

Bracknell and Wokingham College

General further education college

Inspection dates		26–29 November 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
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:

- Year-on-year, an increasing proportion of learners who start a course gain the qualification they want, and overall that rate is now around the national average for similar institutions.
- A high proportion of learners who complete their courses achieve their qualifications.
- The large majority of teaching, learning and assessment sessions are good.
- Committed learners work effectively with staff, benefiting from an impressive new college building and a positive learning environment.
- Initial assessment of learners' abilities is used well to help develop teaching and learning to meet their needs.
- Leaders and managers at all levels have enthusiastically risen to the challenge and responsibility of raising standards, leading to improvements.
- Course programmes and learning methods have been appropriately revised to increase learners' success, improve their chances of employment and meet changing requirements, such as in study programmes for students aged 16 to 19.
- A strong emphasis on the importance of achieving English and mathematics qualifications has led to good success rates in related subjects, such as functional skills and A-level mathematics.

This is not yet an outstanding provider because:

- Not all groups of learners achieve as successfully as the overall figures suggest, with improvements needed in areas such as level 3 courses for learners aged over 19 years.
- The proportion of learners who complete their courses requires improvement in 10 of the college's 14 subject areas.
- The success rates for apprenticeship programmes, where vocational training is provided by the college, require improvement.
- Procedures to improve learning further, such as the use of reports from lesson observations within staff appraisals, have been revised recently, but it is too soon to be certain that these changes are a consistent part of the college's work.

Full report

What does the college need to do to improve further?

- Complete the analysis of why so many learners leave their courses early, and take prompt action to improve this aspect.
- Ensure that a greater proportion of teaching and learning sessions are outstanding; for instance, by using coaching and training for teachers to improve such things as the stimulating use of technology and other activities which fully extend learners' skills and knowledge. In addition, ensure that teachers work more closely with learning support assistants in class in order to improve their efficacy.
- Improve success rates for apprentices who undertake vocational training with the college by such things as revising the monitoring of apprentices' progress; ensuring support is made available for apprentices who are performing poorly; and improving assessment and coaching provided in the workplace. Urgently improve the standard of apprenticeships provided by poorly performing subcontractors.
- Swiftly implement the full use of electronic individual learning plans across all subject areas. Ensure that staff and learners use the potential of this system to improve learners' achievements through close monitoring of progress.
- In lesson observations, increase managers' skills in observing and recording the impact of teaching on learners' progress. Enable managers to support teachers in developing better teaching methods to improve learners' deeper understanding of subject material.
- Monitor closely how well the current timetabling of functional skills is working in terms of learners' progress and attendance. If necessary, revise the make up of groups and the timing of classes.
- Ensure that recent innovations in the arrangements for managing staff performance, such as the use of lesson observation records in staff appraisals and new management performance arrangements, are fully implemented and that, in due course, they are reviewed and revised.

Inspection judgements

Outcomes for learners	Requires improvement
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- Since the previous inspection, the proportion of learners who complete their course successfully has, overall, continued a three-year trend of steady improvement from well below average to broadly in line with the average for similar institutions. However, several aspects of provision still require improvement in success rates, such as in short courses or level 3 courses for those aged over 19 years. Learners who complete their course have a good rate of achievement of qualifications, in many categories well above national averages. Learners perform slightly better than might be anticipated from their previous results. However, keeping learners on courses is a weaker element of the college's performance.
- In the various subject areas, although pass rates for learners who complete their course are good, too many learners drop out early. Despite this generally weak retention, success rates are good in engineering and humanities; in social sciences and construction they require improvement. Functional skills in English and mathematics have good success rates, with the exception of functional skills mathematics at level 2, which is below average.
- In mathematics the success rates of learners is good, but in a few science subjects rates require improvement. The proportion of learners who achieve results with a high grade requires improvement in both science and mathematics.
- Results are poor for apprenticeships where vocational training is provided by the college. In part, this reflects the fact that almost half of learners are on electro-technical programmes

where national success rates are low because of problems in acquiring a professional qualification. However, rates for many other courses, where numbers of participants are rapidly expanding, are also low. Apprentices trained through a subcontractor providing a small range of construction and plumbing programmes have had poor success rates for almost four years.

