

# Lancaster and Morecambe College

## General further education college

Inspection dates		10–14 December 2012
Overall effectiveness	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Success rates on college-based courses have been well above the national average for the past two years.
- Teaching and learning have improved dramatically since the last inspection. Most lessons are now good. Assessment is very well organised to help learners improve their work and gain their qualifications.
- As well as good teaching and assessment, learners do well because of the extensive support systems in place to identify when they need extra help, leading to measures being put in place quickly to avoid them falling behind.
- Learners benefit from a wide range of additional courses and enrichment activities. These contribute significantly to learners gaining confidence and the wider skills that are valued by employers. A high proportion of learners progress to higher level courses or to employment.
- The college is well led and managed. Staff and managers know its strengths and take action promptly to address weaknesses. They listen carefully to the views of learners and employers.
- Partnership work is strong and the college responds very well to the needs of vulnerable groups, such as the unemployed.

#### This is not yet an outstanding provider because:

- Although the progress made by learners is generally good, it is not yet outstanding.
- On a few college-based courses, both success rates and the proportion of learners achieving high grades are too low. Attendance is too low on some courses.
- Success rates for apprentices were too low in 2011/12. Swift action was taken to remedy this, but it is too early to judge the full impact of improvements this year.
- Learners' understanding of equality and diversity is not well developed on some courses.

## Full report

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

- Ensure action taken to address weaknesses in provision for apprentices is effective in all curriculum areas. In particular, monitor whether action planning to bring success rates on these courses back to at least national average is successful, and then aim to bring them more in line with success rates on college-based courses.
- Increase the success rates and proportion of high grades on the few college-based courses where they are too low.
- Evaluate carefully why its efforts to increase attendance overall are more successful on some courses than others, and set specific targets for those courses where attendance is still too low.
- In order to help all learners have a good understanding of equality and diversity, look carefully at the excellent examples inspectors found to promote their awareness in some lessons, and use these to increase further staff development for teachers who are less confident in this aspect of their planning.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Learners make good progress. On the majority of college-based courses, they achieve in line with, or better than, target grades based on their previous attainment.
- Success rates on college-based courses have risen dramatically in recent years. For learners aged 16 to 18 and adults, the overall success rates have been well above average for the last two years. Learners generally succeed well on courses at all levels, although the success rates for adults on advanced courses dipped to just above average in 2011/12 due to too many learners not completing their course.
- On a minority of college-based courses, success rates are below average or the number of learners gaining high grades is too low.
- Success rates on employer-based courses are generally in line with or above national averages. In 2011/12 they declined and were low for a substantial number of learners, who had been enrolled inappropriately onto apprenticeships. This has been rectified in the current year and apprentices are now making good progress. Success rates for other work-based learners are average.
- Different groups of learners generally achieve equally well. Learners from minority ethnic groups achieve as well or better than their peers and success rates are higher than national rates. Students with learning difficulties and/or disabilities achieve well. In 2011/12, success rates for students aged 16 to 18 were slightly lower for male learners than females.
- Learners enjoy coming to college, they support each other well and most display an enthusiastic and mature approach to their work. However, attendance varies too much between courses.
- The standard of learners' work is good. The college is very successful at helping learners to develop personal and employability skills, as well as specific vocational skills. A high proportion of learners progress between course levels and gain employment or places in higher education.
- Learners' confidence is greatly increased during their time at college. They make significant progress in developing communication skills, working in teams, delivering presentations and problem solving.
- The development of English and mathematical skills is generally good. The small number of learners who took a GCSE qualification in these subjects in 2011/12 achieved well. Many learners take functional skills tests in these subjects. Success rates for English functional skills are above the national average but for mathematics are slightly below.

- The college works successfully with vulnerable groups. Those attending programmes for the unemployed, and young people who achieved little at school, make good progress during their courses.

