

Burton and South Derbyshire College

General further education college

Inspection dates

26–29 September 2017

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

Summary of key findings

This is a good provider

- Leaders and managers have developed very strong employer partnerships that have helped to reshape the curriculum. Most courses now match closely with employers' specific skill requirements. Consequently, most learners develop their skills successfully and progress to employment or further learning.
- Since the previous inspection, governors, leaders and managers have taken extensive and effective steps to improve provision. These include learners' achievement rates and learners' progress in a wide range of subjects, including English and mathematics.
- The proportion of learners aged 16 to 18, adults and apprentices achieving their qualifications in 2016/17 is significantly higher than in the previous year. Adult learners studying access to higher education qualifications, and advanced apprentices, have been particularly successful.
- Staff provide learners with highly effective additional support. Consequently, these learners make good progress, including those learners with high needs on vocational courses.
- As a result of extensive support and development for teachers, the quality of teaching, learning and assessment has improved rapidly and is now good in most areas.
- Leaders' management of subcontractors is good. As a result, most learners on subcontracted provision achieve their qualifications.
- A small minority of teachers do not have high enough expectations of their learners. Too often, they do not set work that is sufficiently challenging or provide feedback that is helpful enough so that the most-able learners can achieve at the level of which they are capable.
- On a small minority of study programmes and courses for adults, too few learners achieve their qualifications.
- As a result of changes to the delivery of English and mathematics, too few apprentices achieve their qualifications within planned timescales.
- Managers have not yet developed sufficient work-experience opportunities for learners with high needs.

Full report

Information about the provider

- Burton and South Derbyshire College is a medium-sized general further education college primarily serving East Staffordshire and South Derbyshire. It comprises two main campuses based in Burton town centre and a dedicated construction academy in South Derbyshire. The college provides a broad range of vocational and academic courses for learners aged 16 to 18, and courses for adults in these centres. Over two thirds of provision is for learners aged 16 to 18. The college offers apprenticeships within the local area. The college subcontracts provision to four partners, who provide courses predominantly for adults.
- The areas served by the college include four wards which rank within the top 1% for indices of multiple deprivation for England. More than two thirds of learners at enrolment have not achieved a GCSE at grade A* to C (9 to 4) in English or mathematics. The average GCSE score for the vast majority of learners on entry is grade D/3 and below. Unemployment in the areas served by the college is marginally lower than the national figure of 4.7%.

What does the provider need to do to improve further?

- Managers should improve teaching, learning and assessment in English and mathematics to ensure that learners and apprentices develop these skills successfully, achieve their qualifications and are able to apply them well in the workplace.
- Managers should develop sufficient high-quality work experience and supported internship opportunities for all learners with high needs to ensure that they are able to acquire essential skills for future employment and independent living.
- Teachers should use information on learners' starting points more effectively to set challenging work that matches closely to learners' individual needs so that they are able to achieve at the level of which they are capable.
- Teachers should provide learners with useful feedback that helps them to recognise what they need to do to improve and achieve their challenging targets.
- Managers should ensure that teachers are skilled in preparing learners for assessment and examinations.
- Governors and leaders should ensure that they continue to monitor and improve poorly performing courses so that all learners and apprentices are able to achieve their qualifications and progress to their chosen destinations.

