

Accrington and Rossendale College

General further education college

Inspection dates	10–13 May 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Requires improvement
16 to 19 study programmes	Requires improvement
Adult learning programmes	Good
Apprenticeships	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings

This is a provider that requires improvement

- Too few learners on study programmes successfully achieve their qualifications.
- Too many apprentices do not complete their apprenticeship as they do not make swift enough progress through all aspects of their frameworks; too few complete within the planned timescale.
- Too few learners attend their English and mathematics classes, achieve their qualifications or develop their skills in English and mathematics quickly enough.
- Governors were slow to identify and challenge managers about the significant decline in learner outcomes in 2014/15.
- Learners, particularly the most able, are not challenged sufficiently by teachers in their learning and do not reach their full potential.
- Actions taken by leaders and managers to improve teaching, learning and assessment and outcomes for learners have been too slow and have not yet made sufficient impact in improving the quality of provision.
- Teaching, learning and assessment are not of a consistently high standard to enable all learners to make the progress expected of them. As a result, too few learners achieve their targets.

The provider has the following strengths

- Learners develop good personal, social and work-related skills which prepare them well for their next steps.
- The college's provision for adult learners meets the needs of the local community well, particularly the most disadvantaged.
- Learners benefit from very good support to help them deal with a range of pastoral issues.
- Support for learners with specific learning difficulties and/or disabilities is good and helps them to achieve their qualifications.
- Careers guidance is highly effective in supporting learners to make informed decisions about their career aspirations and next steps in education, employment or apprenticeships.

Full report

Information about the provider

- Accrington and Rossendale College is located in Accrington, East Lancashire. The college provides a broad range of 16 to 19 vocational study programmes and, in September 2015, introduced A levels as part of the study programme. The majority of 16- to 18-year-olds are enrolled on level 1 and 2 programmes. The college provides a programme for adult learners. The majority of adult learners are enrolled on short courses with 55 learners studying on access to higher education courses or infilling into 16 to 19 study programmes. The college provides apprenticeships at intermediate, advanced and higher level across 18 occupational areas.
- Accrington is located in the Pennine region of Lancashire with a population of 35,346. The unemployment rate is 7.4% compared with 5.9% across the North West region. The proportion of young people not in education, employment or training (NEET) is higher than that nationally. The proportion of young people in Lancashire with five GCSEs at grades A* to C including mathematics and English at the end of key stage 4 is 58% and higher than the national rate. However, four of the five feeder schools for the college fall below this figure. In 2014/15, 22% of 16- to 18-year-olds enrolling at the college had five GCSEs at grades A* to C including mathematics and English.

What does the provider need to do to improve further?

- Increase significantly the proportion of learners on study programmes who achieve their targets in order to improve the number who achieve their qualifications.
- Increase significantly the proportion of apprentices who achieve their apprenticeship and improve the proportion who complete within the planned timescale.
- Improve the quality and standards of teaching, learning and assessment rapidly by:
 - improving attendance at English and mathematics lessons and developing quickly learners' English and mathematics skills in order for them to achieve their qualifications
 - ensuring that all teachers have the highest expectations for their learners and that they provide sufficient challenge, particularly for the most able learners, so that learners achieve their targets and make good progress
 - improving the effectiveness of the college's quality improvement plan in raising standards and the quality of learners' experiences through the rapid implementation of targeted actions that can be monitored closely to ensure they have the desired impact.
- Ensure governors receive relevant data and are trained effectively to identify any decline in performance so that they can challenge senior leaders and support rapid improvements.

