

Furness College

General further education college

Inspection dates

12–15 March 2019

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

Summary of key findings

This is a good provider

- Leaders and managers have managed the merger of the predecessor vocational college and sixth-form college effectively to minimise the impact on learners' progress.
- Leaders and managers use their links with local employers and key stakeholders productively to develop the curriculum so that it meets local and regional needs and priorities.
- Teachers and tutors use their professional and industrial experience successfully to help learners and apprentices to develop high-level technical skills. As a result, learners gain relevant future employment or go on to further study.
- Learners and apprentices benefit significantly from effective support in lessons that helps them to make at least the progress expected of them and to achieve their learning goals.
- Adult learners develop confidence and self-worth. Many overcome significant personal issues and move into employment or further study.
- Learners' and apprentices' behaviour is good. They are supportive to their peers and display positive attitudes to their learning.
- The large majority of study programme learners complete their courses successfully and achieve their qualifications.
- Learners and apprentices benefit from high-quality impartial careers advice and guidance that enable them to move on to further learning or employment that matches their aspirations.
- Learners benefit from a well-developed and wide-ranging programme of additional activities that helps them to develop their personal, social and employability skills successfully.
- Leaders and managers do not place sufficient focus on the progress that learners make throughout the year to ensure that they achieve the high grades of which they are capable.
- Teachers and tutors do not challenge the most able learners and apprentices sufficiently to ensure that they achieve their full potential.
- Learners and apprentices do not receive sufficient support or guidance to develop their English skills in vocational subjects.
- Tutors do not use information about apprentices' starting points well enough to identify the specific skills and behaviours that apprentices need to develop.
- Leaders, managers and teachers do not have high enough expectations of what learners with high needs can achieve. As a result, they do not reach their full potential or gain greater independence.

Full report

Information about the provider

- Furness College merged with Barrow Sixth Form College in 2016. The merged college is a small general further education college situated across three main campuses in Barrow-in-Furness. The college offers provision from entry level to level 4 in academic and vocational training and apprenticeships.
- The college serves an area of considerable deprivation where unemployment rates are slightly higher than the average for England. The college is situated in one of the three most deprived wards in Barrow, where a quarter of adults are unemployed. Educational attainment is low, with a quarter of the working-age population having no qualifications.

What does the provider need to do to improve further?

- Ensure that leaders and managers monitor closely the progress that learners make throughout the year to make sure that they are challenged to reach their full potential and achieve high grades.
- Improve teaching, learning and assessment by ensuring that teachers and tutors:
 - plan lessons effectively to ensure that the most able learners and apprentices achieve routinely the high grades of which they are capable
 - provide effective feedback to learners and apprentices that identifies accurately spelling, punctuation and grammatical errors in their work to prevent them from repeating the same mistakes in future
 - implement a curriculum for learners who have high needs that meets and fulfils their needs and aspirations and focuses on the achievement of the outcomes of their education, health and care (EHC) plans.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have successfully developed a strategy and curriculum that are responsive to local and regional needs. Senior leaders are active members of the local enterprise partnership and develop the curriculum in line with regional developments and priorities. Managers involve employers routinely in curriculum planning, which ensures that programmes are well aligned to industry standards. For example, managers have used their successful relationship with a major international defence and aerospace company to develop a higher-level apprenticeship in project management. This builds on the successful craft and technical apprenticeships they already deliver with the local large employer.
- Leaders, managers and governors managed the recent merger between the vocational college and the sixth-form college sensitively and effectively. Leaders and managers have set clear corporate objectives that they use to develop areas of good practice and drive improvements in teaching, learning and assessment. They have a clear focus on ensuring that staff across all campuses are valued in the new college structure. As a result, the quality of provision for learners has improved.
- Leaders and managers have implemented systems to manage the performance of staff. They address underperformance quickly. As a result, underperforming staff have been supported to improve their practice or have left the college. Teachers value the continuing professional development that helps them to learn from their colleagues.
- Leaders and managers manage subcontractors successfully. They use subcontractors to ensure that disadvantaged learners, including those who were not in employment, education or training, re-engage in learning and develop their confidence and self-esteem. As a result, learners develop the necessary skills to help them gain employment or to progress on to further study.
- Governors and leaders have invested significantly in high-quality equipment and resources which enable learners to develop appropriate practical skills for use in the workplace. Leaders have ensured that learners receive high-quality personal support through counselling sessions with trained mentors. For example, leaders and managers have made a recent investment to give learners access to 'on-request' counselling to help overcome issues with mental health.
- Leaders and managers have a good understanding of the strengths and weaknesses of the provision. They monitor the actions they take to rectify weaknesses frequently and use data effectively to monitor the overall quality of the provision. However, leaders and managers do not routinely monitor the progress that learners make on their courses throughout the year. As a result, there is insufficient focus on the achievement of high grades for learners.
- Leaders and managers have made improvements to the provision of English and mathematics. These have led to an increase in the proportion of learners gaining standard or high-grade passes in GCSE English and mathematics. However, they have yet to have an impact on learners' wider English skills development or functional skills achievements.
- Leaders and managers use high needs funding effectively to provide support to learners

who have high needs. However, leaders and managers do not ensure that programmes help them sufficiently to achieve their EHC plan outcomes or develop sufficient independence over time.

