

# Bournville College of Further Education

General further education college

## Inspection dates

20–23 September 2016

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	16 to 19 study programmes	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>	Adult learning programmes	<b>Good</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>	Apprenticeships	<b>Inadequate</b>
Outcomes for learners	<b>Requires improvement</b>	Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection			<b>Good</b>

## Summary of key findings

### This is a provider that requires improvement

- Managers do not currently have sufficiently detailed information about learners' progress and achievements in 2015/16 to enable them to direct their improvement actions where they are most needed.
- Despite significant improvements in 2015/16, too few apprentices achieve their qualifications within the planned timescale.
- Attendance is low on too many courses, including in mathematics and English lessons and at off-the-job training sessions for apprentices.
- Leaders and managers have not ensured that teaching, learning and assessment are consistently good across all subjects and courses.
- Managers and assessors do not sufficiently monitor the progress that apprentices make and do not take rapid enough action to support those who have already exceeded, or are at risk of exceeding, the planned timescale.
- Quality improvement plans do not drive improvements quickly enough or convey a sufficient sense of urgency.

### The provider has the following strengths

- Provision for learners with high needs is good and supports them well to develop their independence and progress into employment where appropriate.
- Carefully planned and directed adult learning courses very effectively meet the needs of those who are at risk of disadvantage and support them into higher education or employment.
- Many learners benefit from participating in enrichment opportunities that raise their confidence and prepare them well for life and work in diverse cultures.
- Effective leadership at all levels in the college has successfully maintained provision and staff morale and minimised the negative impact on learners at a time of significant upheaval, and previous uncertainty over the future of the college.
- The recent management cultural change has successfully refocused the efforts of managers on improving the quality of teaching, learning and assessment and the experience of the learners.

## Full report

### Information about the provider

- Bournville College is a general further education college in Longbridge, south-west Birmingham. It serves an area with higher than average unemployment and high levels of social disadvantage that is undergoing significant and rapid regeneration.
- The college is in the final stages of a planned merger with South and City College Birmingham (SCCB). Most of the senior managers and the whole senior leadership team work across the federation of the two colleges. At the time of the inspection, Bournville College management information systems were in the process of being merged into those of SCCB.