Inspection judgements

Effectiveness of leadership and management

Good

- College leaders and governors have worked together to create a well-defined and responsive strategic plan, which draws on detailed research to set ambitious short- and long-term goals for the college. Their effective financial management means that the college has been able to invest in improving teaching and learning, and at the same time secure a sustainable future for the college.
- The senior team has developed very strong links with employers, who have helped to adapt the curriculum and enhance the learners' experience at college. Over 20 college 'patrons' and 'fellows' use their experiences to inspire current learners to achieve and progress. Their contributions have included funding health and safety qualifications for learners, sponsoring learner awards and offering them experiences 'on the job' so that they have the skills and ambition needed for employment in the construction and manufacturing industries.
- Leaders have updated their broad vocational curriculum, increasing the range of level 1 courses to improve progression rates to higher-level learning and employment. For example, managers have recently introduced a 'Kickstart' and an 'Elevator' programme to provide a bridge into full-time study for those learners who need to develop their skills further before committing to a course or apprenticeship.
- Since the previous inspection, leaders and managers have taken rapid and determined actions to improve English and mathematics outcomes. The closer monitoring of staff performance has resulted in many staff leaving the college and 14 new staff appointments. The large majority of learners are now making the expected progress towards achieving their target grades. Managers have successfully implemented improvements by prioritising English and mathematics qualifications when timetabling, and ensuring that teachers develop learners' skills routinely in lessons. Although managers' actions have been successful, they recognise that the progress of a small minority of learners and apprentices was affected during transition arrangements. In addition, teaching, learning and assessment in English and mathematics lessons need further development, so that all learners and apprentices attend their lessons, make good progress and achieve their qualifications.
- Leaders and managers provide a mutually respectful, diverse and inclusive environment in which learners say they feel safe. Since the previous inspection, managers have been successful in increasing the number of learners from minority ethnic backgrounds by seven percentage points, so that college life reflects more closely the diverse local community. Learners gain a particularly good understanding of different cultures when they meet and learn with international learners, including those from South Korea and Japan.
- Leaders' and managers' self-assessment of their provision is now accurate. They have successfully implemented a large majority of the areas for improvement identified at the previous inspection, including learners' achievement rates and learners' progress compared to their starting points. They manage the small subcontracted provision well, and as a result, outcomes for learners on this provision are high.
- Strategies to improve teaching, learning and assessment are effective and resulting in

rapid improvement. Learning, teaching and assessment coaches provide individually targeted support to underperforming staff. Consequently, many teachers have improved their teaching and assessment to meet the required standards. However, leaders and managers have not yet shared sufficiently the good practice found across the college, to ensure that all outcomes are consistently good.

- Managers and teachers make sure that learners are well prepared for further learning, employment and life in modern Britain. A well-publicised 'skills promise' initiative helps learners to understand the importance of developing the skills employers value, such as creative thinking, strong leadership, resilience and entrepreneurship. Nearly all learners have reported that their employability skills have improved, and most have had the opportunity to develop these skills further in a workplace environment. For example, learners have been working with a local council to develop a heritage computer application for a local visitor attraction. However, since the previous inspection, leaders and managers have not yet ensured that there are sufficient work-experience opportunities for learners who have more complex needs.
- Managers have improved links with local schools to ensure that support is in place for learners when they start their courses. This is particularly effective for learners who have high needs. Managers recognise that they need to continue to develop relations with local schools to improve the access to all learners' information when they move from school to college to ensure that teachers can provide the same level of support.

The governance of the provider

- A very well-experienced and committed team of governors support the senior leaders. They know the college well and are committed to the college fulfilling a key role in its local communities. Paired with managers, they effectively extend their understanding of the college through visiting lessons and talking to learners.
- Governors have held leaders and managers to account. However, this has not yet enabled the college leaders and managers to ensure consistently good progress for all learners. Leaders' reports to governors are transparent and very detailed but lack concise evaluation, to make it easier for governors to challenge senior leaders to improve outcomes more rapidly. The newly constituted senior leadership team has recognised the need to simplify reporting to the board to focus actions for improvement more sharply, and has begun to do so.

Safeguarding

- Safeguarding is effective. An increase in referrals to the safeguarding team is a result of the greater awareness of staff and learners of the signs of learner vulnerability and the extensive support the safeguarding team offers.
- The exemplary links to external agencies that managers and support staff have created ensure appropriate targeted support for learners. Staff are making appropriate referrals, where necessary.
- Positive feedback from parents and carers indicates that the support learners have received has enabled them to stay on their courses and achieve.

