

Lakes College – West Cumbria

General further education college

Inspection dates

5–8 December 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	Good	Apprenticeships	Good
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Requires improvement

Summary of key findings

This is a good provider

- Governors and senior leaders promote a culture of high expectations. They have rectified the vast majority of weaknesses identified at the previous inspection.
- Leaders' and managers' strategy to improve teaching, learning and assessment has been successful. The quality of teaching, learning and assessment is now good.
- Governance is highly effective. Governors challenge senior leaders and managers effectively. They successfully hold them to account for improving the quality of teaching, learning and assessment.
- The principal, senior leaders and college staff develop highly effective partnerships with local and regional stakeholders. As a result, courses meet local, regional and national skills priorities very well.
- Learners and apprentices develop successfully the practical skills and technical knowledge they need for work.
- Learners and apprentices produce work of a good standard that is at or above the level at which they are studying. They take pride in their work and know what to do to improve.
- Learners' and apprentices' achievement is good. Since the previous inspection, leaders and managers have successfully improved the proportion of learners and apprentices who complete and pass their courses.
- Apprentices do not further develop their English skills sufficiently, and adult learners on employability courses do not sufficiently develop their English and mathematics skills to reach their full potential.
- On a small number of courses, the proportion of learners who achieve their qualification is too low, including grades A* to C or grades 9 to 4 in GCSE English and mathematics.
- A minority of students, in particular the most able, do not make the progress they are capable of from their starting points.

Full report

Information about the provider

- Lakes College in West Cumbria is a medium-sized general further education college with one main campus. At the time of the inspection, it provides education and training for approximately 2,117 learners. Two fifths of learners are aged 16 to 18 and two fifths are apprentices. The remaining learners are on adult programmes, most of which are studying part time. The college provides courses in a range of subject areas. The largest subject areas are in health and social care, building and construction, engineering and manufacturing technologies, and business administration. The college works with one subcontractor, mainly with apprentices.
- Approximately 166,300 people live in the local districts of Allerdale and Copeland. In the local authority of Cumbria, just under a third of the working-age population have qualifications at level 4 or above. This is lower than the regional and national averages. The proportion of learners in Cumbria who achieve five or more GCSEs grades A* to C or grades 9 to 4, including English and mathematics, is higher than the national average. Levels of unemployment in Allerdale and Copeland are lower than the regional average.

What does the provider need to do to improve further?

- Improve further the English skills of apprentices and the English and mathematics skills of adult learners on employability courses by planning lessons and activities that include the development of their English and mathematics skills.
- Increase the proportion of learners who achieve their qualifications in hairdressing, the early years, accounting and GCSE English and mathematics grades A* to C and 9 to 4 by ensuring that:
 - managers continue to focus on helping teachers in these areas to improve their teaching practice
 - managers continue to implement the performance management process and rigorously monitor teachers' progress against clear and robust targets.
- Use the information on learners' starting points to plan learning that enables all learners to make the progress of which they are capable, in particular for the most able.