- The only significant gap in performance between groups that currently requires improvement is the retention rate for male learners; in 2012/13 this was five percentage points below that for female learners, declining from the previous year when male retention was slightly higher than female retention. Learners in receipt of learning support generally have higher retention and success rates than those with no support, but their achievement of qualifications is weaker.
- The college's strong focus on making learning relevant to employment practices ensures that learners improve their broader skills well. For example, tutors with industrial experience linked theory lessons with the practicalities of organising, costing and providing a college Christmas 'pampering' beauty session. The confidence of young learners is often impressive, and is developed by, for example, requiring them to present findings from assignments to their peers. The importance of attendance and punctuality are routinely linked with good employment practices.
- Good tracking of learners' destinations after their courses allows managers to review effectively how well the range of courses is meeting learners' needs. The majority of learners stay in further training at higher levels with the college. A relatively high proportion enters into employment; a low proportion, for learners who attended full-time courses, is unemployed after college. In science and mathematics, the rate of progression in college between GCSE, GCE AS and A level is good, as is progression to university. A small number of learners aged 14 to 16, who follow specialist courses in the college, progress well into education or apprenticeships.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment across the college is good. This is better than the historical achievement of qualifications would suggest; however, improved learning strategies have secured a sustained increase of achievement over the past three years. The general knowledge and skills development of learners, facilitated and nurtured by teachers, are good. Much teaching includes well-considered and well-implemented learning strategies that enable learners to make good progress towards passing their qualifications.
- The large majority of teaching, learning and assessment sessions are good, and a very small minority outstanding. Teachers have embraced a great deal of change in a short time, making improvements to benefit learners' progress. Observers of lessons are ensuring improvement in teaching, through adeptly identifying existing strengths and recommending the right areas for improvement. However, observers include insufficient detail about what they mean in their judgements on learning and this detracts from attempts to improve learning.
- The general care that teachers demonstrate towards their learners motivates them well. Learners recognise that teachers' efforts enable them to acquire the knowledge and skills they need to succeed in their studies, and they enjoy their learning at the college. Specialist staff provide good study support for learners on courses. In a few teaching sessions the use of learning support assistants is ineffective.
- Teachers are suitably qualified. They use their subject knowledge well to make the learning aims in qualifications understandable and to break down new and difficult concepts. The best teaching is authoritative, skilfully encouraging learners to produce articulate answers and to evaluate and think independently. In weaker sessions, teachers do not extend and provide learners with a deeper knowledge and understanding beyond that needed to pass their qualifications. Learners use a virtual learning environment (VLE) which contains useful materials for supporting their studies during lessons, but it has become outmoded and cluttered. A new approach, which provides a welcoming and 'intuitive' interface, will replace this system soon.
- Initial assessment is comprehensive and used effectively. Staff carefully plot learners' starting points and make sure learners are fully aware of their target grades. Staff recommend, build,

and tailor learning programmes satisfactorily to match individual learning aims. A strong culture is emerging across the college of tracking learners' progress this year through new technology. Most teachers use the new system well to monitor progress rigorously, although its usage has yet to permeate the entire college.

- Assessment, including written and verbal feedback, is mostly meticulous and enables learners to understand exactly what they need to do to improve and to pass their examinations and vocational assignments. Staff have made beneficial improvements in how they set target grades and monitor progress.
- In English for speakers of other languages, learners develop good skills. The teaching of mathematics at intermediate and advanced level is good. Teachers are particularly effective in supporting learners who have previously not been able to achieve in this subject. The teaching of functional skills in English and mathematics requires improvement; nevertheless, teachers are successful at supporting the large majority of learners to understand what they need to do to achieve their qualifications.
- Teachers and staff across the college provide good support and guidance for learners. At the start they make sure they are on the right course and level. They provide learners with good guidance to prepare them for their future studies. Staff have good contacts with the local community with which to provide options for learners to gain work-related skills.
- Learners work together productively in lessons and workshops which teachers manage well, resulting, in nearly all cases, in a calm and conducive atmosphere for learning. However, the extent to which teachers promote equality and diversity topics as part of the learning experience varies in lessons across the college. In a small minority of learning sessions, teachers plan and implement activities on equality and diversity topics where they will have the maximum impact on learning within astute activities. For example, in one session, learners were fully involved in comparing and contrasting the rates of pay and parliamentary representation of women compared with men in England. This became a lively and productive debate, leading to learners being curious and surprised about why inequality for women still exists. The teacher then set the learners a homework project to research the situation in their countries of origin. However, this very good practice is not sufficiently evident across the majority of the curriculum.

