



Basingstoke College of Technology

Re-inspection report

Audience Post-sixteen	Published TBC	Provider reference 130688
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Introduction

Basingstoke College of Technology was inspected in February 2005. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in construction which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory construction was re-inspected on 25-26 April 2006. The outcomes of the re-inspection are as follows.

Curriculum/WBL area/CIF aspect	Original grade	Re-inspection grade
Construction	4	2

Context

The college offers a range of both craft and technical courses at foundation, intermediate and advanced levels. Current programmes include painting and decorating, trowel occupations, carpentry and joinery, plumbing and electrical installation. There is also a newly introduced course in interior systems. The college also offers technician courses at both higher and national levels. At the time of inspection, there were 246 learners on full-time and 614 learners on part-time courses. During the re-inspection WBL was not inspected.

Strengths

- *High success rates on foundation courses*
- *Effective use of visual aids in teacher demonstrations*
- *Good leadership and management*

Areas for improvement

- *Low success rates on plumbing level 2 courses*
- *Insufficient monitoring of students' work in theory lessons*
- *Limited work experience opportunities for full-time learners*

Achievement and standards

Success rates on foundation programmes are high. Pass rates on many courses have improved to above national averages. For example, pass rates on the Construction Award in 2002/03 were 60% and by 2004/5 had risen to 75%, well above the national average of 48%. Retention rates are also above national averages on most courses. Success rates on the NVQ2 in plumbing are low and have declined to 29% in 2004/05. Most learners that take key skill qualifications achieve them.

Quality of provision

Lessons are well planned and use a variety of activities in both theory and practical sessions. They clearly outline what learners are expected to achieve. In theory lessons, teachers effectively use visual aids to underpin key learning. For example, in a scaffolding lesson the teacher was able to construct a section of a putlog scaffold, using industrial standard fitting, whilst checking learning by questioning. Under close supervision, the learners were then able to construct low level scaffolding in a practical lesson. However, much work produced by learners in theory lessons is not scrutinised sufficiently closely or regularly. Too many drawings are poorly annotated and make no attempt to use correct drawing equipment. Attendance monitoring is effective. Although work experience is provided for interior systems learners there are limited opportunities for full-time learners to participate.

Leadership and management

Leadership and management are good. There is a clear focus on continuous improvement. Regular team meetings, with student representatives, ensure issues relating to student concerns are discussed and action taken. Course reviews are robust and inform self-assessment. Newly appointed teachers shadow experienced staff, as part of a continuous programme of developing their teaching skills.