Quality of teaching, learning and assessment

Good

- Since the previous inspection, leaders, managers and staff have successfully improved the quality of teaching, learning and assessment. They skilfully promote a culture of learning where learners aspire to do their best because teachers have high expectations of them. Senior leaders have developed and implemented a clear and highly effective teaching and learning strategy that has led to improved teaching and learning and, consequently, improved outcomes for learners.
- Learners enjoy their learning and are keen to achieve their best. Most teachers plan challenging and motivating activities that meet learners' individual needs well. Learners are encouraged to continually self-assess and reflect on their work; for example, catering learners immediately identified mistakes made during their cooking of risotto and the effect these would have on their completed dishes. As a result, most learners and apprentices make good progress and develop swiftly their academic and vocational skills.
- Learners on 16 to 19 study programmes and apprentices develop highly effective personal, social, employability and vocational skills. For example, learners on childcare programmes improved their communication skills during a creative arts lesson with a small group of children from the college nursery. Learners on study programmes develop academic skills well, including highly effective independent research skills through the college's 'skills promise'. For example, in English GCSE classes, learners skilfully research the job roles of people in 19th-century Britain to develop their creative writing skills.
- Learners and apprentices use technical terminology and vocabulary accurately and articulately. For example, in health and social care classes, learners use correct terminology such as 'marginalisation' when exploring equality and diversity. Learners routinely use dictionaries to check and correct spelling and refer to prompt sheets and the 'word walls' to improve their spelling, punctuation and grammar.
- The development and implementation of the college's strategy for English and mathematics is helping teachers to improve learners' mathematical skills and spelling, punctuation and grammar.
- However, the English skills of a few vocational subject teachers are weak, and they are unable to support learners in developing their own English skills effectively. Consequently, learners make repeated errors in their work that teachers do not routinely correct.
- Managers have improved the arrangements to check learners' English, mathematics and employability skills at the start of their course. As a result, most staff accurately identify learners' starting points and place them appropriately on courses that meet their needs and prepare them for their next steps. For example, in hospitality and catering, learners with good technical skills and industry experience progress quickly on to higher-level courses.
- Staff identify swiftly the additional support learners may need so that they can successfully achieve their qualifications. Learners benefit from a wide range of support such as one-to-one coaching and small-group sessions. This additional support enables them to make good progress. Arrangements for learners with high needs are good. Close liaison with external agencies, the local authority, healthcare professionals, parents and carers help learners to enrol and settle at the college quickly.
- Teachers monitor the progress of learners closely, quickly identifying those who are falling

behind with their work and helping them to catch up swiftly. Consequently, most learners make at least the progress expected of them. However, targets set for apprentices studying framework qualifications focus too heavily on the completion of tasks and units, rather than on the specific skills employers require, such as time management and the ability to work well with others. As a result, a minority of apprentices make slower than expected progress.

- Most teachers provide detailed verbal feedback to learners that helps them to improve the quality of their work. However, written feedback following assessment varies significantly across subject areas and apprenticeships. While written feedback to adult learners accurately identifies what learners have done well and what they need to do next, for apprentices and learners on study programmes, feedback is often not specific enough to help them identify improvements needed in the quality of their work.
- A small minority of teachers and assessors do not use the results of assessments of learners' starting points well enough to plan to meet the individual needs of learners. Teachers do not always set work so that learners – particularly the most able – achieve as well as they can. As a result, these learners and apprentices do not make the progress of which they are capable.
- Individual targets for a small minority of adults and learners with high needs studying vocational courses are not sufficiently detailed. Too often, teachers do not clearly identify the wider personal and social skills that learners need for them to play a full and active role in their communities and wider society. As a result, these learners make slower progress in developing personal and social skills than academic skills.

Personal development, behaviour and welfare

Good

- Learners and apprentices exhibit good behaviour throughout the college. They are confident, self-assured and enjoy their learning. Most learners and apprentices increase their confidence as a result of effective coaching and mentoring from staff and employers. They produce good standards of work and develop valuable work-related skills such as effective communication, digital skills and an ambition to learn and work.
- Managers have successfully developed strong links with a broad range of employers to provide high-quality work placements for learners on study programmes. The very large majority of learners benefit from meaningful external work experience with a wide range of local, national and multi-national employers. Consequently, learners gain valuable, relevant industry experience, and improve their confidence and team-working skills. However, there are too few work-experience opportunities for learners who have high needs.
- Learners and apprentices develop good trade-related skills. Apprentices communicated confidently at an early-morning trade show, effectively promoting their employers' business. Adult learners, for whom English is a second or other language, gain the essential skills they need to help them progress in the workplace. Study programme learners on beauty therapy courses skilfully carry out facial massage treatments at a standard which is good enough for them to progress into local high-quality health and beauty spas.
- Staff identify learners' personal and social skill development needs well through the

college 'skills promise'. As a result, learners and apprentices develop the essential skills they need for future employment, such as time management and critical-thinking skills. Most learners with high needs develop the skills they need for independent living.