<b>The quality of teaching, learning and assessment</b>	Good
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- Teaching, learning and assessment are good, as demonstrated by learners' high success on college-based courses and the good progress being made by apprentices in the current year. A robust system of observing teaching and well-targeted staff development has increased the quality of lessons substantially in recent years.
- The majority of lessons are good and some are outstanding. In the very best lessons, teachers expertly guide learners to expand and demonstrate their knowledge and skills. For example, in a welding class, the teacher skilfully used detailed questioning techniques to develop learners' ability to evaluate their own work and recognise the industry standard expected and required. In a catering lesson, where learners had a wide range of additional needs, all were able to make good progress because the work was structured for their different abilities and levels. Attention to health and safety is generally good.
- In the majority of lessons, teachers plan the lesson well and organise a range of activities to ensure that all learners achieve their learning goal. Many staff have extensive industry experience and they use this very well to help learners gain up-to-date understanding and skills required by employers. Teachers are skilful at helping students relate what they have achieved in practical sessions to the theory they need to understand. They use questions effectively to check recall of knowledge from previous lessons and from workplace activities.
- Assessment is well planned, providing learners with clear guidance on marking criteria. Detailed assessment feedback regularly provides learners with expert guidance on how they can improve their work. In most cases, teachers identify and correct spelling, grammar and punctuation mistakes.
- Learners benefit from a range of additional activities outside formal teaching. Learners speak highly of the regular tutorials that take place to check their progress. Additional time is allocated to tutorials where managers judge learners need extra help with their work. In addition, teachers and support staff give willingly of their time informally to help learners. Individual learning plans effectively record the outcomes of review meetings and monitor progress towards the achievement of goals agreed between tutors and learners.
- Another feature of teaching and learning that contributes to good achievement is the rich programme of extra activities organised by course tutors, such as trips and visiting speakers. These have a very positive effect on learners' motivation as well as helping them to understand how their learning applies to 'the real world'.
- The college's system for recruitment and induction of learners works very well. Staff use a range of systems to gather information to guide learners onto the right programmes, and at the right level to meet their needs. Weaknesses in recruitment to apprentice programmes have been addressed this year.
- For those who require additional and specialist support, this is put in place right from the start of the course. Well-qualified support staff work with teachers to provide good quality support in class and in extra sessions outside lessons. The college's flexible approach to provide support in a variety of ways is one of the important factors that have driven up success rates.
- A minority of teaching is less effective. Planning is not as detailed to meet the different needs in the class and questioning to check understanding is not skilful enough. In these lessons, the organisation of activities is not focused clearly on the learning goals to extend and challenge all learners. In a few lessons, teachers fail to enhance learning by the use of information technology.
- The college is characterised by a culture of valuing and supporting all learners equally, but as identified in the self-assessment report, teachers sometimes miss opportunities to promote

learners' understanding of equality and diversity in lessons. Staff development of this area is in place and inspectors found some very good practice, but this is not yet well established across the college.

## Health and Social Care

### Learning programmes for 16-18 Learning programmes for 19+ Apprenticeships

Good

- The quality of teaching, learning and assessment is good, which ensures outcomes for the majority of learners are consistently good, with exceptionally high achievement in 2011/12 for learners on foundation and intermediate level courses. Teachers have high expectations for learners and use a good variety of effective activities to engage and motivate them. Lesson planning is thorough to ensure the individual needs and interests of learners are met.
- Progress for the majority of current apprentices is good because assessors now provide accurate recruitment advice, thorough and frequent assessment, and monitor progress and attainment more effectively. Assessors are flexible when arranging assessment schedules and respect the demands of busy employers. However, learning targets relate only to completion of units and do not include wider interests or career aspirations.
- Teachers have good levels of vocational knowledge and experience which they use effectively in the better lessons to bring learning to life. For example, learners on intermediate level courses are involved in reviewing infection control strategies and understand the risks of cross-contamination and the requirements of reporting diseases. However, in a small minority of lessons, teachers do not use up-to-date information about care work and are not fully informed of developments in the care sector.
- Teachers make sure learners understand the relevance of theory in practical care settings, such as those used to help explain how ageing can increase isolation and reduce well-being. This inspires learners, helping them to develop greater awareness of the principles and values which underpin effective health and social care services. In the better lessons, teachers use technology very effectively to illustrate key learning points such as three-dimensional imaging in a laboratory session to illustrate the effect of temperature on human physiology.
- Initial assessment is thorough and is used well to set individual targets which challenge the vast majority of learners. Learners' progress is closely monitored and staff respond quickly with further support when concerns arise. Tutorial arrangements are effective because they provide a clear focus on progress and achievement. Occasionally, tutorials do not focus sufficiently on checking learners' understanding of health and safety, especially for learners who spend long periods in work placements.
- Learners understand what they need to do to improve their work. Teachers make sure learners improve their skills in English and mathematics during planned tasks, such as calculating percentages and trends within health and lifestyle research projects, and introducing specialist language such as 'person-centred' care and 'socialisation'. Almost all teachers correct spelling and grammar as they mark written work and support for learners to improve their skills is readily available and very effective.
- Employer links are used well to establish a good range of work placements rich with learning opportunities, such as the advanced level National Health Service Nurse Cadet course which provides outstanding hands-on training in settings ranging from maternity to end-of-life care. This increases learners' employability skills such as self-confidence, assertiveness and time management. Almost all cadets progress into paid employment or higher education.
- Services to provide information, advice and guidance are good. Tutors provide effective individual care and support for learners and this has fostered a positive environment with good

