

Bradford College

General further education college

Inspection dates		22 – 26 September 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This college is good because:

- a good number of students each year are achieving their main learning aim and in some areas the number of students who achieve their qualification is excellent
- staff provide all students with a very strong focus on developing good social, personal and employability skills
- the culture of mutual respect and consideration for others pervades all areas of the college and creates a good environment to support and encourage learning
- the good range of support and welfare services provided to all students to support them in accessing the college provision. They are particularly effective in enabling students from economically deprived households to access learning
- the aspects of outstanding leadership are driving the strategies and ambitious vision to improve the college and transform teaching and learning for the benefit of all students
- it offers a range of courses and qualifications that are effective in meeting both local and national priorities and supports students to gain future employment
- the outstanding safeguarding procedures protects all members of the college community.

This is not yet an outstanding college because:

- in a small number of areas of provision, too few students complete their course, and of those who do, not enough are successful in gaining their qualification
- some students on advanced vocational courses do not progress as quickly as they should and do not achieve the grades expected
- not all 16 to 18 year old students on study programmes access a meaningful and vocationally relevant work placement.

Full report

What does the provider need to do to improve further?

- Implement effective strategies to target the areas of provision that are still under-performing so that even more students successfully achieve their main learning aim.
- Increase the opportunities for all students on study programmes to access a meaningful and vocationally relevant work placement.
- Accelerate the progress of students on advanced vocational courses so that they achieve grades they should be capable of given their prior achievement.

Inspection judgements

Outcomes for learners	Good
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- The college offers a range of courses that cover nearly all of the subject sector areas and provides study programmes for students aged 16 to 18 at pre-entry, entry and levels 1, 2 and 3. These make up approximately 21% of the provision. Apprentices at intermediate and advanced levels make up 12% of the provision. The college also provides programmes of study for adult students in both the college and in the community, at pre-entry, entry and levels 1, 2 and 3 and this represents 66% of the provision.
- In recent years, the proportion of students who complete their courses and achieve their qualifications has risen steadily. This is now good. The improvement has been even more marked for adults where a significantly greater number are now successful and achievement rates are now high. The proportion of students who achieve their main learning goal at sub-contracted provision is high. The success rates for both intermediate and advanced apprentices are good.
- For 16 to 18 year olds on long courses the proportion retained until the end of the course has improved significantly and achievement rates are good. Outcomes for 16 to 18 year olds taking short courses are good.
- In most subject areas, the number of students who achieve is good. They are particularly high for health and social care and early years and playwork courses and English for Speakers of Other Languages (ESOL).
- For classroom-based engineering, construction and business administration and law show a recent decline, and are low. Too many students leave before the end of the course and of those who do remain, not enough are successful in achieving the qualification.
- The proportion of students achieving grades A* to C in GCSEs in English and/or mathematics is high, and this supports the good development of employability skills. However, too few students on vocational study programmes re-take their GCSE in order to improve their grade.
- Many students make good progress but 16 to 18 year olds on advanced vocational courses make slow progress over time relative to their starting points and they do not achieve the grades expected of them. This is especially marked on business courses. Those on level 1 and level 2 vocational courses as part of their study programme achieve well.
- The colleges develops employability skills effectively through a range of activities in college, but not enough 16 to 18 year olds on study programmes have external work placements. Attendance requires improvement. Although the majority of 16 to 18 year olds progress to further or higher education, employment or training, a significant minority do not and destinations are unknown for more than a quarter of the students. A good proportion of learners progress between levels of courses at the college, in particular the number of adults who progress from level 1 to level 2 programmes. A significant proportion of 16 to 18 year old students make a positive progression from levels 1 and 3 qualifications.

