

# Preston's College

General further education college

## Inspection dates

15–18 October 2018

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	Requires improvement
Outcomes for students	Good	Provision for students with high needs	Good
Overall effectiveness at previous inspection			Requires improvement

## Summary of key findings

### This is a good provider

- Governors, senior leaders and managers have rectified successfully the vast majority of weaknesses identified at the previous inspection.
- Governors, senior leaders, managers and staff set high standards and expectations of what students can and do achieve.
- Leaders work very effectively with a range of partners and employers to provide training to meet local and regional skills gaps and community priorities.
- Senior leaders' and managers' actions to improve the quality of teaching, learning and assessment have been effective. Consequently, the quality of teaching, learning and assessment is now good.
- The proportion of students who achieve their qualifications has risen considerably since the previous inspection and is now high for 16- to 18-year-olds, adults and for students with high needs.
- Students and apprentices develop good knowledge and practical skills in their chosen subjects. They work to high-level industrial standards and benefit from coaching and support from knowledgeable and well-qualified staff.
- A high proportion of students make good progress in developing their English knowledge and skills in vocational lessons.
- Teachers and staff provide high levels of academic and pastoral support that ensures the majority of students on adult and study programmes and those with high needs make good progress in relation to their starting points.
- Leaders and managers have not ensured that the quality of apprenticeships has improved quickly enough.
- A small minority of teachers do not use students' and apprentices' starting points to set individualised targets, so that the most able and least able students and apprentices make rapid progress.
- The proportion of students who attend regularly in GCSE English and mathematics lessons remains low.

## Full report

### Information about the provider

- The college serves the local community of Preston, with a small proportion of adult learning delivered in the community. It offers courses in a wide range of vocational areas, from entry level to level 4 for 16- to 18-year-olds and adults. It offers apprenticeships in a wide range of sector areas to meet local and regional employers' needs.
- Approximately a quarter of students at the college come from the most deprived areas of Preston. The proportion of the local population who have no qualifications is higher than the national average. The proportion of pupils in Preston who gain five GCSEs at grades 9 to 4 (formerly A\* to C), including English and mathematics, is lower than that nationally.

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

- Improve the quality of apprenticeships by ensuring that:
  - senior leaders put an effective quality improvement plan in place that is communicated to all staff, and progress against targets is checked closely
  - senior leaders have a good oversight of apprentices' progress, so that more apprentices complete by their planned end date
  - managers and staff monitor apprentices' progress closely against their individual targets and use information from the college's tracking systems to identify and support those at risk.
- Ensure that all teachers consider the starting points of students and apprentices and provide learning activities that challenge all students and apprentices, including the most and least able.
- Ensure that all students and apprentices understand the importance of attending English and mathematics classes, so that they achieve their GCSE and functional skills qualifications.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Governors, senior leaders, managers and teachers have high aspirations for students. They are committed to ensuring that students develop highly relevant knowledge and the skills required by employers.
- Senior leaders' and managers' strategies to improve the standard of education and training at the college, including for the small number of subcontractors, have mostly been successful. They have prioritised improvements in teaching, learning and assessment. However, the standard of apprenticeships has not improved.
- Arrangements to manage the performance of staff are effective. Leaders and managers set aspirational targets to ensure that the standard of education is high for students. Managers monitor targets at regular intervals to ensure that teachers perform to leaders' expectations. Where performance is not good enough, managers put in place support to help staff improve their practice. When teachers do not improve, they leave the college.
- Leaders have developed and enhanced their systems to monitor the progress that students make on college and subcontracted courses. This information now provides governors, leaders, managers and teachers with an accurate appraisal of students' progress. This has enabled managers to intervene swiftly when students do not make sufficient progress and put in place support measures to help them to catch up. However, managers do not yet have similar information on apprentices, which has resulted in very few improvements in apprentices' outcomes since the previous inspection.
- Leaders and managers have placed a high priority on developing students' and apprentices' knowledge and skills in English and mathematics. They have implemented a new, whole-college approach to these important subjects. This has resulted in a higher proportion of students studying GCSE English improving their grades. However, students studying GCSE mathematics are improving their grades at a slower rate.
- Curriculum planning is effective. Leaders work with a range of external stakeholders and a small number of subcontractors to ensure that the curriculum offer meets local and regional skills priorities. They readily adapt the curriculum when necessary to meet specific needs. For example, managers have adapted the English for speakers of other languages (ESOL) curriculum to ensure that asylum seekers and refugees, who are new to structured learning, receive help with study skills before the course begins.
- Leaders and managers ensure that they evaluate the quality of provision accurately. The arrangements for improvement planning are mostly effective. However, improvement planning for apprenticeships is ineffective. Operational managers place too much focus on improving achievement rates without clearly articulating how this will be done. Consequently, the standard of training for apprentices has not improved since the previous inspection.
- Managers recognise the need to improve apprenticeships more rapidly. They have put a number of interventions in place recently that are starting to have a positive impact. For example, the number of apprentices who remain on their course in the current year has increased and the majority are making at least their expected progress.

