

Bournville College

General further education college

Inspection dates		19–23 May 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- Success and retention rates have improved and are now high.
- Outcomes for learners in engineering, access to higher education and on short employability programmes are very good.
- A high proportion of teaching, learning and assessment are good or better.
- Tutorial arrangements, individual support and employability programmes are well-planned and help learners develop self-belief and to pursue realistic careers ambitions.
- Learning resources are very good.
- The assessment of learners' progress is good.
- Quality assurance and self-assessment are highly effective and lead to improvement.
- Leadership, management and governance are outstanding with a clear strategic vision for the college and the regeneration of the area.
- Engagement with commerce, industry and other providers in the West Midlands is outstanding.
- Safeguarding arrangements and the promotion of equality and diversity are good.

This is not yet an outstanding provider because:

- Outcomes for apprentices, GCSE higher grades and functional skills, although improving, are still not good enough.
- Not enough emphasis is placed on using the results of diagnostic assessments early enough to inform the creation and use of sharp, detailed targets to help learners understand what they need to do to improve.
- The development and use of the virtual learning environment are not yet consistently good.

Full report

What does the provider need to do to improve further?

- Ensure that the results of diagnostic assessments are used consistently to inform tracking, monitoring and additional learning support.
- Help teachers, trainers and learners to develop relevant, quantitative learning targets to guide learners' progress.
- Use best practice already in the college to develop and increase the use of interactive resources for learners.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners are good. The proportion of learners successfully completing their programmes of study has steadily increased over the past three years and is now high.
- Outcomes for learners on long courses gaining nationally recognised qualifications improved and were good in 2012/13. Learners taking vocational programmes, the majority of classroom-based learners, make better progress than their peers on academic qualifications.
- Learners on work-place and work-based training programmes make good progress, gaining valuable, relevant and up-to-date skills that enable them to compete in the job market and develop their careers. Outcomes have been low, but current attainment and completion of frameworks indicate that outcomes are much improved.
- The proportion of learners completing their studies has improved over the past few years and is currently 97%. Teachers and managers work hard to support learners who are in danger of falling behind or leaving early. In addition, support staff and teachers successfully follow up absences and, as a result, retention continues to improve across the curriculum.
- Over the past few years the college has worked closely with Jobcentre Plus to develop and provide short programmes for unemployed adults. This provision is highly successful and learners make very good progress preparing to enter the job market. In 2012/13 over 1200 adults completed these courses and many successfully obtained employment or went on to further training.
- In 2012/13 around three quarters of learners taking classroom-based programmes progressed within the college to further study. This includes 202 learners aged 14 to 16, many of whom have experienced difficulties in their lives and little previous success in secondary education. In addition, a high proportion of learners on the first year of advanced programmes progress on to the second year of these courses.
- In 2013/14 college managers and support staff contacted a very high proportion of 2012/13 leavers and the data collected reveal that most went on to positive destinations such as employment and further and higher education. Indeed, of the 500 learners who applied through UCAS for undergraduate places, 384 were successful, many of whom were the first in their families to go to university.
- Learners on A-level and advanced vocational courses make progress, according to value added calculations, at or just below levels expected from their prior attainment. However, the progress made by learners on AS-programmes in 2012/13 was well below that expected.
- Learners and trainees take an appropriate range of GCSE and functional skills programmes in order to develop their literacy, numeracy and personal skills. Outcomes for these learners, although improved over the past two years remain low. The proportion of learners gaining high

grade passes in GCSE English was satisfactory and the proportion for mathematics was low. Better arrangements for these important qualifications are now in place and early indications show that a larger proportion of learners than previously have already passed national tests.

