learners developed the skills of writing an industry-standard engineering project design specification. In another excellent lesson, through the successful linking of theoretical knowledge to industrial practices, the teacher introduced learners to the concept of n-type and p-type semiconductors using material doping processes.

- In a very small number of theory lessons, learners made little progress because the teaching did not capture their interest and, as a consequence, the teacher did not manage the class effectively.
- Teachers plan and manage assessments outstandingly. Learners understand fully the assessment process through the rigorous reviews and monitoring arrangements in their tutorial sessions. Teachers provide learners with very good written feedback on how to improve their standard of work. They also correct spelling, grammar and calculation errors assiduously.
- Learners’ development of English and mathematics is not yet good enough. During lessons, learners are helped with the basic aspects of English and mathematics well, raising their confidence in using numbers and spelling within a vocational context. For example, in one lesson the teacher developed learners’ literacy through testing the spelling of technical vocabulary, and developed their numeracy through mathematical estimation techniques. However, too few learners are provided with the opportunity to gain intermediate English and mathematics qualifications to support their progression to higher-level courses.
- Learners are well supported by their teachers and receive regular personal reviews which are effective in ensuring they remain on target to complete their course. However, in some cases learners’ personal targets are too general. They focus on attendance and punctuality and not on the development of their vocational skills.
- Learners who need extra help receive good support. Staff ensure support is relevant to the vocational skill being studied. However, not all teachers use learners’ initial assessment effectively to plan teaching and course assessment.
- The promotion of health and safety is outstanding. Learners are aware of hazards within workshops, and teachers reinforce constantly the importance of safe working practices. For example, in a motor vehicle workshop session learners used role play to carry out risk assessments identifying hazards associated with stripping a car battery.
- The promotion of equality and diversity is outstanding. Through a wide range of resources, such as posters, teaching materials and videos, teachers succeed in raising the profile of female and minority ethnic engineers and mechanics with learners. For example, in a motor vehicle lesson the use of a video promoted the role of a female garage technician and exemplified the diversity of customers that learners may carry out work for.

Independent living and leisure skills	
Learning programmes for 16-18	Good
Learning programmes for 19+	

- Teaching, learning and assessment are good. Consequently, learners with learning difficulties and/or disabilities achieve high success rates on a range of qualifications. Progression into employment, both in the private and the voluntary sectors, is excellent for learners on employability programmes. Progression to further education and training courses is also very good. Learners enjoy their learning and most make good progress.
- In most lessons the level and variety of activities meet the needs of learners well. For example, in one very good lesson learners estimated prices for common groceries, checked these against on-line prices and calculated budgets. Subject tutors and support workers work well together. Both are well qualified and broaden their skills through a wide variety of professional development training.
- Many learners make good progress. However, not all teachers gauge the degree of challenge in lessons accurately. On occasions, a minority of learners find the work too easy and have no additional work, whilst others find it too hard. This affects learning and progress, especially in classes where learners have a wide range of needs.

- Teachers usually give good oral feedback to learners on their work and progress. However, sometimes teachers are too willing to praise work rather than to indicate to learners how to develop their work to a higher standard.
- The use of assessment to set individual and group targets is not consistently good. Tutors plan well how learners should achieve behavioural targets. Strategies to achieve maximum communication with learners are planned well, for example on the need to repeat information and provide visual aids. However, many assessment records and progress reviews have insufficient focus on targets for skills development, such as hand-eye coordination when painting and drawing, or the use of English and mathematics in a work context.
- Attention to health and safety is very good, especially in practical lessons. Clear instructions on aspects such as safe lifting and the use of appropriate equipment prepare learners well for their work placements.
- Learners on employability courses have access to good advice and guidance on their next steps towards employment. They also attend taster courses which develop their aptitude for work and their subject-specific skills well. Pastoral support is very good. Teachers focus very well on the learners’ personal and medical needs. Teachers liaise well with parents and carers.
- The college has good facilities. The restaurant provides an especially good environment for learners to develop catering, English and mathematics skills as well as work experience. Teaching accommodation is currently being refurbished to a very high standard.
- Partnerships with employers, the voluntary sector, the local authority and other external agencies are excellent. Planning for progression onto work placements and employment is exemplary. The college matches learners carefully to placements and support on placements is good.
- The promotion of equality and diversity in the classroom is inconsistent. In some lessons the teaching of equality and diversity is very good; for example, in one lesson the teacher promoted discussion on the gender stereotyping of leisure pursuits. However, teachers do not always demonstrate a sound understanding of the concepts of equality and diversity.