attendance and high rates of progression between course levels. Learners enjoy their courses and value their learning and development.

- In the better lessons, teachers make very good use of opportunities to promote equality and diversity, such as discussing the connections between low income, poor health and reduced quality of life. However, in a few sessions staff do not challenge negative stereotyping.

## **Hairdressing and Beauty Therapy**

### **Learning programmes for 16-18**

### **Learning programmes for 19+**

Good

- Hairdressing and beauty therapy teaching, learning and assessment are good, which is reflected in the high proportion of learners who achieve their qualification. Many learners progress to a higher level qualification on completion of their course.
- The use of technology is variable. In some lessons, computers are not used effectively to help learners enjoy and understand points. In other lessons, electronic resources are used well, for example to show a professional working area which effectively displays the required professional standards. Learners are encouraged to use the college's intranet to carry out research and develop their independent learning.
- Teachers use their extensive knowledge of cutting and styling and new products to enliven lessons and inspire learners. Specialist commercial experts, such as a freelance media make-up artist, bring realistic industrial knowledge and set high standards for learners.
- Assessments are planned well and are flexible to allow learners to progress quickly when they have developed the required skills. Teachers frequently check learners' understanding during practical sessions by effective questioning. Learners are briefed well before they start an assessment so that they understand what is required and consequently they make good progress.
- Teachers provide detailed written feedback on learners' portfolio work. They write helpful and constructive comments so that learners are clear about what they need to do to improve further.
- Tutors closely monitor learners' progress. Tutors meet learners at least monthly to discuss their attendance and progress towards meeting their targets. A comprehensive range of tracking sheets monitors learners' completion of practical units. However, during individual reviews too many targets are not specific enough to identify exactly what a learner needs to do before the next meeting. For example, improve their attendance in some classes.
- Learners are supported well and appreciate the approachability of, and encouragement they get, from their teachers. Learners work well with a range of clients; their communication and professional skills are developed to give them the confidence to work in large city centre salons, both during and after the course.
- Learners increase their employment prospects by taking a good range of appropriate additional qualifications, for example, beauty therapy learners develop skills in applying acrylic nails and hairdressers develop scalp massage techniques.
- Advice and guidance support learning effectively by ensuring learners are on appropriate courses and can progress at a pace suited to their needs. Learners' broader skills of English and mathematics are assessed at the start of the course and they receive additional support from specialist teachers. Learners enjoy the way teachers relate these skills to situations that they will encounter in their professional and social life. English functional skills are taught well, with particular emphasis on spelling and writing skills.
- Equality and diversity awareness is not promoted consistently to ensure that all learners have a detailed understanding of aspects relevant to the industry, for example, how to work with a wheelchair user in a salon.