- For the majority of students there are no significant differences in the achievement of different groups of students. The large numbers of students from a Pakistani heritage succeed well. However, the smaller number of young Caribbean students succeeds slightly less well. The college analyses the performance of groups of students and has taken effective actions to narrow any identified gaps.
- The college places a very strong emphasis on developing all students' personal, social and employability skills. Included in its offer are qualifications in citizenship, managing finance and diplomas in progression. They make very good use of their strong links with industry to develop a wide range of both social and employability skills. Students develop basic social skills, such as using utensils to eat food and laying a table for a meal, as well as high-level technical skills in areas such as pharmacy and science training are developed. The tutorial programme incorporates relevant topics and activities to develop these skills further, including curriculum vitae writing, personal presentation and timekeeping.
- The college works extremely well with the local Jobcentre Plus in providing training across a range of programmes, in particular English for Speakers of Other Languages (ESOL) for a large number of students on job seeker's allowance. This is particularly effective in enabling these students to progress to further education, or training or into work.
- The college makes good use of its links with industries such as the NHS in delivering a highly regarded pharmacy qualification. The college successfully negotiated free registration with the professional register providing real work specific guidance regarding behaviours and attitudes required in the sector. Good science based links with employers support learners, many of whom aspire to higher education.
- The college works very closely with the Local Enterprise Partnership (LEP) in offering qualifications to students that enable them to progress into employment that meets local needs well. The college also provides good training and support for learners with learning difficulties and/or disabilities (LLDD) with regard to enhancing their ability for both independent living and preparation for work.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment enable an increasing proportion of students and apprentices to successfully complete and achieve their qualifications and make progress towards achieving their ambitions. The majority of teaching enables students and apprentices to develop good academic and vocational skills. An increasingly high proportion of students develop good independent learning and work-related skills, preparing them well for further study or the world of work. Improvement, however, has been slower in a minority of subject areas.
- Teaching is particularly good in health and social care, early years and playwork and ESOL where teachers use their good experience and expertise very effectively to make learning interesting and challenging for students. The majority of teachers skilfully link theory to practice, bringing lessons to life for students. An increasing proportion of teachers, for example, in information and communication technology for users, science, the arts and media use interactive learning technologies well to enable students to study flexibly and improve their independent learning skills.
- In the weaker lessons, teachers do not plan sufficiently to meet the needs of students. In these, they fail to challenge the more able sufficiently by the tasks set or by the pace of the lesson.
- College staff promote a culture of respect around the college and within lessons. Students and apprentices of all ages respond very well, respecting and celebrating the cultural and ability differences of the very diverse college community. In health, social care and child studies, students are encouraged to engage in challenging debates about cultural differences within society and how the care they deliver needs to reflect these. In sport sessions, students carefully consider how to adapt their approach when working with clients with disabilities. The newly opened David Hockney building provides a modern and very well equipped learning environment that students and staff value highly.

- Teachers promote safe working practices very well around the college and particularly so to students studying in potentially hazardous areas, such as the science laboratories. The college places a strong emphasis on ensuring that students feel both physically and emotionally safe. Students value this and know what to do and where they can go to if they feel threatened or have worries about bullying or the behaviours of others.
- The quality of assessment and the targets for further improvement and progress that teachers set for students following this are inconsistent. For example, apprentices in engineering and students in health, social care, child studies and ESOL are set detailed and challenging individual targets enabling them to make good progress and achieve their potential well. In other subject areas, however, such as business studies and construction, targets set rarely extend beyond general targets relating to attendance, punctuality, and the completion of units and assignments.
- A good range of workplace visits, talks by manufacturers and employers give students on study programmes a broader insight into the world of work. Realistic commercial working environments, such as the hairdressing salon and the new kitchen and restaurant within the college, enable students in these subjects to gain good work experience. Working with the college's own recruitment agency, curriculum teams have increased the number of work experience placements available to full-time students, particularly in areas such as hairdressing and beauty therapy. Where students undertake work experience as part of their study programme this enhances their learning well. However, despite the concerted efforts to increase the range and availability, not all students on vocational pathways have the opportunity to access external work experience.
- Advice and guidance, including initial assessment and induction arrangements, are good, ensuring students are placed on appropriate courses. Specialist staff work closely with Connexions and the National Careers Service to provide impartial careers advice. The college provides a wide range of support and welfare services that are well used by significant numbers of students.
- Teachers support the majority of students to make good progress in improving their English and mathematics skills and grades. Those joining study programmes without a grade 'C' at GCSE in these subjects take discrete lessons in these subjects at an appropriate level. Where students join the academic pathways with grade 'C' or better in GCSE English or mathematics, teachers encourage them well to improve their grades in these essential subjects. Students on vocational pathways in similar circumstances, however, do not receive the same encouragement to improve their grades.
- A well-designed tutorial programme includes interesting topics covering equality and diversity, advice on progression to higher-level study and to employment. Although delivered very well in most subjects, this has not been the case for all students following study programmes. In construction, for example, students use the time to complete coursework. The college has recognised this is an area for improvement and is taking appropriate steps to ensure students in all areas of the college benefit equally from enrichment activities.