- Around half of the young people attending the college come from areas of south-west Birmingham with considerable socio-economic deprivation. Many learners benefit from the support they get from staff; the interesting range of opportunities to develop their employability skills have beneficial effects on their learning and successful completion of their studies. Learners in hospitality and catering and engineering, for example, achieve very high standards of work and personal development.
- Outcomes for learners from minority ethnic backgrounds in 2012/13 were broadly in line with those of the rest of the student body. The attainment rates of male learners were slightly higher than those of their female counterparts. Learners who receive additional learning support and those who identify themselves as having learning difficulties and/or disabilities show attainment at or above that of their peers.
- Managers and staff regularly celebrate the achievements of the learners; many trainees and learners achieve successes in national skills competitions. Learners benefit from a good range of enrichment and sporting activities. In conjunction with Sport England, staff successfully encourage more learners, especially women, to take part in recreational and competitive sports. College teams regularly win regional and national competitions. Inspectors observed safe working practices in workshops, studios, classrooms and kitchens. Learners feel safe in the college and enjoy the inclusive atmosphere.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and enable increasing numbers of learners to achieve successful outcomes. Improved teaching and learning over the past three years have contributed significantly to improved retention and achievement.
- In the majority of lessons, teachers have high expectations of learners and teaching and learning activities are well planned to meet each learner's needs. The pace of learning is good and learners make good progress. They are confident to ask questions when they are uncertain. In addition, they make good use of the college virtual learning environment (VLE) and the good resources in the college learning zone.
- Learners are very enthusiastic about their courses, well motivated and enjoy their studies. They are passionate about the impact the college has on their lives in improving their academic, social and employability skills. Many talk cogently about the confidence they gain during their time at the college, especially in raising their employment and progression aspirations. Learners benefit from the enjoyable and challenging lessons, far-reaching work experience opportunities and many progress further than they at first thought possible.
- Careful coaching develops learners' independence. In many practical lessons learners work well in groups, pairs and across levels and courses to share ideas and learn from each other. For example in a beauty therapy lesson, learners on advanced programmes successfully mentored intermediate-level learners. They helped them prepare for a forthcoming college theatre production by advising them on a range of beauty therapy treatments such as eyebrow shaping and theatrical makeup. This emphasis and these activities prepare learners extremely well for progression to employment and higher education.
- Learners across the college participate in a very wide range of high-quality work placements and broader employability opportunities. Hospitality learners travel across the United Kingdom to placements in prestigious hotels and restaurants and gain valuable, up-to-date vocational experience. Learners in the careers academy benefit from individual business mentors to help

them reach their career aspirations. For example, they are encouraged to develop realistic business plans and practise entrepreneurial skills.

- In most lessons teachers provide detailed and regular verbal feedback that helps learners to improve their work. The quality of written feedback, however, is more variable. In the best examples, it is detailed and contains supportive explanations on how to improve. However, in a minority of cases it is too brief and learners are unclear how to improve or achieve higher grades. Spelling and punctuation are usually corrected, although in a minority of cases teachers miss spelling errors.
- Robust dialogue during tutorials provides most learners with clear guidance on what they need to do to make progress. However, the resulting action planning and target setting in tutorial records and individual learning plans are not always detailed enough to ensure learners improve their grades and achieve above the minimum grades required for progression.
- The centrally located advice and guidance service is very accessible to all learners and used well, not just to gain information on college courses, but to identify and access specific support services. The emphasis on progression to higher education and employment is strong, and learners are particularly well prepared for their next steps. For example, graphic design learners spoke articulately about help in developing their long term goals of progressing to higher education and employment.
- Initial assessment and subsequent planning to meet learners’ identified support needs are good. However, teachers do not always use this information consistently well in the planning of teaching and assessment. Specific learning needs are assessed quickly and good support is organised promptly. Teachers provide good support for learners with specialist needs such as dyslexia or hearing impairment. Particularly good support for vulnerable learners enables those who do not easily participate in lessons to gain enough confidence to do so. Learning support assistants work particularly well alongside teachers providing good support to those who need additional support in their lessons.
- Learners from over 60 different countries work harmoniously alongside each other. Equality and diversity are generally well promoted in teaching, learning and assessment. Teachers carefully integrate aspects such as equalities legislation into teaching to reinforce learning and to promote debate. However, on a few occasions the promotion and development of learners’ understanding of all aspects of equalities legislation is limited.

