

# Bury College

General further education college

## Inspection dates

16–20 January 2017

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	16 to 19 study programmes	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires Improvement</b>	Adult learning programmes	<b>Good</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Outcomes for learners	<b>Requires improvement</b>	Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection		Outstanding	

## Summary of key findings

### This is a provider that requires improvement

- The quality of teaching, learning and assessment is not of a consistently high standard; too few teachers ensure that teaching, learning and assessment meet the individual needs of students and apprentices.
- Too many students on AS- and A-level programmes do not complete their qualifications, achieve the grades of which they are capable or progress to the second year of their programmes.
- Too few students on 16 to 19 study programmes, particularly those on academic programmes, benefit from meaningful external work experience to help them make informed decisions about their next steps or career options.
- Assessment of the starting points of students on 16 to 19 study programmes is not yet effective in enabling teachers and assessors to set demanding targets to ensure all students reach their full potential.
- Data management and reporting are not effective in providing senior leaders, managers and governors with an accurate view of the progress that students and apprentices make.
- Self-assessment processes and improvement planning are insufficiently rigorous in identifying the strengths and weaknesses of the provision or bringing about swift improvement.
- Too few apprentices complete their apprenticeship.

### The provider has the following strengths

- Leaders have worked very closely with the local enterprise partnership to ensure that the curriculum reflects regional skills priorities.
- Effective teaching, learning and assessment in English and mathematics classes enables adult and 16 to 19 study programme students to achieve their GCSE at grade A\* to C or improve their examination marks.
- Students with high needs make good progress and most progress to higher-level courses at the college.
- Most students on vocational programmes make good progress and achieve the high grades expected of them.
- Adult students, particularly those on access to higher education programmes, make good progress and achieve their qualifications. As a result, most adult students progress to higher education, jobs or further training, or become more active and confident members of the community.

## Full report

### Information about the provider

- Bury College is a large further education college located in the centre of Bury. The college has a number of outreach centres that provide community learning and skills courses. It offers provision from foundation to higher education level across a wide range of subject areas. The unemployment rate for Bury is slightly higher than that nationally. The proportion of students who leave school in Bury with five or more GCSEs at A\* to C, including English and mathematics, is higher than that nationally.

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

- Rapidly improve the quality of teaching, learning and assessment by:
  - ensuring that students are placed on the right programmes to meet their individual needs, stay on their programmes and achieve their qualifications at the grades of which they are capable
  - ensuring that teachers use assessments of students' starting points to set demanding individual targets and plan lessons well so that students are challenged to meet and exceed their targets, achieve the grades of which they are capable and meet their full potential
  - ensuring that students know the progress they are making and are given clear guidance on what they need to do to improve
  - ensuring all students have a good understanding of the threats of radicalisation and extremism.
- Increase the proportion of 16 to 19 study programme students, particularly those on academic programmes that have meaningful work experience opportunities, and ensure that students benefit from work experience at a suitable point in their programme to help them to make informed decisions about their next steps and career options.
- Increase the proportion of apprentices who complete their apprenticeships.
- Strengthen data management and reporting to ensure leaders, managers and governors accurately monitor the quality of all provision and have a clear understanding of the progress that students and apprentices make.
- Improve the effectiveness of self-assessment processes and quality improvement planning to ensure leaders, managers and governors have an accurate view of the strengths and weaknesses of the provision and are able to implement swift and effective strategies to bring about improvement.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The principal and governing body have a clear vision for the college to be a centre of academic and vocational excellence within Greater Manchester. The principles of achieving this vision are based on developing a curriculum that meets the needs of the community and employers and on ensuring regional skills priorities are considered when planning the curriculum. However, the vision is yet to be realised. The principal and senior managers have worked very closely with a number of external organisations, and in particular, the local enterprise partnership, to ensure that the curriculum is closely aligned to current and future skills requirements in Greater Manchester. Although apprenticeship provision, the biggest growth area in the college, has doubled over the last three years to meet skills priorities, the proportion of apprentices achieving their apprenticeships has declined over this period. Managers have been too slow to stop the decline in the quality of apprenticeships or reverse the decline in achievement rates for apprenticeships.
- Developing partnerships and collaborations with other colleges and a local university has proved a distraction for senior leaders and governors. As a result, they have placed too little focus on improving the quality of provision at Bury College.
- Leaders and managers promote equality and diversity well throughout the college; staff benefit from appropriate training and development to ensure they have a good knowledge and understanding of equality and diversity. Although managers focus on implementing strategies to improve the prominence of equality and diversity throughout the curriculum, too many teachers and assessors do not reinforce diversity in lessons well enough and students' behaviour around college does not demonstrate the positive values that leaders, managers and staff promote.
- Management information systems are imprecise; leaders and managers do not systematically ensure the accuracy or currency of data. Too many reports to senior managers are overly optimistic, resulting in a lack of transparency of performance across the provision. Business review meetings are not stringent enough to hold managers to account for declining standards across the college. For example, at monthly business reviews, senior leaders are provided with information that shows apprentices are making good progress when in fact too many apprentices are making very slow progress and are unlikely to complete their apprenticeship within the planned timescales.
- While leaders and managers set clear and unambiguous targets in strategic documents, the resulting improvement plan to achieve these objectives is not rigorous enough. Too many of the actions are not specific enough to identify and achieve rapid improvement.
- Leaders and managers have not been successful in accurately evaluating the quality of provision in the most recent self-assessment report. Managers have not identified well enough the weaknesses across the provision or implemented swift enough actions to address weaknesses.
- Managers, when observing teaching, learning and assessment, do not accurately identify what teachers can do to improve their teaching practice or focus clearly on the progress that students and apprentices make. Consequently, the quality of teaching, learning and assessment has deteriorated, resulting in students not making the progress expected of them given their starting points.