Health and social care and early years and playwork

16-19 study programmes 19+ Learning programmes

Outstanding

- Teaching, learning and assessment are outstanding, as demonstrated by the high numbers of students who are successful on most courses. The standard of students' work is excellent, preparing them extremely well for employment or to progress to higher education.
- Highly-qualified and experienced teachers passionately promote the college's ethos of changing lives through learning. Teachers' expectations are high, with strict adherence to professionalism this supports the development of students' positive attitudes and behaviour in formal learning situations and when in the social areas of the college. Teachers have very high expectations of their students to be able to comprehend challenging material successfully, in order to develop their understanding of topics in health, social care and child development and well-being.
- The highly successful teaching inspires students to make significant gains in knowledge, skills and understanding and to want to progress to achieve their full potential. Students have very positive attitudes towards their studies and their behaviour is excellent at all times. They frequently ask relevant questions to develop their knowledge and understanding.
- Teachers successfully encourage students to develop skills in independent learning. The promotion of peer learning and assessment is very effective. For example, through skilful facilitation by the teacher, learners on the foundation course in health and social care were able carry out an analysis of the sugar content in food and nutritional labelling of food products in a very practical and engaging way. Learners use information and learning technology (ILT) very effectively to enhance learning. For example, during one workshop open-zone learning session, the students completed their research and gave feedback. The teacher captured this and used it on the interactive whiteboard the following session.
- Students enjoy their lessons, which are highly relevant and interesting. They often contribute examples of their own experiences from their well-organised work placements. In the large majority of lessons, students acquire very good skills and a thorough knowledge of the topic that they can directly apply to working in childcare and care settings. They successfully develop excellent skills in making resources to use in their placements.
- Teachers accurately assess students' progress on their courses so that they can set them realistic and challenging targets. The monitoring of targets is effective and involves students fully in reviewing their progress. The college's virtual learning environment (VLE) provides an excellent range of materials for students to undertake course work and further research.
- Teachers set imaginative and challenging tasks and assessments that motivate students to create highly individual portfolios of work. As a result, students produce high quality work often in advance of their level of learning. The feedback they receive from teachers is very helpful in enabling them to improve their work further.
- Teachers focus very effectively on the successful development of students' English and mathematics skills, particularly on level 1 courses. In an outstanding lesson, students improved their mathematical skills significantly through using data to calculate floor space and Early Years Foundation Stage ratios equipping them to design their own nursery provision.
- Students benefit from outstanding support. Teachers work very productively to ensure students receive consistently excellent and comprehensive advice, guidance and support. This helps learners to fulfil their potential and to achieve their career goals. Students receive helpful careers advice and guidance that effectively supports learning and progression. This includes advice from admissions officers and professionals across childcare, health and care.

- The focus on equality, diversity and inclusion in lessons and work placements is outstanding. Students embrace aspects of equality and diversity very positively through highly engaging debates, discussions and activities. Community working with children's centres in this area is strong and one example of this is a female only early years course delivered by female staff only and accommodated in a local Mosque. This was set up to meet the needs of young Muslim girls who would otherwise be excluded from learning and employment.

Engineering	
Apprenticeships	Good

- Teaching, learning and assessment are good which reflects the improving framework success rates. Apprentices make good progress from their starting points and a minority progress into higher education.
- Teachers and assessors have high expectations of their apprentices. They use their good subject knowledge and recent industrial experience effectively to enhance apprentices' awareness of current engineering practices. They cite relevant examples from their own experiences in industry to illustrate key points in lessons and to introduce realism to apprentices' college work.
- In theory training, teachers use a wide range of teaching and learning methods to enliven theory lessons and to motivate the apprentices. They make good use of directed and probing questions to check apprentices' knowledge and understanding. They develop apprentices' underpinning knowledge effectively so that they are able to carry out their practical tasks in college workshops and in their workplaces safely and competently.
- Apprentices develop good engineering skills at the college, they become more confident and their effectiveness in the workplace increases. They make rapid progress, employers often give them roles that are more responsible and they work unsupervised on complex engineering tasks.
- Apprentices ably use specialist computer software, including computer-aided design and computer-aided manufacture. They frequently use computer numerical control (CNC) machines to manufacture high-quality engineering components. For example, one apprentice using a CNC machine manufactured a high quality optical block that a medical practitioner can attach to their spectacles to increase visibility when treating a patient. The college has resourced its virtual learning environment well in engineering, and apprentices are beginning to use the system to support their work and to develop their independent learning skills.
- Teachers, assessors and workshop technicians provide good support for apprentices. Teachers use apprentices' individual learning plans effectively and set realistic and time-bound targets to improve their performance. In workshops, teachers use good tracking sheets and monitor apprentices' progress well. On-site progress reviews are effective in identifying apprentices' needs. Most employers play an active role in the review process.
- Engineering apprentices engage effectively in the local community. A group of fabrication and welding apprentices are currently designing and manufacturing a mobile lighting rig for a local football team using galvanised mild steel box sections.
- Safeguarding is good. Apprentices feel safe in the college environment and in their workplaces. They are aware of their rights and responsibilities. Assessors have made it clear to them how to complain if they feel unsafe. In a high-hazard environment involving large trucks and overhead cranes for lifting heavy stanchions and beams, an employer provided good training for an apprentice in health and safety and as a result, he felt safe.
- Assessment of apprentices' work is thorough, accurate and consistent. The quality of most apprentices' written work is good. The majority of teachers and assessors write constructive

feedback to enable apprentices to improve the quality of their work. On-site assessments are generally timely and comprehensive.

