

Bishop Burton College

Specialist college

Inspection dates		18-22 November 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Outstanding-1
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- The majority of learners make very good progress; the vast majority of learners successfully achieve the qualifications on which they enrol and almost all progress to further and higher education or into employment. Learners have high standards of behaviour that reflect the positive values promoted by the college.
- Learners benefit from mostly outstanding resources, very good work experience opportunities, a wide range of college supported activities and good access to additional qualifications to develop well their personal, social and employability skills.
- Particularly good links with employers and strategic partners benefit curriculum development and learners' employment prospects.
- Leaders and governors provide outstanding strategic management that ensure they carefully manage and successfully complete college plans. Leaders and managers expertly managed the merger with Riseholme College and activities to secure improvements have resulted in immediate and longer-term benefits for learners.
- Staff give learners particularly good information, advice and guidance to prepare them for college and their next steps. Staff give learners with additional needs particularly effective support.
- The large majority of teaching, learning and assessment are good.

This is not yet an outstanding provider because:

- Although the large majority of teaching is good, not enough lessons are outstanding.
- A small minority of lessons are insufficiently engaging and challenging for learners.
- Retention rates on a minority of courses at advanced level need improvement and achievements in English and mathematics GCSE and functional skills at intermediate level are low.
- Teachers' feedback and standards of marking of learners' written work require improvement.
- Teachers and learners make inconsistently effective use of information and communication technology (ICT).

Full report

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment through improvements in teachers' professional practice by:
 - rigorously completing the application of the revised teaching, learning and assessment strategy
 - effectively link the outcomes of graded lesson observations to reviews of performance
 - ensuring performance-related action plans lead to effective improvements in professional practice, for example, in planning lessons, adjusting the pace of learning, providing stretch and challenge and more active learning.
- Achieve greater consistency and accuracy in the marking of learners' written work by:
 - closely monitoring and improving further the standards in assessment practice
 - supporting and developing staff in the application of effective assessment.
- Improve English and mathematics GCSE and functional skills success rates by:
 - developing teachers' confidence in teaching English, mathematics and functional skills, through the support of skilled practitioners
 - effectively embedding the development of learners' English and mathematics in all subjects
 - monitoring and reviewing how effectively English and mathematics GCSEs and functional skills are taught.
- Improve success rates at advanced level by raising retention rates.
- Support teachers and learners to improve the use of ICT in learning and assessment.

Inspection judgements

Outcomes for learners	Outstanding
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- Outcomes for learners are outstanding. Overall, long course success rates are high and are well above average. Success rates at intermediate level are exceptionally high, at foundation level high and at advanced level above average. In most subjects, retention rates have improved considerably and the vast majority of learners that complete the course on which they enrol achieve the qualification.
- Overall, learners make very good progress and achieve very well. They enjoy their learning and develop their understanding of their subjects well in lessons. The majority of learners produce good standards of written work, but in a few subjects, these require improvement. Most learners develop good practical skills linked to appropriate industrial standards. Their attention to health and safety is mostly good. In sport, the quality of learners' practical skills is high. Attendance and punctuality are good.
- Short course success rates are high and 14- to 16-year-old learners succeed exceptionally well. In the last three years, apprentices' overall success rates are high and, the majority complete their framework within the planned time. In agriculture, framework completion rates are very high.
- Learners from disadvantaged areas achieve as well as other learners in the large majority of subjects. Learners with learning difficulties and/or disabilities achieve better than those without. Overall gaps in performance analysed by gender have narrowed but small gaps at different levels remain, as do gaps collated by age. Long-term unemployed learners attending programmes to prepare them for employment achieve particularly well and the proportion gaining employment, compared to the national average is very high.

- Learners' opportunities to develop their employability skills are outstanding. They benefit considerably from completing realistic work experience activities at college. These provide learners with excellent opportunities that build their confidence and develop their work-ready skills. Staff match well each learner's external work experience to their needs and ambitions. Learners take useful additional qualifications that enhance their employability.
- Overall, learners develop their personal and social skills, such as volunteering, communications and team working, very well by participating extremely well in a wide range of activities. These include prestigious national competitions, a lambing weekend, stockmanship competitions and supporting for, or running events for charities and those with disabilities.
- Learners are well motivated and respectful of each other and their environment. They behave very well. The college successfully raises learners' ambitions and aspirations to progress. The very large majority of learners successfully progress onto higher-level courses or into employment.
- Learners on apprenticeships have a good understanding of their rights and responsibilities and their employers give them greater responsibility at work as they develop their competences.
- Learners' development of their mathematics, English, and information and communication technology skills requires improvement. In the majority of lessons, teachers incorporate English and mathematics effectively and learners develop these skills well. Learners' success rates in functional skills at foundation level are good, but are low at intermediate level. GCSE success rates, at grades A* to C, in mathematics are low and in English are very low.

