

Blackpool and The Fylde College

Ashfield Road, Bispham, Blackpool FY2 0HB

Inspection dates

15 to 18 April 2024

Inspection judgements

Further education age-phase

Overall effectiveness

Good

The quality of education and training

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to be a trainee at this ITE provider?

Trainees develop the knowledge and skills that they need to become successful teachers. They value the wraparound support that they receive from an experienced ITE team and specialist mentors. Trainees are proud to enter the teaching profession, and they make a positive difference in the lives of their learners.

The provider has updated the ITE curriculum so that trainees develop a secure understanding of pertinent educational research. Aware of the limitations of working memory, trainees consider how to interleave topics and concepts to support long-term knowledge retrieval. With the effective support of their mentors, trainees readily apply these principles to their own subjects.

Trainees are mindful of the high levels of social disadvantage in the local area and the barriers that many learners face. As such, trainees develop an effective range of behaviour management strategies to help learners participate productively in lessons.

Through visits to specialist provision, trainees learn how to adapt their teaching to meet the needs of learners with special educational needs and/or disabilities (SEND). For example, trainees learn how to break down complex information, provide additional scaffolds and adjust their resources to support learners with SEND well. Trainees also gain experience working with learners who speak English as an additional language (EAL).

The provider places a strong emphasis on safeguarding. This helps trainees gain an awareness of local risks and enables them to safeguard learners with confidence.

Information about this ITE provider

- At the time of this inspection, Blackpool and The Fylde College had 20 trainees on ITE programmes in the further education and skills (FES) age-phase.
- Most trainees study towards the full-time Postgraduate Certificate in Education (PGCE). There are currently five trainees on in-service programmes and 11 trainees in the pre-service FES phase. The remaining four trainees study for the Diploma in Education (DET) and are in-service.
- The University of Lancaster validates the PGCE programme based at Blackpool and The Fylde College. The DET programme is validated by an awarding organisation.
- Almost all trainees complete their placement at Blackpool and The Fylde College.

Information about this inspection

- Blackpool and The Fylde College's ITE provision was last inspected by Ofsted in April 2023. It was judged to require improvement.
- This inspection started on 15 April 2024. It was a reinspection.
- The inspection was carried out by one of His Majesty's Inspectors and one Ofsted Inspector.
- Inspectors met with governors, senior leaders, leaders of ITE programmes, course teachers, subject mentors and university managers. Inspectors also spoke with managers from those providers where trainees observe professionals teaching in EAL, SEND and offender learning placement settings.
- Inspectors sampled a wide range of documentation relating to the ITE training programmes. This included curriculum documents, online resources, trainees' assignments and evidence of target setting and mentoring.
- Inspectors reviewed a wide range of information relating to the leadership and management of programmes. These documents included leaders' self-assessment and improvement planning documents.
- Inspectors spoke with 19 trainees and four early career teachers.
- Inspectors completed focused reviews in business, English, health and hospitality.

What does the ITE provider do well and what does it need to do better?

The provider has developed an ambitious, logically sequenced ITE curriculum delivered by subject experts. For example, trainees begin by learning about some fundamental teaching pedagogies and how to create positive learning environments. This gives them a secure grounding which underpins their learning during their first placements. Later, trainees are given opportunities to hone specific aspects of their practice through carrying out action research. The provider is also keen to prepare trainees to be leaders in the future. To this end, trainees study educational leadership, which focuses on the wider FES context and their ongoing professional development.

The provider ensures that the ITE curriculum is purposefully designed to develop trainees' ability to successfully teach their chosen subjects. Trainees value opportunities to work in subject clusters with trainees from similar subject backgrounds. These experiences enable trainees to share their experiences of teaching and to reflect critically on their own practice.

Most trainees benefit from the highly effective support of their subject mentors. Communication across the partnership is strong. Mentors value the training and the weekly updates that they receive from the ITE team, as well as opportunities to attend regular meetings. The provider has put clear processes in place so that mentors are fully cognisant of what trainees are taught in their centre-based learning. They successfully integrate this in trainees' placement settings and help them to apply their learning in their teaching.

The provider has appropriate systems in place to check on the quality of the ITE curriculum and mentoring. Most trainees are set clear targets, which are regularly reviewed and updated by the ITE team or mentors. However, on occasion, the provider does not intervene swiftly enough when observations, target setting and meetings with trainees are not of a consistently high standard. From time to time, this hinders a few trainees from progressing as quickly as they could.

The provider has improved its systems for assessing trainees' progress through the ITE curriculum. The effective use of online trackers enables teachers, mentors and support staff to have an accurate and up-to-date understanding of trainees' progress. Trainees receive constructive feedback on their academic work which accurately highlights their key strengths and areas for development. For example, teachers provide specific, colour-coded annotations which help trainees to understand the standard of their work. Trainees are reflective and self-aware. The professional standards are reinforced through academic modules, the observation process and in trainees' professional development plan. The provider ensures that trainees understand the professional formation process.

The provider has systematically tackled the areas for improvement identified at the previous inspection. It has redesigned the ITE curriculum to incorporate relevant and up-to-date teaching theories so that trainees can apply these in their teaching practices. Added to this, the ITE team ensures that trainees understand how to adapt the teaching of the curriculum for students who speak EAL. Equally, the provider has improved trainees' experiences on their chosen programmes. For example, it arranges for trainees to visit a diverse range of provisions, including apprenticeships, adult learning and offender learning.

What does the ITE provider need to do to improve the FES phase?

(Information for the provider and appropriate authority)

- The provider does not intervene swiftly enough when observations, target setting and meetings with trainees are not of a consistently high standard. Occasionally, a few trainees do not progress as quickly as they could. The provider should ensure that mentoring is consistently high quality so that trainees are able to make rapid progress through the ITE curriculum.

ITE provider details

Unique reference number	70168
Inspection number	10310020

This inspection was carried out in accordance with the [initial teacher education inspection framework and handbook](#), which sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE provider	ITE in FE
Phases provided	Further education
Date of previous inspection	25 to 28 April 2023

Inspection team

Helen Whelan, Lead inspector	His Majesty's Inspector
Steve Ingle	Ofsted Inspector

Annex: Provider placements

Inspectors visited the following placement as part of this inspection:

Name	URN	ITE phase
Blackpool and the Fylde College	130739	FES

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