

Basingstoke College of Technology

General further education college

Inspection dates		20–24 May 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is good because:

- Success rates have recently improved significantly in most curriculum areas and are now high. Success rates in English and mathematics functional skills are very high. Most apprentices complete their programme within the planned timescale.
- Learners develop good vocational and employability skills which prepare them well for their future careers. Their progression to further study, employment or promotion at work is good.
- Teaching, learning and assessment in most provision are good; in hospitality, they are outstanding. Most learners benefit from well-planned lessons, with the majority making good progress.
- Staff are strongly committed to raising the quality of teaching and learning and to improving further the experience of all learners at the college.
- Outstanding leadership and highly effective governance result in a relentless and successful focus on the improvement of quality and the management of staff performance.
- Highly effective employer links ensure that the courses on offer meet local needs.

This is not yet an outstanding provider because:

- Health, social and childcare provision requires improvement with regard to the quality of teaching and learning, and to outcomes for learners.
- The quality of advice and guidance prior to enrolment is not yet fully effective, as too many learners still leave their courses early or transfer to other courses.
- Too few lessons feature outstanding teaching and learning.

Full report

What does the provider need to do to improve further?

- Increase the proportion of outstanding teaching and learning by:
 - sharing good practice in teaching styles and resources across departments and the college
 - improving written feedback to learners to ensure that they know what to do to develop their skills and knowledge further
 - making more effective use of additional learning support in classes to support learners with identified learning needs
 - improving the use of interactive whiteboards and information and learning technology (ILT) in lessons to involve learners more effectively
 - setting high expectations from the outset for assignment grades to raise learners' aspirations for the achievement of high grades, and enable them to become independent learners.
- Improve information, advice and guidance to ensure that learners are placed on the right courses, in order to reduce the number of early leavers and course transfers.
- Improve the provision in health, social care and childcare by:
 - supporting and encouraging innovation in teaching and learning and the sharing of good practice, to challenge learners better and improve success rates
 - ensuring that leaders and managers rigorously monitor provision, to bring about sustained improvement.

Inspection judgements

Outcomes for learners	Good
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- Leaders and managers have improved the college's success rates significantly over the last three years. The proportion of learners who complete their courses successfully is high and continuing to improve.
- Success rates in the vast majority of curriculum areas have improved substantially and almost all are now above the average for further education colleges. Learners succeed exceptionally well in many subject areas, such as hairdressing and beauty therapy and media and art. However, for learners on childcare courses, success rates are well below national average, and they are no higher than the national average in a small number of other subjects.
- Success rates for apprentices are high. Success rates in the biggest occupational area, engineering, are particularly good. Much of this training is subcontracted to an external provider. However, the performance of the much smaller number of workplace learners in engineering is less good, as is that of electrical installation apprentices. Outcomes for business apprentices show considerable improvement in the current year and are close to the national average. Hairdressing and hospitality apprentices achieve well, although the small number of hospitality workplace learners underachieve compared with the national average.
- The proportion of apprentices who complete their qualification in the time expected is consistently above the national average – in engineering over 20 percentage points above. A very high proportion of health and social care and childcare workplace learners also complete their qualifications within the time expected.
- Learners enjoy their time at college; learners show respect towards their teachers and each other, ensuring positive attitudes to learning. Attendance rates are good. Most learners attend on time and are ready to learn. Current learners make good progress in lessons; however, in 2011/12, learners' progress compared to their starting points was variable, with a significant number of learners not making the progress expected of them.