The quality of teaching, learning and assessment	Good
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- Teachers support an outstanding level of outcomes with good teaching, learning and assessment. The majority of lessons are good, and a few are outstanding. Support for learners is particularly good overall. An excellent and innovative enrichment programme enables learners to participate in a wide range of activities, gain additional qualifications and to develop their personal, social and employability skills very well. Learners make very good progress.
- Learners benefit from a strong culture that prioritises their personal development, welfare and support. Staff have high expectations of learners and successfully promote positive values and high standards which the overriding majority of learners adopt and demonstrate in their day-to-day behaviour and attitude to their studies.
- Experienced teachers use their skills and expertise well to engage with learners, encouraging and challenging them to achieve their goals successfully. Teachers develop learners' practical and employability skills very well using a wide range of resources in well-organised practical sessions and work experience. Learners work well collaboratively and take responsibility for their own learning. For example, learners studying animal care work well in small groups and independently, applying skills and knowledge to the care of animals and the maintenance of high standards of animal welfare.
- In good and outstanding sessions, calm and knowledgeable teachers use questioning skills extremely well to reinforce and deepen learners' understanding and stimulate further learning. Learners fully participate and enjoy a good variety of teaching methods. Teachers make good use of ICT, group work, structured activities that maximise participation and well-planned independent learning.
- In sessions that require improvement, the pace is slow. Teachers plan lessons poorly and use a narrow range of teaching styles; they do not always make effective use of ICT. Not all learners engage effectively in the tasks and activities set by teachers. In a very small minority of practical sessions, teachers' attention to health and safety and learners' development of employability skills require improvement.
- Learners on apprenticeships learn and develop their competences effectively through well-organised training programmes with employers.

- Assessors give apprentices good, frequent and flexible support in the workplace. Learners make very good progress through well-coordinated on- and off-the-job learning. Assessment practices are thorough, taking account of workplace practices, but the quality of feedback is variable. Progress reviews insufficiently support learners’ development of wider employability and personal learning and thinking skills.
- The majority of learners make good use of ICT, together with other very good learning resources, to extend their learning and monitor their progress. Staff are taking actions to extend this opportunity to all learners.
- Teachers use particularly effective initial assessment to carefully plan appropriate learning opportunities for individual learners. The college caters well for learners’ individual needs and staff provide opportunities that respond well to learners’ needs in mixed-ability groups. Teachers relate well to learners and in the vast majority of cases get the best out of them. Learners receive particularly well-organised additional learning support and staff work well together to meet learners’ specific needs.
- Teachers give most learners clear and regular feedback on their progress. This helps them to improve. In a few cases, teachers do not give learners sufficient or accurate feedback on written work. In a few examples, teachers do not challenge technical errors and in others, they do not correct mistakes in spelling and grammar.
- Teaching and learning to develop English, mathematics and functional skills require improvement. Most teachers make plans to include the development of English and mathematics skills, but they do not always implement them. Specialist support sessions are effective.
- The arrangements for providing learners with information, advice and guidance are particularly good and staff work very well to achieve high standards and meet individual needs. Induction is thorough and learners start their time at college very well prepared for what they are going to do and understand where their learning can take them next.
- In most sessions, learners are well motivated to learn and behave well. The atmosphere on and around the campus is very positive and constructive. In the majority of lessons, teachers promote equality and diversity effectively. They use activities including themed weeks and links with charities to further reinforce these important concepts. Learners present themselves well, show mutual respect and value individual differences.

<p>Agriculture and countryside conservation</p> <p>14-16 part-time provision 16-19 study programmes 19+ Learning programmes</p>	<p>Good</p>
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- Teaching, learning and assessment are good. In agriculture, they are good or better but in environmental conservation they require improvement. This is reflected in learners’ success rates. Teachers have very high expectations of learners’ academic performance and behaviour. Staff motivate agricultural learners particularly well to work at a high level, when compared to their starting points. Environmental conservation learners do not make the progress expected of them and this requires improvement.
- In the best lessons, teachers check learning frequently and engage all learners. They plan a good variety of tasks and the pace of lessons is brisk. Teachers expertly integrate health and safety into practical lessons with effective checks on personal protective equipment and risk assessments. They use planning documents of a high standard. For example, teachers use learners’ profiles effectively in lessons to cater for individual needs and check on their progress.
- In weaker lessons, teachers do not sufficiently engage learners in learning activities, use ICT ineffectively and the pace of learning is too slow. At advanced level, learning activities are

insufficiently challenging. In a small minority of practical lessons, learners' use of personal protective equipment requires improvement.

