

Kendal College

General Further Education College

Inspection dates

6–9 June 2017

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

Summary of key findings

This is a good provider

- Governors ensure that they hold senior leaders and managers to account for the quality of provision and they provide a good level of scrutiny and challenge.
- Managers have successfully cultivated highly effective partnerships, resulting in a curriculum that meets local and regional needs exceptionally well.
- A high proportion of young people and adults remain on their courses to the end and pass their qualification. Managers have taken effective action to reverse the trend of decline for adult learners.
- Learners develop their practical skills very well and many demonstrate very high standards of expertise.
- Learners and apprentices benefit from well-resourced and industry-standard facilities that provide them with good professional working environments.
- Teachers and assessors provide excellent information, advice and guidance for learners and apprentices, preparing them exceptionally well for their next steps.
- Comprehensive and meaningful work experience and enrichment activities extend opportunities for learners to develop their practical, personal, social and employability skills extremely effectively.
- Leaders and managers have not yet implemented sufficiently effective actions to reverse the decline in the proportion of apprentices who achieve their qualifications in the planned time.
- In too many instances, teachers do not plan learning that takes into account learners' and apprentices' individual starting points. Some learners do not make the progress of which they are capable. The most able do not routinely achieve the highest grades.
- In a minority of qualifications, including English and mathematics, the outcomes that learners and apprentices achieve require improvement.

Full report

Information about the provider

- Kendal College is a small general further education college located in the southern part of the Lake District in the county of Cumbria. It provides education and training for approximately 2,610 learners. Just over one third of learners are full-time 16- to 19-year-olds and just over one third are apprentices. The college provides courses from entry level to level 4 in a range of subject areas. The largest subject areas are: health and social care; science, technology, engineering and mathematics (STEM); hospitality and catering; creative and performing arts; and construction. The vast majority of learners attend the main college campus. However, those on creative arts courses study at the arts and media campus. This includes a restaurant and art gallery in which college apprentices are employed. Kendal College does not work with any subcontractors.
- Approximately 103,500 people live in the local authority of South Lakeland and around 40% of the working-age population have qualifications at level 4 or above. This is higher than the regional and national averages. The proportion of learners in Cumbria who achieve five GCSEs grade A* to C, including English and mathematics, is higher than the national average. Levels of unemployment are at 2.4% and are lower than the regional and national averages.

What does the provider need to do to improve further?

- Leaders and managers should bring about rapid improvements in the quality of the apprenticeship provision by:
 - ensuring that the data reports that they receive are relevant, accurate and timely
 - ensuring that teachers improve the progress apprentices make by planning their lessons so that activities are sufficiently ambitious, interesting and relevant.
- Teachers should ensure that they set suitably demanding work for learners. In particular, teachers should ensure that they challenge the most able learners to achieve the grades of which they are capable.
- Leaders, managers and staff should continue to focus their improvement strategies on underperforming courses. They should continue to increase the proportion of learners achieving their qualifications, including in functional skills and GCSE grades A* to C in English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Governors and senior leaders promote a culture of high expectations for their learners and staff. Since the previous inspection, they have rectified successfully the majority of the areas for improvement identified. Leaders have also increased the proportion of adult learners who achieve their qualification. However, apprenticeship achievement rates have declined and the proportion of apprentices who achieve their qualifications in the planned time is low.
- The principal and senior leaders cultivate highly effective partnerships with a range of key regional stakeholders. This results in a curriculum that meets local and regional needs exceptionally well. Apprenticeship routes closely match local employment needs. Apprentices benefit from working for good-quality employers in the region. Employers benefit from bespoke courses that meet their specific needs. For example, beauty therapy courses include spa units to meet the needs of health resorts and hotels in the region.
- Leaders and managers have successfully developed clear progression pathways to ensure that learners aged 16 to 18 and apprentices continue their education or secure long-term employment. Employers provide high-quality work experience for learners on 16 to 19 study programmes. This is particularly the case in hospitality and catering, where learners benefit from working in prestigious hotels and restaurants in the locality.
- Senior leaders work with the local authority, the National Health Service, the regional hospitality and tourism sector and international companies extremely well. This partnership helps to create new job opportunities and provides education and training for local people. For example, managers, in conjunction with Teesside University, are working with a large international company that is due to open a new biopharmaceutical facility locally. The aim of this is to develop training programmes with progression routes to higher education that will benefit the regional economy.
- Leaders and managers use effective quality improvement strategies, including the observation of teaching, learning and assessment, to identify accurately the main areas requiring improvement. Managers use performance management processes effectively to ensure that the weakest teachers improve their practice following support from advanced teacher practitioners.
- Senior leaders and governors invest well in college facilities. As a result, learners benefit from good quality, well-maintained resources of industry standard, which enhance their learning and develop the skills they need for work.
- Managers ensure that they reduce any differences in performance in subject areas in adult courses and 16 to 19 study programmes. This results in a higher proportion of learners achieving their qualifications. For example, on applied science, arts and media courses, attendances and retention rates have improved significantly in the current year. However, a small number of subjects require further improvement, including English, mathematics and animal care.
- Until this year, leaders and managers did not effectively use their self-assessment processes to make the connection between the quality of learners' and apprentices'