- Learners benefit from extensive enrichment opportunities which help them to develop their personal, social and employability skills. For example, environmental activities such as 'eco BCoT' help learners to develop an understanding of sustainability and how they can care for the environment. Many learners obtain additional qualifications in enterprise and employability skills, and all benefit from relevant work experience opportunities to improve their readiness for employment.
- The strong focus on helping learners improve their English and mathematical skills has led to a marked improvement in the success rates for functional skills in English and mathematics, which are now significantly above the average for further education colleges. The proportion of learners who are successful in achieving GCSE English and mathematics at grades A* to C has improved to the average for similar providers.
- The college has successfully reduced gaps in achievement between different groups of learners. Adults with a learning difficulty and/or disability receive effective learning support and perform better than other learners.
- Apprentices in all curriculum areas develop particularly good workplace skills. Apprentices find the qualification helps them understand the reasons why their employers require them to work in a particular way, and the circumstances in which they might adopt different strategies. Apprentices use their new understanding of wider skills to improve the way they work in teams, or supervise others.
- Learners develop effective technical skills and use them confidently and competently. This is particularly evident in advanced level programmes. For example, science learners skilfully develop technical, analytical and independent learning skills by sedating organisms and using microscopes to measure the effect the medication has had on the organisms' heart rates.
- The capture and analysis of data about learners' destinations after the learners leave the college are effective. Leaders and managers accurately tracked the destinations of 93% of learners completing their courses in 2011/12, which is a significant improvement on previous years. A high proportion of learners progress to employment or move to higher level courses.

The quality of teaching, learning and assessment	Good
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- Motivational and inspirational leaders have established a culture of high expectations of learners, and a strong trend of improvement in teaching and learning. Systems for lesson observation are particularly robust. Effective analysis of lesson observations identifies good practice and also teachers' training and development needs, which are closely monitored. Where lessons require improvement, managers work with teachers to devise and implement a detailed individual action plan. This is improving teaching and learning and learner attainment, and supporting the improvement in success rates.
- Teachers set aspirational targets for learners, which encourage them to exceed their minimum target grades. However, too many learners do not achieve the high grades they are capable of early enough in their courses. Too much focus is placed on achieving just a pass grade on the first submission of assignments, with opportunities for upgrading these happening much later in the course.
- The majority of lessons are good or better, although too few are currently outstanding. Teachers plan well and ensure that a range of activities challenge learners to achieve their learning goals. Teachers and learners negotiate learning goals and outcomes in many lessons and refer to these outcomes throughout the session to ensure they are achieved. Tutors and assessors set challenging targets with apprentices and ensure they are completed.
- Teachers effectively check recall of knowledge from previous lessons and workplace activities. In one outstanding lesson the teacher negotiated outcomes with learners, adapted his plans, used questions exceptionally well to check knowledge and rewarded learners' mature, well-reasoned and excellent answers. However, good practice is not yet shared systematically throughout the

college. For example, work-based learning assessors have developed an interactive health and safety quiz contextualised for hospitality learners, to reinforce their understanding of the importance of food hygiene; however, this is not used for full-time learners.

- In weaker lessons, learners are not challenged to think or develop their own ideas; too much activity is teacher led, with too few checks on learning. In many of these lessons, attendance is poor.
- The college has reconfigured its curriculum delivery. Courses are now designed as six-week blocks. Each block consists of five teaching weeks and a Review and Development (RAD) week which focuses on reviewing the progress of individual learners, target setting for improvement and the completion of assignments. In the best examples of RAD week, learners complete challenging tasks which help them to see the course holistically and work to higher levels. For example, foundation level plumbing students work in groups to design and build a hot water circulation system using intermediate level skills to prepare them for future courses. However, in many curriculum areas, RAD weeks are used for learners to simply complete or resubmit course work.
- In too many instances written feedback to learners on assignments simply tells learners what they have achieved and what they need to do to improve their grade; it does not encourage learners to develop their independent learning skills.
- Staff have extensive industry experience which they use well to help learners gain the up-to-date skills and knowledge required by future employers, for example through work placements, visits from speakers and workplace visits. Animal management staff supplement the limited on-site resources with experience on farms, at wildlife centres and at pet businesses.
- Teaching of functional skills in discrete lessons is interesting and motivational; students attend and participate well and success rates are high. Vocational teachers are trained in functional skills and many embed these skills successfully in teaching. Learners understand the importance of functional skills in helping them gain employment.
- The college is developing the use of technology and the virtual learning environment to extend learning well in some areas. Classrooms are equipped with interactive whiteboards; but in many instances, teachers use this only to present text information. Tutors use an electronic individual learning plan to monitor learners’ progress, but this is under utilised.
- Despite a number of processes to ensure new learners have an effective introduction to the college, too many learners leave or change their course in the first six weeks.
- Specialist staff provide a range of learning support services in one place, including opportunities for learners to research employment and higher education opportunities or make applications. In-class additional learning support does not always add value to the learners’ experience.
- Apprentices’ understanding of equality and diversity is particularly good. Staff are very effective in identifying opportunities to discuss issues which arise in the workplace, such as differences in pricing men’s and women’s haircuts in salons. Teachers in health and social care and hospitality ensure that learners gain a good understanding of how to adapt their working practices to meet the needs of diverse client groups. Engineering staff provide positive role models for women. However, too many teachers miss opportunities in lessons to reinforce learners’ understanding of equality and diversity.