<p>Health and social care</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- Teaching, learning and assessment in health and social care are good. This is reflected in the high success rates on most courses. Many learners make good progress compared to their starting points. The number of learners who progress to further study or to related and sustainable employment is also high. Attendance and punctuality are good.
- Staff have high expectations of their learners who often produce written work of good quality. For example, foundation learners completed more developed and accurate extended writing than is usually associated with learners working at this level. In addition, class discussions are lively and promote learning well.
- Teachers plan teaching and learning activities very effectively to meet the learning needs of individuals. These include well-managed group and paired work, the creative use of interactive learning technologies and fruitful discussions. However, in a minority of lessons teachers direct too many questions to the class as a whole rather than to nominated learners.

- Learners and staff make very good links between theory and vocational practice. For example on an advanced programme, learners successfully discussed a range of contrasting sociological theories and explained their relevance to vocational practice. Learners on a foundation programme, in preparation for their work placement experience, thoughtfully discussed the qualities and skills necessary to work effectively in care settings.
- Teachers have very good subject knowledge and draw on their extensive professional experience to illustrate theory and to provide clear vocational guidance. Learners use their work placement experiences well in lessons to deepen their understanding of good practice in the care sector. They develop good vocational and employability skills that are highly valued by local employers.
- Teachers and learners make very effective use of information learning technology (ILT) to support teaching, learning and assessment. Learners use ILT productively in the research and presentation of assignments. They use the VLE and their mobile phones well to access key resources and to share work generated in lessons. Teachers use well-chosen YouTube clips to illustrate theory and stimulate discussion. However, on occasions learners do not make sufficiently detailed notes of the learning points arising from the short film clips.
- Teachers assess learners’ written work carefully. Feedback is appropriately detailed and learners understand what they need to do to improve. Teachers systematically correct errors in spelling, punctuation and grammar. They also provide clear guidance to ensure that learners present their work using academic conventions, but on occasion learners do not include appropriate bibliographies with their work.
- Teachers support the development of learners’ literacy skills and normally check and confirm the understanding and spelling of specialist vocabulary. However, they do not always ensure that learners make individual records of the new terms introduced. They also sometimes miss opportunities to develop learners’ mathematical skills. Displays of learners’ work and other vocationally related material are informative but are not always displayed to best advantage or to the standard expected in this sector.
- Initial advice and guidance are good. Learners who have specific additional learning needs are identified early in their programmes. Well-managed and timely support ensures that all learners are able to take part fully in lessons and make good progress. Learners’ progress is carefully monitored through the tutorial programme. Individual targets are clear, understood by the learners and regularly reviewed. Learners benefit from the good academic and pastoral support provided by their teachers and other college staff.
- Teachers promote equality and diversity well. Issues concerned with the needs of minority and vulnerable groups underpin the curriculum. Learners discuss and develop strategies to ensure that the provision of care services is fully inclusive. The very diverse learners work harmoniously and productively in lessons.

<p>Science and mathematics</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- Teaching, learning and assessment are good, which is reflected in the large proportion of learners who achieve their qualifications. Learners benefit from good accommodation, materials and equipment and most enjoy their learning and their time at the college. Teachers and managers have high expectations of learners. However, attendance in science and mathematics is below the college target and a significant minority of learners are late for the start of lessons.