experiences and the decline in the rate of achievement and progress. Leaders did not use data well enough to identify where different groups of learners needed to improve. For example, leaders did not identify the significant differences in achievement for male and female learners. However, managers did identify this in individual subject quality improvement plans.

- Leaders and managers have recognised that the quality of apprenticeship programmes has declined. Recently, they have taken appropriate steps to secure improvement. However, in the current year, while apprentices' overall achievement rates improve, the proportion of apprentices who complete their qualification in their planned time remains too low. Data reports are not sufficiently accurate to enable governors and senior leaders to provide the necessary challenge or support to secure much needed improvements. The inaccuracy of data reports also hinders apprenticeship managers in bringing about the rapid improvements needed.

The governance of the provider

- Governors have a good range of business and financial skills. They also have experience and expertise which they use well to support senior leaders. Governors analyse and interpret well the extensive data and performance information that they receive on adult and 16 to 19 study programmes. This enables them to provide effective challenge to leaders. Consequently, this has resulted in significant improvements to the vast majority of provision.
- Governors and senior leaders ensure that managers are accountable for the quality of provision. They also ensure that managers rigorously monitor the effectiveness of their actions to secure improvements. The departmental quality improvement plan sets specific, measureable targets that help senior leaders to secure improvements.

Safeguarding

- The arrangements for safeguarding are effective. Governors and senior leaders ensure that safeguarding receives the highest priority. They audit their processes to ensure that they are rigorous and quickly implement any recommendations. The chair of governors monitors the effectiveness of the safeguarding policy and the full board receives an annual report. Staff and governors receive training in safeguarding and the 'Prevent' duty.
- Learners and apprentices feel safe. They have a very good understanding of potential risks and know how to keep themselves safe in college, at work and online. Managers resolve safeguarding concerns well through very effective partnerships with a range of external agencies. Managers ensure that they protect their learners from a range of safeguarding concerns, including self-harming, homelessness and serious bullying. They take swift action when issues arise.
- Managers carry out the appropriate checks on all new staff, including disclosure and barring service checks. There is a comprehensive scrutiny of job applicants' suitability.
- Leaders and managers have recently reviewed their site security and conducted a risk assessment. They plan to introduce additional safety measures in September to improve the site even further.