**Health, social care and childcare
Learning programmes for 16-18
Learning programmes for 19+**

Requires improvement

- Teaching, learning and assessment require improvement. Success rates for long programmes, particularly in childcare, are low, and learners make slow progress towards their qualifications.

Recent changes in staffing are starting to have a positive impact; teaching and learning have improved and more learners are staying on their courses. Most learners now make satisfactory progress in lessons and the standard of their work is also satisfactory. The majority of current learners are on track to complete their qualifications in this academic year. Attendance and punctuality are now good. Historically, too few learners moved to higher level courses.

- In the most effective lessons, learners are motivated, engage in a variety of well-paced, challenging and meaningful learning activities, and make good progress. For example, an interactive learning activity, using on-line video clips, demonstrated hand massage techniques which learners practised on each other. They then evaluated the suitability of these techniques for creative and therapeutic purposes in different care settings. Teachers manage lessons well and behaviour is good. Learning resources are satisfactory with improving use of ILT in the classroom, including the use of mobile phones to research for assignments and for finding definitions.
- In many lessons, teachers use directed questions productively, and facilitate independent learning effectively. They check understanding carefully and encourage learners to expand their answers. For example, in a theory lesson, the teacher questioned the learners effectively, enabling them to identify hormone and neurotransmitter deficiencies correctly.
- Support for learners is good. Motivated, knowledgeable teachers, work placement staff and a range of support staff work closely with learners and are committed to improving their progress. Although additional learning support staff monitor learners' general progress, they do not systematically monitor progress against individual learning needs.
- Learners develop good technical skills as they relate work placement activities to the topics they study in class, for example designing a play task in childcare or devising risk assessments in health and social care.
- Learners' use of the electronic individual learning plan is satisfactory, but targets largely relate to unit task completion, neglecting aspects such as work placement, personal targets or functional skills. On some courses, learners monitor and review their own progress effectively using learning tracking documents.
- While teaching and learning have improved, learners do not receive feedback on their work in time to improve the next piece of work. Written feedback to learners is appropriate. It generally includes what they need to do to improve and corrections to spellings and grammar.
- Learners develop good English and mathematical skills. In many lessons, the professional language skills of learners are developed and extended very successfully through carefully planned activities.
- Information, advice and guidance are good. Learners have frequent opportunities throughout the year to receive detailed and relevant information about progression on completion of their courses, but many learners do not progress to further courses at the college.
- The promotion of equality and diversity in class requires improvement. In better lessons, planning ensures that topics relating to socio-economic factors and cultural diversity are tackled, and that resources and case studies reflect a multicultural society. However, in many lessons, opportunities are missed to make vocationally relevant links to equality and diversity.

**Engineering and motor vehicle
Learning programmes for 16-18
Learning programmes for 19+**

Good

- Teaching, learning and assessment in engineering are good, and correlate well with the high success rates on the majority of courses. Learners generally make good progress, and more are completing their courses, so that retention is now good. Learners develop good industry standard skills.

