

Bury College

General further education college

Inspection dates

18–21 September 2018

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	Requires improvement
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 have nurtured very effective partnerships with key stakeholders to ensure that the curriculum reflects regional skill priorities.
- Leaders and managers ensure that students and apprentices benefit from highly effective information, advice and guidance that help them to make the correct choices when choosing their course, and clear guidance to inform their decisions throughout their course.
- Students on 16 to 19 study programmes who follow vocational courses make very good progress in their studies and swiftly develop highly relevant practical skills to prepare them for their next steps.
- Students on 16 to 19 study programmes benefit from highly effective and meaningful work experience and work-related learning that prepare them for further study, employment or starting an apprenticeship.
- Achievements for students who have high needs and those on adult programmes are high, with most making good progress in their studies.
- Students and apprentices behave well in college, contributing to a welcoming and harmonious college environment.
- Students and apprentices receive extensive and high-quality careers guidance and support to allow them to make informed choices about their studies and the pathways available to them to achieve their career goals.
- The vast majority of students progress to further or higher education or employment, or start an apprenticeship on completion of their studies.
- Too few apprentices complete their apprenticeship on time or make the progress of which they are capable.
- Teachers do not consistently use the results from assessments completed by students at the start of their programmes to plan learning that challenges all students to achieve their potential.
- Teachers and learning and skills coaches do not sufficiently detail which aspects of students' or apprentices' work need to be improved or how they can make these improvements.
- Attendance is too low throughout the college and is particularly low on English and mathematics courses.
- Too many students on AS- and A-level qualifications do not make the progress of which they are capable because of inconsistent target setting.

Full report

Information about the provider

- Bury College is a large further education college located in the centre of the market town of Bury. It offers courses from foundation to higher education level across a wide range of subject areas. It provides apprenticeships from level 2 to level 5 across the subregion of Greater Manchester. The college currently works with two subcontractors who provide training for classroom-based students and apprentices. The unemployment rate in Bury is slightly lower than that nationally and currently stands at 3.2%. The proportion of students in Bury who left school in 2016/17 attained slightly higher grades than students nationally.

What does the provider need to do to improve further?

- To improve further the quality of teaching, learning and assessment by ensuring that all teachers and learning and skills coaches (LSCs):
 - use the results of assessments completed at the start of students' and apprentices' programmes to set aspirational targets and plan learning activities that result in students and apprentices making good progress in their studies and achieving the grades of which they are capable
 - provide all students and apprentices with helpful feedback on their work that helps them to improve. Teachers should identify where students and apprentices need to enhance their work and provide specific guidance on how they could make improvements.
- Improve attendance rates so they are at least in line with college targets and ensure that students, particularly those on 16 to 19 study programmes, attend lessons punctually.
- Improve the rate of progress that AS- and A-level students make in their studies to at least match that of vocational students on 16 to 19 study programmes.
- Increase the proportion of apprentices that complete their apprenticeship on time.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal, senior leaders and governors have a clear vision for the college to achieve excellent outcomes and positive futures for their students and apprentices. They have begun to make improvements in students' achievements. These improvements include a restructure of senior- and middle-management roles that has resulted in significant changes in how the college is managed. Notwithstanding these changes, there are still small pockets of underperformance across the college that need to be rectified.
- Leaders and managers have established and implemented effective arrangements to manage the performance of staff at the college. They provide appropriate support for staff to help them to improve their practice. Where improvement does not occur, staff leave the college. The restructure of senior and middle managers has not yet had the desired impact in areas of the college such as apprenticeships and AS- and A-level qualifications.
- Leaders and managers manage subcontracted partners effectively. They carry out appropriate due diligence audits and quality assurance checks. They manage the performance of these subcontractors closely through detailed scrutiny of students' and apprentices' work, in addition to conducting regular observations of teaching and learning.
- Leaders and managers successfully and accurately identify most key areas for improvement in their most recent self-assessment report. However, their judgements for adult learning and provision for students who have high needs are overly optimistic. Leaders' and managers' actions to improve the quality of teaching, learning and assessment have not been swift enough. Consequently, improvements in teaching, learning and assessment are not consistently high throughout the college.
- Leaders' and managers' strategies to improve the quality of courses and rectify the weaknesses from the previous inspection have been mostly successful. Students' behaviour in lessons and around the college is good, and work experience for students on 16 to 19 study programmes is now a significant strength. The proportion of students who progress from AS- to A-level qualifications has improved significantly. However, despite these students making better progress in 2017/18 compared with the previous year, too many still do not make the progress of which they are capable. The proportion of apprentices who finish on time is too low.
- Leaders and managers prioritise the promotion of English and mathematics across the college. They have recently appointed a new head of English and mathematics who was previously in charge of English provision at the college. As a result, GCSE and functional skills achievement rates have improved and are significantly above national rates. Leaders rightly acknowledge the need to improve the rate of attendance, which is too low on English and mathematics courses, and the need to improve students' English and mathematical skills in vocational and AS- and A-level lessons.
- Leaders and managers have nurtured very effective relationships with key stakeholders that benefit students and apprentices at the college. They work closely with employers and stakeholders to develop the curriculum to meet the needs of local and regional

