

# East Berkshire College

## General further education college

<b>Inspection dates</b>		25 February–1 March 2013
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Most learners complete their courses successfully, with a high proportion gaining employment or going on to further or higher study.
- The large majority of learners make good progress, particularly on GCE A levels and extended diploma courses.
- The large majority of apprentices complete their apprenticeships, mostly within the planned timescale.
- Learners on courses for English for speakers of other languages (ESOL) consistently make excellent progress, greatly improving their confidence and employability.
- The very large majority of teaching, learning and assessment is good or better.
- Most learners make good progress in lessons and maintain good standards of behaviour.
- Good support helps learners to develop their English and mathematics.
- Teachers, learning support assistants and learner services staff provide good levels of support to all learners.
- Managers and teachers evaluate their own performance well, resulting in accurate self-assessment and improvement in the quality of provision.
- The promotion of equality and diversity is good in most lessons.
- The college has implemented well-considered initiatives to respond to the needs of diverse communities.

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

- Learners' attendance rates and punctuality vary considerably across the college.
- Learners on a small minority of courses make poor progress.
- A small minority of lessons still require improvement and few are outstanding.

- The planning of a minority of lessons does not look to stretch and challenge more able learners.

## Full report

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

- Ensure the consistent implementation and application of effective improvement initiatives so that more learners attend lessons more regularly, on time, and make better progress.
- Ensure that all lessons are planned so that all learners are stretched and challenged to enable them to fulfil their potential, especially on advanced level courses.
- Raise the standard of teaching, learning and assessment consistently across the college so that the majority of learners in lessons make outstanding progress.

## Inspection judgements

<b>Outcomes for learners</b>	Good
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- The proportion of learners completing their courses successfully is high. Success rates have been consistently higher than the national average for learners aged 16 to 18 who study for foundation-level vocational qualifications, and broadly in line with national averages for intermediate- and advanced-level vocational qualifications. Success rates have remained very high for learners completing GCE A-level courses whilst those for GCE AS-level have been higher than the national average in two of the last three years, declining to just below the national average in 2011/12. The proportion of those achieving high grades is in line with the national average.
- The overall success rates for different subjects are mostly in line with, or above, national averages. In public services, construction, information and communication technology (ICT) and business studies, the vast majority of learners are successful. They are less successful in hairdressing and beauty therapy and in engineering.
- Learners on GCE AS-, GCE A-level and extended diploma courses mostly make good progress based on their attainment before coming to the college. Progress is particularly good in accounting, business, art and design, economics, English language and literature, biology, chemistry, mathematics and French at GCE AS level and in accounting, art and design and physics at GCE A level. Learners make relatively poor progress in GCE AS-level drama and government and politics and GCE A-level biology, drama, film studies, government and politics, history, law and psychology. Learners generally make good progress on extended diplomas in public services, sport, health and social care. Progress on subsidiary diplomas is mostly as expected.
- Success rates for intermediate National Vocational Qualifications (NVQ) are in line with the high national averages, with the large majority completing within the planned timescale. At intermediate and advanced level, overall success rates have been mostly high over the last four years with a large majority completing their apprenticeship on time. In 2011/12, the early introduction of functional skills resulted in a minority of learners not completing tests on time. Current learners now make good progress in completing each element of the framework.
- The standard of learners' work is good. On most courses learners develop good skills that are relevant to the area in which they study, preparing them well for employment. In motor vehicle, public services, sport, business and visual arts, learners complete real work projects that develop their skills and understanding of working practices and promote learning independence. However, the development of learners' higher-order analytical and evaluative skills is insufficient on a minority of advanced-level courses.