Inspection judgements

Effectiveness of leadership and management requires improvement

- After a history of high performance, the college experienced a significant decline in learner outcomes in 2014/15. Leaders and managers were slow to recognise the impending decline until too late in the year. Leaders and managers swiftly investigated and accurately identified the reasons for the declining performance but did not take corrective action fast enough. In order to improve the provision and learner outcomes, they implemented a two-year improvement plan. Actions they implemented in September 2015 have now resolved issues such as learners being enrolled on to courses that did not meet their needs. Initial assessment is now robust and accurately identifies the correct programmes for learners. Consequently, learner retention has improved this academic year. Leaders and managers have not yet successfully resolved all the issues, particularly those in teaching, learning and assessment, especially in English and mathematics.
- The principal and governors set high aspirations for what learners can expect from the college but they have not been realised fully in recent years. Many learners enter the college with low aspirations and poor prior attainment. Although teachers set learners challenging targets against their prior achievement, too many do not achieve these targets. Inspectors found, in too many classes, that activities planned by teachers are not sufficiently planned to meet the needs of all learners and, particularly, to challenge the most able learners. The college provides very good support for learners with specific difficulties and/or disabilities who achieve their qualifications in line with their peers.
- Arrangements for the management of staff performance have been strengthened during the current year. Findings from lesson observations are used well by managers to develop appropriate mandatory staff training opportunities throughout the year. Where staff underperformance is identified, interventions and training by managers to support their improvement are implemented swiftly. Where performance does not improve sufficiently, capability processes are implemented in a timely manner.
- Teaching, learning and assessment records focus too much on what teachers are doing rather than on the impact of teaching on learners' progress. Observers do not record meaningful judgments on the development of learners' core skills and the assessment of progress from their starting points effectively. Inspectors agreed with the findings of college observers when carrying out joint observations of teaching and learning.
- The college has a detailed and comprehensive process for self-assessing subject and team performance throughout the year. Managers enter underperforming subject areas into a recently revised special measures process which provides a clearer view, than was the case previously, of improvements to the provision. The most recent college-level self-assessment report correctly identified that learners' outcomes and the effectiveness of leadership and management required improvement. However, the report is too optimistic about the quality of teaching, learning and assessment and learners' personal development, behaviour and welfare. The self-assessment report is too descriptive and does not identify the strengths or weaknesses of the provision sufficiently well for it to inform effectively the college's quality improvement plans or to inform governors about standards.
- The college has strong collaborative links with employers, individuals in the local community and other stakeholders. Labour market information is used well by leaders and managers to inform curriculum development. The curriculum offer is strongly focused on disadvantaged groups and includes helping adults re-enter employment, supporting learners with high needs to become more independent, and providing alternative education for pupils of school age.
- The quality of the delivery of English and mathematics was recognised as a significant cause for concern in 2014/15. The actions taken have not yet led to a significant improvement in quality, and learners' outcomes in English and mathematics are low.
- In 2014/15, senior managers recognised that the college's management information system was not fit for purpose in providing leaders, governors, managers and staff with the data they required to support the rapid improvements needed. Leaders are presently part way through a strategic review of the management information system, focusing particularly on reports that are routinely generated and how this information is used. Consequently, inspectors experienced difficulties during the inspection in the accuracy of information including timetabling, learner numbers and the progression and destinations of learners.
- The college provides a very inclusive and welcoming environment to its diverse range of learners. A strong ethos of mutual respect together with zero tolerance of any form of discrimination or bullying leads

to good behaviour by learners. Leaders and managers use a range of strategies to promote diversity across the college. Teachers pay close attention to developing learners' understanding of diversity in lessons and learners show good understanding of diversity in modern Britain. The equality and diversity committee closely monitors the performance of different groups within college such as those undergoing sexual transition, pregnant young women and care leavers. Managers have taken successful actions to reduce identified gaps.

- The college is currently in poor financial health. Leaders, managers and governors are frequently and closely monitoring the financial position and implementing a range of recovery actions to increase income, reduce costs and increase efficiencies to ensure the continued viability of the college. Leaders are also exploring options to ensure the long-term sustainability of the college's provision.
- **The governance of the provider**
 - Governors recognise that their scrutiny was not sufficient during 2014/15 to recognise signs leading to the decline in the quality of provision and learners' outcomes. The range of expertise on the board has since been broadened to include representatives from further and higher education to provide sharper challenge for leaders and managers against challenging key performance indicators.
 - A recovery committee meets frequently to assess the rate of progress in dealing with the financial challenges facing the college.
 - Governors have a good understanding of their responsibilities in relation to safeguarding learners and the prevention of extremism and radicalisation.
- **The arrangements for safeguarding are effective.**
 - Managers carry out stringent recruitment practices including comprehensive employment and background checks on the suitability of all staff. Records of checks on staff are clear, detailed and up to date.
 - Safeguarding is highly effective. The dedicated safeguarding leads work closely within the college and with external agencies to ensure learner issues and concerns are dealt with swiftly and appropriately. Learners and apprentices in the workplace are protected well through safe working practices and stringent health and safety checks.
 - Training in the requirements of the 'Prevent' duty is comprehensive for all staff and governors. Staff are aware of their responsibilities in relation to the 'Prevent' duty and a detailed risk-assessment is in place that clearly identifies risks of radicalisation and extremism in the college and its locality. Learners have a limited understanding of the threats of radicalisation and extremism and of living in a modern British society.

