

# Brooksby Melton College

## Inspection report

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Type of provider: Specialist college

Address: Brooksby Campus  
Brooksby  
Melton Mowbray  
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## Information about the provider

1. Brooksby Melton College is a small specialist land-based college, based on three sites; the Brooksby campus, and in Melton Mowbray, the Melton campus and the King Street performing arts centre. The Brooksby campus, approximately nine miles from Melton Mowbray, is based on an 880 acre estate and working farm, which includes an equestrian centre, an animal care centre, a fishing lake, a plant centre as well as residential accommodation for learners. The Melton campus includes a leisure centre and theatre, both of which are used by the community.
2. In Leicestershire, the percentage of pupils who gain more than five high grades at GCSE including English and mathematics is above the national average. The college's catchment area is mostly favourable in terms of social and economic prosperity and the unemployment rate is lower than the national average. The proportion of people from minority ethnic groups is considerably lower than the regional and national averages.
3. The college has provision within 11 of the 15 subject areas, which is funded by the Learning and Skills Council. The college delivers work-based learning across seven subject areas and workforce training through employment-based Train to Gain courses. The highest proportion of full-time learners study land-based subjects. The college is an associate college of De Montfort University through which it offers higher education courses in performing arts. A foundation degree in animal welfare and management is offered in conjunction with the University of Lincoln.
4. Inspectors collected evidence from programmes in most of the subject areas the college offers and inspected in three subjects in depth. Employment-based provision was graded in health, care and early years; college-based provision was graded in performing arts and media; and both employment and college-based provision were graded in land-based studies.
5. Since the last inspection, the college has had two changes in leadership and experienced considerable financial difficulties. The current principal has been in post since August 2008, initially until January 2009 in an interim capacity. A significant management restructure took place early in 2009.
6. The college provides training on behalf of the following providers:
  - Leicester College
  - Melton and Belvoir schools
  - Jaguar and Land Rover
7. The following organisation provides training on behalf of the college:
  - Synergy ER
  - Distinctive Training Limited

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to16	242 part-time learners
Further education (16 to18)	746 full-time learners 264 part-time learners
Foundation learning	163 full-time learners 95 part-time learners
Entry to Employment	29 learners
Provision for adult learners: Further education (19+)	220 full-time learners 1447 part-time learners
Employer provision: Train to Gain Apprenticeships	698 learners 290 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Health, care and early years	3
Land-based studies	3
Performing arts and media	2

## Overall effectiveness

8. Brooksby Melton College provides a satisfactory quality of education and learners safe and enjoyable place to learn. Learners' achievement is satisfactory and they make at least the progress expected of them compared to their prior attainment. Learners on advanced level courses often make good progress and gain high grades in their qualifications. The majority of employment-based learners complete their courses successfully, but often take longer to do so than the time allocated. This situation is improving rapidly. Learners develop good practical skills and learn to be enterprising and financially aware. They make good use of their qualifications to progress to further study or employment.
9. Almost all lessons are at least satisfactory and an increasing number have good or better features. The most effective learning takes place in practical lessons where teachers involve and inspire them. A minority of lessons lack interest and variety. Teachers assess learners' work regularly but the quality of teachers' feedback varies. Some is useful in helping learners improve; in other cases too little advice is given and spelling and grammar are uncorrected. Individual learning plans are under developed in supporting learners to reach their full potential. The targets set within these plans are often too general.

10. The college's curriculum meets learners' and employers' needs well. A wide range of partners are linked with the college and enhance the curriculum. Learners receive good personal care; support for learners with additional learning needs has improved and is highly beneficial to them. Advice, guidance and support, including through tutorials, are satisfactory.
11. The principal, governors and managers have secured significant improvements after a recent difficult period and a decline in effectiveness. The college is financially stable. The impact of actions for improvement is becoming obvious in much of the college's work demonstrating its satisfactory capacity to improve. Some aspects still need attention and managers have identified these accurately and are taking effective action.