## The governance of the provider

- Governors are committed and passionate about the success of the college. They challenge and support senior leaders to cultivate a culture of continuous improvement and high expectations.
- Governors hold senior leaders to account for poor performance and celebrate success. However, governors have been less successful in ensuring that senior leaders quickly improve apprenticeships. Senior leaders have recently recruited governors with an educational background to the governing body to complement the skills they have in business and finance and to strengthen their level of support and challenge for managers.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers ensure that effective policies and procedures are in place for staff, students and apprentices.
- Leaders and managers have ensured that staff throughout the college receive regular training on safeguarding and the 'Prevent' duty that provides them with an appropriate level of understanding. They make swift referrals when needed. Designated safeguarding leads have received the appropriate level of training to allow them to execute their role effectively. They receive ongoing support from a designated safeguarding governor.
- Effective arrangements are in place for children who are looked after, recent care leavers and students with high needs to support them in their move into the college environment safely.
- Staff have established effective links with external agencies, such as the local area designated officer (LADO), the police and social services. The designated senior leads and the safeguarding team deal with referrals in a timely manner and, where appropriate, work with external agencies to support students.

## Quality of teaching, learning and assessment

**Good**

- Since the previous inspection, leaders and managers have effectively improved the quality of teaching, learning and assessment in 16 to 19 study programmes, adult learning and for students with high needs.
- Initial information, advice and guidance are good. Teachers assess carefully students' and apprentices' suitability for the course they wish to join. Students are enrolled on the appropriate course at the correct level. Managers and teachers ensure that all students and apprentices have a good introduction to their course and the college. This helps them to settle down quickly and start learning immediately.
- Most teachers assess students' starting points thoroughly at the start of the course. Teachers use this information to plan and implement lessons skilfully. They help students to develop and consolidate the specific knowledge and skills they require to progress in education, training and employment.
- Most teachers have high expectations of students and what they can achieve. Students enjoy their learning and most make good progress. Teachers promote equality of

opportunity, diversity and inclusion successfully. For example, many students with high needs are integrated successfully into vocational courses such as performing arts, childcare and hairdressing.