Science and mathematics

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good in science and mathematics. This is clearly reflected in the good success rates in mathematics, although further improvements are still required in outcomes for a few science subjects such as GCE AS-level chemistry and human biology. Achievement of high grades in most GCSE, GCE AS- and A-level courses require improvement.
- Learners work well individually and with their peers. Most are effective independent learners who are capable of evaluating their own performance, although note taking by a few learners can be weak, making retrieval of information potentially difficult. Learners enjoy their work, are articulate and confident, often contributing to work at the front of the class and in presentations. They use technical language appropriately.
- Learners are well supported. Teachers assess learners' skills in English, mathematics and in preferred ways of learning at the start of their course. Learners value the support which they receive from the study support staff, their teachers and personal tutors. Workshops are available in all subjects. Learners use these to work through areas that they are finding difficult, leading to improved achievement.
- Teachers use target grades well to motivate learners. In the best practice, learners are encouraged to treat these targets as a minimum and to aim for higher grades through

undertaking additional work. Staff track learners' progress and achievement promptly and effectively, which motivates learners to succeed.

- Planning of teaching, learning and assessment is effective. Schemes of work are good, but subsequent planning does not always have sufficient information to guide work with individual learners or proposed activities. Staff are well qualified and have a detailed knowledge of their learners, which is used well in lessons. Extension work is not always immediately available for learners and a few sessions are insufficiently challenging for the more able.
- Most teachers use questioning effectively to check learning. Questioning is generally directed and planned to meet the individual needs of learners. In the better classes it is used even more effectively to promote learning, facilitate discussion and develop higher level skills such as analysis and evaluation. Teachers promote English skills well, for example by focusing on spelling and word definitions.
- Resources are good and provide an appropriate professional learning environment. Attention to health and safety is good; personal protective equipment is made available and is used by learners. The VLE is populated with various materials such as hand outs, examination papers and specimen answers, which are of some use to learners, but it is not currently used as an effective interactive learning resource.
- Homework is given regularly and frequently, with prompt and accurate marking. Teachers also provide written feedback on most work, which helps learners understand how much they have achieved and how to improve.
- Information, advice and guidance are good. Learners are clear about course requirements and the next steps which will lead them to further and higher education or employment. Links with employers are used effectively, for instance with presentations by employers or an industry day exploring potential careers. Staff and learners work together to find placements, for example in the meteorological office in a local university and in veterinary practices. A good proportion of learners have some such valued work placement.
- Learners are treated fairly and work well together in an inclusive environment regardless of age, ability or cultural background.

**Engineering and motor vehicle
16-19 study programmes
19+ Learning programmes**

Good

- Good teaching and learning have led to a steady improvement in the proportion of learners who achieve their qualifications to a good level. In imaginative lessons, pace is maintained through a variety of techniques; for instance, in an electronic engineering session the teacher skilfully created a competitive ethos which encouraged learners to work individually to answer test questions correctly in the shortest time. In other classes, teachers use quizzes and peer questioning to good effect, for instance with learners explaining to others various specialist engineering parts. Homework, which is set and marked on a regular basis, is clearly linked to lesson objectives and outcomes.
- Practical teaching is good. Activities are carefully planned to appeal to a diverse range of learners. When possible, learners' knowledge is extended beyond their course requirements. In one lesson, learners were required to research a variety of welding techniques, choose the most applicable and then apply practical skills to complete the weld.
- Links with employers and the use of work experience to aid learning are under developed. No systematically organised programme of work experience exists for learners on engineering and motor vehicle courses, which reduces learners' employability prospects. However, electrical engineering learners complete a useful minimum of one week's work experience.
- The use of technology as a tool to aid learning varies between good and ineffective. For instance, in a motor vehicle engineering class, learners' interest was skilfully maintained through

projections of rapidly moving images and explanation, reinforced through a group quiz. In other classes the use of technology is limited to learners being expected to copy text and diagrams projected onto a screen.