- The development of apprentices' English and mathematics skills within their vocational courses is good. Where appropriate, teachers devise task sheets that incorporate written work and correct apprentices' grammar and spelling. Teachers and assessors develop apprentices' oral communication skills well and introduce engineering terminology to develop their technical vocabulary. Apprentices use precision engineering instruments, such as digital callipers and micrometres, to carry out accurate measurements. They programme CNC machines, interpret engineering drawings correctly, use engineering formulae well and carry out accurate calculations to support their work.
- Teachers and training coordinators provide apprentices with good information, advice and guidance on career progression and opportunities to higher-level courses. Apprentices value highly the support and help they receive from their teachers and support staff.
- The promotion of equality and diversity is good. Teachers make apprentices aware of equality and diversity issues. Apprentices display commitment to learning. They are attentive in lessons, behave well and teacher and apprentice mutual respect is good. Where appropriate, teachers embed equality and diversity in their lessons.

Hairdressing and beauty therapy

16-19 study programmes
19+ Learning programmes

Requires improvement

- Teaching, learning and assessment in hairdressing and beauty therapy require improvement. Not enough students successfully achieve their main learning goal. New management and a departmental re-structure are bringing about necessary improvements across the area. Improved staff communication, professional development and performance management have been effective in driving an ambitious shared vision of improvement. Success rates across many courses improved in 2013/14 from the previous year. However, the number of students achieving on intermediate courses in beauty therapy and hairdressing remain too low.
- Students come well prepared to their lessons, sessions start promptly and students are enthusiastic and receptive to learning. Entry-level learners have made good progress in adopting professional standards in the preparation of their work areas. Students work willingly and cooperatively with their peers particularly when working on each other in beauty therapy sessions.
- In the less successful sessions, there is insufficient student involvement in their learning, teachers dominate the session, and students become distracted and lose interest which slows their progress. Teachers are not always adept at responding to this with a change of activity or other stimulus to regain momentum. Too many sessions lack inspirational tasks to encourage students to make the required progress.
- In the better sessions, teachers use a variety of resources, including the virtual learning environment that is well populated and valued by students. In these better lessons, teachers have high expectations of students, they encourage them to study independently, for example, by carrying out a critical appraisal of a video on a technique ready for discussion at their next lesson. Laptops are available for loan, enabling all students to benefit from this resource.
- Teachers share their plans for lessons with students and monitor timely completion of their tasks. However, individualised feedback to students to help them identify how they might improve specific aspects of their work is insufficient. Individual learning plans do not always record or monitor target setting for students well enough in order to drive students' learning, skill development and progress most effectively. In a minority of advanced lessons, students'

independent learning skills are underdeveloped and students rely heavily on guidance from teachers to complete their work.

- Teachers plan activities in lessons that help students to understand the value of functional mathematics in a salon environment. Teachers highlight inaccuracies in the spelling of vocational terminology during lessons, however, they are too keen to provide the correct spelling rather than encourage students to carry out their own research and correct their own work.
- Students benefit from working in modern high quality salons that are reflective of industry standards. Advanced hairdressing students have the opportunity to work in the Centenary commercial salon located in the city centre. However, teachers do not always use the salon to best effect as students carry out simulated activity on training blocks and theory work rather than develop their skills with clients.
- Induction helps students to settle into their courses quickly. Initial advice and guidance helps to ensure that students are on the right course. The college provides good welfare and pastoral support and students are offered flexible timetabling arrangements. Teachers follow up promptly students who show signs of poor attendance.
- Teachers and staff promote equality and diversity within the curriculum well. Students learn in a multi-cultural environment and that prepares them very effectively for future progression into the industry.

<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 leading to good success rates for the majority of learners that exceed those of similar groups nationally. Whilst an increasing proportion of students stay and successfully achieve, particularly at foundation and advanced level, a minority do not make the progress expected of them based on their prior attainment.
- Students and staff share high expectations; these are routinely reinforced in respect of attendance, attitudes to study and career aspirations. In the most effective classes, students quickly develop confidence and resilience, for example, engaging in peer-to-peer support with new classmates to role play challenging coaching scenarios.
- Levels of care, support and guidance offered by tutors within and beyond the classroom are good and are highly valued by students. Most students benefit from access to appropriate work-related activity, including a range of volunteering opportunities with regional sports and outdoor education agencies. At advanced level, further work is required to ensure that a higher proportion of students access external work placement.
- Well-qualified teachers, with a wealth of industry expertise, use their skills effectively to engage students and support learning. They use practical sports resources and equipment well in many instances to enrich theoretical learning and extend vocational skills development, for instance, in strength and conditioning sessions. Assessment of prior skills and starting points is robust and accurate. However, in the majority of classes, particularly at advanced level and for those with high prior attainment, teachers do not make effective use of this knowledge to plan learning to challenge and extend students successfully.
- Students benefit from flexible and varied assessment methods that support a balanced workload and aid broader employability skills development. Monitoring of progress towards academic achievement is effective and good quality constructive feedback motivates students to achieve. For a minority of students, however, intervention is not always sufficiently expedient to enable them to reach expected levels of attainment based on start point.