Quality of teaching, learning and assessment

Good

- In the large majority of lessons, teachers plan learning well to meet learners' individual needs. They plan challenging activities that match appropriately to meet the needs and abilities of most learners. As a result, learners on 16 to 19 study programmes and adult learning courses make good progress in improving their academic and vocational skills.
- Staff are well qualified and have extremely good subject knowledge, reflecting current industry standards. They use their expertise and passion for their subject to devise stimulating learning activities. For most learners, this motivates them to develop their knowledge and skills. However, a significant minority of staff do not motivate learners sufficiently well to work to their full potential and consequently learners do not make the progress of which they are capable.
- Learners demonstrate good levels of self-confidence and effective communication skills. Most make good progress. For example, in level 3 health and social care, learners work well together researching a range of health-related issues associated with an ageing population. They are able to present their findings skilfully. However, in a significant minority of lessons, teachers do not plan learning activities that ensure that the most able learners are challenged and working at their aspirational target grades.
- In most subjects, teachers provide comprehensive oral feedback on learners' work. This helps learners to improve. They mark written work accurately so that learners know what they have done well and what they need to do to improve. On academic courses, learners' writing is often evaluative, concise and analytical.
- Staff support learners with additional needs very well. They ensure that learners who need additional support receive the help they need quickly to ensure that they are able to take an active part in lessons from the start of their course.
- The arrangements that staff make for learners with high needs to settle into college are very effective. Specialist staff liaise carefully with a range of external agencies, healthcare professionals, parents and carers. Teachers consult with learners closely to plan their programme of learning. This helps learners to progress towards independence and prepares them well for their future.
- Learners and apprentices benefit from well-resourced industry standard facilities. These facilities provide learners with highly professional working environments in which they apply health and safety standards rigorously. For example, in hospitality and catering, learners and apprentices benefit from access to outstanding training resources. As a result, learners develop excellent skills in preparing and cooking high-quality dishes under challenging and demanding commercial conditions. Learners develop excellent team-working, time management and problem-solving skills through the production of restaurant standard meals to customers in both the required order and timescales.
- Learners on 16 to 19 study programmes benefit from a wide range of work-related activity and the vast majority engage in purposeful high-quality work experience that enables them to develop the personal and social skills that they need for work. External speakers and guest presenters give inspirational talks in a number of vocational areas, including hospitality and catering, art and design and business. These broaden and extends learners' skills and knowledge. Adult learners develop their skills well because of effective partnerships with organisations such as Jobcentre Plus. Apprentices also gain

valuable experience from their workplaces.

- Apprentices benefit from good on-the-job training and frequent communication with their assessor. Assessors skilfully identify apprentices' starting points and any gaps in their knowledge. They plan individual learning activities effectively. These motivate apprentices to develop and consolidate their technical knowledge and vocational skills. Employers value the contribution that apprentices make in the workplace. However, in too many instances, teachers do not take into account the different abilities of apprentices when they attend training in the classroom. As a result, learning is too slow and apprentices do not make the rapid progress of which they are capable.
- The development of learners' and apprentices' English and mathematical skills is improving. There are early signs that an increasing proportion of current learners now make better progress. Recently appointed specialist English and mathematics in-class support assistants work collaboratively with academic and vocational teachers to support learners to develop their skills and confidence.
- The large majority of vocational teachers and assessors successfully plan and include relevant activities to develop learners' and apprentices' English and mathematics skills. For example, in A levels, learners use technical language with confidence to apply legal arguments. Teachers of adult courses place a strong emphasis on the importance of English and mathematical skills in everyday relevant contexts. As a result, most adult learners develop these skills well. However, a significant minority of teachers do not ensure that their learners and apprentices understand and improve their mathematical skills or English writing skills sufficiently well in their lessons and in their course work.

Personal development, behaviour and welfare

Outstanding

- Leaders, managers and staff promote a culture of motivation, collaboration and support, which learners and apprentices embrace and mirror in their behaviours. Learners are confident and sociable. They demonstrate effort and concentration in their lessons. For example, in forensic science, second-year learners work harmoniously with first-year learners to understand how to analyse a crime scene.
- The standards of behaviour shown by learners and apprentices within the college are outstanding. Learners are clear what managers' and teachers' expectations are. Consequently learners demonstrate respect and professionalism towards their peers, teachers, staff and visitors. Learners are keen to learn and improve their skills and they take great pride in their work.
- Teachers and assessors provide excellent information, advice and guidance for learners and apprentices. This prepares them extremely well for their next steps. Teachers make clear links to future career and progression opportunities in lessons and learners access good support and guidance on university and careers choices. Teachers make positive links to learners' career aims and the development of effective employability skills, including communication and teamwork. Consequently, the vast majority of learners and apprentices progress onto further or higher study or into employment. Some also gain promotion at work. Many gain jobs with esteemed companies or progress to prestigious universities. For example, current learners on vocational courses receive university offers, which include offers for veterinary science, conservatoires and the Royal School of Needlework. Learners also receive employment and apprenticeship offers with prominent

local, national and international employers.

