



Bishop Burton College

Better
education
and care

Re-inspection report

Audience
Post-sixteen

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Provider reference
130584

Introduction

Bishop Burton College was inspected in February 2004. 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 WBL horticulture, floristry and countryside 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 WBL area of horticulture, floristry and countryside was re-inspected on 17 and 18 January 2006. The outcomes of the re-inspection are as follows.

WBL area	Original grade	Re-inspection grade
Horticulture, floristry and countryside	4	3

Context

The range of provision remains the same as at the original inspection. There are seven horticulture, 11 floristry and six countryside apprentices.

Strengths

- *good development of practical skills*

Areas for improvement

- *insufficiently rigorous performance monitoring*

Achievement and standards

Learners are developing good work skills in an appropriate range of roles with industry employers. Current learners are progressing at a satisfactory rate through their qualifications. Achievement rates have improved and are now satisfactory. 18% of learners who started in 2002/03 completed a full framework. In 2003/04 this increased to 36%. A significant number of work-based learners have now achieved key skills. Apprentices, on the floristry programme in particular, are successful in achieving key skills in a timely way. A number of game keeping apprentices have achieved key skills as optional units.

Quality of provision

Initial assessment now includes a vocational assessment and this is used effectively in floristry and game-keeping to produce individual learning plans. Assessors now carry out regular assessments in the workplace and use a satisfactory range of assessment methods. Employers are now involved closely in assessment and they contribute to 'witness testimonies' and learner diaries. Key skills are now introduced earlier in the programme and vocationally relevant case studies and assignments are used more effectively. Progress reviews are used well to plan assessment and to review learners' progress towards achieving their NVQ's. Work-based supervisors are involved effectively in the review meeting. Feedback from employers is not included in review records. Reviews are not used effectively to monitor learners' performance or their support needs. The college has introduced a system for identifying learners at risk of leaving early, but action taken and monitoring of progress is not included in progress reviews. There is insufficient monitoring of equal opportunities during reviews.

Leadership and management

The systems by which managers monitor learner performance and the post inspection action plan are insufficiently rigorous. Each area of learning produces an annual course review which identifies strengths, areas for development and an action plan based on the course review. A new management structure for work-based learning has recently been implemented and a senior manager has overall responsibility. A number of new staff have recently been appointed and the college is supporting their induction with a mentor from the equine studies, which the college identifies as a 'best practice' area. The new manager for horticultural work-based learning has identified a number of new developments but these have not yet been fully implemented.