

MONITORING INSPECTION OF BOLTON COMMUNITY COLLEGE

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Outcome of monitoring inspection

The overall provision in the curriculum areas of **engineering** and **hospitality and catering** are now **satisfactory**.

Background

Ofsted and the ALI have particular duties in relation to colleges where their inspection report indicates that individual curriculum areas are unsatisfactory or very weak or that leadership and management are unsatisfactory or very weak. Where a college has been judged to have less than satisfactory provision in any curriculum area, or less than satisfactory leadership and management, Ofsted or the ALI will visit the college to carry out monitoring inspections of any unsatisfactory curriculum areas and of leadership and management, where applicable.

As a result of monitoring inspections, inspectors may judge that the curriculum area or areas, or leadership and management, are satisfactory and that no further visits are required. Such a judgement is likely to be made between 12 and 24 months after the initial inspection. A short report outlining the improvements made will be published on the Ofsted website alongside the original report. If, after approximately 24 months, the college has not made sufficient progress to justify a judgement that the curriculum area(s) or leadership and management are satisfactory, the original grades for the areas that continue to be unsatisfactory will remain on the college's record until the next full inspection. Ofsted will inform the local LSC that provision remains unsatisfactory and why.

Dates of monitoring inspections

In accordance with the above procedures, monitoring inspections of Bolton Community College took place on 13 and 14 June 2002, 19 and 20 November 2002, and 1 and 2 April 2003.

Engineering

In the October / November 2001 inspection, the quality of overall provision in this area was judged to be unsatisfactory. The following strengths and weaknesses were identified in the inspection report:

Strengths

- management of work-based learning
- integration of key skills with motor vehicle programmes
- good motor vehicle resources
- productive links with industry
- high standards in practical work.

Weaknesses

- retention rates on many courses
- unsatisfactory pass rates
- inadequate learning support to meet identified learner needs
- poor tutorial provision on electronic programmes
- inappropriate entry-level programmes.

The quality of initial advice and guidance has improved and there are more opportunities for prospective students to sample college courses prior to enrolment. The quality of teaching has

improved since the inspection. Staff development has helped teachers to identify reasons for poor retention. A 'retention' worker supports students identified as 'at risk'. At the time of the final re-inspection monitoring visit, college data showed 20 out of 22 classes in motor vehicle had in-year retention rates above 87%. The average attendance at lessons observed was 90%. Pass rates were slightly higher in 2001/2002 than in 2000/01. However, framework completion rates for modern apprenticeships remain poor. The quality of learning support is good and more students use it. At the time of the final re-inspection monitoring visit, 43 of the 347 engineering students were receiving support. Tutors hold progress reviews with individual students every six weeks. Electronics programmes are no longer offered. However, all tutorials observed in engineering were at least satisfactory. Some inappropriate entry-level programmes have been withdrawn and replaced by other courses, which better meet the needs of students. For example, a new ABC motor vehicle course recruited 25 students, most deemed 'at risk' and many with social and personal problems. The course is well taught and students produce work of high standard.

Following the monitoring inspections, inspectors judged that progress has been made in addressing the above weaknesses and that the overall provision in the curriculum area of engineering is now **satisfactory**.

Hospitality and catering

In the October / November 2001 inspection, the quality of overall provision in this area was judged to be unsatisfactory. The following strengths and weaknesses were identified in the inspection report:

Strengths

- flexible timetabling arrangements for students
- good work placements
- effective induction for full-time students.

Weaknesses

- out-of-date resources and equipment
- aspects of curriculum management
- unimaginative teaching in practical lessons

- poor pass rates on NVQ level 1 food preparation and NVQ level 2 food service.

The restaurant has been refurbished and new equipment installed. A new fast food area has opened. There is a wide range of up-to-date catering books and other learning materials. However, ICT is not used in teaching and learning and there are no interactive IT based learning programmes. The internal verification system is effective. Teachers regularly monitor targets for retention and achievement. Work-based learning is well managed. All full-time teachers are observed through the lesson observation scheme. Students' views are sought and acted upon. However, the delivery of key skills is not well managed and some basic skills students are also required to attend key skills sessions. Schemes of work and lesson plans are comprehensive. Well-known chefs from industry work with students. Practical lessons are well taught. Students must prepare and present food in contemporary styles. They take part in a wide variety of theme evenings. Their practical work is of a high standard. All full-time students undertake two weeks work experience, and there is a student exchange with a college in France. However, in the training restaurant the ratio of customers to students is low. Retention and pass rates on NVQ level 1 food preparation were significantly above the national averages in 2001/2002. At the time of the final re-inspection monitoring visit, college data on in-year retention rates showed significant improvement on NVQ level 2 food service compared with 2001/2002. All unauthorised absentees are contacted by telephone the same day.

Following the monitoring inspections, inspectors judged that progress has been made in addressing the above weaknesses and that the overall provision in the curriculum area of hospitality and catering is now **satisfactory**.