- Teachers' use their good subject knowledge and recent industrial experiences well to illustrate teaching points. They make creative use of the wide range of resources resulting from the recent merger to enhance learners' practical experience.
- Planning and delivery of work experience are very good. Teachers take great care to match learners' individual needs to suitable work placement, offer additional qualifications and organise careers fairs, visiting speakers, mock interviews and study tours to help learners move into employment.
- Teachers use initial assessment well to ensure they give learners with additional needs good support. In tutorials, they monitor learners' progress against their individual targets very well. Staff meet regularly to assess each learner's progress against stringent criteria and take corrective action promptly. Learners are very well aware of this and know what is required of them. Teachers monitor and challenge behaviour effectively. Attendance is satisfactory and punctuality is good. Learners receive very good advice and guidance about their future careers.
- Feedback on learners' written assessments requires improvement. While encouraging, teachers provide learners with insufficient guidance on how they can improve the standard of their work and significant factual errors are uncorrected. A minority of work for advanced level learners is superficial and insufficiently challenging. Assignment workshops, particularly in environmental conservation are insufficiently effective.
- In better lessons, teachers incorporate mathematical problems well, but in a minority of lessons, teachers miss useful opportunities to incorporate mathematics. For example, in one lesson, a learner said that he did not know how to work out a percentage calculation but this was overlooked by the tutor. Teachers develop learners' job application skills very well in lessons but marked work contains too many uncorrected English errors.
- Teachers effectively promote equality and diversity where it is appropriate to do so. For example, learners in an employment law lesson discussed the disability discrimination in the context of employment of farm staff.

Animal care

14-16 part-time provision

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good and support the recent improvements in success rates for learners. Success rates are outstanding at foundation level and good at intermediate and advanced level. Learners make very good progress.
- Teachers are highly motivated and have or are working towards a teaching qualification, have appropriate vocational qualifications and have sound industrial experience that learners value.
- Teachers are knowledgeable, enthusiastic and engaging and have high but realistic expectations of learners. Good lessons are lively, interactive and enjoyable. Teachers use group work and imaginative activities well, for example, planning the reintroduction of an extinct species into the wild and evaluating its chances of survival. They use excellent practical resources and vocational examples well to reinforce theory.
- Teachers use probing questions to check learning. Learners are confident and make good progress in lessons. They develop their skills in independent learning particularly well in practical lessons.

- A small minority of lessons are too teacher-led, lack pace and challenge and use activities that are not appropriate to the age or abilities of learners. Teachers' and learners' use of ICT, including mobile technologies and the college's virtual learning environment is underdeveloped.
- The standard of learners' work is good. Assessment planning is good. Teachers use the dedicated support sessions well to check learners' progress and set them clear and challenging targets.
- Assignments have good links to teaching and learning in lessons. In the best examples, assessment methods are innovative and learners' work is on display throughout the college, for example models of an animal cell and an interactive workbook including a pop-up heart, word search and snap games. Assessors give comprehensive verbal and written feedback with clear indications of how learners can improve their work.
- Overall, teaching of English and mathematics requires improvement. Teachers insufficiently integrate these into learning. Attention to spelling in written work is good.
- Learners on routine animal husbandry duties make good use of resources to develop their vocational competence. A minority of tasks lack pace and challenge and learners' use of targets to enhance learning and skill development requires improvement.
- Learners' opportunities to develop their employability skills are excellent. A combination of routine duties, work experience and practical lessons, along with additional qualifications such as volunteering and employability skills, improve the learners' readiness for employment well. Managers and staff have established very good and successful links with employers and industry bodies. Learners access a wide range of high-quality work placements, including seal rescue organisations, animal behaviourists, welfare centres, veterinary surgeons and wildlife parks.
- Tutorials are robust. Teachers support learners to evaluate their own progress well and set challenging targets to achieve. Teachers support learners at risk of leaving their course early well. Information, advice and guidance are good and learners have an accurate and realistic idea of what to expect while at college and an understanding of opportunities for progression.
- Learners enjoy college and feel safe. Their attendance and punctuality are good. Learners show good behaviour and respect for each other, but teachers miss appropriate opportunities to develop learners' understanding of diverse beliefs and attitudes to animals.