Business, administration and law

Learning programmes for 16-18
Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement. While learners’ achievements have improved over the past three years, considerable differences remain between subjects and overall success rates are still only average. Not all learners are sufficiently challenged by consistently good teaching to help them to achieve their full potential. The development of learners’ personal, social and employability skills varies considerably between subjects. Attendance at lessons is low.
- Teachers plan their work to ensure learners experience different activities in lessons, but do not consistently take into account individual learners’ needs and abilities. While many learners find their lessons interesting, a minority do not find the work set for all learners sufficiently challenging and therefore do not achieve to their potential.
- In good lessons, such as in business administration, learning activities are lively and productive, and learners are enthusiastic about their work. Teachers link theory and practice closely, using learners’ personal experiences, simulated business opportunities or knowledge of current events to achieve this. For example, in a stimulating legal secretarial lesson, learners considered how employment legislation affected their own part-time jobs, whilst in business and financial services, interested learners discussed the impact of recent retail business contractions upon the economy.

- In weaker lessons, teachers talk too much and rush explanations, demand less from learners and often direct them to work alone on individual tasks without change of pace or activity. Poor behaviour is not challenged sufficiently. Learning becomes too abstract and learners use only case-study examples to relate theory to current practice; they do not benefit from the insights of business practitioners or visit organisations to learn from practice.
- Learners in business use information and learning technology satisfactorily. In more successful lessons teachers enliven learning with recent business-related online video clips, but in other lessons opportunities to stimulate interest are missed. The use of information and learning technology by learners to develop research and presentation skills is inconsistent.
- Teachers assess learning in lessons mostly by asking questions and monitoring tasks, but this does not check everyone's progress effectively. Too few teachers probe learners' understanding by using more demanding questions to develop their deeper analytical and critical skills sufficiently. Learners are clear about assessment requirements and deadlines and written feedback is given promptly, online in most instances. The quality of written feedback varies but most learners have a reasonable understanding of what they need to do to improve.
- The development of numeracy is good. Learners do business calculations in lessons or develop wider mathematical skills regularly. Learners on many courses develop effective language skills by using specialist business, legal and financial terminology competently.
- Support and care for learners are satisfactory. Learners receive good advice and guidance, and specialist support is effective. Most learners have accessible and helpful targets on the college's electronic system, but many do not have sufficiently detailed and precise advice to show them how to reach or exceed their targets.
- The promotion of equality and diversity is not reinforced well in many lessons. Teachers encourage good relationships built on trust and sensitivity in lessons, but few teachers regularly incorporate specific equality and diversity themes into the curriculum. While business teachers help learners to consider cultural aspects of globalisation, many opportunities to develop learners' wider knowledge and understanding of equality and diversity issues are often missed.

The effectiveness of leadership and management

Good

- The merger of Bromley and Orpington Colleges in August 2011 was planned and managed well. A new management structure has been established, systems and procedures aligned by adopting best practice from both colleges, and staff pay and conditions harmonised. Despite significant change, managers have been successful in raising standards and increasing the rate of improvement from previous years.
- The Principal and governors have set a clear strategic direction for the college, emphasising its role in responding to the needs of the community and local employers whilst improving the quality of provision and opportunities for learners of all ages to learn and progress to employment. Good progress has been made in changing the culture of the organisation and in involving staff at all levels in developments. There is a high level of commitment to the mission of the college and to achieving strategic priorities which are understood by staff.
- Governors have considerable expertise, know the college well and have benefited from the many detailed analyses and reports prepared to support the merger and establish strategic priorities. They receive detailed reports and briefings on the financial and academic performance of the college, participate in curriculum development events and attend college meetings to monitor targets. They are increasingly involved in overseeing the quality of teaching and learning. Efficiency gains achieved through merger are being invested in improving facilities to implement the college's curriculum plan.
- The college offers a broad curriculum across all sector subject areas, with progression opportunities to higher education in seven. The curriculum offer of the previous two colleges complemented each other well and economies brought through merger are enabling the college to broaden the offer. Increasing partnership working with academies, the local authority and the

voluntary sector is broadening opportunities for young people who are disengaged at school and those who are not in education, employment or training.