## Sport and Leisure

### Learning programmes for 16-18 Learning programmes for 19+

Good

- Effective teaching, learning and assessment ensure most learners make good progress and achieve their qualification. However, attendance is low in some classes.
- Learners have a clear understanding of progression opportunities and many progress to a higher level qualification on completion of their course. Progress against target grades is tracked well using a sophisticated colour coded system, which learners find easy to understand.
- Teachers plan lessons well with interactive learning activities to stimulate interest and encourage learners to take responsibility and develop independence. Development of literacy, language and numeracy in lessons is good, for example a sheet on muscle terminology used phonetics to help learners remember specialist vocabulary. The use of information technology to support learning is inconsistent and not used sufficiently in some lessons.
- Learners demonstrate good employability skills including confidence, the ability to communicate well, teamwork and organisation. Opportunities for voluntary work with the local community and schools benefit learners and support their personal development. Additional courses and qualifications are used to widen their learning and increase their employment prospects.
- Learners are very willing to contribute in lessons. They take responsibility to lead, coach and organise sports sessions effectively. For example, learners delivered warm-ups on strength and conditioning activities to the whole class, creating good working relationships and mutual respect. Learners show a good awareness of their personal strengths and weaknesses through their leadership activities.
- Assessment of learners' work is good. Learners receive very detailed feedback with clear references to criteria met and how to improve their work. However, lessons are often not linked directly to the vocational assessment, for example, learners calculating physical activity levels were unaware of the assignment criteria the task was related to.
- Learners' understanding of equality and diversity, such as working with different age ranges in the workplace, is reasonably developed, but opportunities in lessons to deepen their understanding of different groups are not always explored sufficiently.
- Learners work well independently, showing good levels of concentration, and apply themselves well to the task in hand. However, too many teachers do not provide sufficient extension work for more-able learners.
- The new sports facilities are excellent. They include floodlit, all weather sports pitches and a 'state of the art' fitness suite to support learners' practical performances. High-quality lesson resources are used effectively to develop learners' understanding.
- Learners are supported very well and value highly the help they receive from additional support tutors in lessons, the learning resource centre, and through tutorials. The curriculum area works closely with the learning support staff and student services.
- Good partnerships are in place with local, regional and European organisations to help learners develop skills valued by employers. A good range of extra-curricular activities is appreciated by learners and enables them to acquire new skills. A 'Panability' football squad, developed by the sports department during the last three years, now operates at regional as well as local level for learners with specific disabilities.

## Visual Arts and Media

### Learning programmes for 16-18 Learning programmes for 19+

Good

- Good teaching, learning and assessment lead to positive outcomes for most learners, with a number of courses having above average success rates in 2011/12. Many learners produce high standards of work and this is celebrated through professional displays. They develop sound research and evaluation skills, a creative approach to problem solving and learn well from each other.
- Lessons are planned effectively and a wide range of teaching and learning methods help learners to enjoy and understand ideas. For example, in a sound recording lesson they experimented with different materials used to create effects, including snapping sticks of celery to simulate the sound of breaking bones. Teachers use detailed pen portraits of learners to plan sessions that cater well for individuals' strengths and areas for development.
- Feedback to learners is prompt and contains clear guidance on how they can improve their work. Teachers are skilful in using a range of techniques to assess learners' knowledge and understanding, particularly on interactive media courses.
- Learners feel safe at the college and health and safety are well promoted, for example, the correct use of equipment. All learners complete safety audits of specific hazards relating to different art and design techniques, such as the use of chemicals in etching techniques.
- Students learn well because they are encouraged to be creative thinkers, to apply problem-solving skills and to be reflective and evaluate their work carefully. In an innovative games development lesson, learners set up their own design company and supported each other to design a games product using a social network site and blogs.
- Assessment is well organised. The diverse range of high quality assessments encourages original independent learning. Many assignments are submitted electronically and feedback from teachers is rapid. Learners value the timely marking of their work and the comprehensive feedback they receive in many cases. They also appreciate the availability of assessment materials posted on the college's intranet. This resource also allows learners to retrieve presentations from classes and other learning materials to help them develop their ideas.
- Learners have access to high quality resources. Specialist studios include printmaking, fine art and textiles. The appearance of many studios is welcoming but a few would benefit from more displays of current learners' work. Digital learning is used effectively, particularly through the use of collective blogging on film and television and games development programmes. Staff are practising artists and designers and use their industrial experience well to develop learners' employability skills.
- Learning is supported by a vibrant enrichment programme. Learners benefit from a plethora of visits to museums and galleries. Games development learners explored cyber-bullying and worked with design companies in the Czech Republic as part of their work experience. In addition, learners benefit from the wide range of artists and designers who visit the college as guest speakers.
- English and mathematics are integrated well into coursework through group critiques and innovative assignments and, as a result, learners can express their ideas clearly and with confidence. Mathematical concepts are explored in context, for example, through looking at perspective or dimension.
- Effective guidance and support enable students to learn successfully. Classroom management is skilful and ensures all learners receive a fair amount of the teacher's attention which keeps them driven and keenly involved. Teachers give generously of their time outside lessons to provide the extra support that helps learners to achieve.
- Equality and diversity are promoted well in lessons and assignments. Learners produce powerful graphic designs based on themes of homelessness and domestic violence, and also explore religious themes in their work. Media learners researched stereotypes portrayed in popular British television drama series. Art and design learners researched contemporary Korean collages juxtaposed with the industrial landscapes of Lowry's paintings.