Horticulture and forestry

Apprenticeships

Good

- Teaching, learning and assessment are good. Success rates are consistently above the national rate, reflecting the good progress that learners make on their training programmes. Learners develop good horticultural skills across a well-designed number of employment options.
- Teachers and assessors are well qualified and support learners very well. They work well as a team and use their industrial experience well to motivate learners. Learning at work is good and employers have high expectations of learners. Learners demonstrate a good range of employability skills, produce work to a high standard and demonstrate good health and safety practice.
- Links between on- and off-the-job training are very good. Learners benefit from very frequent and flexible assessor visits. Assessors work well with employers. This ensures that most learners make good progress.
- Learners attend weekly off-the-job learning. Teachers have good technical knowledge of their subject and engage well with learners. A few classroom-based lessons require improvement. Teachers do not structure lessons sufficiently well and they do not check learning effectively or provide learners with sufficient stretch and challenge. Teachers and assessors make insufficient

use of ICT to support on- and of –the-job learning, particularly to support learners living a distance from college.

- Assessment practice is good. Assessors make very good use of naturally occurring workplace evidence to confirm learners’ competences. Assessment is well structured, fair and rigorous and conducted to high standards. Learners’ portfolios are well organised and their written work is carefully assessed. However, assessors insufficiently correct this work for errors in spelling or grammar.
- Progress reviews are supportive, thorough and contribute to learners achieving their training programme in good time. Assessors know the background of their learners well and use this information to address any issues that may affect progress. For example, the college facilitated a car-sharing arrangement for a learner living a distance from the college who was having difficulty with petrol costs. Progress reviews mainly focus on completion of the qualification framework. Learners’ use of targets to improve their personal learning and thinking skills requires improvement.
- Help, support and guidance are good. The majority of learners receive an interview conducted by both the employer and the college and the interviewers give them good information on the structure of their training programme, safeguarding and their rights and responsibilities. Initial assessment is thorough and identifies support requirements for English and mathematics. Learners receive good specialist support in English and mathematics lessons.
- Promotion of equality and diversity is satisfactory. Teachers at one centre use an online qualification where learners gain a broad understanding of the topic. Teachers’ integration of this subject into lessons and their effective reinforcement of learners’ rights and responsibilities, including how to deal with potential issues in the workplace, require improvement.

<p>Sport</p> <p>16-19 study programmes 19+ Learning programmes</p>	<p>Good</p>
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- Teaching, learning and assessment are good and reflected well in the high proportion of learners achieving their qualifications, with high grades on advanced courses. However, while success rates for the extended advanced vocational courses have improved in the last three years, they remain around the national average. Of the learners who left advanced level courses early most progressed into sport-related employment.
- Knowledgeable and friendly staff set high expectations resulting in good professional standards and behaviour of most learners. A small minority of Academy scholars insufficiently follow this accepted professional code. Learners benefit well from the support, care and enthusiasm of staff and use teachers and professional coaches as role models. Learners indicate that they enjoy their programmes of study and benefit from an excellent sense of teamwork.
- Learners develop good practical coaching skills. They lead, coach and organise fitness sessions, sports events for participants with disabilities and recreational sport with confidence. Learners develop their employability skills further by completing additional coaching qualifications. Many learners are active sport volunteers in the community.
- Most teaching and learning is good. In the more successful lessons, teachers use a good range of learning activities that stimulate learners’ interest. In one sport-psychology lesson, learners used role play effectively to explore goal-setting strategies in sport coaching. A minority of teachers make good use of mobile technology to complete short research tasks to inform group discussion. This worked well when exploring the different characteristics of energy systems in sports coaching.