- The financial status of the college is strong. Through careful management, leaders have improved the facilities and equipment at the college and, consequently, the number of students enrolled at the college has increased significantly over the last three years and apprenticeship numbers have doubled.

### **The governance of the provider**

- Governors have clear responsibilities in relation to curriculum and management areas. However, governors do not receive sufficiently detailed reports from the leadership team and the overly positive evaluations in the recent self-assessment report have given governors an inaccurate view of the quality of provision. As a result, governors are unable to hold senior managers to account stringently for the progress students and apprentices make.
- Highly committed, well-qualified and experienced governors are looking at future structural arrangements for further education provision in the local area but this has, at times, distracted them from governance at Bury College.
- Governors' good links with the community and employers help leaders develop a vision for the curriculum to meet regional priorities.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers have ensured that there are appropriate policies and procedures in place to keep students and apprentices safe. The designated safeguarding officers are appropriately trained and the single central record is up to date. Referrals are dealt with promptly and where appropriate the safeguarding team work alongside external agencies to escalate issues and provide support.
- Staff benefit from training in recognising the threats of radicalisation and extremism. Staff use this knowledge well when providing advice and guidance to students during induction. However, the 'Prevent' duty is not sufficiently reinforced throughout students' and apprentices' courses.
- Managers have nurtured a wide range of external networks to ensure that students and apprentices feel safe and are kept safe. Close working relationships with police and Department of Business, Innovation and Skills (BIS) 'Prevent' coordinators and local safeguarding children boards improve intelligence by proactively managing risk within the community the college serves.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- The quality of teaching, learning and assessment varies considerably across subject areas and provision types. Too many apprentices and students on study programmes do not make enough progress towards achieving their qualifications. Most adult students and students with high needs develop their knowledge, skills and understanding well and, as a result, make good progress towards achieving their qualifications.
- Teachers do not always consider what students already know or what gaps students have in their learning when they plan lessons. Teachers target lessons at mid-ability students and all students complete the same activity regardless of ability. As a result, less able students often struggle to keep up and the most able, particularly students on AS- and A-level programmes, are insufficiently challenged and fail to reach their full potential. On a few occasions, teachers pitch teaching and learning at levels below those expected for the

programme, for example teaching level 2 standards to level 3 students.