- In most lessons teachers make good use of ILT to enhance learning. Teachers give clear explanations and thorough demonstrations of scientific and mathematical principles and practice.
- Most of the best lessons are in science. Teachers plan these lessons very carefully to provide learners with considerable challenge. Learners make good progress and demonstrate excellent preparation. For example, in a physics revision lesson learners completed detailed analyses of their knowledge of subject matter and identified gaps in their learning. The teacher provided excellent coaching and guided those revising the polarisation of light to develop verbal and mathematical descriptions of polarisation from first principles of wave theory.
- In a GCSE foundation-tier mathematics lesson, the teacher carefully planned the lesson to include a variety of activities, each giving the learners a different method of learning. As an opening exercise learners were challenged to solve a range of problems quickly and were required to relate words to numbers through verbal instructions. The learners worked conscientiously and successfully developed their arithmetical skills.
- In a minority of lessons, teachers do not plan what the learners will do effectively enough. Some lesson plans focused on what the teacher will do and the content to be covered. As a result, attainment is superficial and learners do not benefit from the high expectations and challenge found in the better lessons.
- Learners benefit from an extended period of good initial assessment and support at the start of their courses. During this period, science and mathematics staff determine learners' suitability for their courses and contribute to identifying any support needs. Teachers work hard to ensure that learners are following courses best suited to their individual needs. Teachers and managers make good use of the results of initial assessments to plan support for learners throughout their courses.
- Teachers take care in assessing learners' work and adopt good assessment practices. Learners benefit from carefully planned and demanding assessments. Staff assess learners' work carefully and thoroughly and provide helpful feedback in writing and verbally to individuals and groups of learners.
- Teachers and managers provide particularly good support for learners. They provide comprehensive tutorial advice to learners to support their learning and on the options available for further study or employment at the end of their courses. Teachers ensure that learners have a good grounding in the first few weeks of their courses in the scientific and mathematical skills that they will need to be successful during their studies.
- Learners develop good literacy skills and demonstrate appropriate knowledge and use of scientific and mathematical terms. Teachers ensure that learners use appropriate vocabulary for advanced-level study and have a good appreciation of the need to use the precise language of science and mathematics. This is especially strong in biology where, for example, all learners benefited from a revision lesson on vocabulary and appropriate terminology.
- Learners demonstrate a good understanding of diversity and equality and appreciate the harmonious college atmosphere. Many learners joined the college because of its deserved reputation for inclusivity. However, teachers are not always alert to the naturally occurring opportunities to promote equality and diversity during lessons. Learners are aware of college policies and procedures on equality and diversity and feel safe in the college.

Motor vehicle

16-19 study programmes
19+ Learning programmes

Outstanding

- Teaching, learning and assessment are outstanding, leading to a very high proportion of learners successfully completing their courses. Teachers are knowledgeable and passionate about motor vehicles. Teaching in theory sessions and practical workshops is particularly stimulating and highly effective. This leads to the high standards of learners' practical work. Teachers and managers have very high expectations of, and set high standards for, their learners. Many learners achieve these standards and make very good progress in lessons.
- Teachers make very good use of the college's excellent resources to encourage and motivate learners. They focus strongly on the development of employability skills and successfully prepare learners well for progression to employment or further study. Learners get valuable experience in the college commercial workshop providing the public with MOT tests and vehicle maintenance and repair services. Learners who have 100% attendance are entered into a raffle with real prizes and, as a consequence, attendance and punctuality are good.
- Teachers plan thoughtfully and frequently incorporate innovative and engaging tasks in their lessons. For example in a session on vehicle security, learners successfully used their smart phones to send text messages to activate vehicle immobilisers. Learners are also often encouraged to use their phones for internet research. Teachers question learners carefully and skilfully to develop and test their knowledge, and the vast majority of learners work enthusiastically. Teachers manage health and safety particularly well, and learners develop good understanding and confidence in safe working practices. Learners access the college VLE to use an extensive range of course materials enabling them to review and extend what they have learned in their lessons.
- Learners benefit from an extensive range of additional activities. These include work on project cars (currently an MGB) and trips to Formula One facilities, karting tracks, major exhibitions and vehicle and motorcycle museums. Learners benefit greatly from the efforts staff make to develop and provide these stimulating activities. Innovation is strong within the curriculum and staff have recently developed a smartphone application aimed at giving learners and home mechanics hints and tips on keeping cars in good working order.
- Links between theory and practical lessons are particularly strong and learners acquire skills and knowledge relevant to the workplace. Teachers plan frequent and regular assessments for both college-based learners and apprentices. However, a few assessments lack variety and follow awarding body criteria too narrowly. In a minority of cases teachers do not make enough use of alternative assessment strategies such as photographs, video and audio recordings.
- Teachers track learners' progress systematically and personal tutors and assessors maintain comprehensive progress data. They work very effectively with learners to discuss improvement and jointly set measurable targets. Occasionally however, the targets are too general and long term rather than focusing on specific short-term tasks.
- Learners receive positive and useful feedback from their teachers and assessors on their assignments that helps them progress and improve. Teachers mark written work carefully and provide learners with helpful comments on how to improve. Learners frequently receive advice on extension work that encourages them to try for standards well beyond those specified by the awarding bodies.
- Teachers focus strongly on developing learners' English skills and accurate spelling of relevant terminology. For example in one lesson, learners significantly improved their understanding of vehicle-related terminology by exploring the use of specific meanings of words and phrases that