The governance of the provider

- Governors hold senior leaders successfully to account through the full corporation and committee structure. They use their broad range of expertise to challenge leaders and managers to rapidly improve the quality of the provision.
- Governors are ambitious for learners and apprentices. They have a clear understanding of the local and regional skills needs and work closely with leaders and managers to ensure that the curriculum helps learners to achieve their goals and enter into employment in local industries.
- Governors have a clear oversight of the college's strengths and weaknesses. They receive regular reports on the quality of the provision and receive detailed and informative reports on safeguarding and the 'Prevent' duty. Governors are involved routinely in quality improvement activities, for example by observing lessons with senior managers.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers have created a caring culture that ensures that all staff place a high priority on keeping learners safe. The designated safeguarding lead and the deputies are suitably qualified to carry out their roles. Leaders and managers follow appropriate recruitment practices that ensure that staff are suitably vetted before their employment commences.
- Staff work cohesively with one another and external agencies to ensure that safeguarding concerns are addressed quickly. Staff work effectively with a range of agencies, such as social services, housing associations, medical practitioners, mental health organisations and the local police force. This ensures that learners and apprentices have access to specialist support and protection where necessary.
- Clear policies, procedures and processes ensure that staff know how to take prompt and accurate decisions to deal with arising concerns. Staff, learners and apprentices benefit from regular training in the 'Prevent' duty. Leaders and managers ensure the 'Prevent' duty is reinforced throughout learners' and apprentices' programmes. However, while learners and apprentices understand the risks posed by radicalisation and extremism, apprentices are sometimes not able to identify how this applies to them in their workplace.

Quality of teaching, learning and assessment

Good

- Teachers and tutors use their subject knowledge effectively to provide high-quality teaching and training. They ensure that learners and apprentices develop their knowledge of vocational terminology. They offer practical sessions where learners and apprentices use industrial machinery and tools very early on in their training, which ensures that they develop skills for work. For example, joinery apprentices use chop saws to cut rafters

precisely. They use drills and other tools to fix loft-hatch linings accurately into ceiling openings.

- Teachers use the high-quality, modern and well-equipped college learning environments to inspire learners and apprentices to develop a broad range of industrial skills. As a result, most learners and apprentices develop the technical skills required for employment and produce work of a high standard. For example, learners in early years use the on-site nursery training area to plan, practise and evaluate activities to use with children. As a result, learners develop the skills they require for their work placement and employment.
- Teachers use effective assessment methods to check learners' understanding. They employ a broad range of assessment techniques, including video capture, self-assessment and peer assessment, to check learners' progress. For example, teachers in early years integrate work placement topics into learners' assignments. Learners share their experiences through group discussion and evaluate the work of their peers to extend their knowledge and reinforce their learning. As a result, learners improve their understanding of a variety of childcare settings.
- Teachers and support staff provide effective help to learners and apprentices to ensure that they achieve their learning goals. They use learners' and apprentices' starting points successfully to identify what help they need to make progress in their learning. Teachers and tutors direct assistance effectively in lessons to those learners who require additional support. Learning support assistants apply their expertise to support learners to complete learning activities that enable them to make the same progress as their peers.
- Most teachers and tutors provide learners with effective feedback during lessons that helps them to improve their practical work. For example, in fabrication and welding lessons, teachers coach adult learners so that they quickly improve their welding techniques and develop skills in readiness for future employment.
- Teachers and tutors promote cultural diversity effectively within their lessons. This broadens learners' and apprentices' knowledge of world cultures. Teachers and tutors contextualise topics successfully so that learners understand the relevance of diversity in their chosen careers. For example, in media make-up, learners explore the different styles of make-up used by Bollywood models and Kosovan brides. They consider the cultural differences across the globe, including colour palettes, skin tone and style, in order to identify how to apply the appropriate make-up for their clients.
- Teachers and tutors use their expertise effectively to teach the mathematical skills that learners and apprentices need for work. Most learners and apprentices develop high-level mathematical skills which they apply successfully. For example, level 2 joinery learners apply ratios correctly when designing staircases and split angles in order to fit mouldings to staircase panelling.
- Teachers and tutors do not provide sufficient challenge for the most able learners and apprentices to help them to achieve their full potential. In too many lessons, activities are the same for all learners, and teachers and tutors do not ensure that the most able learners extend their knowledge and understanding.
- Teachers and tutors in vocational subjects do not provide sufficient feedback to learners and apprentices to provide them with guidance on how to improve and develop their English skills. As a result, learners do not improve the standard of their written work and they continue to make the same mistakes.