- Teachers review students' progress regularly. They set targets that focus specifically on the knowledge, skills and understanding that students need to develop to ensure that they complete their course successfully. However, in a small number of instances, teachers do not challenge the most able students to achieve their full potential and progress rapidly.
- Teachers encourage students and apprentices to work collaboratively in lessons. For example, apprentices work cooperatively in the painting and decorating workshop when they prepare and paper ceilings and walls. In adult learning, teachers provide good opportunities for students to discuss interesting topics. Adult students become adept at articulating their own views while respecting those of their colleagues. They develop good listening, communication and teamworking skills.
- Students have access to good-quality learning resources in vocational workshops, the learning zone and the virtual learning environment (VLE). For example, students on the access to higher education course use the learning resources in the VLE to complete assessment activities. Students develop a very good range of knowledge and skills through using the excellent industry-standard engineering, advanced manufacturing and multi-functional science resources in the science, technology, engineering and mathematics (STEM) centre.
- Teachers' assessment strategies are effective. When students are not achieving as highly as expected, teachers take quick action to identify the causes and provide the necessary support to help them to catch up and achieve. However, this is not always the case for the apprentices who do not complete their course within the planned timescale.
- The majority of teachers give constructive feedback to students on the quality of their written work. They identify clearly the good features in their answers and where improvements can be made. For example, in ESOL, teachers correct students' grammatical and spelling errors clearly and explain why corrections are needed. However, a minority of teachers do not identify students' errors well enough, and as a result, these students repeat mistakes and the quality of their work does not improve.
- A minority of students do not make good progress in developing their English and/or mathematical knowledge and skills in GCSE lessons. This is particularly the case for mathematics. Vocational teachers do not place sufficient importance on the need for students to develop mathematics throughout their training.
- In a small minority of lessons, the pace of learning is too slow and the work is too easy. Teachers do not motivate students sufficiently to work to their full potential. The majority of vocational teachers do not manage and deploy learning support assistants effectively in lessons for students with high needs.
- Leaders and managers have not improved the quality of teaching, training and assessment for apprenticeships since the previous inspection. Teachers and assessors do not use apprentices' starting points to plan and implement individual learning. As a result, the most able apprentices are insufficiently challenged and too many apprentices do not complete by their planned end date.

## Personal development, behaviour and welfare

Good

- Managers and staff successfully promote high standards of behaviour and an ethos of mutual respect. As a result, students' behaviour is excellent.
- Students develop the technical knowledge, skills and terminology they need for their chosen job or career. They benefit from work-related activities in practical work environments and through interesting projects in conjunction with employers.
- Students with high needs make good progress towards achieving their qualification and long-term goals and in developing the knowledge and skills they need for life and work. A small number of students develop their independence successfully through external work experience or supported internships.
- Students and apprentices benefit from effective initial impartial information, advice and guidance; an increasing number remain on their course and students make good progress. They receive good ongoing guidance that prepares them well for further study, university and employment.
- Students and apprentices feel safe in the college and in the workplace. They are knowledgeable about, and adhere to, healthy and safe working practices in practical lessons, in workshops and in the workplace. Students know how to keep themselves safe and healthy, including when working online.
- Most students have a basic understanding of the dangers of radicalisation and extremism. The diverse student community works respectfully and cohesively together in classrooms and in common areas in the college. Students are well equipped for life in modern Britain.
- A high proportion of students make good progress in developing the technical terms they need for work in vocational lessons. For example, drama students understand the correct terms for the different genres they perform.
- The majority of 16- to 18-year-old students and a minority of adults benefit from achieving additional qualifications that enhance their job prospects. For example, motor vehicle students know how to service hybrid cars and childcare students learn about paediatric first aid.
- Teachers and staff provide high levels of academic and pastoral support that ensures that most adults and students on study programmes make good progress in relation to their starting points. 'Progress and attainment' teachers give additional support to develop independent learning skills and improve the quality of students' work.
- Students in engineering and construction develop a good range of mathematical knowledge and the skills they need for work. However, in a minority of lessons, teachers do not develop students' mathematical knowledge and skills well enough.
- Leaders and managers ensure that staff provide information, guidance and training for students and apprentices in relation to safeguarding, including online safety and the dangers of radicalisation and extremism. However, not all students have a thorough understanding of how these guidelines relate to them in their work and everyday lives.
- Managers' strategies to improve the attendance of students have been largely successful. Students' attendance rates have improved overall and are now high, particularly on courses at levels 2 and 3. However, they are low in English and mathematics lessons and

on some courses at level 1. Students studying at level 1 are often those who previously did not attend school.