## Main findings

- Success rates on long courses have increased steadily between 2006 and 2009 and are now at the average for similar colleges. Learners make at least satisfactory progress in their learning and, at advanced level, the majority make good progress. They enjoy their studies, particularly the practical elements in which they do well, and attend regularly. Progression between levels of study is high.
- The progress made by employment-based apprentices is improving after a marked decline in both success and timely completion rates to below average in 2008/09. Learners on Train to Gain courses succeed well but not always within the allocated time; a position which is improving quickly following actions taken to strengthen monitoring and support arrangements.
- Learners gain a wide range of skills which prepare them well for their next steps in education or employment. Almost all move on to further study or employment. They contribute productively and sometimes innovatively to community life. Their views are used beneficially within the college, although their direct involvement in decision-making is limited.
- The quality of teaching and learning is satisfactory. In the best lessons, learners enjoy a wide range of engaging activities which meet individual needs. In the less effective lessons, learners have insufficient challenge and inspiration to progress rapidly and do not benefit sufficiently from interactive information and learning technology (ILT).
- Progress reviews of learners receiving additional learning support are good. The individual learning plans for most learners, however, are reviewed infrequently, are incomplete and many contain general long-term targets which do not help learners to improve. Training plans for employment-based learners are often ineffective.
- Assessment varies considerably in its effectiveness. In the best examples, teachers mark work thoroughly and provide clear and helpful feedback which enables learners to improve. In other cases, spelling, grammar and content are not checked and brief feedback does not advise learners how to produce better work and gain higher grades.

- A wide range of courses is available that provide good opportunities for progression. Learners enjoy participating in a variety of enrichment activities to develop their skills and experience further. Strong links with a good range of employers, schools and community groups benefit the learners.
- Learner services provide a satisfactory source of information, advice and guidance and have effective links with a range of external specialist support agencies. A good level of support is provided for learners with additional learning needs. The tutorial system is adequate, however, tutorials are not fully utilised to ensure good progress for all learners.
- The senior management team has created stability for the college after a period of difficulty and considerable change. The college's financial position has improved significantly, and it has reached its target for recruiting learners. The college provides satisfactory value for money. Quality assurance arrangements are improving and satisfactory. Self-assessment lacks rigour.
- Arrangements to seek and listen to learner's views are generally good, although the collection of views of employment-based learners is underdeveloped.
- The promotion of equality and diversity is satisfactory but too little reinforcement takes place through the curriculum. A few staff are in need of further training. The profile of staff and governors by ethnicity generally matches that of learners and the local community but the number of female governors is low. The college has been too slow in undertaking equality impact assessments.
- Arrangements to safeguard learners have been strengthened recently and are satisfactory. Health and safety is promoted well through implementation of policies and reinforcement through the curriculum.
- The management of the performance of staff has improved, particularly at senior and middle management level, but not all teachers receive adequate appraisal of their work. Governors set challenging targets for improvement and these are used effectively by senior managers to drive improvements in performance.

### What does Brooksby Melton College need to do to improve further?

- Ensure that senior managers and programme teams monitor the progress of employment-based learners closely through detailed training plans shared with employers and learners.
- Improve the pace and range of stimulating learning activities and the interactive use of ILT, so that learners are challenged and motivated to learn and progress.
- Improve target setting in individual learning plans, as part of strengthening the tutorial process, so that learners of all abilities are inspired to achieve demanding aims.

- Monitor the quality of assessment rigorously and increase the sharing of good practice, so that all learners improve the accuracy of their written work and learn how to improve their next assignment.
- Ensure that teaching, training and assessment emphasises and maximises the opportunities for the promotion of equality and support for diversity.
- Improve the rigour of self-assessment by ensuring that the quality of work-based learning provision is incorporated appropriately into the process and extending the scope of self-assessment to evaluate all aspects of the college's work fully.
- Finalise and implement the single equality policy including ensuring that equality impact assessments are carried out promptly and that all staff receive training in equality and diversity to update their knowledge.
- Improve performance management of teachers by ensuring that appraisals are carried out regularly and that the outcomes inform the staff development programme.

#### Summary of the views of users as confirmed by inspectors

##### What learners like:

- enthusiastic and supportive teachers and training officers
- enjoyable practical lessons
- friendly and caring atmosphere
- good and accessible library
- opportunities to gain extra qualifications
- working outside and being with animals
- making many new friends.