- The success rates of men and women are similar to the national averages for the separate genders. For learners from minority ethnic backgrounds, success rates are generally in line with national averages. The college has identified the need to improve the success rates of African and other Asian adults, which are lower than the national and the college's own average. Learners with identified learning difficulties and/or disabilities have performed as well as other learners over the last three years.
- Learners' attendance and punctuality are satisfactory in classroom-based learning and good in work-place learning. As a result of improvements to the monitoring of attendance, current learners have fewer absences than those in the previous year, although punctuality remains poor for a minority of learners. Learners feel safe and their behaviour is good. Learners benefit from a well-planned tutorial and enrichment programme that develops their personal, social and employability skills.
- Learners on ESOL courses make excellent progress. The development of learners' English and mathematics in lessons is good. Success rates for functional skills at all levels are substantially higher than the national averages. The proportion of learners gaining higher grades in GCSE English and mathematics in 2011/12 was, however, lower than the national rate.
- Learners' progression to higher levels of study, higher education and employment is good. The college uses increasingly reliable data to record learners' destinations. A high proportion of learners gain permanent employment in jobs related to their study or go into further training at a higher level. Learners on the entry level 'Advance to Go' and 'Launch Pad' courses, who were previously not in education, employment or training, make good progress.

<b>The quality of teaching, learning and assessment</b>	Good
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- Teaching, learning and assessment are good. As a result, the college has maintained high success rates and improved the quality of provision in most subject areas. Since the previous inspection, the college has set clear expectations for the quality of teaching, learning and assessment and more lessons are now good or better.
- Working relationships between teachers and learners are highly productive. Teachers have high expectations of their learners, setting them challenging tasks in the majority of lessons and keeping them on track. Learners are respectful, well organised and generally make good progress. For example, in a psychology lesson, learners were asked to analyse their own personality traits. They discussed this with a partner with gusto and soon generated a list of characteristics that they felt gave a fair view of how they behaved. The lesson was brisk, learners enjoyed what they were doing and they learnt a lot about how to engage in productive discussions with a partner.
- Teachers know their learners well. They are knowledgeable about their subjects and generally plan their lessons well to meet the needs of individual learners. These characteristics were used very well in two very different observed lessons: one for adults who needed to improve their literacy skills; and in a drama lesson for learners with learning difficulties and/or disabilities. Teachers and their learning support assistants knew how to work effectively with the wide range of abilities in each group to get the best from each learner. They set each learner tasks that drew on their individual strengths but also helped them to extend either their literacy skills or develop their confidence in a group.
- In the small minority of lessons that require improvement, teachers often talk too much, dominate the learning, and their use of questioning to check and extend learning is weak. A few teachers do not use information and learning technology (ILT) sufficiently to develop learners' independent learning skills. In a minority of lessons, especially on advanced-level courses, teachers do not plan to ensure that learners develop higher-level evaluative and analytical skills. In a large minority of lessons, too many learners are absent and quite often several arrive late.
- Teachers plan assessments well and generally mark learners' work promptly. Most teachers consistently provide helpful comments that show learners how they can improve their work, although feedback for some apprentices lacks detail. Employers and assessors work well

together to review apprentices' progress. The majority of teachers correct spelling and grammar errors in learners' work, although these errors are not routinely corrected in all subjects.

- Learning support assistants, learner services teams and tutors provide good support and a good range of advice and guidance on personal matters and career choices through well-planned tutorial programmes. Initial assessment produces concise and useful pen portraits of learners and their individual learning needs that most teachers use well to help them plan lessons. Tutors and teachers monitor learners' progress well.
- Learners improve their English and mathematics well. Inspectors observed some very good examples of vocational teachers helping learners to develop their application of English and mathematics during lessons.
- Learners benefit from the good range of easily accessible and helpful learning materials on the college's virtual learning environment (VLE). Classrooms are well equipped with interactive whiteboards, which most teachers use well to support learning.
- Teachers promote equality and diversity very well in the large majority of lessons. Inspectors observed some very good examples of teachers celebrating the cultural diversity of their learners. As well as planning to promote equality and diversity in lessons, teachers are confident to make good use of naturally occurring opportunities to do so; for example, challenging stereotyping or prejudicial perceptions.