## Outcomes for students

**Good**

- Leaders' and managers' actions to increase the proportion of students who achieve their qualifications have been successful. Achievement rates are now high for 16- to 18-year-olds, students with high needs and adults. The proportion of students who gain a high grade at level 3 has also risen. Curriculum leaders now monitor carefully the progress that students make against their individual targets.
- The proportion of students aged 16 to 18 who achieved their qualifications in 2016/17 and 2017/18 is high. This is the case for most subjects, the exception being health and social care. Achievement is particularly high in construction, information and communication technology (ICT), retail and commercial, leisure, travel and tourism, arts and media, and preparation for life and work.
- The proportion of students on courses at level 3 who attained a high grade in 2017/18 has risen considerably. This is particularly the case on electrical and mechanical engineering courses, where it is now good. However, too few students gain high grades on ICT courses.
- The proportion of adult students who achieved their qualifications in 2016/17 and 2017/18 is high. Achievement rates are particularly high in construction, ICT, retail and commercial, leisure, travel and tourism, arts and media, education and training, and ESOL. Achievement rates for adults are low on courses in accounting.
- The vast majority of students for whom the college receives high-needs funding achieve their qualifications and long-term goals and develop their confidence and independence successfully. Students make good progress in developing their knowledge, practical skills and self-confidence. Most students with high needs on courses at level 3 achieve their predicted grade.
- Students and apprentices develop good practical skills in their chosen subjects. They work to high-level industrial standards and benefit from coaching and support from knowledgeable and well-qualified staff.
- Most students progress to further study, higher education or employment. Most apprentices gain permanent employment with their employer when they complete their apprenticeship. The number of students who progress to higher levels of study has increased since the previous inspection. This is particularly the case for students at level 3 who progress to their second year.
- Managers' actions to narrow achievement gaps between different groups of students have been largely successful. Young people who are in the care of the local authority and who had very low attainment rates at school make good progress. The proportion of students on Prince's Trust courses who achieve a qualification in employment, teamwork and community skills is high. However, the proportion of Black Caribbean students who achieve their qualification is low.
- The proportion of students who improve their GCSE grades in English and mathematics to a grade 4 or above is low. However, an increasing number of students make progress towards achieving this goal and the proportion, particularly in English, improved in

2017/18.

- The proportion of apprentices who achieve their qualifications by their planned end date increased slightly last year after a decline in the previous year, but it remains low. The proportion of apprentices aged 16 to 18 and those over 24 who achieve their apprenticeship is particularly low. The proportion of apprentices aged 19 to 23 who achieve their apprenticeship is high.

## Types of provision

### 16 to 19 study programmes

**Good**

- Approximately 1,560 students are on study programmes. Almost equal numbers study at entry/level 1, level 2 and level 3 on a wide range of vocational courses.
- Most teachers ensure that lessons meet individual learners' needs by providing a range of appropriate activities. As a result, most students make good progress in lessons. For example, students on electrical courses develop their mathematical knowledge and skills confidently. They use equations accurately to estimate the diversity required for lighting systems.
- Most teachers provide helpful feedback to students about their work. Teachers praise students' achievements and identify clearly what they need to do to improve. Feedback is particularly good in performing arts, dance and science. However, students in art receive insufficient regular feedback in their art sketchbooks to enable them to develop their practical skills further.
- Teachers develop students' literacy skills successfully in vocational lessons and in their written work. In the majority of lessons, students use technical vocabulary confidently. For example, in hairdressing, students at level 3 use the correct terminology when correcting colours. ICT students use programming and security terminology correctly.
- Most teachers set challenging targets for students based on their starting points and long-term goals. Teachers monitor these targets, so that students make good progress or receive extra help when they fall behind. For example, teachers in English provide clear guidance to students about developing their skills.
- Most teachers have high expectations of students. For example, dance students work expertly and collaboratively in studios. Students on public services courses at level 2 demonstrate a good understanding of the high professional standards, values and behaviours they need in the police service.
- In a few instances, teachers develop students' deeper understanding. They ask probing questions that allow students to apply their knowledge in new situations. For example, students in health and social care at level 3 explore the different types of dementia. Plumbing students at level 2 use their previous knowledge and mathematical skills to understand the importance of pressure in a water system.
- Teachers assess students' starting points and their support needs accurately. An extensive range of support keeps students on track effectively. For example, teachers responsible for students' progress and attainment run weekly workshops to support students to achieve their target grades or goals. Students also benefit from one-to-one support outside the classroom. However, vocational teachers do not ensure that in-class

support is used effectively to ensure that students make good progress in lessons against their individual short-term targets.