Inspection judgements

Effectiveness of leadership and management

Good

- Governors and senior leaders promote a culture of high expectations. Leaders' and managers' strategy to improve teaching, learning and assessment has been successful, and the quality of teaching, learning and assessment is now good.
- Governors, leaders and managers have rectified the vast majority of weaknesses that needed improving at the previous inspection, and their strategies to improve the quality of courses are successful. The proportion of learners who stay on their course and gain their qualifications has increased, and is now high for young people, adults, learners with special educational needs and apprentices. However, on a small number of courses, learners' achievement requires improvement – for example, in hairdressing, child development, accountancy and GCSE English and mathematics. Learners on 16 to 19 study programmes develop the English and mathematical skills they need for work. However, the proportion of learners who achieve a grade A* to C or grade 9 to 4 remains low. Most learners on study programmes now enjoy external work experience and work-related activities. The proportion of learners who progress to further study or employment has improved. It is now good for 16 to 19 study programme learners and apprentices.
- Leaders and managers have implemented a comprehensive self-assessment process that involves all staff. Governors and senior leaders effectively identify the college's strengths and areas for improvement, and set measurable targets to improve, which they check regularly.
- Managers closely check the performance of learners, staff and courses. They use a thorough and very effective system to track learners' progress against their starting points. They respond quickly and effectively to get learners who are falling behind back on track. As a result, the vast majority of learners make good progress. However, leaders and managers do not check the progress that apprentices make as rigorously. Consequently, interventions for apprentices who are underperforming are not always made as quickly as for 16 to 19 study programme or adult learners.
- Managers' strategies to improve teachers' performance are successful. Managers routinely set targets for teachers and monitor their performance carefully. As a result, the outcomes that learners achieve have risen in the most recent year. Observers accurately identify in lessons the strengths and weaknesses of teaching, learning and assessment. Staff who need to improve benefit from individual staff development. Most teachers value this support and improve their practice. Leaders and managers take decisive action so that teachers who do not improve leave the college.
- Senior leaders prioritise the management of subcontractors. Managers regularly meet with staff and check subcontractors' apprentices' progress. They carry out quality assurance checks including regular observations of teaching and learning and scrutiny of apprentices' portfolios. Consequently, the progress that apprentices make with subcontractors is good.
- The principal, senior leaders and college staff have developed highly effective partnerships with local and regional stakeholders. As a result, courses meet local, regional and national priorities well. Leaders and managers develop courses in conjunction with employers. For example, leaders and managers have nurtured very effective relationships

with a college in the south-west of England, two universities and large employers to develop the skills required for the regional and national nuclear industry. They have developed a good partnership with the National Health Service to train young people as nurses through the cadet scheme.

- Leaders' and managers' actions to improve the proportion of learners who achieve good passes in GCSE English and mathematics have not yet been successful. While there has been an increase in the proportion of learners who achieve a grade A* to C or grade 9 to 4, it remains too low.

The governance of the provider

- Governors effectively challenge senior leaders and managers. They hold them to account for improving the quality of teaching, learning and assessment. Governors' rigorous scrutiny has contributed to these improvements and the increased achievements for learners and apprentices.
- Governors have a good range of skills, knowledge and experience. They are highly committed to ensuring that the college meets the educational priorities of Cumbria. They make very good use of their skills to help the senior leadership team to raise standards throughout the college.
- Governors know that GCSE English and mathematics courses have been too slow to improve. Consequently, they provide additional support and challenge to senior leaders and managers. For example, they have set senior leaders and managers higher targets for the proportion of learners who achieve GCSE grades A* to C or grades 9 to 4 in English and mathematics.

Safeguarding

- The arrangements for safeguarding are effective.
- Learners feel safe. They know how to keep themselves safe online and from the risks associated with radicalisation and extremism. They are clear about reporting concerns relating to their safety. Managers ensure that they protect learners from a range of safeguarding concerns, including self-harm, homelessness and drug misuse. They take action quickly when well-being issues arise.
- The designated safeguarding lead and all college managers benefit from relevant training. Leaders, governors and staff receive appropriate training and regular updates on safeguarding and the 'Prevent' duty. As a result, staff are clear about their responsibilities and the procedures for reporting concerns.
- Managers carry out the appropriate checks on all new staff, including Disclosure and Barring Service checks. For example, a comprehensive scrutiny of job applicants' suitability takes place.
- Teachers' focus on health and safety is effective. Learners' and apprentices' knowledge and understanding about safe working practices in lessons and in the workplace are good. Governors effectively check safeguarding, and health and safety practices in the college.