- Learners and apprentices benefit from effective group tutorials and individual support from progress coaches. Staff regularly review learners' progress and successfully encourage a large majority to stay on track to achieve their qualifications. Staff quickly identify learners who fall behind with their studies. They provide effective support to help learners to catch up.
- Learners and apprentices benefit from an extensive range of trips and visits that enhance their understanding of the world of work. Learners in public services gained significantly from a residential week with the Royal Marines Training Corps. As a result, learners realise the levels of fitness required for careers in the armed forces. Motivational speakers at a 'Make Your Mark Expo' inspire and encourage learners to make realistic but ambitious career choices.
- Most learners and apprentices have a good understanding of life in modern Britain. Learners and apprentices say that they feel safe and know how to raise concerns they may have. They know how to stay safe when using social media. Staff take the opportunity to discuss news stories of recent acts of terrorism. As a result, the large majority of learners have a good understanding of the risks associated with radicalisation and extremism.
- Learners and apprentices receive good-quality, impartial careers advice and guidance. They work well with careers guidance staff, teachers and progress coaches to ensure that they pursue the right course for them to achieve their career aspirations.
- They are able to articulate clearly their next steps, and they know how their studies will enable them to pursue their career goals. As a result, most learners progress to higher levels of study or into employment. Staff support learners effectively when they apply to higher education.
- Attendance on the vast majority of vocational programmes is good. Most learners are punctual and arrive ready to learn. However, attendance is too low in mathematics and English lessons. As a result, a minority of learners do not develop quickly enough the English and mathematics skills they need for work or further study.

Outcomes for learners

Good

- The large majority of learners and apprentices achieve their qualifications and progress well. Since the previous inspection, the proportion of learners achieving full level 2 and level 3 qualifications has increased significantly and is now around that of similar providers.
- The large majority of learners aged 16 to 18 complete their studies and pass their qualifications at every level. This group represents approximately two thirds of the college's learners. The achievement of learners studying courses on engineering, sport, and public services is particularly high. However, there remains a small minority of courses, including art and design, health and social care, information technology, and applied science, where too few learners achieve their qualifications.
- The large majority of learners aged 16 to 18 studying level 3 courses progress well

compared to their starting points. At the previous inspection, too few learners made the progress expected of them. Since the inspection in 2015/16, teachers have set challenging progress targets for all learners and monitored them carefully. This has resulted in learners producing work of a higher standard.

- In courses subcontracted to other providers, most adult learners achieve their qualifications. Around 20% of learners at the college are adults. The large majority of adults on courses in business administration, health and social care, accounting, access to higher education and ESOL achieve their qualifications. However, there remains a small minority of courses where too few adults complete their courses.
- The proportion of apprentices achieving their vocational qualifications has improved significantly, particularly for those studying advanced frameworks in areas such as engineering and manufacturing. However, due to recent staff changes, apprentices have been slow to achieve their functional skills qualifications within the time allocated. As a result, timely apprenticeship achievement has remained around the low national rate.
- A high proportion of learners aged 16 to 18 progress to further learning and employment. A significant proportion of learners benefit from the college's strong employer links and progress into jobs, including in the construction industry. However, the proportion of learners progressing to higher education is slightly below that of other similar providers. Most apprentices secure roles in their current employment. Progression for adult learners is about the same as in similar providers.
- As a result of the significant changes made to the English and mathematics staffing structure during 2016/17, most learners studying GCSE courses made at least the progress expected of them, given their low starting point. However, the proportion of learners aged 16 to 18 and adults achieving GCSE English and mathematics remains too low.