- Feedback on assessed work is accurate and helps students to understand what they have achieved. The quality of developmental feedback is generally good and the majority of students demonstrate positive responses to feedback, particularly at foundation level.
- Teaching and learning in most classes effectively develop mathematics and, to a lesser extent, English skills in their vocational context. Teachers skilfully explore naturally occurring opportunities, such as the calculation and comparison of macronutrient ratios to recommended daily allowances in sports nutrition classes.
- Students value the independent careers advice provided by staff. There is a strong focus on employability and career development within teaching and learning. Teachers regularly promote and reinforce the importance of career aspirations and make effective use of industry links, such as West Yorkshire Sport and Bradford City Dragons basketball, to provide unique learning opportunities and facilitate students’ understanding of next steps.
- All students display high standards of behaviour and attitude to learning and demonstrate mutual respect for one another. Teachers in the majority of lessons effectively promote equality and diversity; subsequently students demonstrate good awareness and develop their skills in preparation for the world of work, for example, planning adjustments to coaching activities to support physical disabilities and tackling language barriers when working with high calibre, international athletes.

<p>English for speakers of other languages</p> <p>16-19 study programmes 19+ Learning programmes</p>	<p>Outstanding</p>
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- Teaching, learning and assessment in ESOL are outstanding, as are the outcomes for students. An experienced and well-managed team of specialist teachers focuses consistently on the skills that students need to succeed. Many students come to college speaking little or no English, yet the vast majority make significant progress in a remarkably short time and achieve qualifications. Progression from pre-entry courses is very strong and many students remain in the college for a number of years and achieve challenging goals.
- Teaching is thorough, skilful and knowledgeable. Entry-level lessons concentrate on basic vocabulary and sentence structures through broad discussions of general interest, rather than through discrete grammar lessons. Students learn through listening, speaking, reading and writing. By the time they reach the higher levels, students comment on, for example, employment law and discuss how it works. The number of students achieving qualifications in Speaking and Listening is very high. Pre-employment courses teach students how to deal with job applications by email, letter and telephone, enabling a significant numbers of students to obtain employment.
- Excellent lesson planning ensures effective language learning linked to useful aspects of numeracy. Students discussing mountains, rivers, cities and famous buildings were asked to calculate differences in sizes, lengths and heights and to compare them. In one literacy lesson, the teacher explained the appropriate ways of expressing numerical values in written reports. In another lesson, students used toy clocks to practise expressing the time of routine activities, such as going to work and to answer questions such as ‘How much time have I got?’. Students benefit from the written work set in every lesson and for homework. It is promptly marked and returned with useful corrections and advice.
- Teachers choose learning resources carefully, avoiding stereotypes and promoting positive images of groups and minorities. They balance prepared study and task sheets with material from real-life situations. Some learning materials for functional skills in mathematics require adaptation for make them more accessible to ESOL students.

- Each 16 to 18 year old student on a full-time ESOL course has a programme of study tailored to personal needs and aspirations. As well as developing skills in English, the programme incorporates functional skills in mathematics and a choice of other study options. The management of these flexible learning programmes is exemplary, opening up progression routes to vocational areas, GCSE courses and the sixth form centre.
- The tutorial programme enhances the college experience. In one tutorial, the teacher gave the group photographs of famous people who broke down barriers, such as Nelson Mandela, Helen Keller and others. Using the captions, students produced a lively debate about leadership and being brave. A talk from the leaders of the students' union, inviting any student to join in sporting and cultural activities that are funded by the college and freely available, was a welcome and inclusive gesture.
- Support for academic progress and personal well-being is comprehensive. A thorough diagnostic assessment of their abilities in English ensures that the college gives them a place on a suitable course and an individual learning plan records progress and alerts teachers to the need for additional help to support their learning.
- Students find college a welcoming, safe place. Attendance is good. Accommodation for lessons and for private study in the ESOL learning zone is outstanding. Teachers listen and offer help readily. They support the college's mission on equality and diversity, reinforcing in lessons the principles of respect and responsible citizenship. Students respond positively to this message and conduct themselves with courtesy and good humour.