##### What learners would like to see improved:

- the lack of common room space
- the lack of quiet study areas
- the security arrangements at the Brooksby campus car park
- too few lockers
- the delays in receiving marked assignments
- the shortage of refreshments in the evening
- the lack of healthy food options and drinking water at the Spinney campus.

#### Summary of the views of employers as confirmed by inspectors

##### What employers like:

- high standards gained by employees

- very effective communication regarding employees' progress
- good response to training needs
- good advice and guidance on the most appropriate courses.

What employers would like to see improved:

- the management of cover for staff absences
- the lack of information on training plans for the workplace.



## Main inspection report

### Capacity to make and sustain improvement

Grade 3

12. The relatively new leadership team has brought stability to the college following a highly unsettled and difficult period including a sharp decline in effectiveness. A swiftly developed and robust strategic improvement plan ensured significant improvements to the college's very weak financial health, its management capacity, the use of resources and in meeting targets for learner numbers. Action plans for improvement have been monitored closely by governors and senior managers. These have led to improvements in the majority of the college's work. Managers have identified correctly the aspects where progress in bringing about improvement is slower, such as in improving the quality of teaching and learning.
13. Quality assurance arrangements are developing and have focussed on identifying underperforming courses and raising achievement with some success, particularly for adult learners. The self-assessment report lacks rigour, tends to be over generous in grading and does not evaluate the quality of work-based learning provision fully. The college has made good progress in remedying the majority of areas for improvement found at the last inspection although shortcomings remain in a number of areas, such as the use of individual learning plans.

### Outcomes for learners

Grade 3

14. Learners' success rates on long courses are at the national average for similar colleges, although some variations exist across subject areas. In 2008/09, success rates in several land-based subjects, as well as in performing arts and media were above average; but rates dipped to below average in several subjects including hairdressing, health and social care and early years in the same year. Success rates have increased steadily between 2006 and 2009 but at a slower rate than in similar colleges. Rates are just above average at foundation level, following a marked increase in 2008/09, but just below at intermediate level, particularly for learners aged 16 to 18 where results declined in the same year. Success rates at advanced level are average and show a marked increase in rates for adults in 2008/09. Learners develop particularly good practical skills across the majority of subjects. Success rates for pupils aged 14 to 16 are high.
15. The gap between the higher success rates of male learners compared to females is narrowing. Learners with additional learning needs succeed at least as well as and often considerably better than their peers. Groups of learners of minority ethnic heritage are too small to allow for a robust statistical analysis of their performance compared to other groups.
16. At advanced level, the majority of learners make good progress in their learning. The progress made at other levels of study varies but most is at least

satisfactory. The achievement of high grades is above average at intermediate and advanced level. Learners attend regularly, often travelling considerable distances from rural areas to get to the college. They enjoy their work, feel safe and participate well in practical lessons but are often passive in their attitude to learning in theory lessons. In almost all lessons, learners show high awareness of the need to adopt safe practices.

17. The learning and progress of employment-based learners is improving rapidly in the current year. An improving trend in the rate of success on work-based learning courses between 2006 and 2008 was reversed in 2008/09 by a substantial decline in both the achievement and timely completion of apprenticeship frameworks. The college took prompt action to tackle this decline and current learners are making satisfactory progress. The majority have already achieved the key skills qualifications that form part of their overall qualification; a marked improvement on the previous year. Success rates on Train to Gain courses are around the high national average but only just over half of learners completed their courses in the allocated time in 2008/09. Current learners, however, are making satisfactory or better progress in completing their courses.
18. The college prepares learners well for their next steps in education or employment. Most make good use of their studies by progressing to either employment or further study. The rate of progression between levels of study is high. The development of employability, financial and enterprise skills is good and well-organised work experience is used productively in most subjects. Initiatives to promote healthy lifestyles through health-based campaigns, sport and fitness activities and healthy revisions to the college's menus are increasing but the college is at an early stage in assessing the impact of this work. Learners play an important part in community life through a wide range of projects, some innovative in nature, as well as through charitable work. Their contribution to college life is developing but their involvement in decision-making forums or in taking on positions of responsibility is too limited.