- A minority of teaching is uninspiring, slow and is insufficiently challenging. Teachers’ questioning techniques are insufficiently effective, their classroom management is poor and learners unnecessarily copy from presentation slides. Teachers do too much and their use of a narrow range of learning strategies limits learners’ progress.
- Learners benefit from outstanding partnerships and links with employers, national governing bodies and regional sport organisations. These links are invaluable to learners, offering high-level coaching, and opportunities to play professional sport, work experience and involvement in regional and national sport development. For example, Great Britain Archery and Pentathlon, local professional rugby league, Badminton England and national Boccia (precision ball sport for disabled) events. A number of learners have gained county and international honours in Pentathlon, Rugby, and Women’s Rugby.
- The college positively promotes healthy lifestyles through the enrichment programme. Learners are encouraged to take an active involvement in the college sport initiative. Over 260 learners have enrolled on this programme, which includes over 60 different sport and recreational activities.
- Assessment planning is good. Assignments are mostly interesting and varied. Teachers make good use of assessment booklets that help learners to plan their work effectively. In the best examples, tutors annotate assessment criteria in the margins and highlight inaccuracies in spelling, grammar and punctuation particularly well.
- Teachers monitoring of learners’ progress is mostly good. They make good use of the college performance tracking software to review progress and to set performance targets. However, delays in completing individual tutorials has meant a small number of learners have not agreed short-term performance targets. This is hindering staff from identifying learners who are not making the progress expected in the first few months.
- Learners develop their English and mathematics skills through discrete teaching of functional skills and GCSE classes. Teachers insufficiently integrate these skills into vocational lessons.
- Learners receive good information, advice and guidance to help them select a study programme that matches their interests and ability. Initial assessment is thorough and identifies accurately any learners who need additional support needs. However, learners’ take-up of additional support is low. Progression to higher education and into employment is good.
- Teachers promote equality and diversity particularly well. They have high expectations of learners’ behaviour and respect for others. Many learners take part in activities with a diverse range of groups including coaching sports for learners with learning difficulties and/or disabilities.

Employability training	
16-19 study programmes	Good

- Teaching, learning and assessment are good. This correlates well with high success rates and good development of learners’ skills in lessons. Many learners successfully progress onto higher-level programmes including mainstream provision.
- Learners make good progress in developing their personal, social and employability skills in lessons. Teachers have good links with local organisations such as a local animal care centre and a church. These provide learners with good work experience covering the importance of timekeeping and professional standards for personal presentation. Learners effectively use the skills learnt at college including animal handling, feeding and cage cleaning and grounds maintenance. Learners effectively develop communication and mathematics skills in community activities including using the library and shopping.
- Learners produce high standards of work and take care to write legibly with correct spelling, punctuation and grammar. Teachers use photographs to demonstrate learners’ progress in

practical lesson activities. Learners enjoy attending college, feel safe and demonstrate safe working practices in lessons.

- Teachers use a wide variety of teaching methods that make lessons challenging and interesting. They use very good questioning techniques to check and reinforce learning. Learners are very knowledgeable and able to identify the health issues of animals such as skin conditions. In an animal care lesson, learners were able to identify correct bedding for rodents and in another, demonstrated good handling techniques for lizards. Cookery lessons are particularly effective in developing learners' health, hygiene and basic cooking skills while reinforcing wider skills of following instructions and working as a team.
- Learning resources are good and practical facilities are of a high standard. A few learners with learning difficulties have insufficient access to assistive technology so that they can participate fully in lessons.
- Personal support for learners is very effective. Teachers use support strategies well to develop learners' personal and social skills including behaviour. Teachers and support staff are very effective in supporting learners to engage effectively in learning. The college provides practical help to reduced learners' financial burdens including appropriate funding for overalls, boots and meals. Staff provide particularly effective counselling and anger management support.
- Teaching of English and mathematics skills requires improvement. Teachers insufficiently plan how they will develop these skills and make ineffective use of individual learning for this purpose.
- Initial advice and guidance are good. Teachers meet with learners and carers to ensure they understand valuable information about each learner's needs. The college gathers additional information from a wide range of sources to ensure it develops effective strategies to support learners to overcome barriers to learning. Potential learners attend taster days, which enable them to choose the course that effectively meets their needs and interests.
- Learners have a comprehensive understanding of equality and diversity, including how to recognise bullying and what to do about it. Learners develop these skills by understanding the importance of taking turns and valuing others' opinions. Teachers include religious festivals and cultural differences in lessons. However, not all teachers are confident on how they can widen and increase these opportunities.