skills priorities. For example, managers work with government departments and businesses to develop pre-employment courses for local people, resulting in a high proportion progressing into work on completion of the programme.

- Leaders and managers have successfully embedded their expectations for high levels of suitable behaviour, which staff promote, and the vast majority of students demonstrate very well. Staff at all levels in the organisation successfully promote diversity in lessons and on corridors throughout the college. For example, in GCSE English lessons, teachers use examples from different cultures when discussing language used by different groups in society and the unintended connotations. Students demonstrate mutual respect and tolerance towards each other and have a good understanding of the principles of fundamental British values.

The governance of the provider

- Governors know the college well. They are motivated and have a commitment to ensure that the college is successful and meets the needs of the local community. They contribute to setting the strategic direction of the college and its vision and values. Governors contribute to, and fully support the college's partnerships with external stakeholders and employers locally and regionally.
- Governors receive detailed reports from leaders and managers from which they have a clear understanding of the current strengths and areas for improvement of the college. They are supportive of the newly restructured senior leadership team and have high expectations for the college in the future. They challenge leaders when progress is too slow or insufficient.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers have put in place effective arrangements and policies for safeguarding and the 'Prevent' duty to keep students and apprentices safe. The single central record is up to date. Designated safeguarding leads (DSLs) are senior leaders and alongside their deputies undertake appropriate and regular training. One DSL takes on the responsibility for students and the second for staffing matters.
- DSLs have received the appropriate level of training to execute their role. Training for staff, governors, students and apprentices is appropriate and delivered by external experts such as Greater Manchester Police. A governor with a policing background is currently the link governor for safeguarding. Staff and students recognise the risks associated with radicalisation and extremism. However, apprentices' understanding of these risks is underdeveloped.
- DSLs and their deputies have established effective links with external agencies such as the local area designated officer (LADO), police and social services. The safeguarding team deals with referrals in a timely manner and, where appropriate, works with external agencies to support students and apprentices.

Quality of teaching, learning and assessment

Good

- Teachers and LSCs are knowledgeable and well qualified. They use their experience effectively to develop students' and apprentices' industrial skills and knowledge which students and apprentices appreciate. Teachers receive regular feedback from the observations of teaching, learning and assessment that identifies the strengths and weaknesses linked to the college's expected standards. Where required, improvements are identified and teachers are effectively supported to improve their teaching practice with the support of learning improvement leaders.
- Students on vocational and academic programmes have access to a range of high-quality, industry-standard resources that help to keep them involved and motivated in lessons. Learners enjoy their time at college and are rightly positive about the new skills that they develop in addition to gaining confidence and building their resilience. For example, applied science students benefit from the new science laboratories that reflect the modern resources found in higher education and the workplace.
- High-quality support for students, including those who have high needs, helps to maintain students' interest in learning. Consequently, a high proportion go on to achieve their planned qualifications. Students benefit from very effective support from teaching staff who assist them where they do not make the expected progress in lessons. As a result, many improve their work and catch up.
- Leaders and managers have introduced a comprehensive range of meaningful work experience placements, work-related learning and other enrichment activities for study-programme and adult students. Consequently, the vast majority of students consolidate their theoretical understanding well in their work placement. For example, construction students benefit from the partnerships that the college has with local businesses and builders' merchants to provide high-quality learning experiences. These enable them to understand how classroom theory relates to industrial practice.
- Teachers and LSCs use the results of assessments completed at the start of the programme to ensure that students, including apprentices and those who have high needs, are enrolled on the right course, at the right level. Students receive appropriate advice and guidance from college staff to ensure that the courses they have chosen will support them in progressing on to their planned next steps, whether to further study, employment or an apprenticeship.
- Teachers and LSCs do not consistently use the results of assessment at the start of, or throughout the course or programme to design learning to meet the specific needs of all students and apprentices. Consequently, a small minority of students, such as those on AS- and A-level courses and apprentices, do not make the progress of which they are capable.
- Teachers and LSCs provide regular feedback to learners on submitted work, progress reviews and assessments. However, too often teachers and LSCs do not detail specifically which aspect of students' or apprentices' work needs to be improved or how they can make it better. This inhibits their ability to make swift progress in their studies and achieve higher grades.
- Teachers effectively embed equality and diversity into a broad range of lessons. They actively discuss topics around discrimination, harassment and abuse.