- Teachers do not set sufficiently demanding targets to challenge students and apprentices, raise their aspirations or accurately assess their progress. Too often, targets are too vague and do not focus on what students need to do to meet or exceed their targets. For example, a target to 'improve your work' fails to detail how students should do this. Targets for many apprentices focus on achievement of written activities rather than the acquisition of skills.
- The most able students with high needs, enrolled on specific courses for their learning difficulty and/or disability, are not making swift enough progress because their targets are not consistently broken down into small enough steps of learning.
- Teachers and assessors do not always check students' understanding sufficiently. Teachers readily accept superficial answers, rarely checking students' deeper knowledge and understanding. As a result, teachers do not accurately assess when students are ready to move on or if they require additional teaching to understand concepts and theories.
- In too many instances, students are not clear enough about what they need to do to improve their work, as they have not been given sufficient feedback from their teachers. Too often, feedback from teachers is overly positive and fails to identify omissions or spelling, punctuation and grammatical errors in students' work. Students on adult programmes receive good, detailed feedback including guidance on how to improve their English and mathematical skills.
- Monitoring and recording of students' progress varies from effective to poor across different courses. Students do not always adhere to submission deadlines and teachers and assessors do not challenge students sufficiently when students miss deadlines. Teachers and assessors do not use the college's electronic tracking and recording system effectively, often not updating progress information, making it difficult for teachers and students themselves to establish if students are making the progress expected of them.
- Most teachers and assessors use their good subject knowledge and industry experience well to develop students' practical and technical skills. As a result, students develop a wide range of good technical skills which prepare them well for future employment. For example, construction students successfully apply theoretical concepts and mathematics skills in bricklaying. However, on occasion, students do not always complete practical activities to industry timings which slows their progress.
- Leaders and managers have successfully improved teaching, learning and assessment in English and mathematics. The proportion of students on 16 to 19 study programmes who achieve their mathematics and English GCSE at grades A\* to C is higher than that of similar colleges nationally. The majority of students improve on their previous examination marks.
- Adult students on English, mathematics and access to higher education programmes benefit from accurate assessment of their starting points which teachers use well to plan for learning. Consequently, most adult students make expected or better progress.
- Where teachers identify students' additional learning and support needs, support is provided swiftly and helps students catch up with their work.

## Personal development, behaviour and welfare

## Requires improvement

- The standard of students' work varies significantly across subject areas and types of provision. Adult students produce good-quality work which is of a high standard. Students with high needs make good progress and improve their work over the course of their studies. However, too many students on 16 to 19 study programmes produce work below the level expected. The standard of apprentices' work varies greatly across levels and subject areas.
- Students' behaviour in lessons is generally good. Students respect the views of their peers and teachers and work well and collaboratively to complete activities. However, the behaviour of too many students around the college is poor. A few students display inappropriate levels of intimacy or use offensive language. On occasion, students bang on doors of classrooms while they are walking past, disrupting the learning of students in lessons.
- Too many students and apprentices are not adequately prepared for their lessons. For example, students arrive to lessons without pens, paper or the equipment required for practical lessons. Many apprentices are not sufficiently prepared for the infrequent reviews they have with assessors.
- In 2015/16 initial information, advice and guidance were ineffective. Too many AS- and A-level students were guided onto inappropriate programmes and, as a result, left their courses or did not achieve the grades needed to progress to the second year of their studies.
- Too few students, particularly those on academic programmes, benefit from meaningful external work experience placements to develop their skills and their knowledge and understanding of the workplace, or to help them explore their future career aspirations. Plans are in place for most students to complete work experience by the end of the summer term but this is too late for many students, particularly those who intend to leave the college in 2017. Most students with high needs on discrete programmes benefit from good internal and external work experience to support them in their learning.
- Students on 16 to 19 study programmes and apprentices do not develop and apply their English and mathematics skills well enough in vocational and academic learning. By contrast, teachers develop adult students' mathematics and English skills well, for example by focusing on improving their academic writing skills.
- Attendance has improved since this point last year and is good. However, attendance at discrete English and mathematics classes for 16 to 19 study programme students is low and below that of vocational and academic classes.
- Assessors, employers and apprentices cancel too many apprentices' off-the-job training sessions, which results in many apprentices making slow progress.
- Students benefit from impartial careers guidance which helps them to make accurate and informed decisions about their future career aspirations. They receive guidance and support on how to prepare for the future, such as developing curriculum vitae and preparing for interviews. Careers guidance for apprentices is limited and only a few apprentices progress to higher education.
- Students benefit from vocationally relevant trips and visits such as when travel and tourism students visit Dubai to explore the expanding tourism industry in the Middle East. However, managers do not routinely plan enrichment activities as part of students' study

programmes. Consequently, enrichment varies significantly across subject areas.