regularly occur in examination-style questions. Although mathematics is threaded throughout motor vehicle engineering, in both theory and practical lessons, teachers do not always promote numeracy or stress its importance sufficiently.

- Learners receive excellent advice and guidance on employment opportunities and progression to further study. Consequently, they make clear plans for their future and a significant number progress to higher-level courses or into related employment. Learners benefit greatly from the academic and pastoral support they receive from staff.
- The promotion of equality and diversity features in many aspects of learners' work and is further reinforced through extension projects. For example, learners researched and fitted a range of disability adaptations that would be required for appropriately adapted vehicles. During reviews of their progress, teachers do not discuss equality and diversity with apprentices.

Construction crafts

16-19 study programmes
19+ Learning programmes

Good

- Teaching, learning and assessment are good and lead to a high proportion of learners achieving their qualifications. Long course success rates have improved steadily over the past three years and are high. The vast majority of learners progress well into employment or further education as a result of the good skills they develop at college.
- Teachers are well qualified and use their extensive industrial experience to motivate learners. They make good reference to current industrial practice both in the United Kingdom and further afield to give relevance to learners' work. Learners in brickwork were able to accurately set out, measure angles and build complex wall structures to exacting tolerances and to industrial standards. Learners on a multi-skills electrical programme were able to measure accurately, cut and form metal conduit to an acceptable workplace standard.
- Learners are well behaved; they work hard and safely, particularly in their practical lessons. They enjoy learning new skills and improving their confidence. Learners on long programmes make good progress.
- Teachers have high expectations for their learners; they make theory lessons enjoyable, interesting and relevant to industrial practice. They make good use of probing questioning to assess knowledge and develop learning. Learners enjoy the wide variety of activities they experience in their lessons and practical work. Teachers make very good use of personal examples to reinforce learning and improve employability skills.
- Support for learners is good, particularly in practical lessons where teachers provide good individual coaching to improve learners' vocational skills. Teachers monitor learners' progress regularly at course level, but managers cannot always access tracking data to monitor overall performance. Where teachers set targets for learners, they are often imprecise and are not sufficiently challenging to guide learners on how to improve. External visits and speakers form an integral part of all programmes and further develop and improve learners' self-confidence.
- Teachers do not use learning technology well to support learning. There are no interactive learning resources or computers available in the otherwise well-resourced workshops. However, one teacher is piloting the use of Twitter to interact better with learners. The results so far are positive.
- Learners benefit from timely and accurate assessment which is used well to improve learning. In brickwork, learners assess their own work against the awarding body standards and the teachers provide constructive verbal feedback on how to improve. Teachers also provide learners with regular written feedback on their work. On occasion, however, the feedback does not give enough indications on how to improve.

- Teachers plan well to contextualise relevant mathematics in practical settings. Learners on an advanced plumbing programme completed challenging heat loss calculations using various mathematical formulae when designing domestic heating systems. Managers have introduced a marking strategy to help improve spelling and grammar with some success. However, few teachers use their skills sufficiently to improve literacy in lessons.
- Information, advice and guidance are good. Individual tutorials make a positive impact on improving retention. Learners value the good career information that teachers and college staff give them on progression opportunities in the construction industry.
- The promotion of equality and diversity is good in the majority of lessons. In a plumbing lesson, the teacher skilfully introduced learners to sanitary fittings for those with disabilities or specific religious requirements. He then linked the discussion to different types of installation found in other European countries. During a site visit, learners observed and the teacher explained construction techniques used in a local Serbian Orthodox Church.