- Experienced and knowledgeable teachers prepare sessions well. Workshop and theory lessons are generally well planned and are designed to provide stimulating and interesting learning activities. Most teachers set additional extension activities to challenge the more able learners. Teachers use new technologies, group work and peer assessment to make learning informative and varied, and make effective use of information and learning technology. The college's virtual learning environment helps learners to carry out independent research and consolidate their understanding of work covered in class.
- In the college workshop, learners work on realistic engineering tasks. For example, learners on the motor sport diploma in engineering modified a car to be used for a motor race and gained valuable practical skills in preparing the car within a specific deadline and to industry standards.
- Most learners are motivated and make good progress in lessons. For example, in an electrotechnology lesson, learners undertook a range of assessments associated with the calculation of cable sizes. Learners used standard industrial reference texts and developed good analytical skills related to their employment. In a functional skills lesson, the teacher grouped learners into mixed ability teams to build their confidence and their English and numeracy skills by requiring them to design a college.
- In a minority of sessions, teachers are less successful in developing learners' knowledge and understanding, and do not always check sufficiently the development of learners' skills when the learners are working unaided. In some theory lessons not all learners are involved or interact fully in the topic being covered. In these lessons, teachers do not use questions skilfully enough to check knowledge and understanding.
- Apprentices in the workplace demonstrate industry good practice; during one workplace assessment the apprentice undertook mains and complex data communication rewiring to a high standard in a research and development unit. Another apprentice, working in a modern garage, demonstrated industry standard skills replacing motor vehicle brake components.
- Learners develop appropriate employability skills. They are confident and communicate well with their peers, and most work to professional standards in college and the workplace. Teachers and assessors encourage learners to reflect on their learning, and some use self- and peer-assessment to monitor their own progress and that of others. Teachers and assessors have developed links with local industry and employers via the college's broad apprenticeship programme, which enables college learners to benefit from workplace visits and work placements. Visits to motor manufacturers enhance and complement learners' understanding of specific concepts, and provide good assessment opportunities. In one lesson, learners discussed 'lean engineering' principles following a visit to a car factory in Europe.
- Teachers and assessors have high expectations of learners and use a range of assessment methods to measure learners' progress. They provide good feedback on learners' work and guidance on how learners can improve. Assessors adopt a flexible approach to workplace assessment of skills, which allows apprentices to demonstrate their skills to the best of their ability. However, in electronics, too many assessments for apprentices are carried out in college workshops, rather than in workplaces.
- Initial advice and guidance ensure that the majority of learners are on the correct course. At induction, assessment of learners' practical and written skills identifies their support needs. Working arrangements between teachers, training consultants, managers and specialist learning support staff are effective in identifying learners at risk of leaving their courses, and this has improved retention.
- The development of learners' mathematical and English skills is good. Vocational teachers correct grammar and spelling in learners' written work. Mathematical tasks are linked effectively to the curriculum within lessons. Functional skills success rates are high. Learners carry out measurements and calculations with confidence and use instruments to record data in conjunction with their practical tasks.

- Resources to support learning meet the needs of learners and of the qualifications they are studying. The college workshop and laboratories are of a good standard. Classrooms and computer suites are conducive to learning. Classroom management is good. Learners work productively and their behaviour, attendance and punctuality are excellent. Teachers promote equality and diversity effectively through lessons and workplace reviews.
- Health and safety are well embedded in the engineering curriculum and the workplace with all learners working safely, undertaking risk assessments and wearing the correct personal protective equipment. However, in some workplace visits, assessors do not relate health and safety aspects sufficiently to the learners' workplace and their work activities.

Hairdressing and beauty therapy

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good and have had a significant impact on hairdressing and beauty therapy success rates, which are outstanding. Success rates are also high for functional skills in mathematics and English. Hairdressing learners develop good practical skills as they blow dry and colour hair when working on real clients and head blocks. Beauty therapy learners develop good skills, for example when completing facial treatments and body massage. Progression to higher-level courses is good and a significant number of learners progress into employment. However, attendance at lessons is variable and requires improvement.
- Teachers are well qualified, highly motivated and have high expectations of learners; they act as very good role models and motivators for learners. Teachers plan lessons well to meet course requirements, and, in the best lessons, use a variety of teaching and learning strategies to motivate learners, resulting in good progress. The pace in these lessons keeps learners constantly challenged. Learning is checked throughout the lesson and one-to-one coaching is used particularly well to support learners.
- In weaker lessons teachers provide insufficient challenge to meet the needs of the most able learners. They use interactive whiteboards to display text, but do not use them enough in an imaginative way to support learning. In these lessons, English, mathematics and the expectations of industry and employers are insufficiently promoted.
- The system for the observation of teaching and learning in hairdressing and beauty therapy is rigorous and developmental. Teachers are frequently observed and actions from observations are improving the quality of teaching, learning and assessment.
- Learners on intermediate and advanced courses value the opportunity to sample the world of work during their course. Learners who work in busy salons gain an effective insight into the real world of work in the hair and beauty industry.
- The tracking of learners' progress and the use of target setting are good. Learners and teachers use an electronic system effectively, with learners being instrumental in planning and reviewing their own targets. Learners know what they need to do to progress.
- Learners benefit from extensive opportunities to attend and participate in exhibitions, competitions and educational trips to develop their learning. The hairdressing and beauty therapy department is well resourced with products and equipment; hairdressing and beauty salons are adequate. The importance of safe working practices is reinforced effectively.
- Assessment is good and meets the requirements of the awarding body. Assessments are well planned and rigorous and assessors give detailed and constructive feedback on how to improve. Assessors are particularly good at prioritising the requirements of the course and supporting learners in improving their grades.
- Additional support for learners is good. Learners' support needs are accurately identified at the start of their courses; specialist support tutors work effectively with vocational teachers during