Personal development, behaviour and welfare

Good

- Students and apprentices enjoy being at college and take pride in their work. Throughout their time at college, they become more confident and self-assured due to the supportive relationships that they have formed with their peers, teachers and support staff.
- Students' and apprentices' conduct in lessons and around the college is good. They are respectful of each other and appreciate other people's points of view. They are generally well prepared for lessons and completely accept the college's 'ready to learn' agenda. This results in most students and apprentices arriving to lessons on time and benefiting from learning from the start of the lesson.
- Students and apprentices behave well in the college and in the workplace. On the few occasions when poor behaviour is witnessed by teachers, it is dealt with promptly. This contributes to a welcoming and harmonious college environment where students and apprentices feel safe.
- Students have a good understanding of the risks associated with radicalisation and extremism. They receive useful information throughout the tutorial programme that informs them of pertinent topics, such as how to keep safe online, risks to be considered when using social media, and lockdown procedures if there is intelligence that may affect the safety of students. They clearly understand who to contact if they need to discuss any concerns about their, or a peer's, safety with members of staff. However, too many apprentices do not have this same level of understanding.
- Students have access to an appropriately structured work experience programme where they receive effective support to ensure that they are ready for their placements. Leaders have nurtured very effective relationships with a range of employers to ensure that both study-programme and adult students have access to high-quality placements.
- Students and apprentices are rightly appreciative of the support that they receive from support staff to help them in their transition into college and to ensure that they have a positive experience. This is underpinned by the college's new 'positive futures' strategy, which has a key emphasis on collaboration, commitment, resilience and confidence.
- Students receive extensive careers advice and support through tutorials and dedicated one-to-one meetings with an allocated tutor to discuss their course and their planned next steps. They receive useful information about the pathways that are available to them as well as attending open days for a range of local, regional and national employers. Apprentices receive useful advice from experienced LSCs who inform them about the pathways available to them. This assists them in making informed choices about their apprenticeship.
- Attendance is too low across the college. This is particularly the case in English and mathematics classes, where attendance is low. A small minority of students on 16 to 19 study programmes arrive late to classes and not only miss key concepts being taught but disrupt the learning of the rest of the class.

Outcomes for learners

Good

- The proportion of students on 16 to 19 study programmes who achieve their qualifications has improved since the previous inspection and is now high, and above that in similar colleges nationally. In 2016/17, the proportions of students on entry level, level 1 and level 2 programmes who achieved their qualifications were high and significantly above those in similar colleges nationally. The proportion of students on level 3 programmes also improved, but remained slightly below that in similar colleges nationally. In 2017/18, data provided by leaders suggests that achievement of level 1 qualifications has declined slightly, while high achievement at level 2 has been maintained and achievement at level 3 qualifications has improved further and is now high. The proportion of students who achieve high grades in GCSE English or improve their grades is high, while GCSE mathematics requires further improvement.
- Most students on level 3 vocational programmes make very good progress in their studies, with the majority achieving high grades. Although improving, students on AS- and A-level qualifications are still not making the progress of which they are capable and underperform compared with students with similar starting points nationally.
- The proportion of students who progress from AS- to A-level is much improved, with a high proportion passing their exams compared with the situation at the time of the previous inspection.
- The proportion of adult learners who achieve their qualifications is high and above that in similar colleges nationally. Students on these courses make good progress and almost all achieve their qualifications on time. Most students on access courses progress to higher education. Achievement data provided by leaders suggests that achievement rates have improved further in 2017/18 at all levels and remain high.
- The proportion of apprentices who complete their apprenticeship on time is low; just over half of all apprentices achieve their programme on time. Level 2 apprentices' timely achievement is slightly better than that of level 3 apprentices, whose achievement is very low. Achievement data provided by leaders suggests that there has been a further deterioration in the proportion of apprentices who achieve their apprenticeship on time in 2017/18. Conversely, current apprentices are making much better progress; more than two thirds of apprentices are on target to achieve their apprenticeship on time. Apprentices on programmes that follow the new apprenticeship standards are making significantly better progress than those on apprenticeship frameworks.
- Almost all students who have high needs achieve accredited and non-accredited qualifications and develop the necessary skills and knowledge that they need to make good progress towards achieving their goals.
- Leaders and managers have improved the collection of data for the destinations of students when they leave courses at the college. The vast majority progress to further or higher education, employment or to an apprenticeship. However, managers have not sufficiently prioritised the collection of destination data for apprenticeships to identify how effective programmes are in securing permanent employment, promotion or gaining more responsibility for apprentices.
- Leaders and managers have been mostly successful in minimising the gaps in