Quality of teaching, learning and assessment requires improvement

- Too many learners, on all levels and provision types, are not making enough progress towards achieving their qualifications. Attendance and punctuality are below college targets. Too few teachers provide enough challenge to enable learners to make the progress of which they are capable. This is particularly evident for learners on 16 to 19 study programmes and apprenticeships. Teaching, learning and assessment on adult provision are good and learners on adult programmes make good progress. Teachers on adult learning programmes, particularly access to higher education programmes, support learners effectively to meet, or exceed, their targets.
- Teachers do not take sufficient account of the results of assessments used to measure learners' starting points when setting individual targets for learners. This means that targets do not meet learners' needs well enough, particularly the most and least able, and consequently too few achieve their targets.
- Teachers often rush through activities and do not provide enough opportunity for consolidation of prior and new learning or the identification of misconceptions through rigorous assessment. Questioning techniques are often superficial and do not identify learners' knowledge and understanding or assess how much progress they have made.
- Too much teaching and learning in English and mathematics fails to improve learners' outcomes. Too many learners at the college cannot use key terminology and teachers in a minority of lessons use resources containing spelling and grammatical errors. The teaching of mathematics in vocational sessions is ineffective, particularly for the less able who, as a result, make insufficient progress. College leaders have set ambitious targets to include English and mathematics within programmes of study but these are yet to have any significant impact.
- The monitoring and tracking of learners' progress is not robust enough. While there are new systems in place, they are not yet used well enough to identify learners who need additional support because they are falling behind or underachieving. Tutors use apprentices' electronic portfolios to provide feedback on

progress and what needs to be done to improve; however, the quality of the feedback is too often sparse and of poor quality. This hinders apprentices' progress towards the successful achievement of their apprenticeships, as they are unclear as to what they have done well and what they need to do to improve.

- Assessment of learners' written work, especially for learners on 16 to 19 study programmes and apprenticeships, is frequently not sufficiently detailed to provide learners with a clear indication of the progress they are making. Where feedback is detailed, learners often do not act upon it to improve their work. On adult learning programmes, written feedback is constructive and detailed and helps learners to improve their work.
- Learners with high needs receive good support and highly individualised programmes which help them to achieve their qualifications. Support for learners with high needs, in and out of their lessons, builds upon their prior attainment and, as a result, they make good progress.
- Teaching, learning and assessment in practical lessons and sessions for specific work-related skills develop learners' employability skills well. Teachers use their industrial experience to model good practice that reflects employers' needs. Learners on courses in hair and beauty, sports and catering benefit from working facilities that meet industry standards. Learners on level 3 science programmes carry out chemistry experiments directly linked to industry. Teachers make explicit links to further training and employment during these lessons which benefit learners greatly in fine-tuning their work-related skills.
- Information, advice and guidance are robust and personalised. Learners benefit from a range of learning pathways directly applicable to their intended educational and career aspirations. Learners greatly appreciate the support they receive from both teaching and non-teaching staff. Impartial careers guidance supports the majority of students to progress to their next steps in education, apprenticeships or employment. Managers responsible for adult learning have a good understanding of both the local community needs, and the skills required for local employment. Support for learners on access to higher education courses is particularly effective in developing the skills learners need to progress to further study.
- Teachers successfully promote high standards of behaviour and an ethos of mutual respect. Learners appreciate the supportive and inclusive culture that celebrates diversity and equality of opportunity. The significant majority of learners work well together and appreciate each other's views and opinions.