- Most resources are very good. Laboratories, workshops and practical areas are equipped to a high standard with machines, test rigs, electronic test equipment and a full range of hand tools. Computer aided design courses make use of the latest three-dimensional computer-aided learning packages. However, the motor vehicle fleet is dated; the lack of current technology limits learners' opportunities to appreciate recent vehicle-design developments. In motor vehicle studies and electrical engineering a well-established culture of health and safety compliance is in place. Staff set high expectations in health and safety matters; nearly all learners understand and adhere to the requirements, except in one area where they need reinforcing.
- The marking of assignments, course work and homework is good and assists learners to improve. Teachers regularly annotate the work of learners with developmental comments which encourage them to improve their spelling, punctuation and phraseology. The proper spelling of technical words is assisted through poster displays in workshops.
- Support for learners is good, initial advice and guidance are effective and teachers make sure that learners are placed on the most suitable course. Where appropriate, learners resit GCSE mathematics and English. Teachers are empathetic and actively raise awareness of progression opportunities to education, training and employment, leading to high levels of aspiration among learners. Progression from school link programmes to full time level 1 courses at the college is good.
- The promotion of equality and diversity in classes varies between very good and under developed. Good examples include an electrical engineering class where pictures and examples of electrical installations were used as the basis for a fruitful discussion on diverse approaches to safety in developing countries.

Performing arts and visual arts

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good, and consequently the proportion of learners achieving their qualifications is also good. Adjustments in the way courses are offered helped improve retention and success rates in 2012/13 and early indicators suggest further improvements in the current year.
- Teachers demonstrate good command of their subjects. A consistent and rigorous approach to learning across all subjects aids learners' development. Aims, objectives and tasks for sessions are clearly promulgated and easily understood. Each lesson finishes with rigorous discussion determining whether the objectives have been achieved. Much emphasis is on ensuring that basic underpinning skills are understood and acquired.
- Virtually all teaching is good and some is inspirational, with learners taking evident pleasure in their discoveries. Teachers make good use of target setting in lessons; for example, in one class, learners had to complete six thumbnail sketches for a poster design within a clearly specified period of time. Lesson activities are varied and designed to capture and sustain interest, particularly for first-year learners, whilst in the second year, learners have greater opportunity for reflection.
- Teachers have high expectations that learners should be able work independently. Such expectations are mainly successfully translated into reality, although occasionally learners are still too reliant on teachers for basic requirements. Learning support is good and teachers show sensitivity in supporting those with specific concerns. Learners are highly appreciative of the efforts made on their behalf and enjoy their college experience.

- Teachers effectively adopt methods which match the individual needs of learners. They make successful use of nominated and open questioning as appropriate to the ability of each learner and use technology well to enhance learning. Learners, assisted by their teachers, benefit from making a positive contribution to their local and extended community through a programme of exhibitions, performances and joint projects.
- Learners make good progress in lessons and are able to implement a variety of skills and techniques which are shown off well in displays throughout the college. Learners have a better understanding of the demands of associated industries through a stimulating enrichment programme. Although not always highlighted in assignments, in practice the application of numeracy and literacy is integrated into learning activities.
- Specialist accommodation and resources are excellent, well maintained and support learning. All rooms are very well equipped and provide vibrant learning environments. Learners in art and design improve their employability skills as they assiduously clear up after themselves and leave rooms ready for the next lesson.
- Assessment is thorough and effective. Learners are required to be self-critical and aware of their own strengths and areas for improvement. Most learners are able to track their own progress electronically; all learners recognise the value of the routine opportunities provided for them to catch up on work.
- Information, advice, guidance and support for learners are good and help motivate learners to succeed in their learning and progress. A strength of the provision, particularly in performing arts, is that learners can select from various qualifications to form a tailored programme. However, this can result in very small groups which do not always support learning well.
- Equality and diversity are promoted well and learners are courteous and respectful to peers and staff alike. Individual needs and learning styles are usefully recorded in group profiles and schemes of work, and support teaching. Diversity is routinely celebrated, although this is more evident in practice than in detailed planning.