classes and provide well-planned additional support outside of the classroom. For example, a visually impaired learner valued the support given to complete a beauty therapy course and has now gone on to start a massage business.

- When learners enrol onto a course they receive good initial guidance on the courses available; however, the college offers insufficient choice for most full-time learners to take a vocationally related qualification or a recognised work-ready qualification.
- Learners have an appropriate understanding of equality and diversity; however, teachers do not focus adequately on equality and diversity in lessons to develop learners' understanding further.

Hospitality and catering

Learning programmes for 16-18

Learning programmes for 19+

Outstanding

- Teaching, learning and assessment are outstanding. This is reflected in exceptionally high levels of technical catering skills developed by learners, and in high success rates. English and mathematics functional skills success rates are very high.
- Progression for hospitality and catering learners at all levels is very high and the vast majority of learners continue their training onto advanced courses and into employment. All learners complete their practical training in a challenging and professional real working environment where they develop practical and technical skills to an exceptionally high standard and acquire excellent employability skills. Attendance rates are very high and learners arrive well in advance of the lesson. Learners are highly enthusiastic, keen and eager to learn. The vast majority of advanced learners gain employment in prestigious restaurants, many secure jobs in establishments with international awards.
- Practical training is outstanding and learners work particularly well in mixed ability teams, encompassing all levels including foundation level, sharing their knowledge and practical skills very effectively. Learners gain exceptional independent learning skills and take responsibility for their own learning early in their courses. Learners are able to produce a wide variety of complex dishes to suit customer requirements, with an emphasis on excellent presentation skills and well-balanced flavours. Mandatory work experience complements learners' courses extremely well and is highly effective in further developing technical and employability skills.
- Learners regularly participate in practical sessions, early in their courses, to plan and produce a full menu for lunch and dinner service. Learners manage this with rapidly developing skills, and produce meals to an exceptionally high standard. They develop highly effective management skills through peer assessment and close monitoring of the production service. The appointed learner chef checks standards and gives clear advice to individual learners on their progress, which is complemented by sensitive one-to-one support by the teacher. Learners on duty in the training restaurant have excellent team working skills and work exceptionally well with other learners involved in the production of meals.
- Theory lessons are good. Lessons are well planned and learners are fully involved in all activities. Learning activities are carefully designed to build on what learners have previously learnt and to develop new technical skills to practise in the kitchens. Learners appreciate, and benefit significantly from, highly individualised support from their teachers.
- Teachers plan assessments well. As a result, learners have a very good understanding of what they have achieved and what they specifically need to do to complete their qualification. Written feedback is rigorous and supports learners well in improving future work. Teachers are inspiring role models and challenge learners effectively to achieve the highest standards.
- The department provides very good support for learners. Learners' individual learning needs are quickly identified after initial assessment and effective support is provided where needed.

Learning mentors are outstanding in supporting learners with emotional and personal needs, such as housing requirements and problems with drug and alcohol misuse.