### What does the provider need to do to improve further?

- Rapidly increase apprenticeship achievement rates within the planned timescale by:
  - ensuring that assessors are regularly held to account for the progress of their apprentices and that managers set specific, time-bound targets for progress by the next meeting to ensure that those at risk of not achieving on time are given targeted support
  - involving employers more effectively in progress reviews so that they can identify opportunities to help apprentices record evidence of their competence more frequently
  - linking off-the-job training more effectively to apprentices' on-the-job training and growing experience at work so that they reduce unnecessary duplication in what is being taught and improve attendance at college.
- Improve learners' attendance, particularly in mathematics and English lessons and in academic tutorials, by drawing on the existing good practice in the new federation group.
- Complete the transfer of learners' records to the new college information management system so that managers have access to accurate and detailed records of learners' progress and achievements.
- Ensure that quality improvement plans include specific, measurable, time-bound targets and intermediate milestones so that leaders and managers can rapidly drive improvements in teaching, learning and assessment for study programme learners and apprentices.
- Ensure that action planning arising from risk assessment in relation to the 'Prevent' duty captures more specifically the progress made against key actions.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Senior leaders at the college have worked well with their counterparts at South and City College Birmingham (SCCB) to implement successfully a number of joint strategies. These have helped both colleges to move forward together effectively in a federated status prior to an anticipated merger next year. Progress to integrate systems and to make use of best practice and management expertise from both colleges has been swift, while ensuring that Bournville College retains its local identity and continues to recruit strongly from its main target groups of learners.
- Prior to 2015/16, the leadership of the college focused too heavily on generating business and income and not enough on the quality of the learners' experience. Subsequent measures taken to deal with a number of serious financial issues were ineffective, leading to external intervention and the removal of a number of senior leaders and governors. Significant staff reductions and cost savings inhibited any scope for improvement.
- Plans are now in place to secure financial stability. The interim principal of the newly federated college (the principal of SCCB) has strong financial expertise and the support of a confident and skilled management team with a proven track record of turning around insolvent colleges and carrying out successful mergers.
- Restructuring of the senior leadership team over the past 18 months has resulted in a number of good management appointments and a stronger focus on the quality of teaching and learning. Any negative impact on learners of the very significant financial pressures, high staff turnover and uncertainty in areas of the college has been mitigated by skilful strategies employed in the management of change. However, much work remains to improve the consistency of the learners' experiences and performance across different types of the provision.
- The ability of managers to receive timely data on learners' outcomes in 2015/16 has been hindered by the merging of the two colleges' data systems. However, they have been able to make predictions about achievement rates based on detailed data generated at course level. This data shows clear evidence of some high-performing curriculum areas with good attendance, but others where this is not the case.
- Decisive performance management has dealt effectively with a number of underachieving areas of the provision and helped to optimise learners' outcomes, despite concerns earlier in the year over poor retention on a number of courses. Intervention strategies have been similarly successful in lessening concerns about the predicted performance of curriculum areas such as 'access to higher education'.
- Senior leaders have instigated a clear curriculum planning process to bring together and integrate the courses at the two colleges and to create clear pathways for progression. They have a very good knowledge of local skills gaps and potential growth areas because of effective links with employers. Plans to avoid duplication, while also acknowledging learners' travel-to-learn patterns across Birmingham, have ensured that learners can still have access to provision within their local area. Senior managers are clear about the particular strengths of the provision at each college and where resources are of the highest standard to benefit learners from across all sites.

- Actions put in place in 2015/16 have started to help managers gain a more accurate view of the quality of teaching and learning. They have more confidence in the system of ungraded observations and teachers see it as a more developmental process. While very little teaching is poor, not enough is of consistently high quality.
- Performance management of teachers through formal appraisals focuses very effectively on how they will improve their classroom practice. Managers use the evidence from observations of lessons to assess accurately teachers' strengths and areas for development in teaching and assessment, and what they need to do to improve. Targets set for teachers are realistic and helpful to their improvement. Action plans for underperforming teachers following appraisal are detailed and in many instances have a positive impact on their classroom practice.
- Quality improvement planning is insufficiently rigorous to bring about consistent improvement across the provision. Actions identified are too imprecise to resolve key weaknesses and focus too much on the introduction of new procedures and the monitoring of key processes, rather than on improving those aspects of teaching, learning and assessment that would have the most impact on, for example, learners' achievements and attendance.

### **The governance of the provider**

- Governors hold senior leaders to account well in a number of ways, particularly regarding the clarity of many of the reports they receive. The focus on safeguarding, equality and diversity at committee and full corporation meetings is strong. Learner governors make particularly effective contributions in promoting the views of their peers and suggesting how their experiences at college might be improved.
- The governing body is very actively involved in setting the future strategy for the federated college and in discussions regarding the rationalisation of the curriculum. New appointments have strengthened the range of skills and expertise of the corporation.
- Governors have a realistic view of their own performance and the impact they have on learners' outcomes at the college. Governors' own self-assessment is rigorous and identifies areas for improvement accurately. These include the need for more precise information about in-year progress of different areas of the curriculum and expected learners' achievements. Governors recognise that they do not currently have a sufficiently detailed knowledge of the college's strengths and areas for improvement or of whether previous weaknesses have been resolved.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The college has good links with external agencies to support vulnerable learners who are most at risk of withdrawing from their studies and to counteract the threats to learners' well-being that are most prevalent in the local area. Learners adhere closely to college rules in wearing identification badges at all times while at college; security teams are highly visible and effective in controlling access to the campus.