**Science and mathematics**

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

Requires improvement

- The quality of teaching, learning and assessment in science and mathematics requires improvement. Success rates have been at or just below national averages for the majority of learners over the past three years. Most learners make at least the progress expected of them. Progression to higher education for learners successfully completing advanced-level courses is good.
- In the better lessons, teachers make good use of their knowledge and skills to set challenging activities that ensure learners make good progress, especially in the development of laboratory skills. In these lessons, learners also make good progress in developing mathematics and English alongside the main subject. In a GCSE mathematics lesson, for example, the teacher took care in ensuring learners, a number of whom had English as their second language, understood the meaning of key words such as 'sum' and 'product'. In advanced-level science lessons, learners develop good independent research skills through the use of tablet computers.
- Learners develop satisfactory practical scientific and mathematical skills. In a GCE A-level chemistry practical lesson, learners demonstrated competence with appropriate regard for health and safety in handling laboratory glassware and chemicals. However, in biology, GCE A-level learners' scientific drawing often lacks precision and detail. Learners currently have insufficient opportunity for subject-related visits or links with employers to develop their knowledge and understanding further.
- In the weaker lessons, the superficial planning of learning leads to dull and unchallenging activities that do not develop learners' understanding sufficiently. Teachers often dominate the lesson and do not use enough group or pair work to vary or extend learning. The teaching does not always develop learners' higher-level evaluative skills, concentrating too much on examination technique. Teachers make little reference to the wide range of resources available on the VLE to stretch and challenge learners further. Teachers do not routinely remind learners of the importance of taking notes for future reference.
- Assessment is satisfactory. The marking of learners' work is thorough, although errors in spelling and grammar are not always corrected. Teachers have responded positively to learners'

requests to provide more specific comments on how they can improve. In theory lessons, teachers predominantly use questioning to check learners' understanding, which in larger classes results in a minority of learners not participating.

- Learners benefit from good advice and guidance that ensure they are on the right course. During the first four weeks of GCE AS-level science and mathematics, learners attend a well-designed additional course that prepares them to move from GCSE to advanced-level study. This enables learners to confirm that they have made the most appropriate subject choices, allowing them to change subject combinations where necessary.
- Knowledgeable and experienced teachers have high expectations of their learners and set them challenging targets. Teachers support learners well, reviewing their progress regularly and closely, setting clear short-term targets when they fall behind with their work.
- Learners benefit from well-resourced laboratories that enable them to make good progress in the development of practical skills. However, a minority of classrooms are too small for the number of learners present, often restricting effective group work and the teacher's movement around the classroom. In one small classroom, for example, a large minority of GCSE mathematics learners' progress was slow as the learners were unable to see the workings on the whiteboard clearly.
- Teachers and learners from a diverse range of backgrounds work effectively and respectfully with each other. However, teachers do not promote equality and diversity sufficiently through the choice of lesson content.

## Motor vehicle

### Apprenticeships

Good

- Teaching, learning and assessment on motor vehicle apprenticeships are good. Consequently, the large majority of apprentices achieve their qualifications on time with success rates above the national average. Apprentices make good progress and develop valuable, high-level skills in vehicle inspection, repair and servicing, greatly enhancing their career prospects.
- Teachers plan lessons well, making good use of the excellent automotive resources in the college's workshops to ensure apprentices make good progress. For example, in an intermediate-level lesson, apprentices developed new skills in the measurement of brake discs using dial test and tracking gauges, accurately comparing their readings to technical specifications to determine serviceability.
- Teaching, learning and assessment are highly effective in linking college- and employer-based training, resulting in apprentices developing a wide range of work-related skills. In one lesson, apprentices' understanding was improved through the teacher's clear description of how an engine's sweep and clearance volume ratios are directly related to cylinder compression pressures.
- During progress reviews, apprentices and employers identify early assessment opportunities that lead to improved rates of progress. Employers prioritise, for example, electrical fault finding so that their apprentices are able to demonstrate levels of competence and attain the required standard in electronic diagnosis.
- The teaching of English is particularly effective. Teachers skilfully use prompt cards to stimulate and develop apprentices' discursive and analytical skills that result in apprentices making very good progress in lessons. However, the development of apprentices' mathematical understanding and application does not stretch the apprentices beyond the requirements of the qualification.