Personal development, behaviour and welfare

require improvement

- Learners enjoy their time at college, work well together and have good attitudes to learning in and outside of the classroom. However, attendance is low in too many sessions. Attendance at English and mathematics lessons is very low and considerably lower than the college target. Teachers' highly effective challenge of learners who arrive late to lessons means that instances of poor punctuality are few. Learners understand the importance of attending their lessons but do not always relate this to the development of employability skills and the importance of attendance and punctuality in the workplace. Learners' behaviour around the college and apprentices' in their workplaces is good. Learners and apprentices are respectful, courteous and considerate of the needs of their peers.
- Ineffective planning to meet the needs of all apprentices results in too little challenge by assessors and insufficiently high standards of apprentices' work. Teachers and assessors set meaningful and challenging targets for learners; however, too many learners, particularly on 16 to 19 study programmes, do not achieve their targets. Learners are not encouraged sufficiently by teachers and assessors to develop and improve their independent learning and critical thinking skills. As a result, many learners, particularly the most able, do not extend their learning outside of the classroom.
- The majority of learners and apprentices develop good personal, social and employability skills through a range of highly effective enrichment activities. For example, construction learners test new products from the construction industry for suitability, durability and effectiveness, before they are released for general sale.
- Apprentices are highly valued in the workplace and gain additional qualifications which complement their apprenticeship and enable them to develop a wider range of technical skills. Learners on 16 to 19 study programmes benefit from a wide range of enrichment activities to enhance their personal development and employability skills. Meaningful external work experience aligned to future career aspirations benefits learners well and helps them develop skills essential for the workplace. For those learners who have not yet had external work experience, carefully planned work-related learning activities help them develop their employability skills.
- Learners on adult learning programmes develop high levels of confidence and self-esteem as they

participate in voluntary work, successfully achieve additional qualifications and develop employability skills that will help them to apply for jobs successfully and enter the workforce.

- Leaders and managers have taken decisive action to strengthen careers guidance to ensure learners and apprentices receive good and impartial information, advice and guidance on entry to college and during their courses. As a result, learners benefit from highly effective impartial guidance from highly qualified and experienced specialist careers guidance advisers. Learners are well informed about career and education pathways and are able to make informed decisions about their next steps in education, apprenticeships or employment.
- Learners benefit from very good pastoral and highly effective additional learning support. Learners with personal issues such as financial difficulty, homelessness or counselling are skilfully and competently supported by highly experienced staff, enabling them to achieve their qualifications successfully where otherwise they may have left the college.
- Learners feel safe and are kept safe while at college and in the workplace. Learners and apprentices know who they should contact if they have any concerns or worries. Although learners and apprentices have a good understanding of equality and diversity and are able to apply these in their learning, their understanding of values in British society, the threats of radicalisation and extremism, and understanding of e-safety for apprentices, are limited and not consistently reinforced by teachers and assessors.

Outcomes for learners

require improvement

- Leaders and managers, in the 2014/15 self-assessment report, correctly judged that outcomes for learners require improvement. Learners on 16 to 19 study programmes, particularly the most able learners, do not make sufficient progress compared to their starting points. Most learners are set challenging targets by teachers; however, too few achieve their targets or the grades of which they are capable. Too few learners aged 16 to 19 are meeting their target grades. The majority of current apprentices are making good progress through their apprenticeships. Most learners on adult learning programmes make good progress.
- The proportion of learners on 16 to 19 study programmes who successfully complete their qualifications declined in 2015 and is below that of similar colleges. Too few apprentices, particularly at intermediate level, complete their apprenticeship, and the proportion of apprentices who complete their apprenticeships in the planned time is low.
- Due to the poor performance of a subcontractor, the number of level 3 learners on adult learning programmes who successfully achieved their qualifications declined significantly in 2015. Managers have removed this provision and current learners on level 3 programmes are making good progress. Most learners on adult learning programmes at levels 1 and 2 successfully achieve their qualifications.
- A small minority of learners on 16 to 19 study programmes achieve grades A* to C in GCSE English and mathematics. Too few learners successfully achieve functional skills qualifications. The proportion of adult learners who achieve grades A* to C GCSE English qualifications is higher than that of similar colleges nationally, and is significantly higher in mathematics.
- Due to issues in data management, managers are unable to provide accurate reports of the progress of learners. From the limited data available, inspectors judged that the proportion of learners who progress from one level to the next is too low and only a minority of learners progress from study programmes on to apprenticeships.
- There are no significant gaps in achievement between different groups of learners.
- Although leaders and managers collect data to track learner destinations, their analysis of destination data is limited. Managers have not accurately captured the destinations of 14% of learners on 16 to 19 study programmes and have limited information about the destinations of apprentices.