Foundation English

16-19 study programmes
19+ Learning programmes

Good

- Teaching, learning and assessment are good which is reflected in the high proportion of learners who achieve their qualifications.
- Teachers demonstrate high, but realistic, expectations of learners to motivate them and to encourage them to reach their potential. Teachers make good use of additional learning support staff in order to meet the individual needs of learners with learning difficulties and/or disabilities. For example in one lesson, the teacher successfully managed three sign interpreters using different sign languages to meet the individual needs of hearing impaired learners.
- Well-qualified and experienced teachers plan their lessons effectively to meet the needs of learners working at different levels. However, in a minority of cases they do not always take sufficient account of learners' individual learning targets in their planning. Learners make good progress in improving and applying their English skills when teachers engage them actively in a range of learning activities.
- Teachers make effective use of learning technologies. For example in one lesson, the teacher made effective use of silent video clips of advertisements for cars as stimuli for learners, who then used persuasive language in writing scripts for these advertisements. Learners make good progress when the learning activities relate directly to vocational contexts. For example, in one lesson the learners enjoyed writing newspaper articles derived from their current art and design projects.
- Teachers use initial and diagnostic assessments well to identify learners' starting points and additional support needs in English. However, they do not always use the outcomes of diagnostic assessment effectively to set specific targets for learners. Most learners' targets are insufficiently specific, and teachers do not always review and update targets regularly.
- Learners make good progress when teachers make effective use of assessment activities to develop their English skills. Most teachers monitor learning carefully in lessons. However, in a minority of cases, teachers do not use directed questions systematically to check learners' understanding. They do not track and record learners' achievements in developing specific English skills in sufficient detail.
- Most teachers use verbal feedback effectively to praise and motivate learners in lessons. Learners benefit from rigorously marked work in class, where grammatical and spelling errors are consistently corrected. However, the quality of written comments on learners' work is variable. Better feedback is detailed and constructive, identifying what learners have done well

and what they need to do to improve. However, in a minority of cases, written feedback does not clearly identify where learners could make improvements.

- Teachers develop learners’ mathematics and information and communication technology (ICT) skills very well in their English lessons. In one lesson, the teacher asked learners to write a newspaper article about how a donation of money should be spent. This led to a fruitful discussion of percentages.
- In many lessons, learners benefit from good opportunities to use their ICT skills when teachers involve them effectively in using the interactive whiteboard to record their key points from discussion. Most teachers emphasise to learners the importance of improving their English skills and gaining English qualifications to enhance their future employability.
- Initial information, advice and guidance are good. Teachers give good information to inform learners about the requirements to achieve English qualifications, signposting them accurately to programmes at the appropriate level. Learners benefit from a detailed induction which informs them well about the requirements of their programme and their rights and responsibilities.
- The promotion of equality and diversity is good. Learners work in safe and inclusive environments. They use resources that successfully promote cultural diversity. For example, in one lesson, the teacher used an image of the Taj Mahal as a stimulus for learners to write a descriptive text, generating discussion about some Islamic religious practices. However, teachers do not always take up naturally occurring opportunities to challenge learners’ assumptions, such as those about sexuality.

Administration and business management	
16-19 study programmes 19+ Learning programmes	Good

- Teaching, learning and assessment are good, which reflect the generally high success rates and the good development of learners’ skills and knowledge.
- Staff set high expectations for learners, encouraging and motivating them well, and challenging them to achieve. Learners receive good support throughout their learning programmes, both at college and in the workplace. They benefit from additional enrichment activities including trips to employers, whilst individual tutors introduce additional enrichment, such as sporting activities, to develop learners’ health and well being.
- Teaching and learning are good. Enthusiastic and knowledgeable teachers provide fun and interesting lessons, making very good use of a variety of practical activities, including role plays which develop learners’ broader communication and teamwork skills.
- Teachers use learning resources well, including technology and good-quality printed materials. Learners are attentive and participate well, and most learners make good progress in lessons. They also develop good independent learning skills, using on-line resources effectively. Teachers use questioning techniques well to check learners’ understanding. However, too little teaching and learning are outstanding, and teachers do not always recap effectively to ensure all learners understand the particular topics sufficiently well before moving on.
- Business administration apprentices make good progress in learning, both at college and in the workplace where they increase their job skills well, take on additional work activities and responsibilities and achieve their qualification on time. However, the small number of learners on the customer service apprenticeships with subcontractors do not make as good progress, because of insufficiently effective planning and target setting for their learning that hinders their progress.