- The development of learners’ English and mathematics is very good. Staff skilfully analyse learners’ starting points in English and mathematics to build individualised learning programmes, and they link the teaching of functional skills very effectively to the hospitality and catering curriculum. Key terms relevant to the catering industry are explored with learners to ensure they understand and can use them correctly. Learners develop very good communication skills and deal with customers in the training restaurant in a highly professional manner.
- The monitoring of learners’ progress in review and development weeks is particularly effective; progress is planned and reviewed individually with learners to accelerate it as much as possible. Significant emphasis is placed on progress towards unit and full qualification achievement. Targets are challenging and aspirational and many learners work at a practical level that is higher than the level of course on which they are studying. However, in a minority of cases, targets are general and insufficiently specific to individual needs.
- Advice and guidance are outstanding; the majority of learners start on the correct course to meet their individual needs. Learners receive excellent advice from teachers regarding opportunities in the catering and hospitality industry.
- The majority of learners, through well-planned practical sessions, develop a good understanding of equality and diversity. In a small minority of lessons, equality and diversity are not sufficiently promoted or linked to vocational learning.

Visual arts and media Learning programmes for 16-18 Learning programmes for 19+	Good
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- Good teaching, learning and assessment lead to positive outcomes for learners, with most courses having success rates considerably above the national average. Learners make good progress and develop valuable social and personal skills because they receive excellent care, support and encouragement from staff.
- Learners and teachers have a very good relationship and learners enjoy their studies and benefit from working in an adult environment. Teachers develop learners’ trust and respect which build their self-esteem, and ensure learners have the confidence to ask for help when needed.
- The standard of learners’ work is good. Learners in media produce highly creative animated films and programme computer games confidently. Learners in television and film demonstrate higher order skills of analysis; in one lesson they produced short videos cleverly parodying the film *Psycho* and its themes of voyeurism and violence. Fashion students acquire valuable pattern-cutting skills and use these to produce stylish garments, while learners on the foundation course develop refined and sensitive life drawing skills.
- Teachers are enthusiastic and committed to ensuring that learners achieve. In the best lessons, learners are encouraged to complete assignments to a high standard and to meet deadlines. However, in a minority of lessons teachers do not challenge learners to complete assignments to the best of their ability by the deadline, but rely instead on learners improving their work later in the term.
- Teachers know their learners well and plan learning effectively to meet their needs. They provide close support and liaise well with dedicated staff to ensure that learners overcome barriers to learning and make progress comparable to their peers. Teachers monitor attendance and punctuality assiduously.
- Teachers use a variety of assessment methods which motivate learners well and support progress and progression. Assessment and feedback are fair and learners are confident they will

achieve their qualification. Learners work well independently because most teachers require learners to solve their own problems.

- Assignments are interesting and relevant to the lives of learners. In media, learners work enthusiastically and display excellent teamwork, learning effectively from each other. In art and design, learners master technology well and manipulate imagery confidently. In the best lessons, teachers ask learners challenging questions to check their understanding. However, in some lessons teachers do not check learning sufficiently well before moving on to new topics.
- Teachers in media use technology very effectively to check and extend learners' understanding and to stimulate debate on relevant current or contentious topics. Learners enjoy the speedy outcomes provided by this method, the diverse responses and the lively discussions that ensue.
- Teachers ensure learners understand the terms relevant to their industry and stress the importance of correct spelling and grammar.
- Most learners undertake work experience and develop good employability skills. They gain valuable insight into the world of work, and this, together with visits to higher education, provides a realistic view of potential career routes.
- Teachers design lively assignments which extend learners' understanding of equality and diversity and equip learners well for their future careers. In one lesson, learners expanded their understanding of stereotyping through role playing a job interview, where one learner adopted a particular race, culture, or disability; they then thoughtfully discussed the potential prejudices which might arise.