achievement between different groups of students. There are negligible gaps in achievement for adults and students on 16 to 19 study programmes and the provision for learners who have high needs. However, the proportion of apprentices who achieve their apprenticeship compared with other students is low.

- The standards of students' work meet the standards of their qualification or programme. Students can explain concisely the skills and knowledge that they have developed throughout the programme. Apprentices confidently explain how they are using their newly acquired skills in the workplace and how they contribute to their employers' businesses.

Types of provision

16 to 19 study programmes

Good

- The college has approximately 3,600 students studying 16 to 19 study programmes, with around 60% enrolled on level 3 vocational and academic programmes; around a quarter studying level 2 and around 15% studying entry and level 1 qualifications. Students on 16 to 19 study programmes account for around two thirds of the college's provision. The college provides study programmes in all 15 subject areas. The largest areas are health and social care, science, engineering and public services. The proportion of students who successfully achieve their qualifications is high.
- Vocational students make strong progress from their starting points. Conversely, progress from their starting points for the very small minority of students on AS- and A-level qualifications is below average. Most vocational and academic students progress to higher levels during and after their study programme, and this rate is improving.
- Leaders plan and manage individualised study programmes effectively. Tutors ensure that the study programme builds on students' prior attainment and experiences and fully meets the principles of the programme.
- Students without GCSE grades 9 to 4 in either English or mathematics follow relevant courses in these subjects. In English, many students make good progress towards grade 4 due to the high-quality teaching, individualised support and the strong management of the programme. However, too many students in mathematics do not make the progress of which they are capable or achieve their target grades.
- Students benefit from extensive information, advice and guidance prior to starting, and throughout, their study programme. This ensures that students are put on the right course at the right level at the start of their studies, building on their prior attainment and experiences. They receive ongoing support and advice throughout their programme to ensure that they can progress to their intended destination at the end of their studies. Students value the ongoing support that they receive at college, which includes taster days before they start the course to experience the skills they will acquire on their programmes. For example, competitions such as Junior MasterChef and a 'swap don't drop event' assist students who may have concerns about their choice of course at the beginning of the year.
- Staff provide helpful careers guidance throughout the course which enables most students to develop clear and realistic plans for their future that students rightly appreciate. Staff continue to provide students with careers guidance and support, even

after they have left college, to support them with their career choices.

- Leaders and managers have introduced a rigorous system to review the progress of each student five times a year. All students now have target grades against which their progress is measured. However, for AS- and A-level students, target setting is not sufficiently challenging because they largely meet their targets and yet do not make good progress in their qualifications.
- Teachers and personal tutors intervene swiftly where students fall behind or where there are other concerns. They provide extensive support for students to achieve their qualifications or to find alternative progression routes.
- All students benefit from extremely high-quality work-related activity. They initially complete a unit of work over 12 weeks, which is assessed regularly to prepare them for their work experience placement. The college has developed extensive links with local employers who support the college to provide good-quality work experience. Where appropriate, students complete work experience placements that are relevant to their needs and prepare them well for future employment. They develop strong employability skills such as teamwork, personal presentation skills, and communication and customer service skills.
- Students develop effectively their personal, social and employability skills through high-quality enrichment activities, such as sports activities, charity work, trips and visits and student forums. This allows them to contextualise their learning in a working environment. For example, catering students recently visited the Grand National to experience the complexities of planning very large events in the hospitality sector, while animal management students attended Chester Zoo to reflect on their learning and how what they have learned could be used in a working zoo.
- In practical lessons, teaching enables students to develop their skills well. Students benefit from stimulating learning environments that use industry-standard equipment and prepare students well for working life. However, in too many classroom-based lessons, teaching is not sufficiently challenging and does not allow students to fully consolidate and deepen their knowledge and understanding. Most teachers do not sufficiently design their lessons to challenge the most able students or motivate those who need support. Consequently, a small minority of students make less progress than they are capable of during lessons. For example, students who finish simple tasks quickly are not challenged to complete work at a higher level, while other students become bored and lose focus due to unimaginative learning activities and a slow pace of learning.
- In too many lessons, teachers do not effectively check students' knowledge and understanding. As a result, they are not able to plan activities that are suitably demanding to ensure that all students consistently make strong progress. In-class assessment relies almost entirely on questioning, which is too often poorly developed.

