

New College Bradford

Monitoring visit report

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| Unique reference number: | 143689 |
| Name of lead inspector: | Ian Frear, Her Majesty's Inspector |
| Inspection dates: | 5 and 6 May 2022 |
| Type of provider: | 16 to 19 free school |
| Address: | Nelson Street Bradford BD5 0DX |

Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of education programmes for young people within the further education and skills sector. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

New College Bradford opened in September 2019 as a free school for students aged 16 to 19. It is part of the New Collaborative Learning Trust that also includes New College Doncaster and New College Pontefract. At the time of the inspection, there were 1,228 students enrolled on a range of A-level and level 3 vocational courses. Around a third of students study A levels only, a third study towards vocational qualifications only, and the remaining third study a combination of A levels and vocational qualifications. Nearly half of the students speak English as an additional language. A very high proportion of students come from communities characterised by low income, low prior attainment and low social mobility.

Themes

How much progress have leaders and managers made in designing and delivering relevant education programmes that have a clearly defined purpose?

Significant progress

Leaders have clear aims to raise the aspirations of young people, widen participation, provide high-quality provision, and increase the number of students progressing to higher education, apprenticeships and employment. Students with low prior attainment, such as those without GCSE grade 4 in mathematics and those who speak English as an additional language, are successfully encouraged and supported to join the college. They benefit from helpful pre-enrolment learning during the summer holiday period to develop their skills in readiness for their course. As a result, a high proportion of students who might not otherwise join a college course do so, giving them the opportunity to be successful and progress to positive destinations, including universities.

Leaders take decisive action to make improvements in the few subjects that perform less well. They collate and use information from survey results, assessments and lesson visits to identify specific training and development needs for staff in the few instances where teachers do not consistently meet college expectations.

Leaders collect information about students' planned and actual destinations to evaluate the effectiveness of the curriculum. They know that a high proportion of students progress successfully to local universities but recognise that students also

need careers advice and guidance about other study and employment opportunities available to them. Leaders have recently appointed a dedicated careers adviser with expertise in apprenticeships to further enhance the quality of guidance for students.

Managers provide teachers with effective training, development and support to enhance their teaching pedagogy. Teachers share good practice across the trust. They readily try new and different methods to enhance the effectiveness of their teaching. Managers visit lessons often and coach staff to be highly effective teachers.

Governors have relevant knowledge and expertise, which they use well to provide support and to challenge leaders. For example, a board member with experience as college safeguarding lead has a thorough understanding of the local challenges in Bradford and uses this knowledge well to advise leaders on how to enhance further the effectiveness of their safeguarding arrangements.

How much progress have leaders and managers made to ensure that learners benefit from high-quality education programmes for young people that prepare them well for their intended job role, career aim and/or personal goals?

Significant progress

Teachers use their expert subject knowledge skilfully to build students' subject-specific knowledge over time. For example, in A-level biology, the curriculum is sequenced well so students deepen their knowledge of molecules and cellular structures. Students then use this knowledge to develop their understanding of sexual cell reproduction.

Teachers use assessment well and check that students have a secure understanding before moving on to more complex topics. In A-level mathematics, teachers check that students have mastered the underpinning mathematical knowledge and skills that they need to be successful before enabling them to use these skills to interpret complex, statistical diagrams.

Teachers ensure that students attend high-quality work placements. Staff in health and social care have established effective working relationships with many local employers so students gain experience in different healthcare settings. In addition, leaders have planned a visit to Thailand, where students will work in a hospital setting so that they can compare different cultural approaches to treatment.

Staff have high expectations of students. Students are expected to attend well, complete homework and access the helpful support available if they fall behind. Teachers encourage students to achieve high grades by encouraging them to join additional classes, small group tutorial sessions and independent study hubs. Students respond well to these high expectations.

Leaders ensure that students learn a broad and balanced curriculum. Students enjoy learning about a range of topics related to staying safe and healthy, appropriate

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