- Learners develop employability skills well through very useful work experience placements. Employers provide very good reviews of their progress in general terms, but do not always give enough detail on job-specific learning.
- Assessment is good, and learners benefit from teachers' particularly good feedback on their work and how they can improve further. For example, learners aiming for a merit or distinction grade receive clear guidance on the assessment criteria and how to achieve them. Assessors make effective regular workplace visits and use e-portfolios well to assess work and feedback to learners. Employers provide constructive feedback on learners' progress at work. Reviews of apprentices' progress and action planning to help them achieve their qualification are generally effective. However, a minority of employers do not have enough involvement in reviews and do not sufficiently record actions in relation to job and workplace issues.
- Learners develop English and information technology skills well to meet the requirements of their qualifications. Teachers promote English skills very effectively in all lessons, and learners make good progress in developing their communication and literacy skills. Teachers routinely highlight spelling and grammatical errors. However, teachers do not always plan to promote mathematics skills in vocational lessons. While most apprentices make good progress in their functional skills, trainers at some subcontractors introduce functional skills too late into the framework for real progress to be made.
- Learners receive very good information and advice. Early in their programmes teachers raise learners' awareness of the clear progression routes that are available and plan these effectively. Learners progress well to higher-level qualifications, including at university, or to employment. Learners develop good job-search skills and managers use employer links well to organise activities to promote job opportunities.
- The promotion of equality and diversity is good. Learners show high levels of respect for staff and other learners. Teachers promote awareness of aspects of equality well at inductions and progress reviews, and learners develop a good understanding of aspects such as discrimination and bullying, either from lessons, assignment activities or questioning at progress reviews.

The effectiveness of leadership and management

Outstanding

- The principal and senior managers have high expectations for the college, its staff and learners. Staff morale is high and communications are excellent. External partners benefit greatly from the college's quality, responsiveness and "can do" attitudes. Managers have positioned the college well to meet the needs of the locality and region. The strategic vision is challenging and articulated clearly. Ambitious targets are set for growth, outcomes, quality and responsiveness and are being realised successfully. Improvement since the last inspection is excellent.
- Governance is outstanding. The board has an impressive range of expertise and experience and possesses a very good understanding of the college and its context. Governors understand their role, contribute well to strategic decisions and support fully the drive for growth and diversification. They scrutinize thoroughly the college's plans and the progress towards their achievement and receive a good range of reports. They meet their statutory duties, provide appropriate challenge to managers and make an impact. The governors' self-assessment report is thorough, insightful and accurate.
- Professional development opportunities are well conceived and successfully promote self-reflection across the staff. They focus closely on improving the quality of teaching, learning and assessment and the rigour and impact of management initiatives. Staff bring good levels of self-reflection to appraisals. However, the written evaluation of performance provided by appraisers is too variable. Professional development is well managed. The programme is wide ranging and based soundly on needs. The work of advanced practitioners is rightly highly praised by staff. Managers assess the performance of individual courses rigorously and tackle underperformance

robustly and effectively. Action plans are well founded and implemented well; both outcomes for learners and teaching and learning have improved over the past three years.