**Business Administration****Learning programmes for 16-18****Learning programmes for 19+****Apprenticeships**

Good

- Effective teaching and learning ensure that learners make good progress. In the college-based provision learners' achievement was high in 2011/12. Workplace learners' progress was too slow in 2011/12. However, current apprentices are on the right level of course and making good progress.
- Learners enjoy their training and learning; they are keen and well motivated. They participate enthusiastically in lessons, working in teams and delivering presentations, for example, on research into health and safety. Learners' self-confidence is improved and this adds to their employability skills. Apprentices demonstrate their ability to carry out a wide range of administrative tasks, which helps them to do their job more effectively. For example, one trainee's customer service and communication skills had developed sufficiently to enable complex and detailed overseas communications to be carried out effectively.
- Learning and assessment sessions are planned well. Staff have good subject knowledge and vocational expertise which they use effectively to promote the learners' knowledge and understanding. Classroom delivery includes a range of activities which encourage learners to work independently and collaboratively, developing further their communication skills, knowledge and understanding, for example in preparing an advertisement for a marketing event. Accommodation and learning resources are of a good standard, with all learners having easy access to computers.
- In most cases, teachers set challenging targets for learners and these are recorded on their individual learning plan which is updated regularly at tutorials or reviews. This enables learners to have a clear picture of progress made and what they need to do to achieve the qualification. However, some targets are too vague and not sufficiently helpful to learners so they can improve more rapidly.
- Initial assessments of English and mathematics ensure all learners study the appropriate level of functional skill and many improve their skills as a result.
- Work is assessed regularly using a variety of methods. Well-structured written and oral feedback provides learners with clear guidance on how to progress. Assessors visit apprentices at least monthly and visits are arranged at times to suit the employer. In between assessments learners submit evidence for assessment to ensure learning occurs and progress is maintained. The standard of learners' work is high, with a good range of evidence presented in their portfolios. Regular involvement of employers in reviews and target-setting helps them to identify work-related opportunities for learners to demonstrate competence.
- The college works very effectively with a range of employers, who are positive about the service provided and the skills their employees gain on programmes organised by the college. Despite this positive feedback from employers, too many trainees were guided onto the wrong programme in 2011/12 and, while many of them gained their National Vocational Qualification, they did not achieve the full apprenticeship. In the current year, apprentices have been guided onto the right programme.
- Advice and guidance for college-based learners are good. They receive appropriate initial advice, and good information and guidance throughout their course to enable them to make informed choices about further study and career progression. The majority progress onto further training, higher education or employment.
- Learners have a clear understanding of equality and diversity. They respect and value differences within the college and in the wider community.