Types of provision

16 to 19 study programmes

require improvement

- There are 906 learners on 16 to 19 study programmes across 14 sector subject areas. Approximately two thirds of learners follow programmes at levels 1 and 2. The largest areas are leisure, travel and tourism and preparation for life and work.
- Although teachers use accurate initial assessment to identify learners' starting points, a minority of

teachers do not use this information sufficiently well to plan lessons that meet the specific needs of individual learners. As a result, progress is slow for too many learners, particularly the most able. In a minority of lessons, teachers rely too much on questioning to test learning. Teachers readily accept superficial answers from learners, and do not challenge or deepen their learning or understanding of the topic. Consequently, the most able learners do not reach their targets.

- Too much teaching and learning fails to challenge learners sufficiently to improve their skills in English and mathematics. A minority of teachers lack attention to detail; they provide learners with explanations that are incorrect and resources that contain spelling and grammatical errors. Teachers often correct errors in grammar and punctuation in learners' work but they do not develop learners' skills well enough to enable them to identify and correct their own mistakes; consequently, learners continue to make errors in their written work and make insufficient progress in improving their English skills.
- Although all staff have received training to promote and include the values of British society and the risks from radicalisation and extremism in their teaching, most do not reinforce this in lessons and, as a result, learners have a limited understanding of these topics.
- Leaders and managers have designed 16 to 19 study programmes well to meet the needs and aspirations of individual learners. Learners are placed on suitable courses and enrolled onto appropriate English and mathematics programmes. Learners benefit from meaningful work experience placements and work-related learning activities. However, too few learners, particularly on level 1 and 2 programmes, progress to higher levels of study.
- Learners' behaviour is good. They are respectful and considerate of others in classrooms, workshops and around the college. Learners are thoughtful and mature, such as when participating in whole-group discussions which lead to the promotion of a positive working culture. For example, level 3 public services learners involved in mock interviews were attentive when offering constructive feedback to peers and they displayed a good work ethic.
- Highly relevant and impartial careers advice and guidance help learners to develop their understanding about their next steps in education and support them to make appropriate choices about their future careers.
- Learners benefit from a broad range of opportunities to develop the skills required for future employment. They improve their understanding of employment through enrichment activities, additional qualifications and work-related tasks. For example, learners in media make-up benefit from guest speakers from the beauty industry and, consequently, have set up a commercial business applying media make-up to delegates at large-scale events.
- Teachers have a high level of subject knowledge and practical experience. They set high expectations for learners in relation to health and safety, conduct and practical skill application in the workplace. As a result, learners mirror industry standards and apply their practical skills well. For example, level 2 catering learners follow the high professional standards set by their teachers and are challenged to complete individual tasks in a professional and timely manner.

Adult learning programmes

are good

- Approximately 2,600 adult learners study at the college or community sites. Approximately 2,500 learners study part time with significant numbers on food safety, first aid, work skills, accountancy, brickwork and warehousing courses. The remaining 55 learners are on full-time access to higher education courses or infill on 16 to 19 study programmes in sport, media production, applied science, catering, hairdressing and media make-up.
- Managers have a good understanding of the local labour market and have used the information well to redesign the curriculum so that adult learners are able to follow programmes that improve their career prospects.
- Community sites are warm and welcoming. Community programmes successfully recruit hard-to-reach learners and provide a range of courses to enable learners to develop the skills required for employment or further learning. The college's partnership with Jobcentre Plus enables unemployed adults to develop skills where there are the greatest job opportunities, for example in construction, facilities cleaning and information technology.
- Learners benefit from good practical lessons where teachers use their technical expertise well to provide learners with clear instruction, effective demonstration and relevant activities and opportunities to develop the skills required by employers. For example, teachers demonstrate the skills required in professional hair salons such as relaxing or highlighting hair.