- Students' behaviour is very good in lessons and around the campus. Students are respectful of staff and each other and they develop good relationships in the classroom. In the very small number of instances when behaviour is not at the expected standard, staff quickly intervene.
- The vast majority of students now benefit from meaningful work experience opportunities. These ensure that students are well prepared for work on completion of their course. Students take part in wide range of enrichment and work-related activities that improve their personal and social skills and employability. For example, construction students complete additional qualifications in site safety and the safe use of power tools.
- Teachers do not plan and implement learning activities well enough in mathematics to meet individual students' needs. Consequently, students' grasp of mathematical concepts is often weak and they do not make the expected progress.
- Despite some improvements, students' attendance and punctuality on courses at level 1 and in English and mathematics lessons are still too low.

### Adult learning programmes

**Good**

- Approximately 3,285 students are on a wide range of courses from entry level to level 4. The greatest number are on ESOL courses. A small number of students study in the community. The majority are part time, with a smaller number of adults on full-time access to higher education or vocational courses.
- Leaders and managers work closely with local universities and employers to develop programmes that address local employment needs and provide clear progression routes. For example, managers worked with a local company that had a shortage of skilled welders. They have developed a programme to upskill existing employees and the company is now able to fill vacancies through internal staff progression.
- Leaders and managers have a clear focus on providing ESOL programmes that widen participation and engage students. For example, students who are refugees or asylum seekers are learning and developing their oral and written English skills. The college has been recently recognised as a 'College of Sanctuary' because of this important work.
- Managers use community learning funds efficiently to provide a range of programmes that develop strong community links and cohesion and engage disadvantaged adults. For example, leaders and managers work closely with third-sector and community organisations to develop programmes for students with mental health issues or addiction.
- Most teachers have high expectations of students. They set aspirational targets and support students appropriately to develop the knowledge and skills they need to be successful in their next steps in education, training or employment. For example, access to higher education students develop good academic writing and research skills that prepare them well for university.
- The large majority of teachers review students' progress regularly and provide subsequent activities to develop further new knowledge and skills. For example, in an English class, the teacher had a profile of the strengths and weaknesses of each student and used this to target specific questions to ensure that students made progress in their

relevant areas of need.

- Most students benefit from feedback that reinforces what they have completed successfully and what they can do to improve. Consequently, students do not repeat errors in subsequent written and practical work. The standard of their work improves and is good.
- Teachers ensure that access to higher education students benefit from carefully planned and monitored activities on the VLE. This provides good out-of-class support, and opportunities for them to revisit topics covered in class and to complete assessments.
- Teachers successfully encourage students to work together. They skilfully enable students to develop their understanding of topics through discussion without intervening unnecessarily. As a result, students develop a good range of oracy skills as well as developing knowledge and skills in their subject area.
- Teachers provide good support to community-based students so they develop a range of skills they need for everyday life, including self-confidence. Students move into employment or voluntary work because of the learning programmes they complete.
- Adult students on full-time programmes benefit from effective pastoral support. Teachers' interventions to address any attendance concerns are effective. This has increased the proportion of adults who remain on their programme, particularly on access to higher education courses.
- Adult students benefit from effective information, advice and guidance that help to ensure they are on the correct programme and able to progress. The vast majority of access to higher education students progress into higher education at the end of their course. The majority of adults progress into further training or employment.
- Adult students at the college feel safe and know what to do if they have concerns about themselves or their peers. Students on full-time programmes have a good understanding of radicalisation and extremism, and the associated signs and symptoms. However, students on part-time programmes have only a basic understanding of these concepts.
- Most teachers do not use in-class support effectively enough to support students with high needs. In some instances, learning support staff complete tasks and answer questions for students and in others they are passive and fail to contribute purposefully.
- In a small number of vocational classes, teachers do not use information about students' starting points appropriately to plan learning activities that address the needs of the most and least able in the group. As a result, these students do not make rapid progress.
- In a small minority of vocational and ESOL classes, the pace of learning is too slow and lessons are uninspiring. Consequently, students make slow progress and they do not develop a passion for the subject. All students work at the same pace and on the same task. Teachers fail to deepen learning through discussion or application of new knowledge and skills in a different context or setting.
- Managers recognise that attendance on a minority of ESOL courses is too low and provide drop-in support and workshops so that students' progress is not hindered.