<p>Foundation English and foundation 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 as reflected in the success rates, which are good. Success rates at entry-level 2 functional skills in both English and mathematics are below the national rates, but these account for a much smaller percentage of students. The college has carefully tracked progress in functional skills over the past three years between levels and students make good progress.
- Most students enjoy their learning, improve their skills, and make progress in lessons. Teachers have high expectations of their students. They carefully monitor attendance and punctuality both in college and in the community, with flexible arrangements in place for adult learners in the community who may have family and childcare requirements. Behaviour and attitudes are good.
- In the best lessons, classroom activities are well structured and students enjoy a range of activities that are stimulating and varied, keeping them motivated and engaged. Teachers plan the curriculum well and good resources are available in class. In a functional English class for science students, the teacher inspired the development of the development of language, using a discussion of scientific terminology through watching a video clip of Brian Cox. The very effective community-based provision for adult students ensures good skills development and progression into college and work.
- In the weaker lessons, students make limited progress, through a failure by teachers to address and recognise individual need, with some students becoming disinterested and disengaged. Inconsistent use of individual learning plans means that teachers do not track in sufficient detail learners' short-term progress. A lack of differentiated materials or extension activities means that teachers do not sufficiently challenge students who are more able.
- Students receive high levels of support both in lessons, from their teachers, from 'in class' support, and have the opportunity to benefit from additional workshop sessions in both English and mathematics. The college identifies additional learning support needs early, at enrolment

and through initial assessment. Initial assessment and assessment on courses is mostly effective. However, not all teachers firmly establish the link between initial assessment and individual learning plans in all sessions, which means that they do not meet all students' needs effectively.

- Additional learning support sessions follow functional skills lessons, where teachers support students with individual problems. Students also benefit from comprehensive careers advice and information, which allows them to make informed choices about what options are available within the college programmes of study and on progression to higher education, work or further study.
- Overall, across the college, the development of mathematics and English within the curriculum is good. Teachers in the health, social care and early years and playwork curriculum area have embedded them into lessons particularly effectively. In one lesson on a level 1 course, students improved their mathematical skills significantly through using data to calculate floor space and ratios for the Early Years Foundation Stage, equipping them to design their own nursery provision. Teachers support students effectively to develop the skills they need to succeed within their programme of study and to progress to employment or further study.
- Teaching staff are highly experienced, appropriately qualified and extremely committed to achieving success for their students. They know their students very well. Specialist English and mathematics staff act as 'link' tutors and deliver functional skills to vocational students as part of their study programme and on discrete courses in college and in the community for adults. Verbal feedback to students is particularly good and supportive.
- Some of the resources and accommodation available in the new David Hockney building are outstanding, although staff are still developing effective strategies to maximise the most effective use of the 'open zone' areas. The college provide students with an excellent learning environment, which is inclusive, with a strong culture of mutual respect engendered between students and between students and staff. Teachers effectively use naturally occurring events to promote equality and diversity within lessons. Students feel safe and secure within the college and in the community venues provided by the college.

Business management

16-19 study programmes
19+ Learning programmes

Requires improvement

- The quality of teaching, learning and assessment for classroom based courses in business administration and law reflects the variation in outcomes for students and requires improvement. Adult students on short courses achieve very well, but overall success rates have dipped and not enough students achieve their learning goal. Too many students, particularly at advanced level, fail to achieve their qualifications, or to achieve the highest grades.
- In the best lessons, teachers use tools such as mini whiteboards, smartboards and games, such as 'Business Basics and Baking' effectively to develop skills in English and mathematics. Teachers plan extension activities, such as additional sales scenarios which they use appropriately to stretch and challenge students. In a session on human resources, the teacher was skilful in using students' contributions relating to staff recruitment to develop understanding of wider financial implications. A marketing lesson included an expertly managed discussion on branding that helped students relate their learning to current events, such as the Tesco profit crisis, and developed their use of business terminology. Teachers in these better lessons also encourage students to work collaboratively and independently to good effect, leading to higher level understanding of their subject.
- They use tutorials well to develop study skills and promote the development of broader life and employability skills. The teacher in a workshop session expertly promoted independent study

and helped students identify ways in which they could overcome barriers to learning. The college resources business classes well to support learning. Managers have plans in place to limit the use of open-plan ‘zones’ to reduce the potential negative impact on learning.