## The quality of provision

Grade 3

19. Teaching and learning are satisfactory. The best learning takes place in practical lessons. In the most effective lessons, learners are engaged fully and work productively. Teachers set clear aims and objectives for the lesson. Their checking of learning using directed questioning is very effective. Lively and interesting activities meet learners' differing needs and abilities well. However, these features are not yet widespread enough across lessons.
20. In the less effective lessons, teachers talk too much and do not involve learners or encourage them to think for themselves. Learners do not experience challenging and demanding activities. Some teachers have low expectations of their learners and fail to provide a range of tasks to meet the needs of all learners.

21. Many of the targets in individual learning plans are insufficiently challenging and too general to help learners progress and achieve. Action planning and target setting for work-based learners in health, care and early years, however, are good. The arrangements for initial and diagnostic assessments are satisfactory. Learners receive additional learning support promptly and their progress reviews are effective. These contain targets specific to learners' needs, but are not sufficiently aligned their individual learning plans.
22. The use of information and learning technology to aid learning varies. Some teachers have high skill levels and use these well, but others lack ability and confidence. The accommodation and resources to support learning are at least satisfactory, and in some areas, such as in performing arts and media are good. All teachers have, or are working towards, appropriate teaching qualifications.
23. Assessment is very variable in quality. Much assessed work contains clear assessment criteria, rigorous marking and constructive feedback. In other cases, learners' mistakes in spelling, grammar and expression are not corrected and they do not receive enough advice and guidance on how to improve. Teachers give insufficient emphasis to the promotion of equality and diversity in lessons and in assessments.
24. Managers have improved the rigour of the lesson observation process significantly since the last inspection. Many of the ensuing key recommendations are valid. The outcomes of lesson observations inform staff development effectively. The systematic promotion of the sharing of good teaching, learning and assessment practices is underdeveloped. The self-assessment report on teaching and learning is mostly accurate, but the overall judgement is too optimistic.
25. The curriculum meets learners' needs well. A wide range of courses are available that provide well-used opportunities for progression from foundation to advanced level. Courses in the college's specialist area of land-based study cover almost all subject areas at most levels. Agriculture courses are being reintroduced following increased demand. The curriculum for pupils aged 14 to 16 is well developed. The key skills curriculum has been revised recently to provide a comprehensive coverage of literacy, numeracy and information and communication technology for many more learners than in 2008/09.
26. Learners enjoy participating in a variety of enrichment activities to develop further their skills and experiences. These are effective in raising community awareness, achieving additional qualifications or participating in activities that increase self confidence. The introduction of the sports academy provides good additional opportunities for learners to develop their sporting skills. The participation rate in enrichment activities is not measured adequately to gauge the full impact of activities on learners' personal and social development.
27. Good and well-established regional and national partnerships exist with a wide range of employers , as well as with local schools and community groups. These are used productively in developing the curriculum. In particular, good work

placement opportunities are provided with some high profile employers. Community links enhance related courses and have raised learners' awareness of potential careers. Learners' opinions and suggestions are collected and where appropriate, changes and improvements are made to improve their experience at the college.

28. Support for learners is satisfactory. Information, advice and guidance have improved and entry requirements for courses have been revised in several cases to ensure that learners are placed on the right course. Marketing materials are attractive. The college prospectus and web-site are both informative and promote a positive image of the college, the work it undertakes and the range of opportunities available.
29. Support services have strong working links with a range of specialist external support agencies. The learner services centre is friendly, welcoming and easily accessible. Learners' with personal issues have their concerns dealt with promptly and effectively. Learners speak very positively about the time, interest and support that is given to them by staff. The quality of additional learning support has improved and helps learners who receive it achieve well.
30. The tutorial system provides adequate support and guidance for learners, however tutorials are not used well enough to monitor progress through learners' individual learning plans. A system to identify learners at risk of underperformance has been introduced recently but its use is not yet widespread or fully effective across all areas of the college. Within tutorials there is satisfactory individual and group support and sessions are enhanced by visiting speakers covering subjects such as sexual health, personal well-being and safety.