## Apprenticeships

**Requires improvement**

- Approximately 465 apprentices are aged 16 to 18 and around 615 are over 19. They study at intermediate, advanced and higher levels in a wide range of subjects. The largest number of apprentices study on engineering and construction programmes. Managers have introduced a dental standards apprenticeship recently.
- The majority of work-based teachers do not use the results of assessments completed at the start of the programme to plan learning to meet apprentices' needs. In lessons, apprentices make slow progress: all complete work on the same task and at the same level. Consequently, the most able apprentices do not develop the knowledge, skills and behaviours of which they are capable.
- Work-based teachers' expectations of apprentices in many lessons are too low. They do not challenge apprentices' slow progress in developing the knowledge and skills they need for work.
- Work-based teachers do not develop apprentices' written English skills sufficiently. In too many instances, they do not correct poor grammar and spelling. As a result, apprentices continue to make the same basic errors in their work.
- Work-based teachers do not ensure that all apprentices have a good enough understanding of radicalisation and extremism and how these issues apply to their lives and work.
- The proportion of apprentices who achieve by the planned end date has improved, but remained low in 2017/18. Managers now monitor closely apprentices' progress and those who fall behind receive support to help them catch up. This has resulted in a larger proportion of apprentices remaining on their course in the current year.
- Apprentices' off-the-job training in college successfully develops the knowledge and skills that employers value. Work-based teachers make good use of their industrial knowledge and experience to provide skills training that motivates most apprentices and ensures that they develop the professional skills to undertake their job roles. For example, beauty therapy and pharmaceutical apprentices understand and adhere to sector health and safety guidelines.
- Apprentices' standards of practical work in the workplace are good. Most work-based teachers provide constructive oral feedback to apprentices to help them complete practical work with increasing precision and accuracy. For example, their feedback to engineering apprentices ensures that they develop the skills to produce pop rivets accurately.
- Apprentices develop the wider skills they need for work. For example, adult care apprentices improve their ability to engage and communicate with local families by planning interesting themed weeks for adults and children.
- Apprentices on the new standards apprenticeships develop their knowledge and skills rapidly and to a high standard as a result of rigorous assessment of their learning and helpful feedback on how to improve. As a result, dental nursing apprentices achieve high marks in their examinations.
- Work-based teachers develop apprentices' mathematical skills skilfully in vocational lessons. For example, motor vehicle maintenance apprentices calculate the power of an engine as they dismantle it. Construction apprentices are adept at calculating the angles

and materials they need to complete a job accurately and economically.

- Apprentices know how to keep themselves and others safe in the workplace. They use the correct personal protective equipment and demonstrate an understanding of safe working practices and procedures.
- Managers have developed effective partnerships with employers to design programmes that meet the needs of apprentices and local businesses. For example, a local manufacturing employer has recently been awarded the 'Manufacturer MX' award for partnership working with the college. Managers and teachers are prepared fully for the delivery of apprenticeship standards across a range of vocational subject areas.

### Provision for students with high needs

**Good**

- The college receives funding for 78 high-needs students; 43 are on bespoke pathways provision, 25 on vocational provision and 10 on supported internships. Managers have revised the curriculum for students with high needs to provide two clear pathways. This has enabled students to benefit from specialist support that increases their personal and social development and communication skills.
- Leaders and managers ensure that students who have high needs have very detailed and highly effective support plans. These identify clearly each student's support needs and provide a range of strategies to help the students overcome barriers to learning. Managers quickly disseminate these to all teachers and support workers and, where appropriate, external agencies. Teachers' assessments of students' starting points usefully consider their education, health and care (EHC) plans.
- Teachers in bespoke pathway programmes use learning support staff effectively. Teachers set clear objectives that link well to students' vocational programme and EHC plans. This ensures that students meet and, in many cases exceed their potential. Teachers reduce skilfully the support available to allow students to become more confident and independent over time.
- Vocational teachers' strategies ensure that students develop good technical and vocational skills. For example, students on a painting and decorating programme benefit from support and challenge in their work placement to produce a standard of work comparable to that of the apprentices they train alongside. Vocational teachers develop students' practical knowledge and skills successfully to prepare them for work and future progression.
- Teachers ensure that students make good progress in developing English and mathematical knowledge and skills, particularly in practical sessions. For example, students work out the cost of items and how much change they should get when shopping.
- Teachers set suitably challenging targets for students on pathway courses that help them to develop the confidence, independence and communication skills they need for life and work. Managers recognise that the newly implemented system to track and monitor the achievement of students' social and emotional targets in vocational classes is not yet effective.
- Managers and staff ensure that effective arrangements are in place to make sure that students settle into college quickly. These ensure that students are enrolled on an