- Learners benefit from good learning workbooks that teachers use to plan and teach. However, the college currently holds insufficient on-line interactive learning materials on the VLE to extend apprentices’ knowledge and develop effectively their independent learning skills.
- Assessment practices are good. Apprentices benefit from their assessors’ flexible and responsive working practices, enabling assessment to take place at short notice. However, a small minority of assessors’ feedback on the quality of apprentices’ work is insufficiently detailed and does not fully identify how apprentices can improve their work further. In a minority of cases, work is not marked promptly.
- Apprentices receive good support. Teachers assess apprentices’ learning needs carefully, providing extra support if they are at risk of not completing their qualifications.
- The college has established strong long-term relationships with a good range of employers which result in apprentices gaining employment and higher training. Apprentices understand their responsibilities for health and safety, working safely in the workplace and in the college’s motor vehicle workshops.
- Teachers and assessors do not adequately promote equality and diversity during lessons at the college or during progress reviews at the workplace. The motor vehicle teaching team has not yet applied the training in equality and diversity that it recently received.

<p><b>Sport and public services</b></p> <p><b>Learning programmes for 16-18</b></p> <p><b>Learning programmes for 19+</b></p>	<p>Good</p>
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- Teaching, learning and assessment in sport and public services are good. This is reflected in learners’ good achievement on the vast majority of courses. Success rates are above the high national averages on all public service courses and they are high on the large majority of sports courses. Learners make good progress in achieving their qualifications and develop and apply a wide range of practical and theoretical skills.
- Learners benefit from good working relationships with their teachers. Expectations for behaviour and mutual respect are high. Teachers are well qualified and use their expertise, gained from much public and armed service experience, to plan interesting and relevant lessons that develop learners’ practical skills. They manage the learning well with a high level of individual challenge and commendable professional attitude. As a result, learners develop high levels of confidence to coach, for example, football drills.
- Teachers know their learners’ abilities well and carefully prepare activities at mostly the right level, with regular use of planned group and pair work, so that they explore problems together and share and extend their learning. For example, in one lesson, public services learners worked in small groups to evaluate the fairness of sentences handed out for specific crimes. However, in a small minority of lessons, the learning activities do not motivate all learners to participate fully, with learners preferring to respond to the teachers’ questions rather than carrying out their own research through independent study.
- Good partnerships are in place with local rugby and football clubs to provide professional training venues where learners can enhance their sports skills. An important feature of many courses is the rich programme of trips and visiting speakers timed to support particular topics of study. For example, to augment the learning for the Crime in Society unit, teachers arranged visits to the magistrates’ court and a speaker from the police led a workshop on types of crime.
- Assessment of learners’ work is good. Learners receive detailed feedback with clear references to what has been achieved. Feedback also helps learners to improve their work and attain higher grades. Teachers take care to correct errors in spelling and grammar.

- Specialist tutors work well in conjunction with teachers to provide effective personal support to learners through regular individual progress reviews. Sessions to develop learners’ awareness of personal and social topics such as personal well-being, sexual health and drug misuse enrich learners’ studies. Learners and teachers use the college’s VLE well to record progress and set targets. It also provides a good source of learning materials that most learners use for private study.
- Information, advice and guidance are good. Learners’ induction includes an initial review period at the start of the year to ensure that learners are placed on the right course. Regular events provide career advice and university entrance support as appropriate.
- Learners work in culturally diverse groups and are respectful of different backgrounds and cultures. Teachers are very aware of the importance of promoting equality and diversity in their subjects and in lessons. For example, learners planning training sessions in the sports hall identified well the level of support that might be needed to enable a person with a physical disability to complete a drill.

<b>Visual arts and media</b>	
<b>Learning programmes for 16-18</b> <b>Learning programmes for 19+</b>	Good