## Leadership and management

Grade 3

31. The principal, senior management team and governors have developed a clear strategic plan that combines drive and ambition for the college. Managers have used the plan effectively to secure improvements to strategic planning, stabilise the college's finances and increase enrolments. Successful restructuring of the management team has increased accountability at all levels. Middle managers have responded positively and effectively to the changes and the increased level of challenge. Clear targets are set and used to monitor and improve provision. Many early targets have been achieved. However, the priority given to targets around financial viability and improving management capacity has meant that managers have not yet turned their attention with similar rigour to other aspects of provision. Staff are generally enthusiastic about the renewed energy and focus of the college. Overall, curriculum management is satisfactory. Governors monitor the performance of the college with increasing rigour and challenge managers appropriately.
32. The college's approach to equality and diversity is satisfactory. A draft single equalities policy and action plan is currently with staff and governors for consultation. It is underpinned by an appropriate range of policies, however,

progress in undertaking impact assessments of policies is too slow. Promotion of equality and diversity is satisfactory, and relevant issues are discussed in tutorials. The college recognises that images in its marketing materials do not do enough to promote inclusion of learners with physical disabilities or challenge stereotyping. Analysis of performance of different groups is improving. Steps to narrow the gap between male and female learners have been successful. The profile of staff and governors by gender and ethnicity reflects the learner population and the profile of the local community with the exception of the low number of female governors.

33. Formal arrangements for safeguarding young people and vulnerable adults have been strengthened recently and are satisfactory. The college has been proactive in developing good links with professional agencies and the Local Safeguarding Children's Board, who have also provided training for college staff. Designated members of staff and governors have been appropriately trained. The college uses a range of approaches to develop basic awareness of safeguarding priorities for all staff. The college recognises that a minority of staff need their basic awareness training updating and that some training records are incomplete. It has prioritised action to resolve these shortcomings urgently. Criminal record checks undertaken on teachers and other staff are complete and recorded properly. Learners report that matters of bullying are dealt with speedily and effectively. The number of accidents and incidents are low. Health and safety matters are generally covered well.
34. Learners' views are gathered effectively by a wide variety of surveys and through newly instigated forums based on seven key areas of interest to learners, such as health and safety and learner services. A newly established student council provides a voice for learners that is valued. Managers respond quickly and effectively to issues raised and provide feedback to learners using 'you said, we did' reports. Arrangements for listening to work-based learners are too limited. Engagement with employers and community partners in decision making is at least satisfactory and used to plan new and bespoke provision, such as training in conjunction with a national manufacturer of potato harvesting machinery.
35. Arrangements to assure the quality of provision and promote continuous improvement are satisfactory. Arrangements are relatively new and have yet to run a full cycle, however, they are increasingly robust. Regular and challenging reviews and audits of provision, along with issuing notices to improve to underperforming courses, is beginning to have an impact, including improved in-year retention rates. Lesson observations now have more rigour and are used effectively in the quality improvement process. The self-assessment report lacks rigour. Some aspects, such as work-based learning and the quality of tutorials, are not evaluated fully enough. Inspectors generally identified similar strengths and areas for improvement, but awarded lower grades for several aspects than those awarded by the college. Monitoring of development plans is good. A good range of staff development activities take place each year. Too few staff appraisals have been completed in 2008/09 to fully inform staff development needs.

36. The college provides satisfactory value for money. Financial management and control are satisfactory, having been a weakness at the last inspection. The college is projecting an operating surplus in the current financial year. Success rates are generally rising, although slowly in some areas. Resources for learning are satisfactory or better, and the college has plans to revitalise some tired buildings and rooms. The college has entered a consortium for purchasing and applies best value principles in securing contracts for services and goods. Considerable efficiencies have been achieved this year.

## Subject areas

Health, care and early years

Grade 3

### Context

37. Apprenticeships in health and social care and child care, learning and development as well as Train to Gain courses at NVQ Levels 2 and 3 are offered for employment-based learners. Of the 119 learners currently enrolled, 115 are on Train to Gain courses and four are on apprenticeships. All learners are studying part time and are adults. Most learners are female. A very few are from minority ethnic groups.

