



Bradford College

Better  
education  
and care

# Re-inspection report

<b>Audience</b> Post-sixteen	<b>Published</b> July 2006	<b>Provider reference</b> 130532
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## Introduction

Bradford College was inspected in May 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 hospitality, travel and sport and ESOL which were 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 curriculum areas were re-inspected on 6 and 7 June 2006. The outcomes of the re-inspection are as follows.

Curriculum/WBL area/CIF aspect	Original grade	Re-inspection grade
Hospitality, sports, leisure and travel	4	3

## Context

Hospitality, sports, leisure and travel offer a broad range of vocational courses from foundation to level 4. Full-time courses include NVQ's in food preparation and cooking and national diplomas in sports, sports and exercise science and hospitality supervision. There are 120 full-time and 773 part-time learners. Approximately 41% are aged 16 -18.

### *Strengths*

- good development of learners personal and social skills
- effective promotion of food safety and standards of practice
- good individual support for learners

### *Areas for improvement*

- insufficient development of learners vocational skills in hospitality, travel and tourism
- lack of challenge for more able learners
- insufficient access to ICT to support learning

## Achievement and standards

Retention and pass rates are satisfactory. Learners across the provision develop good personal and social skills. However, learners in hospitality, travel and tourism do not develop their vocational skills sufficiently. In

practical kitchen classes, learners do not always understand the principles behind what they are cooking and producing. As a result, they are unable to rectify problems when they occur. In travel and tourism, the development of learner's transferable skills is often insufficient. Attendance monitoring has improved and as a result, attendance is now satisfactory.

### Quality of provision

The standard of teaching and learning has improved and is satisfactory. However, aspects of teaching such as the challenge for more able learners remains underdeveloped and not all learners achieve their full potential. In some instances, learning objectives are unclear and there is insufficient checking of learners' understanding. The promotion of food safety and standards across hospitality is effective. NVQ assessment practice has improved. Individual support for learners is good and additional support for learners is effective in promoting learning. Resources are much improved. Learners in hospitality have benefited from a recently refurbished kitchen, restaurant and coffee shop. In sport and recreation there are new gym facilities and access to extensive off-site provision. Travel and tourism learners have insufficient access to ICT to fully support their learning.

### Leadership and management

Leadership and management are satisfactory. Programme managers and course team leaders have clearly defined responsibilities and quality assurance has improved significantly. There has been extensive staff development of teaching and learning. However, this has yet to fully impact on the overall quality of delivery in some teaching and learning.

Curriculum/WBL area/CIF aspect	Original grade	Re-inspection grade
English for speakers of other languages (ESOL)	4	3

### Context

ESOL courses from pre-entry to level 2 are offered on two main college sites and in 20 community venues. There are 1,750 learners, the majority of whom are aged 19 or over. Courses are part-time. Learners take accredited Skills for Life qualifications. There are vocational links via tasters to three curriculum areas within the college. Around 50% of the 70 teaching staff are part-time.

#### *Strengths*

- high retention rates
- very effective use of relevant topics to engage and motivate learners

- broad range of courses and venues to meet learners' needs

#### *Areas for improvement*

- ineffective use of individual learning plans
- insufficiently rigorous written feedback on learners' work

### **Achievement and standards**

Achievements are satisfactory overall. For the 30 learners on the pilot vocational link programmes achievement of ESOL qualifications is good and retention rates are very high. Retention rates across all the ESOL programmes are high. Standards of learners' work are satisfactory. Learners enjoy their classes and many of them make significant gains in confidence and language skills. For example, improved competence with spoken English has resulted in some entry level learners being able to go to the doctor's surgery independently for the first time. Attendance is satisfactory.

### **Quality of provision**

Teaching and learning is satisfactory. There is very effective use of relevant topics to engage and motivate learners. The quality of written feedback on learners' work is variable. In some cases mistakes are left uncorrected. Initial and diagnostic assessment is satisfactory. Reviews of progress take place regularly however, targets on some individual learning plans are not written in language which is easily understood by learners particularly at pre-entry and entry level. There is a broad range of courses which take place at 20 venues across the city and meet the needs of learners well. Level 1 enrolments have significantly increased. There is a good and improving range of vocational link courses and work-based ESOL.

### **Leadership and management**

Leadership is good and management is satisfactory. There are a wide range of initiatives in place to improve and extend the provision. Several of these initiatives are new and it is too early to judge their full impact. Some aspects of quality assurance are not yet applied consistently. Achievement is improving.