- Learners and apprentices have a thorough understanding of British values. They know how to apply British values in their own lives and at work. Learners articulate well their understanding of the risks associated with radicalisation and extremism. For example, learners in a tutorial discussed recent terrorist events in Manchester and London intelligently and with respect and support for each other. They demonstrated a good understanding of national and international issues related to radicalisation and extremism. Learners benefit from a comprehensive and responsive tutorial programme from which they learn how to stay safe, develop work-related skills and lead healthy lifestyles.
- Learners and apprentices demonstrate an excellent understanding of how to keep themselves safe in workshops and in the work place. Learners and apprentices wear appropriate personal protective equipment and complete up-to-date risk assessments. They wear their uniforms with pride. Learners promote the importance of clean and tidy work areas and in hospitality and catering. For example, they follow food hygiene requirements when handling both cooked and raw meats. In motor vehicle, learners use barrier creams to minimise the possible transmission of potential skin infections by oils and corrosive substances.
- Learners with high needs receive excellent quality support, enabling them to develop quickly as independent and confident learners. Learners value the support they receive and most make exceptional progress because of it.
- Learners benefit from comprehensive and meaningful work experience and well-planned enrichment opportunities that develop their practical and employability skills exceptionally well. Staff work with local and national organisations and employers to develop bespoke work experience and enrichment activities. Consequently, learners build their confidence and gain an in-depth understanding of their career options. For example, current arts, media and music learners raise funds to build a well for a community in Ethiopia. This links to their end-of-year production, 'Urinetown', exploring the issues of global warming and sustainability. The hospitality and catering culinary team participate in externally commissioned events throughout the year, such as catering for corporate events. Current learners plan to visit Denmark to extend their culinary knowledge and experience hospitality in Copenhagen, including by dining at a Michelin-starred restaurant.
- Attendance and punctuality rates for learners aged 16 to 18, and apprentices, are good. Attendance in English and mathematics lessons, however, although getting better, still requires improvement. Attendance and punctuality rates for a minority of adult learners are too low.

Outcomes for learners

Good

- Learners and apprentices make very good progress in developing their practical skills for their chosen subject and produce written work of a good standard. Because of teaching, training and support from knowledgeable and well-qualified staff, learners work to high-level industry standards. Consequently, the vast majority of learners progress to apprenticeships, employment or higher levels of learning. For example, full-time engineering learners aged 16 to 19 have secured higher-level apprenticeships with international engineering companies. Apprentices in most occupations have gained

promotion with their employer following completion of their programmes.

- The vast majority of learners for whom the college receives high-needs funding make exceptional progress. These learners achieve their qualifications and develop their confidence and independence extremely well. For example, in a beauty therapy lesson where learners are applying cluster eyelashes, learners who need extra help are very well supported by the teacher and specialist staff. Consequently, learners make excellent progress by developing their practical, employability and customer care skills.
- The majority of learners on 16 to 19 study programmes, who account for just over a third of the college's cohort, make the progress expected of them from their starting points. A high proportion of learners pass their qualifications but learners do not always attain the grade they are capable of achieving.
- Leaders and managers have addressed fully the low levels of achievement for adult learners highlighted at the previous inspection. Adult learners now achieve well. Added to this, the vast majority of learners also now make good progress. However, there remains a small minority of learners who do not make the progress of which they are capable from their starting points.
- Learners and apprentices develop English and mathematics skills that are relevant to their subject well. For example, in catering, teachers are skilful in eliciting and developing learners' mathematical and English subject-specific knowledge during practical lessons. However, too many learners and apprentices of all age groups do not improve their grades at GCSE in English and mathematics or achieve their functional skills in English and mathematics.
- Achievement for learners aged 16 to 19 is high but female learners do not achieve as well as male learners. Achievement for adult learners has improved and is now above national rates. However, adult male learners not achieve as well as adult female learners. In the current year, these gaps are now beginning to narrow.
- The proportion of apprentices who achieve their qualifications within their agreed timescales is low and has declined over the past two years. Too many apprentices in the current year continue to make slow progress.