- In weaker lessons, students do not make sufficient progress. Questioning often fails to check learning at other than a superficial level, and teachers do not use these to stimulate higher-level thinking or to foster deep learning. Teachers do not always use technology sufficiently to support learning, or to motivate business students to pursue their learning outside the classroom.
- Level 1 students benefit from high expectations and are challenged to extend their learning in the classroom by relating their personal experience of visiting shops to the wider retail context. On levels 2 and 3, however, expectations of students are not sufficiently high, and teachers do not plan enough opportunities in lessons to stretch and challenge all students to achieve their full potential.
- Teachers create individual learning plans for all students but these are too variable in quality. Teachers do not consistently set challenging targets and there is insufficient systematic tracking and checking of learners’ progress. This has contributed to a significant number of students failing to make the progress expected based on their prior attainment, or to exceed expectations.
- Teachers care about their students and provide good support for individual needs that helps them stay in college. The majority of students progress to higher-level courses within the college and there is good progression to higher education from the level 3 extended diploma. The college has introduced a new level 3 course in Law to meet the needs of students and the local community, providing a good progression route to employment.
- Assessment of written work requires improvement. Teachers do not always provide sufficiently detailed feedback to help students know what they need to do to improve and achieve. Students’ work is generally of a high standard, but feedback does not encourage them to aspire to higher grades. Teachers do not routinely develop skills in English and mathematics in the classroom.
- Teachers on classroom-based programmes have a good rapport with students that fosters a positive learning environment and behaviour is of a very high standard. Teachers reinforce employability skills such as punctuality, team working, and meeting deadlines in most lessons. All foundation and intermediate level students undertake appropriate work experience as part of their planned programmes of study, which helps them develop wider skills and prepares them for employment.

Business administration	
Apprenticeships	Good

- Teaching, learning and assessment reflect the outcomes for apprentices and are good. An increasing and good number of business apprentices achieve their qualifications within the planned time and this is now well above the national average.
- Apprentices make good progress and often achieve within their planned time. They acquire a good range of knowledge and skills and demonstrate increasing competence in their job role.
- Assessors expect apprentices to succeed, to produce high quality professional work, and to progress to the next level as soon as possible. They make good progress more quickly than expected. Apprentices are motivated, enjoy their work and quickly develop high quality skills that employers value. Employers often give them additional responsibility, including that of mentoring new apprentices or taking on additional customer accounts.

- Assessors complete individual learning plans systematically and thoroughly for every apprentice. The programme manager audits these to ensure that the apprentice is supported to make the expected progress. Occasionally, the quality of written targets does not reflect the detail of the discussion held with the apprentice.
- Assessors are knowledgeable experts in their fields, have a good rapport with their apprentices and use the assessment and progress reviews well to promote and develop independent learning skills. Employers play an active role and support apprentices to progress and achieve.
- All apprentices undertake a rigorous application and interview process that includes thorough diagnostic testing. Assessors and managers track and monitor progress against milestones very rigorously, using a range of strategies. Assessors intervene swiftly if they think any apprentice is at risk of not completing the qualification in the time expected. Measures are successful in getting apprentices back on track.
- Assessors prepare apprentices very well for assessment, including online testing and observation. Assessors use questioning very effectively to check learning, promote wider thinking around the topic and to support deeper learning. A customer service apprentice, for example, was encouraged to think about the how she could check the 'tone' of emails and why this was important.
- Assessors provide prompt, frequent, constructive feedback to apprentices, both written and oral. Written feedback helps apprentices improve their work, gather appropriate evidence and ensure they stay on track to achieve. Employers play an active role. They participate in reviews to provide a rounded view of progress, and identify actions to support improvement.
- Apprentices who do not have a grade 'C' in English or mathematics undertake functional skills at the appropriate level. Assessors track and regularly check progress on the ILP. Apprentices make good progress on their functional skills programmes, but there is insufficient attention paid to the continuing development of English and mathematics skills in those apprentices who have already achieved their GCSE at grade A* to C.
- Assessors inform apprentices about progression opportunities well and a large majority progress from intermediate to advanced level. Most continue in employment after completion of their apprenticeship.
- The development of apprentices' understanding of equality and diversity is not fully effective. Although all reviews include standard questions, most are generic and unrelated to the sector or workplace. Some opportunities are also missed, for example, those relating to 'all female organisations', or handling of calls from international customers.
- Assessors regularly reinforce health and safety issues and in particular factors regarding internet safety.

The effectiveness of leadership and management

Good

- Leadership and management are good and there are some outstanding features of practice. A very strong leadership team and governors set a very clear strategic direction for the college. Since the previous inspection, leaders and managers have maintained the drive to improve the college and have successfully rectified the weaknesses identified at their last inspection, while building new accommodation that opened in September 2014. The new campus is part of the ambitious vision of leaders and governors to transform teaching and learning by utilising new technologies and helping students develop the independent learning skills to contribute fully to the local economy. Staff share this vision fully.
- Governors bring a wide range of excellent skills and expertise to the board; they are very well informed and have a very good understanding of the college's key strengths and areas for improvement, including any areas of particular concern. They provide rigorous challenge by asking searching questions of senior leaders and hold them to account well. They also support managers well in their drive to improve teaching and learning.