Quality of teaching, learning and assessment

Good

- Leaders and managers are successfully improving the quality of teaching and learning at the college. This is because of a well-thought-out strategy they have put in place. Leaders and managers now have an unrelenting focus on improving teaching and learning. Staff enthuse about this change in culture at the college since the previous inspection. For example, managers have implemented 15-minute development activities for staff known as 'turbo teaches'. They develop the training from the outcomes of observations of teaching and learning. Managers update the training on a termly basis to meet staff's development needs. Staff develop their teaching practice and greatly appreciate the opportunities to do so.
- Most teachers plan learning effectively to meet the specific requirements of learners. Teachers and training advisers know their learners and apprentices well. They support them effectively to make good progress in their studies. Adult learners at all levels mix successfully in study programme lessons. They develop new practical skills, produce good standards of work and make progress relative to their starting points. Apprentices develop highly relevant industrial skills. This helps them to make good progress on their programme and contribute well to employers' businesses.
- Staff are well qualified and have good industrial skills that they share with learners. Consequently, learners and apprentices develop new skills. For example, in classes for adults to prepare them for employment, they learn the importance of safe lifting practices. Teachers make clear links to the protocols followed by nursing staff in the National Health Service. Fabrication and welding teachers use their extensive industrial experience to assist level 2 learners so that they complete vertical welds to a high standard.
- Most teachers provide helpful and regular feedback on learners' work. They support learners in improving the standard of their work. As a result, learners achieve the grades that they are aiming for. Teachers provide useful feedback to learners to help them to improve the quality of the work they hand in, which learners appreciate. Learners can clearly describe how their work has improved throughout their studies.
- Training advisers and teachers provide apprentices with effective and timely feedback. This helps them to improve the quality of their work while at college. For example, teachers provide useful feedback to apprentices when they are constructing a jig in the workshop. As a result, apprentices improve the accuracy and construction of tenon and mortice joints. Apprentices successfully link theory to practice when explaining the importance of a noggin when erecting a floor.
- Study programme learners have student mentors who meticulously check their progress in the first six weeks of their programme. Mentors ensure that learners are enjoying their course and making the progress that they should. Where this is not the case, effective intervention ensures that learners transfer onto a more appropriate course. This has reduced the number of early leavers in the current academic year.
- Mentors support learners throughout their programme to develop a wider understanding of social and ethical issues. For example, mentors invite guest speakers into the college to discuss topics with learners that will broaden their knowledge and understanding of life in modern Britain. For example, a local representative from the Muslim learner services

spoke to learners about Islam in the context of British values and society. Consequently, learners developed a greater understanding and respect for others.

- Learners are developing their digital skills well in preparation for employment. Learners develop good research skills in international business courses. They identify successfully the use of trade tariffs within specific countries. Plumbing apprentices use smartphone technology within their jobs. They quickly and accurately work out heating capacities of commercial boilers.
- Teaching staff now incorporate English and mathematics in their lessons and relate them to their vocational studies. They attend mandatory English, mathematics and digital skills workshops. Consequently, teachers in practical sessions now focus more effectively on mathematics in the context of the vocational subject. For example, learners in plumbing can confidently calculate the British thermal unit heat generation needed to calculate the size of the boiler required to heat a residential property.
- On too many occasions, teachers do not use the results of assessments of learners' starting points to challenge the most able learners to acquire the skills and knowledge of which they are capable.
- In a few lessons, teachers and learning support assistants do not provide effective support for those who need it. Teachers do not routinely have the necessary information to enable them to deliver effective learning to learners with high needs. Consequently, in these lessons, learners requiring support do not always make the progress of which they are capable.

Personal development, behaviour and welfare

Good

- Learners and apprentices improve their confidence and self-esteem. They develop successfully their personal, social, communication, teamwork and organisational skills. For example, learners and apprentices take part in the 'Big Rig Challenge' at the college. Learners work with national and international companies on the project. They solve problems, plan projects and carry out practical work on a nuclear process simulator rig. Learners secure employment as a direct result of working on this project.
- Learners and apprentices develop good practical skills and the technical knowledge they need for work. They put the theory they have learned into practice and show a good awareness of the expected health and safety requirements associated with their profession. For example, level 3 electrical learners successfully use mathematical formulas. They work out how far apart they need to fit lights to prevent users getting headaches from the glare of the light.
- Learners and apprentices receive effective advice and guidance before they start and during their course. As a result, the proportion of learners and apprentices who stay on their programme to its conclusion and achieve has improved. Teachers and mentors work successfully with learners to determine their future career plans. Managers have nurtured effective relationships with a national careers service provider. This ensures that learners receive comprehensive and impartial guidance on their future career plans. Consequently, the large majority of learners' progress into positive destinations aligned to their course.
- Teachers plan and organise suitable work experience to match learners' future career plans. Learners talk confidently about the skills they have learned. For example, electrical

learners work with a local housing organisation to complete first and second fit electrical works on new builds. As a result of their on-site placement, a significant minority of learners receive and accept offers of apprenticeships by their work experience employers.