Types of provision

16 to 19 study programmes

Good

- Currently, 925 learners study a range of vocational programmes from entry to level 4, across 15 subject areas. Around two thirds of learners study at level 3. The majority of learners are on courses in health and social care, STEM, hospitality and catering, creative and performing arts and construction.
- Leaders and managers have implemented all aspects of the study programme requirements. The vast majority of learners benefit from valuable work experience and gain a good understanding of the industry that they want to work in. They develop employability, as well as vocational skills, that prepare them very well for work. Learners are involved in exciting enrichment activities, including trips, visits, guest speakers, competitions and projects. For example, animal care learners conduct a seal survey on Walney Island. Hospitality and catering learners experience their industry locally,

nationally and internationally. Arts and media learners achieve success at world skills competitions and undertake projects with local and national organisations.

- Teachers and staff provide good initial and careers advice and guidance. This helps learners to choose an appropriate vocational course relevant to their career or future study aspirations. Progression to vocationally related employment or higher study is excellent. Learners secure apprenticeships at high-profile stud farms, and gain places at elite universities, conservatoires and highly regarded professional institutions such as Liverpool Institute for Performing Arts. However, in the small minority of cases where learners have left their course, this is frequently because learners do not fully understand the requirements of their programme.
- Teachers set high expectations for learners to meet professional and industry standards. Learners develop and display high levels of professional acumen, especially when they work in practical industry standard learning environments, such as the animal rescue centre, hairdressing and beauty therapy salons and theatre settings. Learners' behaviour reflects industry expectations; they apply health and safety regulations proficiently and use technical language expertly. Learners demonstrate confidence when they talk about complex and sensitive issues such as the ethics of euthanasia, the challenges of artificial insemination in animals and the causes and impact of sexually transmitted diseases.
- Learners feel safe and understand how to keep themselves safe. They behave with courtesy and respect towards each other, staff and visitors. They value the support that they receive from staff and speak confidently and with understanding about how to keep themselves safe online. They are extremely knowledgeable about the dangers associated with radicalisation and extremism.
- The vast majority of learners develop high levels of vocational and employability skills. Almost all learners enjoy vocation-related work experience that prepares them very well for the world of work. A significant minority of learners secure apprenticeships or employment because of their placement. Learners become self-confident and develop a range of skills essential for employment, including teamwork, communication and customer care.
- The large majority of learners benefit from supportive and enthusiastic teaching. This helps them to make good progress as they work independently towards their goals. The majority of learners are enthusiastic about their learning and their standard of work is high. For example, in health and social care learners receive effective praise, feedback and challenge to develop the expertise they require to achieve the highest grades. However, in a minority of lessons, teachers do not inspire or challenge learners and consequently they do not engage well and become disinterested.
- Teachers provide developmental feedback that improves learners' practical skills. They provide prompt oral feedback during practical and most theory lessons that enables learners to improve their work. Written feedback for the majority of learners is constructive and identifies what learners need to do to improve. However, learners do not always act on this feedback.
- In too many instances, teachers do not consider learners' starting points in order to plan theory lessons which provide effective challenge to ensure that learners achieve the grades of which they are capable. Consequently, around one third of learners do not expect to achieve their aspirational target grade in the current year.

- A significant minority of learners set themselves targets that are too low and teachers do not challenge these consistently. Consequently, learners do not achieve the grades they should. Leaders recognise this and have implemented a more rigorous monitoring process. However, it is too early to assess the full impact on final learner outcomes.
- Learners without GCSE passes at grades A* to C in English and mathematics follow relevant courses. Teachers assess learners' prior achievement well to ensure that they start on the most appropriate course. Most learners develop their English and mathematical skills well within a vocational context. However, the proportion of learners who achieve a GCSE grade A* to C, although improved, is too low.
- Attendance and punctuality rates are good in the majority of areas. Attendance is too low in a few areas, including GCSE English and mathematics and animal care.