**The effectiveness of leadership and management****Good**

- Leadership and management are good. Senior managers work well together and have created a positive, supportive and open culture based on high expectations for learners. Staff at all levels have a strong understanding of the college's strengths and areas for improvement and of their responsibility for driving improvement.
- The college has improved teaching and learning significantly in recent years and any dips in performance are now identified quickly and action taken. Data are analysed and used effectively to monitor attendance, retention and achievement.
- Governance is good. Governors are well informed about the college's performance and confidently provide appropriate challenge to senior leaders. Students are well represented on the governing body and their views are sought regularly.
- Curriculum management is well organised leading to good outcomes for most learners. The rapid growth of work-based learning in 2011/12 was not adequately managed; monitoring arrangements were weak and success rates were too low. The college has now rectified the situation, with strong leadership for this work, much greater involvement of faculty managers and careful tracking of trainees' progress.
- Management of subcontracted work is effective and success rates are high; contracts are terminated if performance is low.
- Performance management is firm but fair. Staff development is effective and has improved learners' experiences. Underperforming courses are identified quickly and monitored well until improvement takes place.
- The college listens to its learners' views and acts on them to improve the provision. Feedback from employers is positive, but less so than in previous years. Complaints are resolved quickly and analysed well to identify trends.
- The college is well aware of its strengths and areas for improvement, and action plans lead to measurable improvements. Self-assessment is accurate and based on a wide range of evidence and robust challenge. Staff at all levels are involved well in the process and given responsibility for actions. Inspectors had a high degree of confidence in the college's process for observing its teaching and learning; actions are followed through and lead to improvements.
- Areas for improvement identified at the last inspection have been rectified. The grades awarded at this inspection are in line with those in the self-assessment report and much improved from the last inspection.
- Partnership working to extend the range of provision and enrichment opportunities for learners is outstanding. Progression routes exist from foundation to advanced level in all curriculum areas and internal progression through the levels is good, with higher level courses being developed in response to local need and job opportunities.
- The college knows its community well and constantly reviews and changes its offer to meet the needs and interests of local learners and employers, for example, the new Start-Up Factory supports enterprise. Innovative provision successfully helps unemployed people develop the skills required by local businesses. Many learners benefit from European work placements, for example, nursing in Iceland and animal care at a Polish zoo.
- Equality and diversity are monitored well. Recruitment and success data are checked carefully to address issues. Last year, the college identified a gap in success rates between females and males aged 16 to 18 and quickly targeted support at courses where this was an issue, which has led to considerable improvement in retention this year.
- Recruitment of learners from minority groups exceeds that of the local area and reflects the college's inclusive curriculum. A significant number of learners face socio-economic and other disadvantages, but their success rate is high in line with all learners. As the college has identified, further work is needed to embed fully equality and diversity in teaching and learning.

- The provider meets its statutory requirements for safeguarding learners. Health and safety are well managed and generally reinforced effectively in teaching and learning. Close working with external agencies provides learners with a wide range of activities and services to help them stay safe and healthy.

**Record of Main Findings (RMF)****Lancaster and Morecambe College**

<b>Inspection grades are based on a provider's performance:</b>					
1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning
<b>Overall effectiveness</b>	2	2	2	3	3
<b>Outcomes for learners</b>	2	2	2	3	3
<b>The quality of teaching, learning and assessment</b>	2	2	2	2	2
<b>The effectiveness of leadership and management</b>	2	2	2	3	3

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Health and social care</b>	2
<b>Hairdressing and beauty therapy</b>	2
<b>Sport, leisure and recreation</b>	2
<b>Visual Arts</b>	2
<b>Business Studies</b>	2

## Provider details

Lancaster and Morecambe College	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 1537
	Part-time: 4632
Principal/CEO	David Wood
Date of previous inspection	November 2008
Website address	<a href="http://www.lmc.ac.uk">www.lmc.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 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	161	56	407	85	524	238	23	37
<b>Part-time</b>	89	503	72	558	87	223	6	170
Number of apprentices by Apprenticeship level and age								
	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	137	204	33	332	0	0		
Number of learners aged 14-16	115							
Number of community learners	N/A							
Number of employability learners	396							
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"> <li>▪ Lancaster Training Services</li> <li>▪ Piccadilly Garden</li> <li>▪ Lancashire Football Association</li> </ul>							

## Additional socio-economic information

The college serves the university city of Lancaster and the regenerating seaside resort of Morecambe. The current population is 143,500, of which 63% is of working age. The majority of employment is in the services sector and the district is heavily dependent on public sector jobs. Unemployment is close to the national average, although this varies between areas. The district is ranked 116th most deprived authority on the 2010 Index of Deprivation. The proportion of the population who have no qualifications is lower than that found nationally. The number of pupils attaining five GCSEs at A\* to C, including English and mathematics, is around the national average, which masks significant variations between schools.

## Information about this inspection

**Lead inspector**

Sue Harrison HMI

Four of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by one of the college's directors as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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