- Learners experience a range of enrichment activities. Engineering learners and apprentices enter the 'WorldSkills' competition, and hospitality and catering learners take part in 'Salon Culinaire'. Learners and apprentices are highly successful in these competitions. They develop a greater understanding of life in a wider society and in Britain because of their involvement in these activities.
- Learners successfully develop the skills they need for work. Health and social care learners work alongside healthcare professionals in the targeted youth support scheme. Construction and engineering learners and apprentices work with a local artist on a locally commissioned project to produce a sculpture which is exhibited locally.
- Learners and apprentices feel safe in college and in the workplace. They know how to keep themselves safe online and understand the risks associated with radicalisation and extremism. They know whom to go to if they have any concerns. Learners enjoy a responsive tutorial programme from which they learn how to stay safe, develop work-related skills and lead healthy lifestyles.
- The vast majority of learners and apprentices reflect the college's values of 'ready, respectful, potential' when in college. They behave well in and outside the classroom and are punctual to lessons. Learners are respectful towards their peers, college staff and visitors. However, in a small minority of lessons, learners are not fully equipped and ready to learn. They arrive without the necessary equipment, such as pens, paper or folders. In a very small number of lessons, there is low-level disruption that affects the learning of other learners and apprentices.
- Learners' attendance is good. Leaders and managers have improved the proportion of learners who attend regularly since the previous inspection, including in English and mathematics. However, attendance in English and mathematics is lower than in vocational lessons and, consequently, learners do not make as rapid progress.
- Most learners develop effectively the English skills that they need for work. For example, in public services, learners research and present their political party manifestos. However, apprentices and adult learners on employability courses do not make enough progress in developing their literacy skills.
- Most learners and apprentices develop sufficiently their mathematical skills. For example, apprentices in joinery use their numeracy skills successfully in cutting pieces of timber to size using rounding-up techniques appropriately. However, adult learners on employability courses do not make enough progress in developing their numeracy skills.

Outcomes for learners

Good

- Since the previous inspection, leaders and managers have successfully improved the proportion of learners and apprentices who complete and pass their courses. They have dealt with the low levels of achievement for learners on 16 to 19 study programmes. Study programme achievement is now higher.
- Leaders and managers have successfully dealt with the gaps in achievement between male and female learners and those with and without learning difficulties and disabilities.

Consequently, these groups of learners now achieve as well as or better than their peers. Apprentices and learners on subcontracted programmes achieve at least as well as those studying at the college.

- A high proportion of learners and apprentices progress into positive destinations, such as paid employment, apprenticeships, university or further study. The proportion of these learners and apprentices who sustain these positive destinations is high. However, too many adult learners do not secure employment or go on to further study.
- Most learners for whom the college receives high-needs funding achieve successfully. Learners with high needs on vocational study programmes make good or better progress from their starting points. However, a minority of learners on courses that staff have designed specifically for them do not progress as successfully. In a few lessons, teachers and learning support assistants do not sufficiently challenge or effectively support these learners to acquire useful or relevant skills to become more independent in their everyday lives.
- Learners' achievements on the small minority of courses are too low and require improvement. These include hairdressing, accountancy and the early years. Leaders and managers have put in place robust action plans for managers and staff to bring about improvements in these courses.
- In 2016/17, too few learners made the progress in English and mathematics GCSE of which they were capable. Although improved, not enough learners improve their grades at GCSE in English and mathematics, and too many learners do not achieve GCSE grades A* to C or grades 9 to 4.

Types of provision

16 to 19 study programmes

Good

- Currently, there are 825 learners on a range of study programmes from entry level to level 4 across 11 subject areas. Around a half study at level 2 and just over a third study at level 3. The majority of learners are on courses in building and construction, health and social care, and engineering. Around one third of learners with high needs follow vocational study programmes and two thirds follow a specialised learning programme designed to meet their individual educational requirements.
- Leaders and managers have implemented all aspects of the study programme requirements. Most learners enjoy meaningful high-quality work experience. Consequently, they develop the skills and behaviours they need for work and progression to further or higher education. A significant minority of learners in motor vehicle, engineering and construction, for example, have gained apprenticeships following successful on-site placements. Staff have secured prominent hospital placements for nurse cadets. These include in departments such as midwifery, radiography, chemotherapy, and accident and emergency. A high proportion of learners go on to university, further study, apprenticeships or employment on completion of their courses.
- In most lessons, teachers plan learning effectively to meet individual learners' requirements. As a result, learners produce written and practical work of a high standard. Teaching is particularly effective in practical sessions, GCSE English and at level 3. For example, learners in a practical welding lesson accurately evaluate the quality of corner

welds for the expected levels of penetration as demanded for the 'WorldSkills' competition entry.