- Leaders, managers and all staff place a high priority on keeping students safe. As a result, students and apprentices feel safe and are kept safe. They know to whom they should report any concerns. Students have a basic understanding of the threats of radicalisation and extremism

## Outcomes for learners

## Requires improvement

- The proportion of students on 16 to 19 study programmes who achieve their qualifications has remained static over the last three years. The proportion of students on entry level, level 1 and level 2 programmes who achieve their qualifications is high; however, the proportion of students who achieve their level 3 qualification is low and below that of similar colleges nationally. Achievement rates vary greatly between subject areas. For example, achievement rates in engineering and construction are high but are low and declining in health and social care and information and communication technology.
- The large majority of students on level 3 vocational programmes achieve the high grades of which they are capable; however, just under half of AS-level students and a third of A-level students achieve their target grades. Almost half of current students are not yet achieving the minimum grades set in relation to their starting points.
- Leaders and managers have doubled the number of apprentices over the last three years. The proportion of apprentices who achieve their intermediate apprenticeships in the planned time is slightly above apprenticeship providers nationally but too few advanced level apprentices complete their apprenticeship in the planned time. Too many current apprentices, at both intermediate and advanced level, make slow progress towards the completion of their apprenticeship frameworks.
- Too many AS-level students do not progress to A-level programmes, as they do not pass their AS-level examinations.
- Leaders and managers collect data on the destinations of students but recognise that they do not analyse data quickly or well enough. Where the destinations of students are known, most students progress to further or higher education, apprenticeships or employment.
- Almost all students with high needs in discrete and mainstream classes achieve their accredited and non-accredited qualifications and develop the skills, knowledge and understanding to progress to a higher level of study.
- Adult students, particularly those on access to higher education courses, which account for the large majority of adult provision, make good progress and most achieve their qualifications. The very large majority of students on access to higher education courses progress to higher education.



## Types of provision

### 16 to 19 study programmes

### Requires improvement

- There are approximately 4,000 students on 16 to 19 study programmes. This accounts for more than two thirds of the college's provision. Most students are enrolled on vocational programmes from entry level to level 3. The largest areas of vocational provision are health studies, sports studies, construction and preparation for life and work. The largest areas of AS- and A-level provision are psychology, sociology and mathematics.
- The quality of teaching and learning varies considerably between subjects and programmes and less effective teaching and learning are particularly evident in AS- and A-level programmes.
- Too few teachers plan lessons that consider the individual needs of students, which limits students' progress, particularly for the most able. Students often complete the same tasks regardless of ability, which results in a lack of challenge for the most able students. The least able students find tasks too complex and struggle to complete them. As a result students, particularly the most and least able, make limited progress.
- Too few students have participated in meaningful external work experience that is linked to their programmes or career aspirations. Consequently, many students do not benefit from applying their skills and knowledge in industrial and commercial settings. Although a clear schedule is in place for students on vocational and academic courses to participate in work experience, for many this is at the end of their course and too late to be of benefit for them to make informed decisions about their next steps in education, employment or apprenticeships.
- A minority of teachers challenge students well to develop their use of technical language. However, too many teachers do not support students to improve their spelling, grammar and punctuation.
- In practical learning, students, particularly those on level 1 and level 2 courses, develop good technical and employability skills. Teachers act as effective role models and use their high levels of subject knowledge and industry experience to support students to not only develop their understanding but also explain how, why and where they will apply their skills.
- Teachers have successfully introduced new strategies in mathematics which enable students and teachers to identify what is needed to improve standards of work and accelerate progress.
- Students benefit from visiting speakers from industry and higher education institutions to develop their understanding of career options and skills required in industry. As a result, students gain a deeper insight into the skills and attributes needed to work and study in a variety of contexts. For example, students on hairdressing and beauty therapy courses benefit from experts visiting the college to demonstrate industry-standard hairdressing and beauty therapy techniques.
- Where teachers effectively identify the need for intervention, they work well on a one-to-one basis with students to provide additional support. As a result, students feel confident in their learning and progress. For example, students from GCSE English classes are able to access support outside of the classroom to complete tasks and activities which they have found difficult.