- Capital B, the college's employer services team, supports curriculum development well through providing timely local market intelligence, and links with a wide range of employers and specialist training bodies. It has not yet, however, been successful in improving apprenticeship success rates.
- Arrangements for monitoring learners' progress are central to the college's approach to raising standards, and retention and attendance rates are analysed weekly. Programme Improvement Boards review learners' progress termly and those at risk of underachievement are identified and interventions agreed. A group comprising the Principal, senior managers and governor representatives review curriculum areas termly, providing managers with both challenge and support. Interventions are successful in raising standards overall for the college but not yet consistently so across all subject areas.
- The college has clear performance management arrangements that are effective in aligning the work of staff with the strategic plan. Agreed targets are monitored carefully. Lesson observation procedures were revised in 2011/12: observers were trained to improve the consistency of observation judgements and teachers were trained to improve their practice. Good arrangements are in place for curriculum leaders to plan for improvement following each observation. Quality Improvement Leaders provide good support to help teachers to improve.
- Self-assessment arrangements make good use of a wide range of evidence including accurate and comprehensive data, the results of lesson observations, learners' views and the outcomes of student monitoring and intervention arrangements. Self-assessment is effective in raising standards in most areas of the college through identifying strengths and priorities for improvement. Planning for improvement is rigorous and well focused.
- Equality and diversity are promoted well and staff and governors promote positive attitudes. Recent training has focused on promoting equality and diversity through the curriculum and in the classroom, although the impact of this has been uneven. Gaps in success rates between the largest minority ethnic groups and the White British group are narrowing in all cases other than for the 'Black Other' group, and college success rates for almost all groups are above the national averages for those same groups. Learners with learning difficulties and disabilities are well supported and learners with declared disabilities succeed better than others.
- The college meets its statutory requirements for safeguarding learners and staff benefit from regular training in this area. Arrangements for ensuring learners' health and safety are good. Links with local authority social care services and organisations such as the police, local hospital and the forced marriage unit are strong. The college enrichment programme promotes personal safety and incidents of bullying are responded to promptly.

Record of Main Findings (RMF)

Bromley College of Further and Higher Education

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning
	Overall effectiveness	2	2	2	2
Outcomes for learners	2	2	2	3	3
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
Health and social care	2
Early years and playwork	2
Science	3
Mathematics and statistics	3
Engineering	2
Motor Vehicle	2
Independent living and leisure skills	2
Business Studies	3
Law and legal services	3

Provider details

Bromley College of Further and Higher Education	
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 3,523
	Part-time: 6,131
Principal/CEO	Mrs Sam Parrett
Date of previous inspection	November 2008
Website address	www.bromley.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	623	256	626	112	1,221	537	1	32
Part-time	172	613	267	1,413	123	572	2	106
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	105	129	98	553	0	3		
Number of learners aged 14-16	61							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Apex Management Consultants Ltd. ■ Ability Professional Training Ltd. ■ Complete Assessment and Training Solutions Ltd. (CAATS) ■ The Childcare Company (Old Windsor) Ltd. ■ Construction, Assessment and Training Services Ltd. (CATS) ■ Etraining Ltd. ■ Guy's and St Thomas' NHS Foundation Trust ■ N-Gaged Training and Recruitment Ltd. 							

- The Society of London Manufacturers (SOLOMAN)

Additional socio-economic information

Bromley College of Further and Higher Education was formed by the merger of the college of the same name with Orpington College in August 2011. The college has two main sites close to Bromley and Orpington town centres in the outer London Borough of Bromley. Although Bromley is one of the more prosperous areas of Greater London, it has pockets of significant deprivation. The college attracts many of its learners from areas of London outside the borough. Within the borough, there is strong competition for post-16 learners. Most of the secondary schools have academy status.

Information about this inspection

Lead inspector

Alan Hinchliffe HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Vice Principal (Curriculum & Quality) as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection reports of the two merged colleges. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the college. 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk or if you have any questions about Learner View please email Ofsted at:

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013