- Managers evaluate the quality of the provision accurately and plan and implement quality improvement effectively. Self-assessment is well developed and draws on a wide range of evidence. Learners' views are collected and considered very thoroughly and they make a difference. For example, they have resulted in extra study skills help and improvements to the pastoral programme. The quality of teaching is evaluated accurately through a thorough observation process and audits of provision. The judgements in the self-assessment report are moderated carefully and are largely accurate. The implementation of quality improvement plans is monitored closely. The quality of short-term learning targets has improved since the last inspection but they are still an area for improvement. Quality assurance arrangements for the college's subcontracted provision have been strengthened and outcomes for apprentices and trainees have recently improved.
- Staff meet the needs of learners, employers and the community very well. The principal makes an important contribution to promoting education and training for the local and regional communities of the West Midlands as well representing the college with a wide range of partners to help regenerate the area. Leaders and managers provide a wide range of curricula at all levels, work with school pupils who are disengaged from education, provide a substantial and successful programme of work for the unemployed, and are central to the raising of aspirations and skill levels in the region. The full-cost programme of training for employers is substantial and the apprenticeship programme is growing. The international programme is increasing which is helping to widen the horizons of local learners. The 16 to 19 study programmes are well devised.
- Equality and diversity are promoted actively. They feature prominently, for example, in college values and the learners' charter; the college holds the Investors in Diversity award. Professional development provides good support to their promotion. Managers analyse outcomes data, learners' views, participation and other information to inform judgements about whether the protected groups are treated fairly and action taken where appropriate. For example counselling services were included in the tutorial programme when it was realised that minority ethnic groups were not using these services as much as other groups.
- Safeguarding arrangements and health and safety management are comprehensive and effective. The college meets its statutory duties for safeguarding. The team of designated officers has been extended since the last inspection and staff training is up-to-date and reviewed regularly. Safeguarding is promoted to learners through a good range of activities such as the pastoral programme, "be-safe" week, and a recent event focusing on domestic violence.

Record of Main Findings (RMF)

Bournville College

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	2	2	2	2	3
The quality of teaching, learning and assessment	2	2	2	2	2
The effectiveness of leadership and management	1	1	1	1	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and Social Care	2
Science	2
Mathematics and Statistics	2
Motor vehicle	1
Construction Crafts	2
Foundation English	2
Business Management	2
Administration	2

Provider details

Type of provider	General further education college							
Age range of learners	16–18 and 19+							
Approximate number of all learners over the previous full contract year	12,865							
Principal/CEO	Norman Cave							
Date of previous inspection	February 2011							
Website address	www.bournville.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+
	920	5,052	774	2,086	1,287	872	32	373
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	301	912	80	402	N/A	49		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	156							
Full-time	16							
Part-time	140							
Number of community learners	350							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Access Skills Ltd ■ Avidity Training Limited ■ Community Connect Foundation ■ Evolve Education Ltd ■ Fairway Training (Healthcare) Limited ■ Integer Training Limited ■ Mercia College Limited ■ Midland Technical Services Limited ■ Phoenix Training Services (Midlands) Limited ■ Stadium Traffic Management Training Ltd ■ Step Up Training Associates Limited ■ Succeed Limited ■ The Edge Works Limited ■ The NVQ Training Centre Limited 							

- 
- University Hospital Birmingham NHS Foundation Trust.

Contextual information

Bournville College is a general further education college situated in Longbridge, south-west Birmingham. The area served by the college has high levels of social disadvantage and is in the process of regeneration. Around 15,000 learners enrolled this year, of which 13,000 were in scope for this inspection, and over half are adult learners on both full- and part-time courses. Around 2,000 learners take advanced courses, the majority of whom are aged 16 to 18. Most learners take programmes at foundation and intermediate level and the college offers provision in all 15 subject areas. The college also offers apprenticeships, work place learning, short courses for unemployed adults, vocational courses for 14 to 16 year olds and an increasing range of advanced and undergraduate opportunities for overseas students. Around a third of all learners are from minority ethnic backgrounds, a proportion much higher than that of the local residents. Unemployment in south-west Birmingham is higher than the national average and secondary schools in the area have mixed outcomes – some show good GCSE attainment and others have poor attainments at GCSE.

Information about this inspection

Lead inspector

Alex Falconer HMI

Three of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the assistant 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 relevant 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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