- Procedures in place to identify and support learners at risk of harm are rigorous. The safeguarding team's actions to deal with disclosures are well considered and appropriate. Summary reports on safeguarding provide managers and governors with sufficient detail about all aspects of safeguarding across the college. Subsequent training for the safeguarding team and for teachers reflects the key themes arising from the reports as well as specific areas of concern locally, such as child sexual exploitation and female genital mutilation.
- Leaders and managers have kept themselves well informed with regard to the 'Prevent' duty. However, the college's 'Prevent' duty risk assessment and action plan do not accurately identify progress against a number of key actions, many of which are just described as 'ongoing'. The safeguarding team ensures that all learners, staff and governors receive training on the risks posed by extremist views and radicalisation, and on how to refer any suspicions they may have to the appropriate authorities.
- Comprehensive recruitment checks have been carried out on staff, contractors and volunteers, but managers have not included the governing body in the process. Key information technology (IT) policies for staff and learners previously made no reference to the 'Prevent' duty, but have now been subsumed within those of the partner college, which do refer to the college's duties in this regard.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching, learning and assessment are of too variable quality for learners on study programmes and for apprentices, but good for adult learners and for those with high needs. In the most effective cases, teachers plan learning well, make very good use of information learning technology (ILT) to enhance learning and deploy strategies that maintain learners' interest and engagement, helping them to make appropriate progress in their learning.
- Teachers make good use of thorough initial assessment information to match the prior attainment of learners in lessons. However, in a small minority of lessons for learners with high needs, teachers do not personalise work sufficiently well. In a few level 3 lessons, teachers fail to challenge the most able learners.
- Careers advice and guidance arrangements are good, with careers advisers running advice sessions during induction, tutorials and throughout the programme. Level 3 learners receive good support with university applications. Learners are able to articulate their next steps and have a clear idea about career progression. However, apprentices seldom make use of the careers advice or support available.
- Teachers make effective use of electronic individual learning plans to record targets and progress, though there is too much variation in the quality of targets for these to be fully effective in promoting learners' progress. Learners on A-level courses know their target grades and are able to articulate what they have to do to gain those grades.

- The assessment of learners' work helps them to identify their strengths and weaknesses and to make improvements in their performance. The quality and usefulness of verbal feedback vary considerably between different programmes, with some of the best seen in programmes for adults and learners with high needs, where tutors foster appropriately high but realistic expectations of learners, taking into account individual barriers to learning and achievement. On study programmes, teachers' feedback is often lacking in sufficient detail to help learners improve.
- Teachers correct errors in spelling and punctuation but do not do so consistently, particularly on apprenticeship and study programmes. The development of high-level specialist and technical language for learners on A-level, AS-level and access courses is good.
- The development of employability skills is a particular strength of the college. Apprentices quickly become indispensable to their company's workforce. Teachers integrate employability topics very effectively with the main programme of study across most subject areas. The tutorial programme for full-time learners is effective in promoting employability skills. Managers run an annual 'progression week', which involves a very wide range of local employers. Learners are introduced to a number of career opportunities and to the possibility of internal progression and qualifications necessary to enter their chosen career. However, teachers have not secured work experience for a minority of learners on study programmes; planned supported internships for learners with high needs are not yet in place.
- The provision of additional support to help learners who have special educational needs is effective. Teachers work effectively with learning support assistants to help those learners who require support in lessons. Signers support learners with hearing impairment. However, teachers often provide additional learning support for apprentices too late in the programme, which slows their progress.
- The promotion of learners' understanding of the concepts of equality and diversity through teaching and learning is good and particularly strong in programmes for adult learners. Induction for full-time learners includes good coverage of how to stay safe online, bullying, fundamental British values and the risks of extremism and radical ideologies under the 'Prevent' duty. Teachers provide lessons and group tutorials on these topics in stages over several weeks to improve the likelihood of learners remembering what they have learned. However, coverage of these topics on apprenticeship programmes is too patchy and inconsistent to be good.