appropriate programme with effective support from the start. Staff liaise with students, parents and carers, schools and other agencies to ensure that students are well prepared for college life.

- Managers ensure that they use the funding for students with high needs effectively. As a consequence, students benefit from a full and rich programme that addresses their social, emotional and vocational needs and provides high-quality individual support.
- Most students benefit from meaningful work experience that relates to their future aspirations, including effective use of the National Citizenship Service. Almost all students move on to further or higher education. The pathways programme now makes links with local employers so that students can be signposted to apprenticeships.
- The new supported internship programme usefully develops students' work skills in partnership with the local council and gives students the opportunity to learn about the roles they aspire to obtain. Staff ensure that effective arrangements are in place to keep students safe while at work.
- Students with high needs benefit from very effective pastoral support and well-planned enrichment activities. These enhance students' confidence and employability skills. Enrichment activities, such as 'sign and sing', help students who use Makaton to develop their communication skills. Students also benefit from activities that enhance their health and well-being. For example, students successfully participate in, and get considerable benefit from, the pan-disability football league supported by Preston North End Football Club.
- Attendance is very good. Students come to classes ready to learn and display very good behaviour. They work effectively in groups, encouraging each other and engendering an inclusive learning environment.
- Vocational teachers do not use the information they receive from the assessment of students' starting points and their EHC plans to plan and provide lessons in which additional support staff are used effectively. Consequently, a minority of students do not make the progress of which they are capable. Leaders and managers recognise that support in vocational classes is not effective. They have been too slow to evaluate the impact of staff development on the provision of support.
- Teachers do not provide sufficient learning activities to enable students to benefit fully from the available adaptive technology.

## Provider details

Unique reference number	130740
Type of provider	General further education college
Age range of students	16–18/19+
Approximate number of all students over the previous full contract year	11,526
Principal	Lis Smith
Telephone number	01772 225000
Website	<a href="http://www.preston.ac.uk">www.preston.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of students (excluding apprenticeships)	294	1,517	548	819	683	504	35	445
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	291	184	131	250	43	181		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of students aged 14 to 16	0							
Number of students for which the provider receives high-needs funding	71							
At the time of inspection, the provider contracts with the following main subcontractors:	Lancashire Combined Fire and Rescue Authority Lancashire Teaching Hospitals NHS Foundation Trust Lynton Academy Matthews and Leigh Training Limited Preston North End Community and Education Trust							

## Information about this inspection

The inspection team was assisted by the vice-principal, quality, teaching, learning and learner support, as nominee. Inspectors took account of the provider's most recent self-assessment report, development plans and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. They sampled students' work and progress-tracking systems. The inspection took into account all relevant provision at the provider.

## Inspection team

Andrea Machell, lead inspector	Her Majesty's Inspector
Paul Cocker	Her Majesty's Inspector
Sarah McGrath	Ofsted Inspector
Jackie Moores	Ofsted Inspector
Mary Osmaston	Ofsted Inspector
Malcolm Bruce	Ofsted Inspector
Chris Toon	Ofsted Inspector
Fallon Southwell	Ofsted Inspector
Ken Fisher	Ofsted Inspector

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### **Learner View**

Learner View is a website where students can tell Ofsted what they think about their college or provider. They can also see what other students think about them too. To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk).

### **Employer View**

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk).

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