- Teachers use their good subject knowledge to develop learners' understanding of theoretical approaches and their application. For example, how using a humanist approach in counselling promotes client autonomy. Learners' self-reflections on working with children demonstrate their knowledge of safeguarding children and their growing confidence in planning activities to meet children's individual needs.
- Assessment of learners' written work is constructive and accurate and leads to improvements in learners' work and in the achievement of higher grades. Access to higher education learners develop the academic writing skills and subject-specific terminology they require to progress to higher education.
- Learners on access to higher education programmes benefit from comprehensive advice and guidance that help them progress to higher education, including visits and trips to universities and support for their personal statements. As a result, the majority progress to university.
- Learners make good progress because they are highly motivated, have high aspirations and work hard. Teachers support learners well in lessons and provide additional support for learners who fall behind or are keen to achieve higher grades in their assignments and examinations. As a result, learners make the progress that is expected of them.
- Learners feel safe and work in a very supportive learning environment in which they learn from each other. Teachers include activities in lessons to develop learners' understanding of life in modern Britain, radicalisation and safeguarding. However, learners are unable to recall clearly what they learned from these activities.
- Learners make slow progress in developing their mathematical skills. Teachers do not consistently plan activities to meet the needs of individual learners which results in the least able learners struggling to complete activities and the most able learners not being challenged sufficiently.
- Learners make good progress in developing their English skills. Teachers plan and consider carefully how to develop learners' English skills. For example, learners use key terminology accurately and competently and are confident when using language in context. A small minority of teachers do not pay sufficient attention to their written English, resulting in errors of spelling and punctuation on presentation slides, the whiteboard and learning resources.

Apprenticeships

require improvement

- The college offers apprenticeships to 395 apprentices in 18 occupational areas, with 282 at intermediate level and the remainder at advanced level. The largest areas include motor engineering, construction and catering. Approximately 40% of apprentices are aged 16 to 19.
- In 2014/15, too few apprentices successfully completed their apprenticeship, particularly at intermediate level. The progress of the majority of current apprentices is good and the monitoring of their progress is now more effective. As a result, managers and assessors are able to identify apprentices at risk of falling behind and provide additional support to help them successfully achieve their apprenticeship. However, the proportion of apprentices who achieve their apprenticeship in the planned time is low.
- Although apprentices' written work is of a good standard, assessors' assessment of their written work is not sufficiently rigorous. Apprentices do not receive sufficient guidance from their assessors on how to improve their use of technical terms or the accuracy of their spelling and punctuation and so they continue to make the same mistakes.
- Target setting for apprentices lacks clarity and for a minority of apprentices does not lead to improvements in their work. Reviews of apprentices' work are regular but assessors do not set clear actions and targets for apprentices to develop further their technical or written skills. As a result, a minority of apprentices receive the same targets in consecutive reviews, leading to slow progress.
- Apprentices have a limited understanding of how to recognise and protect themselves against the threat of radicalisation and extremism in either the workplace or their personal lives. A minority of apprentices are not well informed of how to keep themselves safe online as they have not yet undertaken training in e-safety.
- Apprentices develop good mathematical skills in group and one-to-one sessions; however, the focus of the lessons is to pass the functional skills tests rather than develop the skills required for employment. The mathematical principles required to achieve their mathematics qualifications are not routinely linked to employment, and apprentices are often unable to make the link between the mathematical skills they learn and how to apply them in the workplace. The completion of mathematics tests is often left until the end of the apprenticeship which results in apprentices not completing their apprenticeship in the planned time.

- Apprentices benefit from good support from their employers, who are keen to help them improve. Apprentices gain good experience in the workplace and make meaningful contributions to their employers' businesses, for example improving the day-to-day welfare of residents in a care home by supporting them to participate in group activities and developing skills in equipment maintenance in recycling plants.
- As a result of good theory lessons at college, apprentices competently develop skills required for industry. Apprentices use a wide range of industry-standard equipment and improve their skills in a safe and well-supervised environment. Apprentices are enthusiastic about their learning and are prepared well for sustained future employment. Enrichment activities and entry to national competitions, where apprentices are often successful, enable them to develop and display a range of technical skills required for successful employment.

Provider details

Type of provider	General further education college
Age range of learners	16–18
Approximate number of all learners over the previous full contract year	7,533
Principal/CEO	Ms Sue Taylor
Website address	www.accross.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)	281	805	275	1337	350	424	0	7
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	126	156	45	98	0	42		
Number of traineeships	16-19		19+		Total			
	14		0		14			
Number of learners aged 14-16	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Lancashire Fire and Rescue Service 							

Information about this inspection

Inspection team

Anita Pyrkotsch-Jones, lead inspector	Her Majesty's Inspector
Michael White	Her Majesty's Inspector
Russell Henry	Her Majesty's Inspector
Tom Fay	Ofsted Inspector
Rachael Hennigan	Ofsted Inspector
Lynne Paxton	Ofsted Inspector
Julia Gray	Ofsted Inspector

The above team was assisted by the vice principal, curriculum and quality, as nominee. Inspectors took account of the college'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 students 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 college.

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