- The quality of teaching, learning and assessment is good. Consequently, success rates have been high for the large majority of learners over the last three years. The standard of learners’ work is consistently high in all subjects and outstanding in visual merchandising. Learners are motivated, enthusiastic and produce highly creative and interesting work.
- The planning of learning is generally good, but varies in efficacy across a few subjects. The large majority of teachers use learners’ individual profiles well to plan lessons that result in all learners making good progress. However, in a very small minority of lessons, planning does not take into account the needs of individual learners to ensure that they are challenged sufficiently to develop higher-level evaluative skills and so achieve better grades.
- Many of the teachers are current practitioners and are very knowledgeable, bringing much commercial experience to lessons and enabling learners to make good progress. As a result of commissioned project work, learners develop very good and commercially relevant skills that equip them for future careers or higher study. In most lessons, learners are inspired by the work of an inclusive range of artists and practitioners, strongly capable of explaining the initial influence of various artists on their own work.
- Learners benefit from many opportunities to develop their English through discussion and evaluation activities with teachers and other learners, with many now more confident and articulate as a result. Learners in visual merchandising and media develop good and relevant mathematical skills for business planning and invoicing.
- In a very small minority of lessons, teachers’ questioning does not always challenge learners or provide sufficiently thorough checks on learning. In these lessons, the pace is often slow and learners are not always encouraged to evaluate their own or other learners’ work.
- As a result of the very good range of resources, learners make good progress. Learners in media and photography benefit from access to professional-standard software, equipment and accommodation. Excellent art and design studios enable learners to gain and develop a wide range of skills in ceramics, photography, print-making and fashion and to learn within a realistic working environment.
- Teachers and tutors use electronic personal learning plans well to set targets for individual learners. Teachers provide clear feedback to learners on their work. In the better examples, feedback clearly identifies areas for further improvement. However, in a very small minority of

cases, feedback does not provide sufficient detail to help learners fully understand what they need to do to improve further.

- Learning coaches provide very effective extra support to help learners achieve and make good progress. The quality of information, advice and guidance is good. Learners applying to higher education courses receive good guidance and support.
- The promotion of equality and diversity is very good across all subjects, resulting in excellent working relationships. All teachers actively encourage learners to develop their understanding of different cultures through assignment briefs and through the range of artefacts chosen for learners to study. Teachers facilitate well learners’ understanding and awareness of social, political, cultural and gender influences on media.

<b>ESOL</b>	
<b>Learning programmes for 16-18</b> <b>Learning programmes for 19+</b>	Outstanding

- The quality of teaching, learning and assessment at all centres is outstanding. This is reflected in learners’ excellent progress and high success rates. Internal progression on to higher-level English courses and vocational courses at the college is very high. All 16- to 18-year-old leavers in 2012/13 on foundation-level courses progressed onto a vocational course or into employment.
- Learners at all levels, ranging from those with no previous educational background or demonstrable literacy to those with post-graduate qualifications, progress equally well. Learners improve their confidence to use the language in the community very well. For some learners this has a significant effect on their quality of life, for example enabling them to communicate successfully with staff at the job centre. Many learners improve their standard of English by several levels, for example progressing to work in a school, starting up businesses or working at advanced level in many employment sectors.
- Learners enjoy their learning and work extremely effectively together in groups and pairs. Teachers have very high expectations of learners and challenge them very well to improve their understanding of grammar and functional language use. They effectively use a variety of stimulating learning methods, resulting in learners becoming more competent with their pronunciation, sentence construction and general language ability.
- Teachers are highly skilful in dealing with increasingly diverse groups of learners, many of whom have additional barriers to learning. Their extremely good subject knowledge provides high levels of support, especially for learners who want to improve their phonetic and language analysis skills.
- Schemes of work are comprehensive and show very good planning for the step-by-step development of skills. The merging of the ESOL and English as a foreign language departments, along with very good staff development, has resulted in the use of highly effective teaching methods. In a small minority of lessons, planning and delivery do not always take sufficient account of the specific needs of individual learners.
- The use of ILT to support learning is outstanding. Very innovative use of social media has improved independent learning and attendance greatly. The VLE is constantly updated and contains a wealth of useful, stimulating material. For example, specific support strategies for learners’ difficulties with first language inference include images of how to use the vocal organs correctly and sound clips to support pronunciation. Teachers use a wide variety of learning resources very well to extend and consolidate learning. For example, an amusing television advert was projected onto a screen to reinforce a specific point of grammar.
- Assessment of learning is very good. A series of staged assessments for pre-entry learners provides a very good indication of their skills needs. Learners on these courses are increasingly successful when they transfer to qualifications at higher levels.