Foundation English and foundation mathematics

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment currently require improvement, although this does not reflect the previously good outcomes, particularly in functional skills. Following a recent significant turnover of staff, the current team, many of whom are new to this type of provision, is still developing its skills in order to achieve a consistently good quality of provision. A strong ethos exists in the college of all learners improving their language and mathematical skills; all learners have timetabled sessions as part of their main learning aim. As a result, classes comprise learners from a variety of vocational areas, which makes it more difficult for teachers to meet learners' individual needs, and the timetabling of sessions puts pressure on learners' time and punctuality.
- In good lessons, teachers use their skills well to ensure learners work enthusiastically in pairs or small groups on relevant, carefully planned activities that challenge learners to develop their understanding. The better teachers make effective use of individual coaching and open questioning techniques to extend learners' language and problem solving skills.
- In most lessons, teachers' planning to meet the needs of individual learners is weak. This can lead to uninspiring activities that fail to motivate learners sufficiently. Tutors do not always meet learners' needs and expectations with appropriately challenging tasks. A small minority of these classes are characterised by weak classroom management, resulting in poor behaviour and limited learning, both for those with a poor attitude and for others who wish to learn. Punctuality in most classes is poor. Late learners cause disruption at times, although in a few instances teachers integrate latecomers effectively.

- Teachers are confident using technology in class. A range of learning materials and resources are available; however, too few teachers give learners sufficient opportunities to conduct interesting practical tasks. Too many teachers rely on learners completing workbooks or worksheets, without ensuring that the activity is used to clearly reinforce or extend learning. For instance, teachers may fail to mark the work fully or to discuss what has been learnt.
- Assessment of learning is satisfactory. Learners on mathematics and English courses benefit from tutors' positive verbal reinforcement and good questioning techniques, which helps them to develop and extend their skills. Written feedback on assessed coursework is, at times, detailed and precise about what aspects learners need to improve; however, this good practice is not consistent across all of the provision.
- Support for learners is generally good. Learners value the help, encouragement and care they receive from tutors, particularly when carrying out individual activities in lessons. They enjoy the way that the college enables them to develop their mathematics and English skills alongside their other studies. However, in a few instances, teachers do not give additional learning support staff in classes sufficient guidance on how best to support learners to achieve the planned learning outcomes. This detracts from the effectiveness of support.
- Information, advice and guidance are good. Learners are assessed and appropriately allocated classes according to their levels and personal needs. Curriculum design is suitably flexible to ensure that all learners, if ready, can achieve throughout the year, followed by useful progression to higher levels if appropriate. This aspect is particularly good for adult learners and learners in the community.
- The planning for the promotion of equality and diversity is appropriate and staff integrate this aspect within the main scheme of work; however, practice does not always reflect this useful planning.

The effectiveness of leadership and management

Good

- Leadership and management are good and have effected recent improvements in the quality of provision and a steady improvement in success rates to about the national average. Senior managers have worked closely with governors and staff to produce a shared mission, vision and strategic plan. Ambitious aims have performance indicators ascribed to them, and are given practical expression through a number of challenging targets, a method used regularly by leaders to improve the quality of provision. A new management structure has enabled better communication and, while staff are given autonomy, they are rightly held to account through half-termly progress checks. Managers at all levels are responding well to these challenges.
- Governance has improved significantly, and has many outstanding features which are supporting steady college-wide improvement since the previous inspection. The appointment of new governors has brought a wider range of skills to the corporation. Governor training is extensive. Agendas and minutes are helpfully colour coded to highlight issues of concern, and an electronic portal gives easy access to information. Governors participate in self-assessment meetings and are a visible and welcomed presence around the college. Governors display an impressive knowledge of the college and are ambitious for the college to improve.
- The improvement of teaching, learning and assessment resources has, in previous years, been hampered by financial constraints stemming from the building of an impressive new main college. A sensible recovery strategy has allowed increased investment in worthwhile resources, for example electronic tracking systems for learners. This strategy is supported by improved financial reporting and careful financial controls at all levels.
- The Principal has instigated a new management culture of openness and individual responsibility and staff have responded positively to this. The Principal is a visible presence around the college and his unannounced 'drop-in' visits to lessons, and follow-up letters, are highly valued.
- Since the previous inspection, managers have strengthened the process for observing teaching, learning and assessment. They now have a more accurate view of teachers' training needs and

have reformed the staff development programme to have a stronger focus on improving teachers' skills. Managers use informal visits to classes to good effect to evaluate the impact of training. However, they still do not focus sufficiently in their formal observation reports on the extent to which learners make progress in lessons through developing skills, knowledge and a deeper understanding of a topic.