Types of provision

16 to 19 study programmes

Good

- The college provides study programmes for 1,473 learners across a range of vocational subject areas and from levels 1 to 3. Since the previous inspection, the college has stopped offering A-level courses. The largest subject areas – sport; public services; health and social care; early years; construction; IT; and engineering – account for almost two thirds of the college's study programmes. Learners study English and mathematics at functional skills, GCSE or at enhanced levels if they have previously met entry requirements.
- Managers and teachers have carefully planned courses to ensure that they meet the requirements of the study programme. Learners benefit from a wide range of vocational pathways that match their diverse career aims. A significant proportion of study programmes include valuable additional courses that employers recognise such as first aid, Microsoft Academy, food hygiene, British sign language and sports coaching. As a result, a high proportion of learners progress into employment and further learning.
- Teaching, learning and assessment on study programmes are good. As a result, learners enjoy their courses and the large majority make at least the progress expected of them. Teachers plan lessons effectively and use information in relation to learners' starting

points well to adapt learning to challenge them appropriately – including the development of English and mathematics skills. Teachers employ a range of strategies successfully so that learners develop both the knowledge and the creativity required in the workplace. For example, fashion learners had to think deeply and develop their creative flair to describe well-known designers using only images to tell their story.

- The standard of learners' work is particularly high in subjects such as beauty therapy, sport, public services and joinery. Learners routinely review their progress towards achieving their qualifications and the college's 'skills promise', using the new college learner profile. As a result, the large majority of learners know exactly what they need to do to achieve their challenging targets and realise their career ambition. This information is shared effectively with college staff, parents and carers.
- Most learners develop good vocational and employability skills, including the effective use of a range of digital applications to meet the demanding standards expected by employers. Learners gain effective research, independent learning and practical skills through the wide range of 'live' projects linked to public and private organisations. For example, learners studying business courses planned the college's annual volunteers fair, dividing their roles into the marketing, networking and coordinating team. They demonstrated strong communication skills, customer service skills and a good awareness of health and safety and security.
- Most learners benefit from well-organised work experience. The college's 'employment hub' provides comprehensive support for learners to find work placements that align with the subjects they are studying and match their career ambitions. Consequently, learners quickly develop the skills, knowledge and behaviours that employers value locally and in the wider region.
- Learners with additional support needs benefit from an extensive range of services, including progress coaches and learning support staff. As a result, learners are able to progress confidently in their studies and make good progress towards achieving their goals. Learning support assistants (LSA) work particularly well with teachers to plan learning and provide effective but unobtrusive support. For example, in hospitality the LSA blended in with learners by wearing chefs' whites when in the kitchen.
- Learners receive high-quality impartial advice and guidance. Careers advice is good and includes guest speakers, visits to employers, job fairs and higher education institutions. Tutors have current industrial experience that helps learners to make appropriate career choices. For example, a beauty therapy tutor works part-time at a leading hotel and spa, and a film tutor runs his own film and photography business.
- In a small minority of lessons, learners do not make the progress expected of them. For example, a minority of teachers do not monitor the progress of learners who work away from the classroom sufficiently well to ensure that they achieve planned outcomes. In a small minority of lessons, planning is not effective and the pace of learning is too slow. As a result, the most-able learners often sit and wait for others to catch up, hindering their potential achievement.
- Where teachers provide written feedback, too often, it is not sufficiently detailed and helpful enough; as a result, learners do not know how to improve. A small minority of vocational subject teachers do not have sufficient English skills to check learning accurately and correct spelling and grammatical errors. As a result, too many learners do

not develop their English skills well enough.