Adult learning programmes

Good

- The college has approximately 1,100 students studying adult learning programmes. Around three quarters of students study full-time courses, while the remaining learners study part time. Students study programmes from entry level to level 4, ranging from

short employability programmes and English for speakers of other languages (ESOL), to English and mathematics and vocational programmes. Level 1 and level 2 students account for around 60% of all adult students, while level 3 students account for around 25% and level 4 for around 15% of students. The largest courses are in access to higher education, English and mathematics and supporting teaching and learning in schools.

- Most adult students make good progress from their starting points and develop new skills and knowledge that they can use in their private lives as well as to advance further in their career or education. Achievement rates at all levels are high and are significantly above those in similar institutions nationally.
- Leaders and managers have carefully designed the curriculum to meet the employment needs of Bury and the surrounding towns, as well as meeting students' aspirations for learning new skills and acquiring new knowledge. Leaders and managers have nurtured very strong partnerships with a range of different agencies, community organisations and employers to support students, which have resulted in a high proportion progressing to further education, gaining employment or starting an apprenticeship.
- The vast majority of students make good progress. They develop personal, social and employability skills through high-quality resources and learning activities which are relevant to their everyday lives and personal goals. For example, level 2 hairdressing learners discuss the meaning of technical terminology such as 'petrissage' and 'sebaceous glands'. They readily add new terms to glossaries in their files.
- Leaders, managers and staff ensure that highly effective assessment at the start of the course and induction activities ensure that students are placed on the right course, at the right level. For example, students who wish to study English and mathematics courses attend an assessment activity prior to enrolment to identify the most appropriate level of course. However, teachers do not use this information sufficiently well to plan lessons to meet the specific requirements of all students, particularly the most able students who could achieve a higher standard of work.
- Teachers have high expectations of students who value the support that they receive, which they rightly acknowledge has a positive impact on their confidence, motivation and enjoyment of the course. Consequently, the vast majority of students are inspired to develop their skills further and adapt their aspirations as they progress through the course.
- Students receive good careers advice and guidance both before starting their learning and while studying at the college. They are well prepared and know what they need to do to progress to higher education. They benefit from starting their applications for university early, resulting in a high proportion of access students progressing to higher education.
- Most students receive helpful feedback and can explain how it helps them to improve and produce work of a higher quality. However, teachers do not provide the most able students with aspirational and challenging targets to produce work of a higher standard or to extend their learning further.