### Key findings

- Learners' outcomes are satisfactory. Their success rates in gaining qualifications were average in 2008/09; however, too few learners completed their courses within the time allocated. Current learners are making much better progress in completing their courses.
- Learners improve the quality of their professional practice successfully. They apply theory to practice well. Learners gain much confidence and make valuable contributions in their workplace. Employers value their improved skill and the positive impact this has upon users of employers' services.
- Learners use safe working practices whilst learning and when at work, but reinforcement of the wider aspects of how they can keep themselves safe is underdeveloped.
- Learners have a satisfactory understanding to enable them to make informed choices about their health and well-being.
- Procedures for action planning and target setting have improved and are working well. Training officers use an effective system for monitoring learners' progress. Learners receive prompt and detailed feedback about their progress in completing elements of their course which motivates them and encourages completion of tasks in a timely way.
- Learners do not receive enough useful feedback on their written work. Grammar and spelling errors in portfolios are uncorrected. Training officers do not challenge learners sufficiently to improve their work and develop their ideas and writing skills. Training officers do not sufficiently promote independent learning.
- The needs and interests of learners and employers are met well. Assessors work flexibly including by making visits at unsociable hours to meet learners' and employers' needs. The range of courses offered is satisfactory.

- Working relationships with employers are good. Employers regularly attend learners' reviews or receive prompt and accurate feedback through other mechanisms about learners' progress. Training officers work closely with employers offering good advice about every day practice and training opportunities for all employees.
- Support for learners is good, as are learners' working relationships with training officers. Effective systems are used well to identify and support learners making insufficient progress. Learners' aspirations are raised through good awareness of career and training opportunities and a large majority progress into further training or higher education.
- The reinforcement of learners' understanding of equality and diversity is insufficient. Learners understand their rights and responsibilities and receive useful information about dealing with bullying and harassment. Learning, assessment and review sessions, however, do not focus sufficiently on equality and diversity matters and opportunities to do so are missed. Most training officers have not received enough equality and diversity training.
- The self-assessment report and improvement plan lack a focus on evaluating and improving learning. Too little evaluation of the quality of learning is made through observations of reviews, training and assessment. Users' views are not routinely sought or used systematically to identify areas for improvement to teaching and learning.

What does Brooksby Melton College need to do to improve further?

- Ensure all learners complete their courses within the time allocated by monitoring their progress rigorously; setting specific, time bound and challenging targets and providing extra support promptly where required.
- Provide high quality written and verbal feedback on written work that identifies what learners do particularly well and how they can improve. Draw attention to grammatical and spelling errors in written work and ensure that these are corrected.
- Provide equality and diversity training for training officers and support them through regular observations of their practice in reinforcing equality and diversity at every opportunity.
- Ensure that evaluations, observations and self-assessment focus sharply on the quality of learning in order to support learners' progress fully.
- Regularly seek employers and learners views about the quality of provision and analyse these systematically. Use the findings to inform self-assessment and quality improvement planning.



## Land-based studies

## Grade 3

### Context

38. The range of courses available includes courses in animal care, countryside management, equine studies, horticulture, aboriculture, floristry and land and environment studies from foundation to advanced level. Around two thirds of all learners are on animal care and equine studies courses. The large majority of the 330 full-time learners are aged 16 to 18. A further 405 learners follow part-time courses including around 60 based in equestrian centres. Two thirds of learners are female and very few are of minority ethnic heritage. Employment-based learners include 41 apprentices following animal care, equine and horticulture courses, and 24 learners on Train to Gain courses in horticulture.