- Regular and thorough reviews of learning provide very good support to learners with regard to their progress. Most written feedback on learning offers clear guidance on how to improve. The majority of targets are clear, written in accessible language and their achievement is easy to measure.
- Teachers and tutors provide extremely good levels of support to eliminate barriers to learning. A relatively high number of looked after children and an increasing number of learners with social and/or behavioural problems benefit from the good links to specialist agencies and the highly committed staff team. Good and regular information, advice and guidance support learners well to progress on to the next stage of their academic studies or career.
- Teachers promote strongly an ethos of mutual respect and tolerance. Extremely mixed groups in terms of educational, social and cultural backgrounds work well and cooperatively together. They become more understanding and accepting of other ways of life. Well-presented wall displays celebrate other cultures effectively. Classrooms provide welcoming and safe learning environments for learners.

<p><b>Business</b></p> <p><b>Learning programmes for 16-18</b></p> <p><b>Learning programmes for 19+</b></p>	<p>Good</p>
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- Teaching, learning and assessment in business, accounting and finance are good, and this is reflected in the high proportion of learners who successfully complete their courses, often well above national averages. Learners develop good employability and enterprise skills through live projects that engage them with the local business and charity communities. Learners make good progress and many learners, especially in finance and accounting, achieve high grades.
- Teachers have high expectations of their learners. They set them challenging targets based on their qualifications at the start of their course. Progress towards these targets is effectively reviewed every six weeks and tutors identify any causes for concern and monitor closely all targets.
- Teachers use a good range of learning and practical activities to motivate and involve learners. As a result of the use of highly relevant case studies, learners work collaboratively and apply theory to practice.
- In a small minority of lessons, the teacher dominates and learning activities are not used effectively to promote independent learning. In a minority of lessons, teachers select learning objectives that are at too low a level and do not sufficiently motivate or challenge all learners.
- Learning resources are of a high standard and are available to learners on the VLE. For example, a bank of short films provides a context and focus for learning about marketing. Teachers and learners use relevant technology routinely and, as a result, learners develop good research skills in lessons.
- Well-established partnerships with local employers support learners in developing high levels of confidence, independence and communication skills. Recently, a group of learners organising a charity event worked with a large supermarket chain. Learners explained that, as a result of this experience, they had the confidence to call companies with which they had no previous contact and conduct targeted conversations.
- Staff and learners together create an inclusive and safe learning environment that respects diversity. In lessons, learners demonstrate increasing levels of awareness of how a wide understanding of diversity is essential for securing and retaining contracts as a business.
- Learners make good progress in developing English and mathematics in a business context. Teachers prioritise these skills in lessons and devise learning activities that provide many opportunities to practise them, consistently correcting spelling and grammar errors in written

work. In GCE A-level accounting, learners progressively develop their higher-level problem solving and mathematical skills by following a well-devised set of case studies.

- Teachers' assessment of learners' work is comprehensive, and results in learners knowing their rates of progress and levels of attainment. Written feedback is detailed and constructive, identifying for learners what they need to do to improve. However, assignments are not always designed to ensure learners can reach merit and distinction grades on assignments completed early in the course.
- Tutors support learners well. Thorough and well-planned initial assessment and induction programmes ensure that learners study at the right level. Learners value the regular review of their progress and the extra support they receive from teachers that helps them succeed.