## Adult learning programmes

Good

- The college offers a wide range of adult learning provision. This includes vocational courses, an access to higher education programme, pre-access to higher education programmes, GCSEs and functional skills English, mathematics and information technology (IT) qualifications, courses that prepare people for employment, and a community learning programme. At the time of inspection, approximately 1,150 adults were enrolled on courses at the college.
- The college works closely with a wide range of partners, including local employers, Jobcentre Plus and community organisations that support people in finding employment and further and higher education courses. As a result, adult learning provision meets the needs of employers, adults seeking employment and adults who want to progress to university.
- Managers ensure that funding focuses on people who are the most disadvantaged and on widening participation in education and training. The community learning programmes prioritise the needs of people who need to improve their English and mathematics skills. This includes courses in English for speakers of other languages (ESOL). Students on English and ESOL courses develop their skills well and are able to communicate more effectively. As a result, they increase their chances of employment by speaking more confidently in job interviews or in their local communities, such as when shopping for food, during medical appointments and interacting with their neighbours.
- Students on English, mathematics and access to higher education courses benefit from accurate testing of their starting points. Teachers make good use of this information to ensure that students are placed onto courses at the right level to meet their learning needs.
- Most teachers use a highly effective range of activities to motivate students, which enables them to develop their knowledge and skills. Consequently, most students make at least the progress expected of them. For example, in IT for beginners classes, students produce good-quality PowerPoint presentations with slides that include words and graphics.
- Teachers on access to higher education programmes develop students' English and mathematics skills well. Students improve their academic writing skills effectively and students studying social science subjects such as criminology and psychology develop good skills in analysing statistical data. In science subjects, students develop the mathematical skills needed to achieve their qualifications. For example, in human biology, students apply Boyle's law accurately to the processes of inhalation and exhalation.
- Students demonstrate high levels of mutual respect for each other. They show good understanding of the importance of respecting people's diverse characteristics and opinions.
- The majority of students demonstrate an appropriate awareness of how to keep themselves and others safe. Their understanding of safeguarding, the signs of radicalisation and how to keep safe when using the internet is thorough. All students feel safe in the college and the large majority know how to report any concerns they may have.
- Most teachers assess and record students' progress and achievements accurately and use this information effectively to set new learning targets for students. Consequently,

students understand what they have achieved and what they still need to achieve.

- Too many teachers do not take sufficient account of students' different abilities when planning work, or do not check learning well enough. All students often work on the same tasks. As a result, the most able students do not make as much progress as they should because they have to wait for the students who work less quickly to complete the task.
- Most teachers provide students with constructive feedback following assessment. As a result, students clearly understand what they need to do to improve their work. On occasion, feedback is not helpful enough as it does not include specific information as to how students can make improvements to their work.

## Apprenticeships

## Requires improvement

- At the time of inspection, around 1,900 apprentices were following apprenticeship programmes at Bury College. Approximately 1,000 apprentices are working towards an intermediate apprenticeship. Almost 1,500 apprentices are adults. The majority of apprentices follow programmes in health and social care, business administration, engineering and manufacturing and retail and commercial enterprises.
- Too few assessors use their subject knowledge well enough to plan apprenticeship frameworks to meet the individual needs of apprentices. One-to-one coaching sessions in the workplace lack pace and do not challenge apprentices sufficiently to develop their skills quickly enough. Assessors too readily provide apprentices with answers to written tasks and do not check apprentices' understanding of the topic sufficiently. Tutors and assessors do not always consider apprentices' existing skills, and consequently the most able apprentices do not always make rapid enough progress or develop the higher skills of which they are capable and that would benefit them in their jobs.
- Managers have detailed delivery plans for apprenticeship frameworks. However, for the significant minority of apprentices who do not attend college, the off-the-job training element of their apprenticeship is not sufficiently well planned or recorded to ensure that apprentices make rapid progress. Managers do not use management information systems well enough to monitor framework requirements and, as a result, too many apprentices make slow progress in completing all components of the apprenticeship framework.
- Target setting for too many apprentices is too general and fails to challenge them. Feedback following assessment often fails to identify what apprentices need to do to improve their skills and mainly focuses on meeting assessment criteria. Too often feedback is overly positive and praises apprentices for completing tasks and not for the quality of their work, which is often below the expected standard. Apprentices, in subject areas where feedback and target setting are good, produce a broad range of high-quality evidence that shows their skills development and good progress.
- Too few assessors and tutors skilfully support apprentices to develop their English and mathematics skills. Apprentices who need to gain qualifications in English and mathematics do not always benefit from regular support or teaching to help them achieve.
- Assessors, in the majority of subject areas, work well with employers to plan provision to meet the needs of the employer. Most assessors and tutors skilfully use their industrial experience to contextualise learning for apprentices. For example, apprentices in business administration and sales develop their job roles effectively because of the training they receive. However, assessors and tutors in construction and engineering do not plan off-the-job training carefully enough or have such well-developed links with employers. As a

result, apprentices make slower progress in these areas.

- Business administration, accounting, sales, childcare and teaching assistant apprentices benefit from regular, well-planned visits by assessors which help apprentices to extend their learning and skills. However, too many apprentices do not receive enough visits from assessors and a minority of apprentices wait too long between the start of their programme and their first review visit.
- A small minority of assessors plan learning and monitor progress using the college's online portfolio and tracking system. Assessors who use the system have a clear overview of apprentices' progress and use timely and highly effective methods to support apprentices to get back on track if they fall behind.
- Apprentices feel well supported and pastoral support systems are effective in helping apprentices to remain in learning. The pastoral team work well with apprentices, staff, employers and assessors to support apprentices who may be at risk of leaving the college without completing their apprenticeship.

