



Boston College

Better
education
and care

Re-inspection report

Audience
Post-sixteen

Published
TBC

Provider reference
107641

Introduction

Boston College was inspected in October 2003. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in provision for students with learning difficulties and/or disabilities which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory provision for students with learning difficulties and/or disabilities was re-inspected on 30 November and 1 December 2005. The outcomes of the re-inspection are as follows.

Curriculum area	Original grade	Re-inspection grade
Provision for students with learning difficulties and/or disabilities	4 Unsatisfactory	3 Satisfactory

Context

The college provides full and part time courses for students with learning difficulties and disabilities. At the time of the re-inspection, there were 43 students on foundation programmes, 13 of which were adults. Students attend courses that lead to accreditation at foundation level and at Level 1.

Strengths

- good development of personal, social and work related skills
- effective partnerships to support learning
- highly effective curriculum management

Areas for improvement

- insufficient recording of individual learner's starting points
- insufficient target setting for individuals in lessons

Achievement and standards

There is good development of personal, social and work related skills. Students gain skills which will be of benefit to them in their future lives. Achievement levels are at least satisfactory and some are good. Retention and attendance levels are good, and issues relating to punctuality are dealt with satisfactorily. Some students, where appropriate, have progressed from one level to the next, and some have progressed into employment. Students enjoy their courses and improved staff deployment aids their achievement. It is difficult to judge overall progress as there is insufficient recording of learners starting points.

Quality of provision

Teaching has improved since the last inspection and is satisfactory. In the best lessons good use is made of practical activities to develop students' skills and understanding. Information communication technology (ICT) is effectively used to support learning. However, the attention to individual target setting in lessons is insufficient. Individual targets are not always set based on an accurate record of students' current achievements. There are effective partnerships to support learning and good progression opportunities. Students benefit from good guidance and support and have increased access to appropriate work experience. Tutors provide effective personal support.

Leadership and management

Curriculum management is highly effective. Appropriate changes to the curriculum have secured improvement since the last inspection. The learning accommodation and access to IT facilities have improved. Self-assessment correctly identifies the areas for further development and effective plans are in place to continue improvements.