

Bradford College

Lister Building, Great Horton Road, Bradford, West Yorkshire BD7 1AY

Inspection dates

27 to 30 March 2023

Inspection judgements

	Primary age-phase	Secondary age-phase	Further education age-phase
Overall effectiveness	Good	Good	Good
The quality of education and training	Good	Good	Good
Leadership and management	Good	Good	Good
Overall effectiveness at previous inspection	Good	Good	N/A

What is it like to be a trainee at this ITE provider?

Trainees benefit from a training programme that foregrounds the needs of disadvantaged pupils and those who face additional barriers to their learning. In many programmes, leaders actively recruit trainees from the local area to meet the need for teachers in Bradford. On a wider level, the partnership supports teacher apprentices across the country for those seeking an employer-led route into the profession.

Trainees are well prepared for the day-to-day realities of the classroom. Much centre-based training replicates the classroom environment so that trainees can apply the theories they have been taught. They learn how to manage behaviour and how to meet the wider needs of pupils with special educational needs and/or disabilities (SEND). Trainees receive particularly strong guidance on how to support pupils who speak English as an additional language. In the primary phase, trainees learn how to teach early reading well. Trainees are well prepared to teach their phase and subject, despite some gaps in disciplinary knowledge for secondary trainees.

Most trainees feel well supported at college and in their placement providers. Leaders use the views of trainees to inform future training and support. Leaders are considerate of trainees' workload and well-being.

Course leaders have mapped out the training programme well. Trainees have clear milestones to reach on their route to qualified teacher status. Trainees appreciate the support and guidance of their mentors. This is strengthened by effective communication

with their link tutors. For apprentices, communication between school mentors and some professional tutors is less effective.

Information about this ITE provider

- In the 2022/23 academic year, the Bradford College partnership had 345 trainees and apprentices across the primary, secondary and further education and skills phases of training.
- There were 125 trainees in the primary phase, 24 trainees in the secondary phase and 51 trainees in the further education and skills phase. In addition, there were 78 primary teaching apprenticeships and 67 secondary teaching apprenticeships.
- Trainees train to teach in the primary phase through the following routes: an undergraduate three-year Bachelor of Arts with Honours in Primary Education with qualified teacher status (QTS) which covers the three to 11 age-phase or a postgraduate certificate in education (PGCE) to Masters level. These are delivered through Bradford College. There is also a level 6 teaching apprenticeship route with QTS.
- In the secondary phase, trainees follow either a PGCE route or the level 6 teacher apprenticeship standard. This is delivered through the college. In 2022/23, secondary trainees were enrolled on the following subject courses: biology, chemistry, computing, health and social care, mathematics, psychology and social sciences.
- In the further education and skills phase, trainees follow the Postgraduate diploma in education and training which is taught by the college and validated by the University of Bolton. Trainees follow either in-service or pre-service programmes.
- At the time of the inspection, there were four candidates, across the primary and secondary phases, on the Assessment-only route.
- In the primary phase, the partnership covers 42 schools, ranging from outstanding to requires improvement, across seven local authorities
- In the secondary phase, the partnership covers five schools and colleges, ranging from outstanding to requires improvement, across five local authorities.
- In the further education and skills phase, the partnership covers six providers across two local authorities
- The level 6 teacher apprenticeship is delivered on a national basis, covering an area from Newcastle to Brighton. Approximately one third of these apprentices are in the North of England, with two thirds in the Midlands and the South of England.

Information about this inspection

- The inspection was carried out by nine of His Majesty's Inspectors and one Ofsted inspector.
- During the inspection, the inspectors met a range of college staff and members of the partnership. These included: the college principal and chief executive officer; the vice-principal; the head of education and social care; apprenticeship leaders; the head of the school of education; primary, secondary and further education and skills phase leads;

subject leads; link tutors; professional tutors; the partnership manager; the college safeguarding team; members of the academic and learning support teams; the partnership steering group; members of the college corporation (governance); headteachers; members of school staff; and school mentors.