### Key findings

- Success rates on animal and equine courses have improved and are high with an above average proportion of learners achieving high grades. On most countryside and horticulture courses success rates are average but rates are low for Royal Horticultural Society (RHS) courses. Success rates for foundation and advanced level courses are generally higher than for intermediate courses. Learners' attendance and punctuality are good.
- The completion rate of apprenticeships in animal care, equine and horticulture within the time allocated is unsatisfactory, although the majority of learners are eventually successful in gaining their qualification aim. Current learners are making better progress.
- Learners develop good practical skills in the workplace and on college land-based units. Learners develop confidence promoted by effective practical teaching using an interesting and relevant range of activities. However, insufficient recording of achievement of practical competence takes place.
- Learners enjoy college, feel safe and benefit from the good care and support provided by teachers on a daily basis. Health and safety are promoted strongly in lessons and consequently learners adopt safe practices including the use of correct personal protective equipment. Development of employability skills is successful, particularly in animal care.
- The minority of very effective lessons include good classroom management, a variety of tasks, a high level of challenge and good use of ILT. However, too many lessons are satisfactory. These lessons use unimaginative approaches to teaching and often lack pace and challenge. Practical teaching is more effective than theory teaching.
- Through regular assessment and timely feedback, the majority of learners know what is needed to improve and achieve higher grades. Feedback on a minority of work is insufficient in helping learners to improve. In too many cases, spelling and grammatical errors are uncorrected. Assessment briefs are mostly well written and relevant to industry settings.

- Training plans in the workplace do not always make clear to employers and learners which training activity needs to take place next. Individual learning plans not used productively as working documents and targets within them are too general.
- In work-based learning, there is insufficient assessment using direct observation of learners' work. Learners and assessors are unsure about the evidence requirements for the sports turf qualification at NVQ level 3. Learners are frustrated by the insufficient guidance and several have left the programme.
- A wide range of courses with well-used progression routes from foundation to advanced level in almost all subjects meets learners' needs well. Agriculture courses are being reintroduced to meet new demand. Progression rates to further study or employment are high. Learners undertake useful work experience leading to permanent employment for some. A good range of enrichment opportunities is available.
- Group tutorials cover a range of useful topics such as writing job applications and health topics but their impact on increasing learners' knowledge and understanding is too limited. Individual tutorials are satisfactory but vary in quality and effectiveness. Too many learners do not understand the targets that are set for them.
- Curriculum management roles and responsibilities for college-based courses have been effectively revised recently. Management is satisfactory and the monitoring of performance has increased in frequency and rigour. All staff contribute effectively to the self-assessment process. Staff development has an appropriate focus on improving teaching and learning practices.
- The use of data to analyse the impact of additional learning support, the performance of different groups and measures of added value is underdeveloped. In the management of work-based learning, too little use of data is made to manage performance and inform improvements. Data covering the frequency and consistency of progress reviews and assessments are not collected and analysed.

#### What does Brooksby Melton College need to do to improve further?

- Increase the level of pace and challenge in all lessons. Support teachers to use a wide range of interesting and stimulating teaching strategies and promote strongly the sharing of good practice in teaching and learning across land-based subject areas.
- Monitor the progress of employment-based learners and those on RHS courses frequently and rigorously at senior and curriculum management level and take prompt action to intervene with support when learners are making slow progress or are at risk of underperformance.
- Correct all spelling and grammatical errors in learners' work. Monitor the quality of feedback provided to learners on their work, particularly the guidance on how to make improvements, rigorously. Ensure assessors are fully conversant with evidence requirements for portfolios and increase the use of evidence from direct observation of learners' work.

- Set specific and time bound targets in individual learning plans and make sure that learners understand and take ownership of these targets. Implement the use of detailed training plans for employment-based learners.
- Collect and analyse a broad range of data across all aspects of provision and use the findings to inform self-assessment and actions for improvement.

## Performing arts and media

## Grade 2

### Context

39. A range of intermediate and advanced level courses are offered in performing arts and media including pathways in production, acting, dance, moving image and musical theatre. Almost all of 200 learners are aged 16 to 18 and just under half are female. A very few learners are of minority ethnic heritage. The college's accommodation includes a commercial theatre; television, dance and rehearsal studios; along with a range of specialist resources. The provision is taught at the Melton campus and the performing arts centre in King Street.