### **The effectiveness of leadership and management**

Good

- The Principal and governors have established a clear mission for the college and have high aspirations for their learners. The strategic plan contains ambitious aims and reflects the college's desire to broaden participation, improve outcomes for all learners and promote employment. Communication across the college is good, staff at all levels understand current priorities and have good opportunities to express their views and contribute to developments. Managers and teachers demonstrate a strong commitment to improving the quality of teaching and learning and to responding to the needs of each learner.
- Governors know the college well and benefit from carefully prepared, concise reports which present essential information and data in a readily accessible manner. They are appropriately involved in setting the direction of the college and monitor performance and targets for improvement thoroughly. They follow closely areas of concern and underperforming courses, becoming increasingly involved in overseeing all aspects relating to the quality of teaching and learning. Governors set designated senior managers clear and challenging annual targets which are linked to strategic priorities and reviewed half-yearly. The college manages its finances well, enabling investment to improve facilities and resources for learning.
- The profile of learners attending the college has changed significantly in recent years, with a much higher proportion having low levels of attainment at enrolment. As a result, the college offers a broad curriculum with progression routes from pre-entry level to higher education in most areas of learning, although the large majority of learners currently follow programmes at or below intermediate level.
- Managers use labour market information well, along with links with local employers and organisations to develop the curriculum in, for example, technology and engineering, and for learners who have not taken part in learning or training since leaving school. The college places an increasing emphasis on developing learners' personal and employability skills across the curriculum, which is resulting in good and improving progression rates to employment.
- The performance management of staff is good and links personal targets to the strategic aims of the college. Lesson observations provide an accurate assessment of the quality of teaching and learning and contribute to the appraisal of each teacher. The college has devised its own teaching and learning framework that provides a clear foundation for all teachers to develop and share their skills and expertise in the craft of teaching. Support for teachers who need to improve the quality of their teaching is good, providing highly instructive developmental training. Teachers who do not improve are supported through the college's capability procedures.
- Quality assurance arrangements are comprehensive and promote improvement. Managers review courses thoroughly and assess frequently the impact of actions to improve those that are underperforming. They use data and different sources of evidence well, including learners' views, to contribute to self-assessment. Managers and teachers evaluate their own performance accurately, identifying correctly areas for improvement. For example, the college recognises that learners' attendance requires improvement. A new electronic attendance recording system now provides prompt data to support actions to reduce absence rates.

- The college is strongly committed to promoting equality and diversity, as reflected in its single equality scheme and diversity action plans. The college sets good equality targets for each subject area, monitoring progress carefully at college and course level. As a result of successful improvement planning, gaps in success rates between different groups of learners have reduced, with very few groups performing below national averages. Teachers mostly plan well to include equality and diversity topics and make very good use of opportunities for discussion when they arise in lessons.
- Senior managers and governors place a strong emphasis on safeguarding and promoting the welfare of learners. The college complies with statutory requirements for safeguarding. All staff have undertaken relevant training with regular updating. Staff receive good guidance when they have concerns about learners' welfare. The college enjoys good links with local authority care services, other agencies and local safeguarding children's boards.
- Through induction, learners receive helpful information on personal safety, including anti-harassment and anti-bullying. Regular audits ensure safe working practices. Almost all learners report feeling safe at the college and learners who met inspectors spoke highly of the presence of security staff and their readiness to help at all times.

## Record of Main Findings (RMF)

### East Berkshire College

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning
	<b>Overall effectiveness</b>	2	2	2	2	2
Outcomes for learners	2	2	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2	2	2
The effectiveness of leadership and management	2	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	3
Mathematics and statistics	3
Motor Vehicle	2
Sport	2
Public Services	2
Visual Arts	2
Media and communication	2
ESOL	1
Business	2

## Provider details

<b>East Berkshire College</b>	
<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16-18
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 2628
	Part-time: 6312
<b>Principal/CEO</b>	Kate Webb
<b>Date of previous inspection</b>	May 2009
<b>Website address</b>	www.eastberks.ac.uk

<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	213	153	340	119	850	303	4	28
<b>Part-time</b>	388	2061	278	960	332	472	1	105
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	166	152	70	124	3	11		
<b>Number of learners aged 14-16</b>	90							
<b>Number of community learners</b>	221							
<b>Number of employability learners</b>	79							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Premier International Limited</li> </ul>							

## Additional socio-economic information

The college serves the towns of Langley, Windsor, Slough and Maidenhead, attracting learners from west London and surrounding areas. According to the 2011 census data, the minority ethnic population of East Berkshire is 19.6%, with Slough having the highest proportion at 51%. The proportion of pupils in the Slough and Windsor schools attaining five GCSEs at A\* to C including English and mathematics is above the South East and England averages. The proportion of residents in Slough qualified to intermediate level is significantly lower than the South East and England averages. The unemployment rate in Slough is higher than the South East rate and just above the national rate. Slough's ranking in the 2010 Index of Multiple Deprivation makes it the most deprived local authority in Berkshire. The main employment is in the service sector including distribution, hospitality and public administration.

## Information about this inspection

**Lead inspector**

Paul Fletcher HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Director of Quality and Standards as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on 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 provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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