Apprenticeships

Requires improvement

- At the time of the inspection, around 1,057 apprentices were enrolled on apprenticeship programmes. Approximately 482 apprentices are working towards level 2 apprenticeships, with most of the remaining apprentices on level 3 apprenticeships and a small proportion of apprentices on level 4 and level 5 programmes. Almost 840 apprentices are adults and 166 apprentices are on the new apprenticeship standards. Most apprentices follow programmes in health and social care, childcare, business administration, engineering and manufacturing, and retail and commercial enterprises.
- Leaders and managers ensure that the principles and requirements of apprenticeships are met. Apprentices receive their entitlement through a combination of on- and off-the-job training, complemented by regular visits by LSCs to support them and monitor the progress that they make on their programmes.
- Too many apprentices do not achieve their qualification on time. Achievement data for 2017/18 suggests that apprenticeship performance has deteriorated since the previous inspection, with just over half of all apprentices completing their programmes on time. However, current apprentices are making better progress, with more than two thirds of apprentices making at least the expected progress on their programmes. Apprentices enrolled on apprenticeship standards are making significantly better progress than those on apprenticeship frameworks.
- Teachers do not sufficiently develop apprentices' technical and theoretical knowledge to underpin the practical skills that they acquire in the workplace. On too many occasions, teachers do not check that apprentices understand what they have been taught before moving on to the next topic. As a result, a minority of apprentices do not fully understand the concepts being taught or how these relate to their job role. This has a negative impact on their progress and fails to maximise the contribution they make to their employers' businesses.
- Teachers do not provide sufficiently helpful feedback to apprentices to inform them about what they have done well or what skills and knowledge they need to improve. This results in apprentices continuing to make the same mistakes, which impedes their progress on their apprenticeship and compromises the quality of work that they produce for their employer. For example, when apprentice bricklayers were being assessed on a cavity wall construction, they did not discuss the need for better application of mortar to the brick to maintain perpendicular joints (and the need to strike excess mortar from the bed joint) at the end of the assessment. This resulted in the walls not meeting the required standard for the apprenticeship.
- Teachers do not set sufficiently challenging goals for apprentices to achieve to allow them to make swift progress on their programmes. Too many targets set for apprentices focus on the completion of tasks and job knowledge questions, as opposed to developing new skills, knowledge and behaviours so that they can have a deeper understanding of topics. This results in apprentices only achieving the minimum standards as opposed to developing skills and acquiring knowledge at a higher level that will help them fulfil their employers' needs better.
- Too many apprentices are not supported enough to develop further their skills in written English beyond the levels required by the apprenticeship. Leaders have not yet ensured that teachers and LSCs consistently challenge apprentices to improve their communication and written skills as part of their apprenticeship. Too often, feedback on

their work in their portfolios does not identify their errors or provide support to help them to improve. As a result, apprentices repeat the same mistakes throughout their work.

- Leaders and managers do not measure the proportion of apprentices who gain promotion or sustained employment or who move to a higher level of apprenticeship, and so cannot demonstrate the effectiveness of their apprenticeships. Leaders have plans to systematically collect this information as they do for all other students at the college.
- Apprentices develop good practical skills in both on- and off-the-job training, which contribute effectively to their employers' businesses. Intermediate food production and cooking apprentices are able to run a kitchen independently with little intervention from their mentor.
- The operational management of the apprenticeship provision has improved since the previous inspection. Employers are enthusiastic about the improvements that have been made in coordinating apprentices' off-the-job training with the jobs that apprentices are given in the workplace. Work supervisors now play an integral role in the planning of on-the-job training and the coordination of assessments, which is having a demonstrable effect on apprentices' progress.

Provision for learners with high needs

Good

- The college receives funding for 136 students who have high needs. Eighty-seven students follow foundation learning courses at entry level and 53 students follow academic or vocational courses ranging from level 1 to level 3.
- Teachers accurately identify students' existing skills and experiences at the start of the programme through a range of assessments completed at college. They use this information to plan learning to meet the specific requirements of most students. As a result, most students follow courses and complete qualifications that match their learning requirements and interests, and they make good progress towards achieving their goals. However, assessments completed for the very small minority of students who have the most complex needs do not sufficiently reflect important aspects of students' requirements that affect their learning.
- Teachers and learning support staff benefit from a range of continuing professional development to ensure that they can support learning and the social and health requirements of students who have high needs effectively. As a result, students receive effective support in lessons and in their personal lives and make good progress towards achieving their personal and learning goals.
- Most students benefit from the well-resourced lessons in vocational and academic subjects that enable them to practise skills, increase their subject knowledge and apply their learning to life and work. For example, students carefully watched a demonstration of plastering before completing the task to a good standard with improved technique.
- Most teachers provide useful feedback in lessons about students' progress and highlight areas for them to improve. Students benefit from this feedback and the support they receive in tutorials to review their progress and plan the next steps in their learning

towards achieving their goals.

- Students progress well in English. Students working towards qualifications are challenged to achieve a higher grade; around two thirds achieved the higher grade in 2017/18.
- Students who have communication difficulties and physical disabilities do not yet receive consistent, ongoing speech and language therapy or physiotherapy within their learning programmes. Strategies used to support students who have these needs lack close oversight and guidance from professionals with relevant expertise. Consequently, these students do not reach their potential.

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	5,948
Principal	Mr Charlie Deane
Telephone number	0161 280 8280
Website	www.burycollege.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)	515	264	860	323	2269	364	0	185
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	145	337	72	429	0	74		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	136							
At the time of inspection, the provider contracts with the following main subcontractors:	Educare for Early Years Vocational Skills Solutions							

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

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