Adult learning programmes

Good

- At the time of inspection, the college had 531 adult learners, with the majority studying GCSE and functional skills mathematics and English.
- Almost 20% of learners follow specialist pathways in access to higher education, including humanities, social science and health science routes – with fewer learners on English for speakers of other languages (ESOL), community learning programmes and ‘infilling’ onto study programme courses.
- Adult learners enjoy their time at college and value highly the experience and skills that they develop so that they can achieve their career ambitions. The large majority of learners achieve their qualifications and progress into full-time employment or further their academic studies at university. Managers and teachers set high expectations. As a result, the large majority of current learners make good progress, and the standard of their work is very high.
- Since the previous inspection, leaders have successfully introduced a new management team who have developed a strategy to improve and develop the provision further. As a result, the adult curriculum is more flexible, increasing the opportunity for learners to access courses that best suit the demands of their work and family life. For example, employees at a local hospital can now attend more easily a new ‘Access to Higher Education Pathway’, providing an opportunity for their career progression. In addition, the programme is addressing local skills shortages.
- Teachers plan and prepare lessons that spark learners’ interest and motivate them to learn. For example, learners played capital letter ‘Jenga’ where they were required to make sentences from words written on Jenga pieces. In an ESOL lesson, learners were required to learn family vocabulary words and then draw their family tree, incorporating the correct terminology. However, too many teachers fail to use initial assessment information effectively in the delivery of lesson activities. As a result, most learners complete the same class activities at the same pace. Consequently, those learners requiring more support are at risk of falling behind and those most-able learners do not progress as quickly as they could.
- Learners benefit from most teachers’ skilful use of assessment methods to check their learning. For example, teachers in a GCSE mathematics lesson used a digital learning package very well to check learners’ understanding of different types of shapes, such as polygons, quadrilaterals and squares. As a result, all learners found the activity enjoyable, competitive and progressed particularly well in the development of their mathematical skills. Written feedback from teachers is useful, clearly identifying how learners can improve their future practice, especially in ESOL and access courses.
- Learners participate in a range of useful ‘live’ projects for public and private companies. As a result, the majority of learners hone good industry-standard employability skills such as working to a deadline, working in teams, problem-solving and producing work to a high standard. Additionally, they enhance their personal and social skills, developing the confidence to deliver presentations, lead coaching sessions and perform in public.
- On entering the college and throughout their course, learners receive effective advice and

guidance. Subject-specialist staff and a specialist progress coach provide all learners with useful advice and guidance about their programme during a thorough initial interview process. Learners also receive a wide range of additional guidance, including financial advice and support to apply to university. As a result, learners enrol on courses that closely match their individual needs and future career aspirations.

- All learners say that they feel safe and know whom they should contact if the need arises. Learners are knowledgeable and can demonstrate how to protect themselves from the risks associated with extremism and radicalisation. Teachers develop learners' understanding further in a variety of ways; for example, in an access to higher education humanities class, learners discussed the meaning of British values in relation to the rule of law, and how that has changed since the 18th century.
- In a small minority of lessons, teachers do not reinforce learning effectively and so learners are unable to apply new skills and knowledge well enough. A few teachers do not manage class discussions effectively, allowing two or three learners to dominate, making it difficult to check what progress others have made.

Apprenticeships

Good

- The college provides apprenticeships for a wide range of business sectors, including retail, business administration, hairdressing, engineering and manufacturing, construction, information and communications technology, hospitality, and education and training. Around 464 apprentices were enrolled on college courses at the time of the inspection, with 241 apprentices studying at level 2 and 222 studying at level 3 – including 147 apprentices following the new standards, predominantly in manufacturing technologies. Leaders and managers carefully plan programmes to ensure that the principles of apprenticeships are met fully.
- Apprentices develop the high-level vocational skills that employers value. They benefit from assessors', teachers' and employers' use of their current sector knowledge and expertise to check, develop and extend apprentices' practical skills, knowledge and understanding, for example in skills such as creating quotations for customers, fitting kitchen and office units, and building stepped walls.
- Engineering maintenance apprentices, studying new standard apprenticeships, work well with their managers to develop and demonstrate an extensive range of technical skills and behaviours. Employers set apprentices specific targets to improve their skills such as time management, dealing with people, resilience, and professionalism. They review progress towards these targets routinely so that apprentices are able to contribute quickly and positively to their business. Consequently, apprentices enjoy their learning, are proud of their work, and most progress well in their qualifications and careers.
- Apprentices develop their mathematical skills well in most areas of study, particularly in engineering-related subjects. For instance, electrical installation apprentices accurately calculate luminance (brightness) based upon a range of lighting systems used within the construction industry. However, the development of apprentices' English skills is not consistently good. A small minority of assessors are particularly insistent that apprentices write reports to a high standard, whereas others correct the spelling of technical terms but do not challenge errors in punctuation and grammar. In these cases, apprentices

continue to make the same errors throughout their work.