Adult learning programmes

Good

- The vast majority of the 852 adult learners attend the college part time and most study level 1 and level 2 qualifications. Learners enrol on a range of vocational qualifications, as well as English for speakers of other languages (ESOL), functional skills and GCSE qualifications in English and mathematics. The largest curriculum areas are retail and commercial enterprise, health and social care and accounting.
- Leaders and managers develop the adult learning curriculum exceptionally well to meet local needs and priorities. They collaborate with partners very effectively, including the Jobcentre Plus, the council, probation services and the chamber of commerce. This collaboration assists leaders to develop relevant courses that meet local employment needs, particularly in the retail and hospitality sectors. College staff have good levels of engagement with local employers to facilitate their requests for bespoke courses, particularly in management.
- Managers tailor learning programmes well to support learners to achieve their next steps. For example, the college provides short courses in food safety, first aid, basic accounts, and health and safety. Teachers use information about learners' prior achievements and experiences to identify skills gaps and give relevant advice and guidance. Learners enjoy their learning, speak highly of how they improve their confidence and apply the skills and knowledge they learn in their personal and working lives. For example, learners on accountancy courses feel confident about setting up their own businesses and most learners on information technology programmes secure employment following their course.
- Teachers plan lessons well and use a wide range of resources to stimulate and motivate learners. In most lessons, teachers use questioning skills adeptly to monitor the progress that learners make, which encourages them and deepens their understanding of their subjects. In a minority of lessons, teachers do not take account of the starting point of all learners and consequently they make slow progress.
- Learners develop their practical skills well and improve their self-confidence and oral communication skills. As a result, learners progress in their workplaces and contribute effectively to organisations and businesses. For example, beauty therapy learners demonstrated professionalism, good communication and practical skills when providing treatments for clients.

- The majority of learners make good progress and achieve their qualifications. Learners and teachers are mutually respectful and behaviour in class is very good. Adults who have returned to education, often following long gaps, develop their self-esteem and are able to answer questions in class confidently. Teachers provide clear and effective verbal and written feedback, which learners use to make improvements, and results in a good standard of learner work. Learners are very positive about the support that teachers provide and the impact of that support on the development of their knowledge, skills and understanding.
- The resources that learners use are of a high standard and learners pay good attention to health and safety and hygiene regulations. Learners feel safe and are aware of whom they should contact if they have concerns about their safety or well-being. Where appropriate, teachers discuss safeguarding effectively in lessons.
- Teachers develop learners' English and mathematics skills well in lessons. Learners' use of technical language is good and teachers integrate mathematics into the subject very well. For example, learners on hairdressing courses prepare for self-employment by calculating profit or loss on every appointment. Hospitality and catering learners discuss conversions of imperial and metric weights and cost various grades of chocolate within a patisserie lesson. Business learners discuss final salaries and pension contributions as part of a lesson on industrial relations. However, too many learners do not achieve GCSE grade A* to C in English and mathematics or their functional skills English and mathematics qualifications.
- Attendance and punctuality rates in a significant minority of adult classes require improvement.

Apprenticeships

Requires improvement

- The college works with over 1,100 employers and offers apprenticeships in 40 frameworks across 14 subject areas. Current apprentices account for just over one third of college learners and apprenticeship numbers have increased significantly over the last year. Currently, there are 893 apprentices, with the greatest proportion studying health and social care, hospitality and catering, residential childcare, business management and administration and service retail. Over half of apprentices are aged over 24 years and just over half of all apprentices are studying for an advanced apprenticeship.
- Too few apprentices achieve their qualifications and the rate of achievement has declined over the past two years. The proportion of apprentices who successfully complete their programme within the planned timescales remains too low and a significant minority of current learners make slow progress. Leaders have recognised the need for improvement. They have made recent changes in the management of the provision which is beginning to have a positive effect. For example, managers have introduced more robust performance management processes. Managers now focus on the quality and standard of apprentice's work, the quality of feedback, targets, the progress apprentices make and compliance issues. They now put actions in place to improve underperformance. These improvements, however, are not having a rapid enough effect. This is because managers do not have sufficiently robust, timely and accurate data to enable them to manage and monitor apprentices' performance with the level of detail required.
- Apprentices make good use of the industry-standard resources in the college to

consolidate their learning and hone their practical skills. Teachers and assessors are good role models and as a result, apprentices develop in confidence and demonstrate good practical and interpersonal skills. They show respect and tolerance to others. However, in less-effective sessions, teachers and assessors do not always take into account apprentices' existing skills and experience, or check their understanding well enough. Consequently, apprentices make slow progress from their starting points.