## Personal development, behaviour and welfare

## Requires improvement

- Although teachers continually remind learners of the importance of regular attendance and being punctual and ready to learn, attendance is too low on many courses. This has a particularly negative impact on learners' progress in mathematics and English lessons and their development of these essential skills. Poor attendance by some learners for tutorial sessions means that they do not discuss their work or targets regularly enough or in enough detail with teachers to ensure that they make the full amount of progress that is within their capability. Attendance on off-the-job training sessions for apprentices is particularly low.

- Learners on most courses are well prepared for employment and the demands of the workplace through a good range of activities with a strong focus on developing employability skills. They make good use of the readily available advice and guidance service and regular events such as progression week to plan their next steps to further training, higher education or employment. They are proud of the skills they develop in college; apprentices are proud of the contribution they make to their employers' businesses.
- Learners on courses where there is a specific requirement for external work experience gain further skills and experience as a result of the well-chosen employer links, but overall too few learners are able to take up opportunities for an external work placement that is linked to their course or planned destination.
- Learners understand well the importance of keeping safe when using the internet or social media sites and are aware of the steps college staff take to protect them from inadvertently accessing inappropriate sites. Most are aware of the potential dangers associated with radicalisation and extremism in their many forms. Newly recruited learners are more able to explain how they can keep themselves safe from these risks than those who were introduced to these concepts last year. Adult learners respond particularly well to the culture of mutual respect and tolerance that their teachers establish in the first weeks of their courses. This is a result of the routine integration into lessons and assignments of the importance of equality and diversity and the impact on people when they are disadvantaged.

## Outcomes for learners

## Requires improvement

- Achievement rates across all provision types declined following the previous inspection to slightly below national rates for learners aged 16 to 18 and adults, and to poor levels for apprenticeships in 2014/15. For learners aged 16 to 18, there was much variation in 2014/15 achievement rates between different subjects, with learners on foundation courses achieving at the lowest rate. Overall, female learners did better than males, learners who have learning difficulties and/or disabilities did less well than their peers, and learners of Asian heritage outperformed their peers. College managers' unvalidated 2015/16 data indicates that there is still too much variation in achievement rates in different courses and subjects but that far more foundation learners achieved their qualification in 2015/16 than in the previous year. Too many learners are unsure about what targets they have been set or how their teachers monitor their progress through the year.
- Overall achievement rates for apprenticeships in 2015/16 recovered well from the steep decline in 2014/15 but were still just below national rates. Timely achievement rates also recovered but less strongly and remained more than 20 percentage points below the national rate. Improvements in overall achievement rates across the range of age groups, levels of apprenticeships and subject areas were too uneven to be good. Performance for advanced apprentices aged 16 to 18 declined. In construction, and leisure, travel and tourism, achievement rates declined from well above national rates to well below. Apprentices who have learning difficulties and/or disabilities achieved much better in 2015/16 than in the previous year but still less well than their peers.