- As part of the Bradford College group, the college is involved in a wide range of educational provision, including higher education, academies, teacher education, community education, recruitment and apprenticeships, which benefits staff and learners alike. The college has very productive partnerships with local and regional organisations and its curriculum reflects local LEP priorities well, particularly those related to health and life sciences, food and drink and innovative manufacturing.
- Managers respond exceptionally well to meeting the needs of employers. For example, in science, employer feedback has led to the development of blended learning courses and the department has developed a range of apprenticeships to meet identified local needs, such as laboratory sciences, dental health, and pharmacy. The college works particularly well to meet the needs of disadvantaged learners through its work with Jobcentre Plus. As part of this work, the college collaborates closely with a number of businesses that employ nearly half of those who complete the programme.
- Performance management arrangements are good. Clear lines of accountability enable programme managers to tackle individual underperformance well. Managers make good links between staff performance, including lesson observation grades, to action plans in appraisal and to professional development. Teachers identified as requiring improvement receive good mentoring and support to improve their practice.
- Managers identify underperforming courses well through course progress reviews. Such courses are subject to intense and regular scrutiny where managers monitor recovery plans closely. Course teams also receive support from teaching and learning coaches. Of the three programmes identified last year, two are performing better, however, one course continues to underperform.
- The promotion of equality and celebration of diversity are at the heart of the college. The induction and tutorial programmes develop students' understanding of, and tolerance towards diverse cultures helping to make the college a cohesive environment. Managers, at every level of the college monitor performance gaps between different groups closely. Successful strategies have reduced previous gaps. Managers also monitor surveys and complaints by different groups well.
- Self-assessment includes teachers', course teams', learners' and employers' views well. Most curriculum areas accurately evaluate their provision. However, a minority of areas are over graded and do not identify sufficiently areas for improvement. The quality improvement plan is sufficiently detailed and closely monitored. While the provision has been improving, overall there are still a small number of courses that underperform. Individual observation records vary in how well they identify the key features contributing to learning and students' progress, resulting in some generous grading.
- The college captures students' views well through their involvement in course reviews, surveys and focus groups. Student representatives also participate on validation panels. The college has a very strong student union that ensures that the 'student voice' contributes well to the college's improvement agenda.
- Good management and application of college quality systems has improved the quality of the apprenticeship provision in the last two years. Subcontracting arrangements are rigorous and ensure that students achieve in line with or exceed college performance.
- Leaders and managers have managed the introduction of the study programme well. Programme managers ensure teachers embed English and mathematics well in the majority of programmes. However, the management of external work experience for vocational students requires further improvement.
- Safeguarding arrangements are outstanding. Staff, governors and designated officers carry out extensive and rigorous risk assessment of all aspects of college activity and take the relevant precautions to prevent incidents occurring. All staff have an excellent understanding of safeguarding issues. The college has an extremely rigorous and robust safer recruitment policy that managers enforce excellently. The college has created an extremely safe environment for all learners who state that they feel very safe while at college. The college is very aware of the

dangers of the internet and it maintains a very strong focus on on-line safety in its E-safety policy. There are very good examples of staff dealing effectively with internet bullying. The college has very strong links with local agencies that support vulnerable people, including the Bradford safeguarding children's board.

- The college's promotion of the 'Prevent' agenda under its safeguarding arrangements is very well established. It works in an excellent partnership with police officers and the local 'Prevent' officer who contribute highly effectively to college wide events and some specific sessions such as in public services. The tutorial programme very effectively promotes safeguarding as a set of positive choices to students, who feel safe in the college environment.

Record of Main Findings (RMF)

Bradford College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	1
Early years and playwork	1
Engineering	2
Hairdressing and beauty therapy	3
Sport	2
English for speakers of other languages (ESOL)	1
Foundation English	2

Foundation mathematics	2
Business management	3
Administration	2

Provider details

Type of provider	General further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	17,840							
Principal	Mrs Kathryn Oldale							
Date of previous inspection	November 2008							
Website address	www.bradfordcollege.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+
	817	1,621	885	1,468	1,421	489	0	5
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	318	548	296	243	0	2		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16								
Full-time	14							
Part-time	3							
Number of community learners	381							
Number of employability learners	848							
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"> ■ Bright Learning Solutions Ltd ■ Manufacturing Excellence 							

Contextual information

The City of Bradford has a population of just over 500,000 made up of a rich mixture of ethnic groups. It registers highly on indices of both economic and social deprivation. In Bradford, there are lower levels of economic activity compared to both the Yorkshire region and England as a whole. Women are less economically active than men. Bradford has lower numbers gaining qualifications at every level than in Yorkshire or England. Success rates at GCSE have improved each year for the last few years; in 2012 although the proportion achieving five or more GCSEs at grade A* to C was in line with England, it was below that for Yorkshire.

The inspection focused on subject areas across the range of provision and included areas inspected at the college's previous inspection, as well as some that were not.

Information about this inspection

Lead inspector

Tim Gardner HMI

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