- In the primary phase, inspectors completed focused reviews in early reading and phonics, mathematics, physical education, religious education and science. They visited eight schools. One of these visits was carried out remotely. Inspectors spoke with 15 trainees and five early career teachers. In total, inspectors spoke to 54 trainees and/or school staff in 27 schools. Inspectors visited two centre-based taught sessions where they talked to university staff and trainees.
- In the secondary phase, inspectors completed focused reviews in chemistry, history, English, mathematics and psychology. Secondary inspectors visited five schools. They held additional meetings with trainees in college and online. In total, inspectors spoke with 26 trainees and six early career teachers.
- In the further education and skills phase, inspectors completed focused reviews in art, English and SEND. They visited three further education providers. In total, inspectors spoke with 21 trainees and five early career teachers.
- Inspectors reviewed a wide range of documentation relating to the ITE programmes in the primary, secondary and further education and skills phases. This included: subject curriculum documentation, information about mentoring and assessment, records of mentor meetings and target setting and leaders' self-evaluation document. In addition, inspectors reviewed examples of training materials, including the online platform to support apprentices.
- Inspectors considered provision for candidates following the Assessment-only route.

Primary phase report

What works well in the primary phase and what needs to be done better?

Course leaders work well with schools to design and implement a well-considered ITE curriculum. The programme is aligned with the Department for Education's core content framework and includes pertinent research to prepare trainees for the teaching profession.

Leaders ensure that trainees develop a detailed knowledge of the national curriculum and its expectations. Trainees deepen their understanding of each subject and how to teach it through carefully chosen 'theory-to-practice' tasks. Mentors and link tutors encourage trainees to reflect well on their practice. However, some school mentors lack the detailed understanding of the taught course needed to fully reinforce the programme.

Trainees develop a deep understanding of strategies to support pupils at the early stages of learning to read. Work in college is supplemented effectively with additional 'curriculum-in-action' days where trainees visit schools to see for themselves the practices that they learn about.

Trainees develop secure knowledge of adaptive teaching and strategies to support pupils with special educational needs and/or disabilities (SEND). Trainees complete tasks on placement that help them to understand some of the needs of pupils in their classes. However, some trainees do not learn enough about how to support pupils with complex SEND needs.

Leaders place high importance on safeguarding. Thorough initial training and well-considered placement tasks enable trainees to understand the risks that pupils might face. All trainees complete an accredited course to understand how to help pupils use the internet safely.

Assessment of trainees is appropriate and purposeful. On placement, weekly meetings with mentors enable trainees to understand their progress and next steps. For trainees on the undergraduate and postgraduate routes, link tutors provide effective oversight and quality assurance of the work of mentors in schools.

Leaders take great care in recruiting trainees onto the apprenticeship route. They work with employers to map out the new knowledge, skills and behaviours trainees will develop. However, there is some variation in the quality of support and feedback from professional tutors for trainees on this route. Because of this, some mentors and trainees are not clear about course expectations. Leaders' quality assurance processes do not identify this variation in the quality of support from professional tutors sharply enough.

Leaders seek the views of trainees and act on their feedback. This has led to some improvement action. For example, trainees suggested that they would like more sessions to develop their subject knowledge to help them teach religious education, which leaders have provided.

Trainees are positive about their training experience. They say that staff are approachable and considerate of workload and their well-being. Leaders are mindful of trainees' personal circumstances and provide strong pastoral support for trainees when required.

What does the ITE provider need to do to improve the primary phase?

(Information for the provider and appropriate authority)

- The ITE curriculum does not provide enough opportunities for trainees to develop their knowledge of some complex areas of SEND. Leaders should ensure that programme leaders strengthen trainees' understanding of pupils with more complex SEND needs and strategies for adapting teaching to support these pupils.
- Some mentors do not understand the specific content of the taught curriculum well enough to maximise opportunities to help trainees integrate their learning from the taught content into their practice in schools. Leaders should ensure that all mentors better understand the theories and pedagogies that trainees are taught to help trainees practise and apply these on placement.
- Leaders have not considered carefully enough how they quality assure the work of professional tutors and mentors for trainees on the apprenticeship route. This means that they have not recognised variations in practice promptly enough. Leaders should improve how they quality assure the work of mentors and partnership tutors so that any variation in the effectiveness of support can be quickly addressed.

Does the ITE provider's primary phase comply with the ITE compliance criteria?

- The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's primary phase satisfy the principles and requirements of apprenticeship provision?

- The provider meets the principles and requirements of apprenticeship provision in the primary phase.