- The achievement of grades A\*–C in GCSE English in 2014/15, both for learners aged 16 to 18 and adults, was above the national rate. The achievement rates in mathematics were lower but still above the very low national rates for both age groups. Leaders' own data for 2015/16 indicates that achievement rates are slightly lower than in the previous year although the number of learners taking the qualifications is much greater.
- Learners enjoy being in college and the majority make good progress from their starting points. They develop the skills and knowledge that enable the majority to progress to further courses or move into employment. Apprentices become more confident and self-assured as they move through their course and develop skills that their employers value and reward with additional responsibilities or promotion. Apprentices develop good customer care skills, particularly in business, motor vehicle engineering and construction. Apprentices can work with minimal supervision and have good problem-solving skills. In early years, learners plan lessons thoroughly to develop pre-school children's literacy and number skills.
- Learners who have severe and complex special educational needs and/or disabilities gain good skills to support them to live independently and progress to further learning or employment.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- The college provides programmes of study for approximately 2,400 learners aged 16 to 18 from entry level to level 3 in most subject areas. The largest areas are health and care, sport, arts and media, engineering, construction, and foundation studies.
- Teachers do not use questions sufficiently well to check learning reliably and extend learners' knowledge or understanding. Too often teachers allow more assertive learners to dominate question-and-answer sessions and do not ensure that all the learners are able to contribute and demonstrate what they know.
- Not all teachers in vocational areas reinforce English or mathematical skills in their lessons. Learners are unaware of how well they are developing English and mathematical skills as part of their vocational learning or how these skills are used in the workplace. For example, in construction, learners measuring lengths and angles during bricklaying tasks or bending copper pipe to specific angles in plumbing were not able to link these activities to mathematical skills. Teachers do not consistently take opportunities to help learners practise the spelling of key words or technical terminology.
- Learners who have achieved a GCSE at grade C or above in English or mathematics are not encouraged to continue to develop these skills to a higher level. This has a particular impact for engineering learners, for example, who are not offered the opportunity to take additional mathematics qualifications that would support their progression into higher education or employment.
- Teachers prepare learners well for the workplace, including through self-employment, and demonstrate good subject knowledge and up-to-date industry expertise. They reinforce the importance of employability skills well through discussions of real-life scenarios and video clips, such as on the benefits of volunteering and taking up membership of

professional bodies such as the Institution of Engineering and Technology. Learners understand well the importance of gaining English and mathematics qualifications and they value the opportunities to talk to employers during the annual employability week. However, too few learners have the opportunity to do an external work placement as part of their study programme and there is too much variation in how well managers have planned placements for the current year.

- Teachers use ILT in both theory and practical teaching well to promote independent learning skills, which are valuable for learners' next steps into employment or further study. Learners demonstrate proficiency in using ILT in line with industry expectations, such as on a level 3 extended music diploma, where they linked tablet computers and keyboards to an interactive white-board to respond to set questions and then created their own melodies using industry-standard software.
- Teachers integrate the concepts of fundamental British values, equality and diversity very well in the majority of sessions as well as in tutorial discussions. For example, in travel and tourism, learners were able to articulate the possible consequences of not understanding clients' needs and diverse backgrounds when planning trips or booking accommodation or facilities. In sport, learners showed careful consideration for adaptations needed for fitness routines for athletes who have disabilities.

## Adult learning programmes

**Good**

- Around 1,600 learners currently attend full-time or part-time adult learning programmes in over 15 curriculum areas from entry level to level 3 across the college. The main subject areas are access to higher education (health), foundation studies and employability training.
- Teachers have appropriately high expectations of their learners. Staff ensure that all learning activities help learners to develop good employability skills and attitudes, including effective use of English and mathematics. In practical skills lessons, learners quickly learn to adopt industry standards of conduct and safe practices in salons and workshops. Teachers encourage learners to aim at their highest realistic grade and to think of their ultimate goal in setting targets.
- Teachers have a good understanding of the different ways that individual adults learn best, and devise learning activities that stimulate and inspire learners to build on their strengths. Staff give encouraging and supportive verbal feedback to individuals and to groups to reinforce the concept of teamwork. Lessons are lively, entertaining and thought provoking. Learners ask and answer questions readily, offer suggestions, work well together and greatly enjoy their learning.
- The development of learners' understanding of equality and diversity is central to many lessons and prepares learners well for employment. In one lesson early on in the course, for example, learners in a health and social care diploma group discussed the effects on people's health of experiences of discrimination. Learners develop their understanding of fundamental British values well.
- Support for learners is very effective. Learners' attendance and progress are carefully tracked and their programmes are adapted, for example, when they need extra help to succeed on their current course or a more demanding qualification for their chosen higher

education course.