- In the majority of college based off-the-job training, and in a minority of work-based sessions, teachers and assessors do not give apprentices the opportunity to develop their independent working skills sufficiently. Apprentices do not engage effectively in their learning. Consequently they do not always make the progress of which they are capable.
- The majority of assessors and teachers do not routinely set goals that support apprentices to develop their skills and promote their learning beyond the minimum requirements. Consequently, the most able and experienced apprentices are not challenged sufficiently to reach their full potential.
- Teachers do not consistently provide sufficiently detailed feedback on apprentices' assessed work. As a result, apprentices cannot identify how to make better progress and they do not have a clear understanding of what they need to do to improve further. In a minority of subjects, for example in beauty therapy, feedback is highly detailed and constructive. As a result, apprentices develop and improve the standard and quality of their work and make better than expected progress.
- Most assessors develop apprentices' English skills in the workplace. However, in too many instances, teachers and assessors do not correct apprentices' spelling and grammatical errors in their work, or make clear to them the need for accurate written communications. In better sessions, apprentices use their English and mathematics skills well. For example, they produce well-written and structured emails and reports and accurately measure and weigh quantities of medicines.
- Leaders and managers ensure that the apprenticeship provision meets the principles of apprenticeship frameworks. Managers work well with employers to plan apprenticeship programmes and managers ensure that the range of vocational units meet their needs well. Managers establish highly effective and productive relationships with large and small employers across the region. Consequently, they develop programmes which upskill the local community and provide the workforce for priority areas of employment.
- The involvement of employers in the apprenticeship programme is effective and they are able to select optional units that best meet the needs of their employees and of their business. For example, in business administration, apprentices take a web design optional unit to complement their work as administrators in the marketing industry. Health and care apprentices are encouraged to study a level 3 dementia care option to enhance their understanding of residential care. Most employers support apprentices well in the workplace and ensure that apprentices undertake meaningful work and develop the required technical and professional skills for their vocational trade.
- The large majority of teachers and assessors use their considerable industry knowledge and expertise to plan a broad range of tasks and activities that engage the large majority of apprentices to develop their technical skills and knowledge, and provide value in their workplace. Teachers provide effective support to apprentices. This helps apprentices to understand the theoretical and technical concepts that underpin their practical work. Apprentices become more confident and are able to relate their knowledge and skills to

industry standards. Professional discussions between apprentices and their assessors are highly effective in eliciting apprentices' knowledge. Assessors manage reviews well, which enables apprentices to consolidate their understanding and to plan future assessments effectively.

- Teachers and assessors work closely with employers to ensure that they provide the most suitable opportunities for apprentices and that on- and off-the-job training are coordinated well. Employers value the contribution that apprentices make to their business.
- Apprentices enjoy their learning and feel they are on the right programme to meet their career aspirations. They benefit from good initial advice and guidance and receive appropriate advice about their next steps. Of the apprentices who achieved their qualifications in the previous year, around three fifths increased their salaries, gained promotion at work or progressed onto a higher-level apprenticeship.
- Apprentices have a good understanding of how to stay safe at work and they have a well-developed understanding of the risks associated with radicalisation and extremism. For example, teachers and assessors support health and social care and clinical health apprentices well in managing the risks associated with sexual exploitation and radicalisation in their role as health professionals.

Provider details

Unique reference number	130631
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	4,087
Principal/CEO	Graham Wilkinson
Telephone number	01539 814731
Website	www.kendal.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 or above				
Total number of learners (excluding apprenticeships)	16–18 68	19+ 238	16–18 235	19+ 404	16–18 620	19+ 128	16–18 2	19+ 22
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	121	239	110	352	0	71		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	50 part time							
Number of learners for which the provider receives high-needs funding	27							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

Information about this inspection

The inspection team was assisted by the director of 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, and 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 college.

Inspection team

Alison Cameron Brandwood, lead inspector	Her Majesty's Inspector
Andrea Machell	Her Majesty's Inspector
Dilys Taylor	Ofsted Inspector
Elaine Smith	Ofsted Inspector
Ruth Szolkowska	Ofsted Inspector
Rhys Davies	Ofsted Inspector
Victor Reid	Her Majesty's Inspector

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