The provider undertakes a comprehensive and thorough assessment of trainees' learning needs at the start of the apprenticeship course. Mentors provide effective on-the-job training and are clear about the end-point assessment that trainees are working towards. College leaders ensure that trainees are provided with sufficient time to complete the well-crafted online course modules to help trainees develop their understanding of theory and research to support their development as teachers. Professional tutors undertake periodic 'milestone' checks to ensure that trainees are acquiring the knowledge, skills and behaviours necessary to enter the teaching profession.

Secondary phase report

What works well in the secondary phase and what needs to be done better?

Leaders have designed a curriculum that is ambitious and underpinned by the Department for Education's core content framework. This curriculum aligns well with leaders' vision to challenge disadvantage and nurture potential in the Bradford area. There is a strong focus on inclusion and diversity woven through the ITE curriculum. Trainees learn about how best to support pupils who speak English as an additional language. Leaders ensure that trainees regularly reflect on their own progress and experiences. Schools recognise this as a distinctive feature of the trainees from Bradford College.

Leaders ensure that the curriculum is designed effectively around subject and phase for most trainees. Trainees on the postgraduate route value the subject-specific days that they attend in college. In some subjects, the content chosen deepens trainees' subject knowledge. In some instances, trainees do not learn enough about current debates and aspects of disciplinary knowledge in their subjects.

Leaders ensure that the curriculum is informed by current educational theory. Trainees are explicitly taught about how pupils learn and are then supported to apply their knowledge in the classroom. Leaders model effective teaching strategies when teaching trainees so that trainees can use these strategies in their own teaching. To allow them to apply their knowledge, trainees practise teaching their peers from other subject routes. This gives them the opportunity to apply the pedagogy and behaviour management strategies that they have learned. Leaders and mentors track trainees' journey through the curriculum and assess their progression well.

The vast majority of trainees appreciate the strong support they receive from their college tutors and school-based mentors. Some have experienced frustrations with the timeliness of their school placements. Most schools have a clear understanding of what the ITE curriculum covers and when. All PGCE mentors are provided with curriculum information and have access to online platforms which host curriculum resources and documents that track trainees' progression through the ITE curriculum. Mentors are involved in the 'theory to practice' tasks that postgraduate trainees complete, which are closely tied to the curriculum content they have studied. Leaders have introduced structures to ensure the quality of mentoring that trainees receive. This involves regular checks of documentation and college tutors carrying out joint observations with mentors. Most mentors find these observations a valuable process, while others disagree. There is some variation in the quality of guidance that trainees and mentors receive from professional tutors on the apprenticeship route. While there are strengths in aspects of quality assurance, systems do not identify variations in the effectiveness of professional tutors' work quickly enough.

What does the ITE provider need to do to improve the secondary phase?

[Information for the provider and appropriate authority]

- In some areas, the ITE curriculum does not provide enough opportunities for trainees to develop their knowledge of the richness of their subject content, particularly disciplinary knowledge. As a result, trainees on some routes do not develop their subject knowledge as fully as they could. Leaders should ensure that programme leaders work together to develop the subject-specific content across all subject specialisms.
- Some mentors of trainees on the apprenticeship route are less clear on how to align their training and support with that provided by the college. Leaders should ensure that all mentors fully understand all aspects of the ITE curriculum and their role in reinforcing this.
- Leaders' quality assurance systems do not identify some of the variances in the quality of support provided by professional tutors on the apprenticeship route. Leaders should refine how they check the work of partnership tutors so that any variation in the effectiveness of support can be quickly addressed.

■ Does the ITE provider's secondary phase comply with the ITE compliance criteria?

- The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's secondary phase satisfy the principles and requirements of apprenticeship provision?

- The provider meets the principles and requirements of apprenticeship provision in the secondary phase.

The provider carries out a thorough assessment of trainees' knowledge, skills and behaviours before they begin the course. Their individual needs are then carefully considered throughout their apprenticeship. Mentors ensure that trainees are well supported to implement their online learning from college modules. Trainees value the online college provision where they learn about educational theory and research. Professional tutors carry out periodic 'milestone' checks, alongside mentors, to ensure that trainees are gaining the necessary knowledge, skills and behaviours to enter the teaching profession. On occasions, communication between some professional tutors and school mentors is not strong enough on this route.

Further education and skills phase report

What works well in the further education and skills phase and what needs to be done better?