- Teachers give effective feedback. As a result, learners know what they need to do to improve their work in lessons and in their written work. For example, teachers' feedback during a practical brickwork lesson enabled learners to make immediate improvements to their wall build design using facing bricks to ensure watertightness and improve aesthetics.
- Teachers in vocational subjects focus successfully on relevant English and mathematics topics. As a result, learners develop the literacy and numeracy skills they need for work. For example, in computing, learners were able to apply binary calculations to use in industry for data storage. Learners in health and social care developed their oracy skills and understanding of key psychological terms.
- Learners demonstrate high levels of confidence in the classroom and in the workshop, which improves throughout the course. They use technical terminology accurately and in context. For example, learners studying on early years programmes speak confidently about normative and atypical child development. They make good links between theory and the practical skills they use in their placement settings.
- The quality of teaching is more effective in GCSE English than in GCSE mathematics lessons and, consequently, college data shows that current learners are making better progress in their GCSE English lessons. For example, in an English lesson, learners successfully developed alternative complex words to describe the impact of one person's behaviour on another. They used dictionaries effectively to check the spelling of these words.
- The vast majority of current learners make good or better progress. Learners with high needs on vocational study programmes make at least the same progress as their peers. However, in a small number of lessons, teachers do not use the assessments of learners' starting points to plan learning effectively. They plan too much activity that is the same for all learners irrespective of their ability. Consequently, the most able learners are insufficiently challenged to make the progress of which they are capable.
- A small minority of additional learning support assistants do not always understand sufficiently the programmes learners are studying. Consequently, additional learning support that learners receive in class is not routinely effective in helping them make good progress.
- In a small number of lessons at entry and level 1, teachers do not effectively check the learning that has taken place. Teachers do not know whether learners have understood or retained prior learning. As a result, not all learners make the progress of which they are capable.

Adult learning programmes

Good

- Most of the 424 adult learners study part time and over half undertake level 2 qualifications. Learners enrol on a range of vocational qualifications, with the largest proportion in health and social care. Around one sixth of learners are on employability courses.
- Leaders and managers have developed the curriculum effectively to meet the priorities of

the local and regional labour market. They work successfully with local employers to support workforce development. For example, through the delivery of workplace training at a local nuclear reprocessing facility, learners develop English and mathematical skills essential to working in the nuclear industry. Furthermore, learners working in the adult social care sector gain up-to-date knowledge in the changing legislation and requirements in the sector.

- Leaders and managers have a clear focus on attracting learners who have not been in education recently, and developing the skills of those who are furthest from the job market. Leaders and managers work with a range of organisations in the community to recruit long-term unemployed individuals and those living in isolated rural communities. As a result, learners gain confidence and develop work-related skills.
- Adult learners enjoy good teaching. As a result, they make good progress in developing the skills they need for work. Teachers plan and deliver programmes that engage and challenge learners. For example, in health and social care, teachers use individual and group activities successfully to develop learners' knowledge and understanding of the male reproductive system.
- Teachers complete frequent and accurate assessment of learners' skills and knowledge. Consequently, learners are aware of the progress they make on their courses. The precise and helpful feedback that teachers give means that learners know what they need to do to improve. Most learners' work is of a good standard and the quality of their work is appropriate for their programme.
- Adult learners feel safe. They know how to report any concerns they have. Learners experience positive behaviour and a supportive learning environment at the college. This helps them to overcome barriers to learning such as long-standing mental health issues.
- Learners develop confidence because of the knowledge and skills they gain on their programmes. They improve their social skills and consequently they benefit as members of the community and as parents. For example, learners develop confidence and the ability to help their children with their homework. They become active members of local community support groups. However, not enough adult learners who complete their course go on into positive destinations of employment, further study or apprenticeships.
- On employability programmes, teachers do not develop effectively learners' literacy and numeracy skills sufficiently well. While their starting points are assessed, teachers do not use this information effectively to plan how learners will improve these. Consequently, learners make insufficient progress in developing the English and mathematics skills they need for work and life.