- The programme of courses for adults is well structured. Access and pre-access courses for adults at the college are carefully designed for learners wanting better qualifications or a good preparation for further training or employment through skills-based courses. Work-based sector academy courses devised jointly with employers successfully support the majority of participants into local work vacancies. The college's community programme provides a supportive start for adults just starting to return to learning.
- Adult learners develop a good understanding of how to keep safe personally and when using the internet. They feel completely safe in college, where they value the presence and courtesy of the security staff as well as the discreetly placed CCTV. The atmosphere in college is friendly, calm, purposeful and respectful of others.
- The extent to which teachers ensure that all learners are able to participate fully in lessons and check their understanding is too uneven to be good. Teachers' use of questioning does not ensure the participation of quieter learners. This is particularly difficult in the cases where managers have yet to reorganise very large classes where learners are continuing to enrol in the second and third week of term. In a minority of courses, teachers are not sufficiently aware of the small numbers of learners who clearly struggle to understand mathematical formulas, calculations or concepts.

## Apprenticeships

## Inadequate

- The college has 1,188 apprentices currently on programme, of whom 203 are advanced apprentices, and 481 are higher apprentices. Some 809 are being trained and assessed by subcontractors. The vast majority are on health and social care, business administration and engineering programmes, with smaller numbers following programmes in retail, construction, and education and training.
- Too many apprentices do not achieve their qualification within the planned timescale. Newly appointed managers have conducted a detailed analysis of the reasons for historic poor performance, but have yet to improve the systems for recording apprentices' progress and monitoring the quality of provision. Assessment is too infrequent and often starts too late in the programme to ensure that apprentices achieve within the planned timescale. Managers do not have an accurate overview of apprentices' progress. Assessors are not sufficiently held to account where progress is slow.
- Assessors do not set precise enough targets or discuss apprentices' progress rigorously enough in progress reviews, to motivate them to meet their full potential and achieve their qualification as rapidly as possible. Managers have not yet involved employers sufficiently in training and assessment plans to link on- and off-the-job training more effectively. Few employers contribute to progress reviews and as a result many do not have a clear enough understanding of their apprentices' progress.
- Much off-the-job training requires improvement. Teachers do not always link theory well enough to apprentices' experiences in the workplace. Teachers do not take individual apprentices' starting points into account when planning learning. Feedback on work is often encouraging but does not identify the specific areas apprentices need to work on to improve their knowledge or skills. Questioning during training and assessment often confirms knowledge and understanding but does not pose sufficient challenge for the

most able apprentices or develop problem-solving skills.

- Apprentices develop spoken English, IT and mathematical skills to meet the minimum levels expected for their framework, but they develop their written skills too slowly. Additional help is available in the college for those who need it, but English skills are not practised sufficiently in the workplace. Too little of the apprentices' written work is of an appropriate standard, as assessors seldom correct poor spelling, punctuation or grammar.
- Managers have identified many apprentices who did not complete in previous years, but remain in employment. Managers and assessors are working with these apprentices to enable them to complete the few missing components of their frameworks and thus achieve their full apprenticeship qualification. Apprentices and their employers appreciate this commitment from college staff.
- Training in the workplace is often good. Supervisors use their knowledge and experience well to develop apprentices' occupational skills. Additional specialist training is provided in the workplace through short industry or legislative updates or online learning packages. For example, business administration apprentices in a hospital setting attend specialist training in medical terminology. Many apprentices benefit from working in different departments, particularly in larger organisations, which helps them to make rapid progress and choose appropriate career paths.
- Apprentices have a good knowledge of health and safety relevant to their workplace and sector, but do not discuss wider safeguarding matters with their assessors; most apprentices have only a basic understanding of the potential risks posed by radicalisation or extremism.