Leaders implement an ambitious and well-integrated curriculum that recognises well the dual role of the trainee as a teacher and subject expert. They ensure that trainees develop the knowledge, skills and professional behaviours that they will need to teach their subject well in the further education and skills sector. For example, leaders add guidance on teaching English for speakers of other languages to English pathways. This helps trainees to better support the individual language needs of their learners.

Lead tutors sequence modules in a sensible way. They start with teaching strategies and support trainees well to debate and critically evaluate different approaches before moving to the more complex area of curriculum design. Most trainees successfully apply pedagogical theory to their subject practice. In a few instances, mentors encourage trainees to apply theories to their practice in uncritical ways, without considering that some theories may be contested or no longer thought to be valid.

Programme leaders make good use of the feedback they receive from trainees. They use the information from trainee surveys to shape and influence the sequencing, content and assessment of modules to help trainees know more and remember more over time. For example, programme leaders have made changes to the assessment of trainees to help the trainees to improve the standard of their work and to reduce trainee workload.

Programme leaders work well with most mentors to ensure they understand their role. Most mentors provide trainees with useful support and guidance that helps the trainees to improve their subject knowledge and skills. For example, in SEND provision, mentors teach trainees about using education, health and care plans to plan and provide effective training for learners with high needs. However, a minority of mentors provide less effective feedback on aspects of trainees' classroom management practice.

Lead tutors provide helpful feedback to trainees on their teaching practice. For example, lead tutors help trainees to become more skilful in their use of assessment. Trainees know why, when and how to assess more accurately in their subject. Most trainees assess effectively whether learners understand key concepts and topics that they teach them.

Most trainees benefit from centre-based training that provides them with useful knowledge about teaching learners with SEND and use a range of adaptive teaching strategies effectively. As a result, most trainees are better able to plan teaching, learning and assessment that is inclusive for all learners.

What does the ITE provider need to do to improve the FES phase?

(Information for the provider and appropriate authority)

- The curriculum for trainees is shaped and influenced by pertinent and up-to-date

research. Programme leaders identify and teach current theories that support trainees in practice. However, in a very few instances, mentors use some theories and approaches in an uncritical way. Leaders should ensure that trainees have the knowledge and critical awareness to question the validity of educational research and theory and how to apply this to their own work.

- In some instances, mentors do not provide clear feedback to trainees on their classroom practice. This can limit trainees' ability to reflect on what went well and what could improve. Leaders should work with mentors to help trainees to receive consistently effective feedback that enables them to reflect upon and improve their classroom practice.

ITE provider details

Unique reference number	70134
Inspection number	10264122

This inspection was carried out in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE provider	School-centred initial teacher training
Phases provided	Primary Secondary Further education and skills
Date of previous inspection	11 to 14 June 2018 (Primary) 12 to 15 May 2014 (Secondary)

Inspection team

Malcolm Kirtley, Overall lead inspector	His Majesty's Inspector
Tim Scargill-Knight, Phase lead inspector (primary)	His Majesty's Inspector
Katherine Spurr, Phase lead inspector (secondary)	His Majesty's Inspector
Chloe Rendall, Phase lead inspector (further education)	His Majesty's Inspector
Alex Thorp	His Majesty's Inspector
Alison Stephenson	His Majesty's Inspector
Eleanor Belfield	His Majesty's Inspector
Karen Anderson	His Majesty's Inspector
Michele Costello	Ofsted Inspector
Richard Jones	His Majesty's Inspector

Annex: Placement/employment schools and colleges

Inspectors visited the following schools and colleges as part of this inspection:

Name	URN	ITE phases
Atlas Community Primary School	143565	Primary
Dixons Allerton Academy	135866	Primary
Jewell Academy (Virtual)	139692	Primary
Margaret McMillan Primary School	143568	Primary
Peel Park Primary School	101494	Primary
Pudsey Bolton Royd Primary School	107845	Primary
Reevy Hill Primary School	143511	Primary
St William's Catholic Primary School	107330	Primary
Bradford College	130532	Secondary and FES
Carlton Bolling School	147100	Secondary
Chase High School (Virtual)	131146	Secondary
Horsforth High School	137775	Secondary
Laisterdyke Leadership Academy	142681	Secondary
Oastlers School (Virtual)	138099	FES

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 1231, or email enquiries@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.reports.ofsted.gov.uk.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023