- The written feedback that apprentices receive on their work is mostly helpful, identifying mistakes and directing them to further learning. However, in a minority of cases, feedback is not sufficiently detailed or helpful enough. As a result, these apprentices do not always know what they need to do to improve and do not progress as quickly as expected.
- Apprentices receive effective and impartial advice and guidance at the start of their course. These help them to choose the most appropriate apprenticeship for their career aspirations. Consequently, the large majority of apprentices progress to sustained employment and positions of responsibility. For example, one hospitality apprentice progressed to run his own restaurant, and now employs apprentices from the college within the company. A hairdressing apprentice is now managing her own very successful salon in the local area.
- Teachers and assessors do not routinely use detailed information about apprentices' starting points to plan further English and mathematics skills development. As a result, they do not make sufficiently rapid progress in the development of these skills, to enable them to achieve their qualifications within the time allocated.
- Staff ensure that health and safety practice reflects current good industrial practice. Consequently, apprentices carry out safe working practices and adhere to health and safety rules within the workplace and during off-the-job training. Apprentices demonstrate a good awareness of how to stay safe online and within their daily activities.
- Apprentices demonstrate the appropriate behaviours expected of them in the workplace and as a citizen in modern Britain. Assessors lead discussions that help apprentices to understand the differing needs and expectations of individuals and groups in society. For example, hairdressing apprentices learn how to respect clients' strong religious beliefs and confidently attend to their requirements in salons. Apprentices have a good understanding of the threat of radicalisation and extremism, and know how to keep themselves safe.

Provision for learners with high needs

Good

- The college has 29 learners who are funded for high needs. Seventeen of the learners are on courses based in the Andrew Phillips unit for learners on the autistic spectrum with complex needs. Twelve learners are on vocational courses from levels 1 to 3.
- Managers have high expectations of learners and use resources well to improve their environment and provide effective support. This ensures that learners can participate in productive learning, which increases their independence and prepares them well for adult life.
- Partnerships with local schools and other providers are good. Learners benefit from taster visits to prepare for their transition to college. The effective transition arrangements enable learners to settle into college quickly and focus effectively on their new learning experiences.
- The assessment of learners' starting points is comprehensive and teachers use the information well to plan support and set individual targets for those on vocational courses and specialised programmes for learners with complex needs. As a result, learners are

able to access their targets easily and make good progress in their lessons.

- Teaching in the specialist unit is good. Teachers and support staff plan lessons carefully so that learners are motivated and challenged to improve their communication skills and learn to make choices and simple decisions. Learners become more aware of their own needs and preferences. First-year learners enjoyed choosing percussion instruments to play in time to the music. Learners build their self-confidence and self-esteem and take small, vital steps towards independence.
- Support for learners with high needs is particularly effective. The college liaises closely with a range of support agencies such as speech and language therapists, physiotherapists and social workers to ensure that learners can make the progress of which they are capable.
- Skilled learning support assistants use this information well and employ a range of effective approaches, which build learners' self-esteem and skills to take their own initiative. As a result, on vocational courses learners now confidently contribute to class discussion unprompted. They work confidently with peers and move around the college without support.
- Learners on vocational courses make good progress in developing their practical and vocational skills. They produce good standards of work and most achieve their qualifications, often better than their peers. However, these learners do not have sufficient study skills and personal, behavioural and social targets so that they can take responsibility for improving their independence.
- Learners on vocational programmes benefit from work experience as part of their study programmes. However, managers have been slow to develop supported internship programmes or use the well-established employer links to increase work-related opportunities for the learners with more complex needs. Managers have recognised this, and plans are in place to address this.
- Learners feel safe and enjoy their learning programmes. Learners with high needs benefit from a strong safeguarding culture where they are able to develop within a safe and supportive environment.

Provider details

Unique reference number	130809
Type of provider	General further education college
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	6,150
Principal/CEO	Dawn Ward CBE
Telephone number	01283 494400
Website	www.bsdc.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	258	143	522	94	856	248	-	12
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	190	51	120	102	-		1	
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	29							
At the time of inspection, the provider contracts with the following main subcontractors:	City College Nottingham The Skills Network Burton Albion Community Trust 2 Intuitive							

Information about this inspection

The inspection team was assisted by the vice-principal curriculum and quality, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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 provider.

Inspection team

Richard Deane, lead inspector	Her Majesty's Inspector
Anita Pyrkotsch-Jones	Her Majesty's Inspector
Andrew Thompson	Ofsted Inspector
Barbara Hughes	Ofsted Inspector
Maggie Fobister	Ofsted Inspector
Margaret Garai	Ofsted Inspector
Helen Kinghorn	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Kathy Passant	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017