### Key findings

- Success rates are high. A large majority of learners obtain high grades at advanced level. A majority of advanced level learners progress successfully to higher education.
- Learners develop good technical and professional skills that enable them to produce high quality work. As learners' skill develops, so does their confidence which enables them to explore and express their creative ideas increasingly well.
- Learners feel safe and secure and are confident that staff will respond appropriately if they report concerns. Health and safety are reinforced, particularly where hazardous equipment is used as in the film studies, or where correct warm up techniques are essential to promote health and safety in dance classes.
- Teaching and learning are good in practical lessons but satisfactory in theory lessons. Practical lessons challenge learners to develop professional standards and skills. Lessons are often dynamic and fast moving; learners strive to succeed and are often fully immersed in their learning.
- In theory lessons, the insufficient variety of teaching methods fails to challenge all learners. Lessons are often dominated by the teacher and learning strategies fail to motivate learners. Tasks that are differentiated to match learners' level of ability and to provide extra challenge are not used enough.
- Assessment practice is good and encourages learners to improve and develop their skills. Feedback is full including clear guidelines on how to improve. Learners often make good use of the opportunity offered to resubmit work to obtain higher grades.
- Information and learning technology (ILT) is under used in theory sessions. ILT is only available in a few classrooms and teachers often lack the confidence and skill in the use of these resources to create dynamic and interesting learning environments. They often resort to traditional teacher-led strategies that fail to capture learners' interest fully.
- The monitoring of learners' progress compared to their individual targets is insufficiently developed. Learners often set their own goals and targets; however, these are not reviewed consistently by teachers to measure progress

or to ensure targets are sufficiently challenging. Short term targets set within lessons, however, are routinely reviewed at the end of the lesson.

- Equipment and resources are good with readily available industry-standard software and media equipment. The accommodation supports a wide range of activities, such as a commercial theatre and filming studios. However, a few classrooms are cramped, serving as store rooms as well as providing a learning environment.
- The college makes good use of its strong partnerships with local schools and other organisations to provide a range of opportunities for learners to work on live projects. In a few cases these are used within the community to promote specific themes such as the production of a short film to warn young people of the dangers of excessive drinking.
- Insufficient opportunities are created and maximised to promote equality and diversity through lessons. Although teachers plan project briefs drawing on a variety of cultural and social influences, such as researching sexuality issues, too few opportunities are created to promote diversity and explore cultural contexts actively through focused research themes.
- Curriculum management is good. Staff welcome the clear line management structure now in place. They feel supported and listened to by managers. Regular, productive meetings take place and course teams work effectively across disciplines to ensure different groups of learners work together on projects which adds value to the final outcome for all.

What does Brooksby Melton College need to do to improve further?

- Ensure that action plans resulting from lesson observations identify clearly what teachers need to do to develop a wider range of more active teaching and learning strategies to engage learners more fully.
- Develop teachers' confidence and skill in the use of information and learning technology to ensure they can use a wider and more varied range of learning resources.
- Ensure learners receive appropriate and timely feedback on their progress against their individual targets enabling them to reflect and act more fully on improvement actions.
- Embed the promotion of equality and diversity more imaginatively and fully in assignments and schemes of work to ensure that learners develop greater awareness of a variety of cultural backgrounds, practices and influences.

## Information about the inspection

40. Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's assistant principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC) or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
41. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in most of the subject areas the college offers.

**Record of Main Findings (RMF)**  
**Brooksby Melton College**

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	1208			
Part-time learners	1982	1010	1667	979
Overall effectiveness	3	3	3	3
Capacity to improve	3			
Outcomes for learners	3	3	3	3
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals?	3			
How well do learners progress?	3			
How well do learners improve their economic and social well-being through learning and development?	2			
How safe do learners feel?	2			
Are learners able to make informed choices about their own health and well being?*	3			
How well do learners make a positive contribution to the community?*	2			
Quality of provision	3	3	3	3
How effectively do teaching, training and assessment support learning and development?	3			
How effectively does the provision meet the needs and interests of users?	2			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	3			
Leadership and management	3	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	3			
How effectively does the provider promote the safeguarding of learners?	3			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
How effectively does the provider engage with users to support and promote improvement?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3			
How efficiently and effectively does the provider use its available resources to secure value for money?	3			

\*where applicable to the type of provision

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