The effectiveness of leadership and management

Outstanding

- Leadership and management are outstanding. Since the previous inspection, the college has been transformed into an organisation with high aspirations. The Principal and management team are inspirational and determined to improve all aspects of college provision. They successfully promote high aspirations, expectations and ambitions to improve the prosperity and well-being of the college's local communities. Curriculum managers are very well supported and encouraged by senior managers to improve outcomes and the quality of provision within a clear management and performance framework.
- Governors are particularly effective in supporting and challenging the college management to improve. They successfully promote continuous and rapid improvement and hold the management team rigidly to account. Their knowledge of the college's strengths and weaknesses is comprehensive and they are actively involved in the self-assessment process. Governors represent and match the needs of learners and the local business community well. The college has strong links with external stakeholders, such as enterprise partnerships, and value these close working relationships in supporting the college and improving the provision.
- The management of staff performance is rigorous, comprehensive and particularly effective in raising outcomes and standards. The use of data and management information to improve provision is outstanding. The mission and drive for improvement have been successfully communicated and staff are enthusiastic and learners highly motivated. All staff are held accountable for meeting the needs of most learners successfully. Subcontracted provision is managed particularly well, and this plays an essential role in meeting the college's strategic aims.
- Senior managers have an accurate picture of the quality of teaching and learning and have not shirked from their responsibilities towards dealing with less effective teachers and managers. Support for staff is very well managed and the sharing of best practice in some curriculum areas contributes well to the development of teachers' professional development. As recognised by the college, although there have been significant improvements in teaching and learning, a significant minority of lessons still requires improvement.

- Since the previous inspection, the college has developed excellent quality improvement arrangements. Self-assessment is comprehensive, inclusive, evaluative and accurately judges the quality of provision. Targets are ambitious and realistic and the monitoring of improvement is relentless and comprehensive. Areas for improvement from the previous inspection have been effectively tackled.
- The college makes excellent use of the views of its learners in improving the quality of its provision. The high profile of the Principal around the college and his persistent and determined enquiry ensure learners' views are constantly central to the success of the college.
- The college continually and skilfully reviews and revises its curriculum to meet the needs of learners and the local community more effectively. A broad curriculum offers learners good progression opportunities. Themes related to employability are actively pursued and reinforced in most programme areas through the excellent links with employers. Extra-curricular activities are extensive and effective in developing learners' skills and knowledge.
- Arrangements for keeping learners safe are good. The proactive role of governors, managers and all staff in ensuring the health and well-being of learners is particularly effective. The services offered by learning mentors to protect and support learners at risk are outstanding and ensure that most achieve their learning goals. Links with local agencies are good and the college exceeds legal and government requirements in its arrangements, with a clearly stated priority to do what is necessary to safeguard all learners.
- The management of equality and diversity is particularly effective. Robust analysis of data about learners' outcomes, with actions taken, has significantly tackled any gaps in achievement between particular groups and their peers. Learners' equality and diversity forums actively support various minority groups to gain confidence and interact more effectively with the college's mainstream activities. Active implementation of up-to-date policies and procedures ensures that the college meets its obligations.

Record of Main Findings (RMF)**Basingstoke College of Technology**

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning
	Overall effectiveness	2	2	2	2
Outcomes for learners	2	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2	2
The effectiveness of leadership and management	1	1	1	1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Engineering	2
Motor Vehicle	2
Hairdressing and beauty therapy	2
Hospitality and catering	1
Visual Arts	2
Media and communication	2

Provider details

Basingstoke College of Technology	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 2299
	Part-time: 8641
Principal/CEO	Anthony Bravo
Date of previous inspection	June 2009
Website address	www.bcot.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	355	40	524	70	978	188	16	27
Part-time	1371	3220	483	1835	71	654	4	267
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	190	745	78	263	0	3		
Number of learners aged 14-16	202							
Number of community learners	613							
Number of employability learners	739							
Funding received from	Education Funding Agency (EFA), Skills Funding Agency (SFA), European Social Fund (ESF), Higher Education Funding Council for England (HEFCE)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Lean Education and Development Group (LEAD) ■ GDR Solutions (UK) Limited ■ BILM Limited ■ Smarter Training Group Limited ■ Training Associates (Surrey) 							

Additional socio-economic information

The college is the main provider of further education in Basingstoke, attracting learners from the town and surrounding areas. According to the 2011 census, the proportion of minority ethnic residents in the local population is below average; however, the college has a culturally and ethnically diverse cohort of learners. In 2012, the proportion of pupils in the 11 Basingstoke secondary schools attaining five GCSEs at grades A* to C, including English and mathematics, was slightly below England averages. The proportion of residents qualified to intermediate level is similar to the South East of England averages. The unemployment rate of 5.3% is below the national and South East of England rate. The town is ranked 272 in the 2010 index of multiple deprivation.

Information about this inspection

Lead inspector

Anita Pyrkotsch-Jones HMI

Four of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the deputy principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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