### Provision for learners with high needs

**Good**

- The college has 29 learners on programmes specifically designed for learners with high needs. A further 58 learners are on programmes across the college from entry to advanced level. Learners with high needs are funded by five local authorities bordering the college.
- Staff manage the transition into college very effectively for learners with high needs. Managers work very well with a wide range of local organisations over time and work closely with families and carers to prepare learners for college. Learners attend open days in college holiday periods, taster sessions and part-time provision to build up their confidence and knowledge of the college prior to joining their courses. Teachers from one local school bring pupils into college for some of their lessons to support transition.
- Partnership working with Birmingham's access to education team provides weekly on-site support from a specialist teacher for learners with a visual impairment and specialist training for staff throughout the year. Learning support staff provide a wide range of regular training events across the college for all staff to ensure a better understanding of learners' needs and the difficulties they face.
- As learners build their confidence, they begin to manage their own support needs, reducing support levels and becoming more independent learners in preparation for transition to higher education, work or independent living. However, managers have yet to develop a supported internship programme for learners who are not ready for full

employment.

- Specialist staff provide effective support to teachers across the college to ensure continuity of approaches when learners progress to courses not specifically designed for learners with high needs. This ensures that teachers can make any reasonable adjustments to teaching practices and that resources are adapted if required to support learners effectively. One learner in hairdressing has access to a secure locker to store her equipment in the salon area, avoiding excessive carrying of heavy bags.
- Teachers have high expectations of learners and promote a 'can do' approach through well-planned sessions. Through highly effective questioning, they motivate and draw out learners' understanding, encourage reflection and recognise prior learning. Teachers incorporate a strong focus on building transferable skills for life and employment in the vast majority of lessons.
- Teachers introduce a wide range of activities promoting e-safety, how to combat bullying and the risks associated with radicalisation and extremism during an extended induction at the beginning of the year. Tutorials and whole-college campaigns reinforce key messages throughout the year to enable learners to assimilate information effectively.
- Learners make good progress over time, with a majority of learners progressing to provision not specifically designed for learners with high needs, or higher level programmes. They regularly access independent careers guidance to ensure clear and realistic plans for the future. Managers track learners' progression effectively and the college knows the destinations for most learners from last year. Transition out of the college for learners moving on to their next steps in learning or employment is well managed, and support needs are shared with other providers. The number of adult learners who repeatedly return to college to take the same or similar courses rather than move on to more appropriate activities is rapidly being reduced, although managers recognise that they still need to do more.
- Many learners benefit from the wide range of enrichment activities for all college learners. The cinema incorporates lower lighting and sound levels, providing a more accessible environment particularly for learners with heightened sensory awareness. Gym staff have met with physiotherapists to ensure that they are able to adopt specialist approaches to meeting learners' individual needs.
- Learners improve their social and communication skills through a range of well-planned and managed practical activities that incorporate transferable skills for the workplace. For example, a team of learners ran a stand in the main concourse promoting British values and asked other learners what they understand by the term; groups of horticulture learners attended a BBC Gardeners' World show at the nearby National Exhibition Centre, winning a silver award for the stand they presented.

## Provider details

Unique reference number	130459
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	8,626
Principal	Mike Hopkins
Telephone number	0121 4771300
Website	<a href="http://www.bournville.ac.uk">www.bournville.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	585	372	748	597	1,094	647	16	109
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	146	358	45	158	0	481		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	87							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Access Skills Ltd The NVQ Training Centre Ltd Nordic Pioneer Ltd Amber Train Ltd Community Connect Foundation University Hospital Birmingham NHS Foundation Trust Midland Technical Services Ltd Phoenix Training Services (Midlands) Ltd							

## Information about this inspection

The inspection team was assisted by the vice-principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

### Inspection team

Nick Gadfield, lead inspector	Her Majesty's Inspector
Jai Sharda	Her Majesty's Inspector
Pippa Wainwright	Ofsted Inspector
Richard Moore	Ofsted Inspector
Terri Williams	Ofsted Inspector
Lesley Talbot-Strettle	Ofsted Inspector
Charlotte Corfield	Ofsted Inspector
Martin Bennett	Ofsted Inspector

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### **Employer View**

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