Apprenticeships

Good

- The college has 854 apprentices on apprenticeship frameworks. Of these, most are in health, public services and care, and business administration and law. Smaller numbers are in engineering and manufacturing technologies, retail and commercial enterprise, construction, planning and the built environment, and information and communication technology. Additionally, 14 apprentices follow standards-based apprenticeships in engineering and manufacturing technologies, and business administration and law.
- Leaders and managers develop very effective links with local, regional and national

employers. They make sure that the programme meets the principles and requirements of good-quality apprenticeships. Managers have a good oversight of the progress that apprentices make.

- Apprentices receive good initial information, advice and guidance. Consequently, they enrol on the most suitable apprenticeship programme at the correct level. Training advisers give good advice to apprentices that helps them choose the most suitable optional units. For example, some business administration apprentices select a unit that helps them to arrange events.
- Training advisers check apprentices' progress regularly. They take appropriate action to help apprentices catch up if they fall behind. Apprentices understand what they need to do to complete their apprenticeship by their planned end date. As a result, the number of apprentices who complete their apprenticeship has improved.
- Most apprentices develop a good range of new knowledge, skills and understanding. This enables them to carry out their work role very effectively and efficiently. For example, apprentices employed by a highly prestigious international motor sports company use state-of-the-art equipment to develop their engineering knowledge and skills to a high standard.
- Managers and training advisers develop very good relationships with employers. They have a very good knowledge of employers' businesses. They liaise with employers very effectively to plan and put in place apprentices' on-the-job assessments and progress reviews. For example, training advisers visit apprentices in their workplaces in the evenings and at weekends. Employers make a good contribution to apprentices' on-the-job training. They inform training advisers about what apprentices have learned on the job and the progress they are making at work.
- Training advisers and teachers provide very good learning and pastoral support to apprentices. As well as face-to-face meetings, apprentices communicate with training advisers by telephone, email and text messaging to get their advice, guidance and support. Much off-the-job training is of a good standard. It provides apprentices with a sound theoretical foundation that supports their on-the-job learning. However, leaders and managers have not sufficiently developed a monitoring system to track the progress of apprentices to measure effectively the progress they make from their starting points.
- Apprentices make very good and highly valued contributions to their employers' businesses. Apprentices in all vocational areas develop good occupational and personal skills. For example, in health and social care, apprentices working with elderly residents communicate with them skilfully. They are calming and reassuring, and deal effectively with any physical ailments. Motor vehicle apprentices check brakes and change chassis systems to meet individual specifications. Welding apprentices produce accurate welds to a high standard.
- Most training advisers and teachers provide good feedback on apprentices' work, which helps them to improve. They upload this feedback to the apprentices' electronic portfolios. For example, in construction, teachers provide immediate feedback on the quality and accuracy of the various joints apprentices are working on. As a result, apprentices improve their practical skills. However, training advisers and teachers do not pay enough attention to the spelling, punctuation and grammatical errors that apprentices make.

- Most apprentices are enthusiastic, committed and positive about their apprenticeship. They enjoy their learning and their work. Many apprentices are ambitious. They want to progress in their careers and to higher levels of study. A high proportion of apprentices secure sustainable employment when they complete their apprenticeships.
- A small number of training advisers do not plan learning effectively enough for individual apprentices, and do not focus enough on the wider aspects of apprentices' vocational and personal development. Targets are too general to guide learning precisely and accelerate progress. Consequently, where this occurs, apprentices do not develop as fully as they could do.
- Training advisers and teachers do not ensure that apprentices continue to develop their oral and written English knowledge and skills throughout their apprenticeship. As a result, apprentices who have already achieved their English qualifications do not continue to improve their oral and written English sufficiently.

Provider details

Unique reference number	130632
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	3,630
Principal/CEO	Mr Chris Nattress
Telephone number	01946 839 300
Website	www.lcwc.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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	62	83	473	211	325	115	1	15
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	145	243	87	367	-	26		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	41							
At the time of inspection, the provider contracts with the following main subcontractors:	NCT Training							

Information about this inspection

The inspection team was assisted by the deputy principal, 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 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
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Alastair Mollon	Ofsted Inspector
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