- Senior managers recognise the need for yet more urgent progress in raising standards and ensuring that higher standards are maintained. They now focus more closely on the management of staff performance; for instance, they have increased the rigour of the staff appraisal scheme and linked it to observations of teaching, learning and assessment. A new capability procedure has been put in place. These recognised good practices have only recently been introduced; although they have had an immediate beneficial impact, it is too soon to judge the enduring effectiveness of these arrangements.
- Self-assessment procedures are meticulous; evaluations are detailed and accurate, with appropriate actions. However, targets often lack precision and aspects such as learners' achievement of high grades are not consistently considered. While thorough, a proliferation of paperwork and action plans is sometimes unwieldy and occasionally leads to repetition. Regular review meetings, involving senior managers, governors and learners, hold managers to account for progress. Learners' views feed effectively into review processes in a number of ways. Data are now easily accessible and are used to improve the quality of the provision for learners.
- Curriculum management is generally good. The management of the recently much enlarged apprenticeship programme is being revised; the impact of changes, after several years of underperformance in success rates, is not yet clear.
- Senior managers and governors ensure an appropriate and responsive curriculum. Managers have made well-considered adjustments to the curriculum, in line with the requirements of study programmes, including identifying employment skills within each subject area. New courses have been introduced in response to local, national and international employers' needs. Local partnerships are energetically pursued and have been very productive. The college is well represented on a number of local boards such as learning partnerships with local authorities.
- The college has responded energetically to the challenge of promoting equality and diversity more effectively, as recommended at the previous inspection. The college community is harmonious and a new poster campaign presents key messages effectively. Learners are aware of the college's commitment. At course level, teachers do promote equality and diversity in lessons, but this is not done consistently well across the provision.
- The college meets its satisfactory requirements for safeguarding learners. A clear policy is in place, supported by designated officers and widely displayed posters. Identity cards and careful, but low-key, security methods assist in maintaining a safe site. Staff and governors are appropriately trained on safeguarding matters. Good links exist with local agencies, including the police, and safeguarding cases are referred sensitively and promptly.

Record of Main Findings (RMF)

Bracknell and Wokingham College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Mathematics and statistics	2
Engineering	2
Motor vehicle	2
Performing arts	2
Visual arts	2
Foundation English	3
Foundation mathematics	3

Provider details

Type of provider	General further education college							
Age range of learners	14+							
Approximate number of all learners over the previous full contract year	Full-time: 1081							
	Part-time: 7217							
Principal/CEO	Campbell Christie CBE							
Date of previous inspection	June 2012							
Website address	http://www.bracknell.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)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	91	13	265	20	625	71	0	0
Part-time	258	642	277	935	137	824	1	226
Number of traineeships	16-19		19+		Total			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	103	284	83	166	1		1	
Number of learners aged 14-16	448							
Full-time	N/A							
Part-time	448							
Number of community learners	2271							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ South West Trains ■ Reading College ■ Scottish and Southern Electricity (SSE) ■ JTL ■ Leeds College of Building ■ West Berkshire Training Consortium ■ League Football Education – Reading Football Club 							

Contextual information

Bracknell and Wokingham College is a small- to medium-sized general further education college located in the centre of Bracknell, serving primarily the local communities of Bracknell Forest and Wokingham Borough Councils. In the area the unemployment rates are below regional and national averages. All the local schools have sixth forms of varying size and within a 10 mile radius there are five further education colleges and a sixth form college. In 2012, learners in the Bracknell Forest local authority area gaining five or more A* to C grades at GCSE or equivalent, including English and mathematics, was slightly above the national average.

Information about this inspection

Lead inspector

Andy Harris Her Majesty's Inspector (HMI)

Three HMI and five additional inspectors, assisted by the college's vice principal curriculum and quality 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, but particularly in the year since the previous inspection, 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 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>

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