The effectiveness of leadership and management

Outstanding

- Senior managers, with particularly strong leadership from the Principal and the very good support of governors, have very successfully implemented a well-considered and ambitious long-term strategy for the college that has resulted in a steady increase in learner numbers and a rise in success rates to high levels. They have underpinned this with a very well-established and clearly understood set of values that positively influence the behaviour and attitude of staff and their aspirations for learners. The college's outstanding planning and financial control enables managers to complete capital projects that have significantly improved the learning resources, which are excellent at the Bishop Burton campus.
- Governors have a strong commitment to learners, the college and the community it serves and provide rigorous challenge and support to managers. They use their expertise wisely to guide managers through complex projects. The Principal keeps governors fully informed of key developments and they are acutely aware of the college's strengths and areas for improvement. Governors have established highly effective links with managers in order to improve their overview of progress made in improving teaching, learning and assessment.
- Senior managers managed the recent acquisition of Riseholme College expertly, ensuring a smooth and rapid transition of ownership. Their extremely thorough planning has resulted in immediate benefits to staff and learners. Managers have very quickly gained the trust and

cooperation of key stakeholders in Lincolnshire, and rapidly secured the approval and resources necessary to relocate the Risholme campus to a new site.

- The college's arrangements for assuring the quality of provision have been a focus for improvement over the past year. Managers recognised the need to increase the pace of improvements in teaching, learning and assessment and undertook a comprehensive review at the end of the last academic year. As a result, they promptly improved the self-assessment process at appropriate levels of management. Managers' assessment of learners' outcomes are accurate. The college makes very effective use of the views of employers and learners in order to evaluate the curriculum offer.
- The college has suitably reinvigorated the scheme for observing teaching, learning and assessment, which is rigorous. It has implemented much more timely appraisals and training plans to meet the development needs of individual teachers. The improved observation scheme includes peer observations and themed learning walks to develop teachers' skills and check on the impact of staff development. At the time of inspection, it is too early to measure the full impact of these improvements.
- Managers' strategies for improving English and mathematics have not been wholly successful. They have identified this as an area for improvement and have swiftly adjusted the delivery of these subjects in line with the requirements of study programmes.
- The college collaborates extremely effectively with partners and stakeholders, including schools, Job Centre Plus and local authorities, to develop a curriculum that provides particularly good access at all levels of learning and is continually adapted to meet the changing needs of industries, in particular in the land-based and sports sectors. The college provides learners with outstanding support to ensure that they can overcome barriers to learning. Managers work closely with local schools to provide highly successful learning programmes. Many pupils move on to further learning at the college.
- Links with employers and other agencies are outstanding and learners receive substantial benefits, including a wide range of additional curriculum-related events. Managers participate very effectively in working groups with three Local Enterprise Partnerships. These have brought about innovative approaches to meet the needs of the regional agriculture industry.
- The college makes very effective use of data to monitor performance and it has reduced gaps in learners' achievements. Managers are aware of the need to analyse data more precisely in order to further narrow performance gaps between adult and younger learners at different levels of learning. Many initiatives are in place to ensure teachers promote learners' understanding of equality and diversity effectively and recent staff training is having a positive impact.
- The college's safeguarding arrangements are very comprehensive; the college meets its statutory requirements for safeguarding of learners at both sites. Staff take prompt action where concerns arise and work very well with local agencies to support learners, manage risks and provide training for staff and learners.

Record of Main Findings (RMF)

Provider name

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Agriculture	2
Environmental conservation	2
Animal care	2
Horticulture and forestry	2
Sport	2
Employability training	2

Provider details

Type of provider	Specialist further education college							
Age range of learners	14+							
Approximate number of all learners over the previous full contract year	Full-time: 2416							
	Part-time: 1221							
Principal/CEO	Ms Jeanette Dawson OBE							
Date of previous inspection	July 2009							
Website address	www.bishopburton.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	
Total number of learners (excluding apprenticeships)	16-19	19+	16-19	19+	16-19	19+	16-19	19+
Full-time	107	13	267	22	1235	179	89	510
Part-time	2	24	6	151	2	30	9	275
Number of traineeships	16-19		19+		Total			
	NA		NA		NA			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	129	29	29	6	N/A	N/A		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	177							
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:	N/A							

Contextual information

Bishop Burton College, situated in Beverley in the East Riding of Yorkshire, merged with Risholme College near Lincoln in August 2012. The merged college is a specialist further and higher education land-based college. It primarily serves the areas of Hull, the East Riding of Yorkshire and Greater Lincolnshire. Over 50% of the provision is in land-based industries. It also offers provision in another 11 of 15 sector subject areas.

As the country's largest unitary authority, the East Riding of Yorkshire has major challenges with its transport infrastructure. In this catchment area employment levels and the skills of the work force are in line with national averages. Both Hull and North East Lincolnshire have high levels of deprivation. Unemployment is high and the workforce has lower than average levels of skills.

Information about this inspection

Lead inspector

Simon Cutting HMI

Four of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the vice-principal 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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