### **Provision for learners with high needs**

**Good**

- The college receives funding for 154 students with high needs. Sixty-two students are taught in discrete groups with specialist staff, while 12 students are working in supported internships. The remaining students are studying on mainstream vocational programmes, mainly at level 1.
- Students with high needs receive high levels of support and have clear aims and aspirations about their next steps. Students have been placed on appropriate courses to achieve their aspirations. As a result, most students progress to higher-level courses at the college.
- Managers have good and collaborative working relationships with local authorities to ensure the college provides good value for money and provides good-quality teaching and learning for students with high needs. As a result, most students meet the targets in their education, health and care (ECH) plans.
- Teachers and learning support assistants benefit from good support, sharing of expertise and continuing professional development to provide support for students with high needs. As a result, students are well supported in their learning and make good progress.
- Students develop a wide range of skills to support their independence and learning and, consequently, make good progress through their programmes. For example, in enterprise lessons, students working in teams make products such as bird houses and cards to sell at craft fairs. Each team has to cost the products and calculate the profit they can make if they sell all of their items. As a result, students develop teamworking skills, employability skills and, with support, mathematical calculations.
- The very effective autism-friendly approaches used in IT for students on mainstream courses support students well in achieving their qualifications.
- Most students have work experience, with half of students benefiting from external work experience. Students enjoy work experience and develop a clear understanding of industry standards and expectations.
- Supported internships for students with high needs are well coordinated and provide very good work experience and employment opportunities. Students develop a wide range of skills necessary for employment.

- Leaders, managers and staff have high expectations of students. Funding for students with high needs is used well for the purchase of specialist resources and to ensure appropriate staff to student ratios based on students' individual needs. Teachers and learning support assistants benefit from good and regular training to enable all staff to support and challenge students in their learning.
- Behaviour in classes is good and students are respectful towards each other, teachers and learning support assistants. Students have a basic understanding of the threats of radicalisation and extremism and living in a modern society.
- Teachers in a few lessons do not challenge students to develop English and mathematics skills well enough. For example, mathematics and English teaching for a few students does not always focus clearly enough on developing transferable daily living skills such as shopping and handling money.
- Occasionally, professional intervention for the very few students who have the most profound learning difficulties and/or disabilities and require the highest levels of support is not always fully effective. For example, managers do not always work well enough with specialist therapists to ensure the very few students who need specialist support develop essential skills in communication, independence and mobility to prepare them for the future.
- Teachers and managers use college systems well to capture informally students' progress and achievement. The formal recording of students' progress and achievement is not yet fully effective. Although outcomes and student aspirations are used to set short-term targets, they are not yet used well enough to set long-term goals which are clearly linked to targets. Targets are set from the identification of students' starting points but, in a few instances, they are too general and do not always ensure that the small steps of progress and achievement are always captured. For example, targets for a few of the most able students are not broken down into small enough steps to ensure they make the swift progress of which they are capable.

## Provider details

Unique reference number	130498
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	12,199
Principal/CEO	Charlie Dean
Telephone number	0161 280 8305
Website	<a href="http://www.burycollege.ac.uk">www.burycollege.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	287	306	963	749	2776	536	53	305
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	351	700	181	588	7	149		
Number of traineeships	16–19		19+		Total			
	0		1		1			
Number of learners aged 14 to 16	37 (on school roll)							
Number of learners for which the provider receives high-needs funding	154							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	SHL Training Solutions Limited Educare for Early Years Limited Vocational Staffing Solutions Limited Manchester Mesivta School							

## Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the college's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college.

## Inspection team

Anita Pyrkotsch-Jones, lead inspector	Her Majesty's Inspector
Suzanne Wainwright	Her Majesty's Inspector
Rachael Hennigan	Ofsted Inspector
Sarah McGrath	Ofsted Inspector
Tanya Evans	Ofsted Inspector
Brenda Clayton	Ofsted Inspector
Tracy Gillett	Ofsted Inspector
Bernie White	Ofsted Inspector
Bev Barlow	Her Majesty's Inspector
Paul Cocker	Her Majesty's Inspector

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### **Learner View**

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk).

### **Employer View**

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk).

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