Personal development, behaviour and welfare

Good

- Most learners and apprentices have high aspirations for their future careers. They enjoy their programmes, are supportive to their peers and display positive attitudes to their learning. Learners' and apprentices' behaviour is good. Learners and apprentices are polite and courteous and display respect for one another, the staff and visitors in lessons and around the college campuses.
- Learners and apprentices receive effective support from their coaches and mentors to help them overcome their barriers to learning. Staff monitor learners' and apprentices' performance effectively through regular reviews that measure their progress against their targets, attendance and punctuality. Learners contribute to their own progress monitoring by setting their own targets. Where appropriate, teachers and tutors keep employers and parents and carers informed about the progress learners and apprentices make. As a result, a high proportion of learners go on to complete their apprenticeship or programme of study.
- Learners and apprentices develop effective study skills. They manage their own learning and use independent study time successfully to improve the standard of their work. Learners benefit from high-quality resources that provide for learning outside of the classroom and college environment. For example, in construction, learners develop their confidence by completing a core assignment independently using online learning resources.
- Learners improve their personal and social skills by taking part in high-quality additional activities. For example, learners on massage courses offer their services free of charge to local charities and hospices to encourage the well-being of patients and their families. Learners are rightly proud of the positive contributions they make to their local community.
- Learners and apprentices benefit from effective impartial careers advice and guidance. The advice enables them to make informed choices about their chosen next steps. For example, university representatives attend an introduction to higher education fair at the sixth form to provide advice on courses for learners. Learners are encouraged to take up volunteering opportunities and part-time jobs at a 'freshers fair' attended by local organisations and employers with vacancies. As a result, a large proportion of learners and apprentices are successful in gaining employment or progressing to the next level of study.
- Learners benefit from high-quality work-related learning that helps them to develop their skills for employment. Learners that have completed external work experience placements value their relevance to their chosen career. For example, learners in engineering are able to work with major local employers such as a large multinational employer. However, although planned, too many learners on study programmes have yet to complete their work experience.
- Learners and apprentices know how to protect themselves from the risks posed by radical and extremist views. They know how to keep themselves safe. However, a few apprentices are not able to fully identify how these risks apply to them in the workplace.
- Attendance in a few lessons, particularly English and mathematics lessons, is too low. As a result, learners and apprentices do not make the progress of which they are capable.

Outcomes for learners

Good

- The large majority of study programme learners complete their courses and achieve their qualifications. However, achievement rates in a few subjects, such as art and design and psychology, are too low.
- The large majority of learners following A-level courses make good progress and either achieve or exceed their expected grades. Learners produce work at the required standard for their qualification. However, in a small minority of subjects, such as business, psychology and history, learners do not make the progress of which they are capable or achieve high grades.
- Most adult learners make good progress and achieve their qualifications. They use their practical skills to produce work of a high standard. For example, in the catering department, learners create and prepare industry-standard meals for sale in the restaurant. One learner adapted a recipe and subsequently had a dessert named after him. The dessert is now a favourite in the college restaurant.
- The vast majority of learners who have high needs stay on their programmes to the end and achieve their qualifications. A high proportion of learners with high needs move on to the next level of study after completing their courses. The small number of learners on supported internships in 2017/18 all entered into employment or volunteer work.
- The large majority of learners go on to work or further learning that is related to their programmes of study. Almost a fifth of learners enter employment or apprenticeships. A high proportion of adult learners gain employment or set up their own businesses after their courses.
- A few adult learners do not complete their programmes. The proportion of adults completing their programme has improved over the last two years and the majority of learners that leave early do so to take up employment.
- In 2017/18, the proportion of apprentices that successfully completed their apprenticeships was too low. Current apprentices make good progress in developing their technical skills.
- The proportion of learners who achieve their English and mathematics functional skills qualifications is too low. Poor attendance in these lessons impedes the progress that learners make. Achievement in GCSE English and mathematics has improved over the last two years. As a result, the proportion of learners achieving standard or high grades is above that of similar providers.

Types of provision

16 to 19 study programmes

Good

- At the time of inspection, 1,315 learners aged 16 to 18 were on a range of programmes from entry level to level 3 across 15 subject areas. The largest areas in academic study programmes are A-level law, mathematics, art, business, psychology, government and politics, and history. In vocational programmes, the largest areas are preparation for

working life, science and mathematics, engineering, health, public services and care. Forty learners were on study programmes with a subcontractor.

- Most managers and teachers have high expectations of what learners can achieve. Most learners make good progress in lessons and improve the standard of their work over time. This leads to the large majority of learners achieving their target grades. The standard of learners' work is good and at least at the level expected of them. For example, in first-year A-level history, learners demonstrate effective analytical skills and an understanding of historical causation and consequence.
- Teachers use their professional and industrial expertise successfully to plan and deliver practical lessons. As a result, learners develop their skills for use in the workplace and produce work to a high standard. For example, in level 2 bricklaying lessons, learners construct complex manholes with steps and drainage to a professional standard. In beauty therapy lessons, learners deal with customers in a mature, professional and caring manner when completing confidential initial consultations and carrying out treatments.
- Teachers successfully teach mathematical skills in their lessons. Learners apply these skills effectively in lessons and understand the application of mathematics in the context of their chosen subjects. For example, learners in construction develop skills in estimation that ensure that they make enough mortar for the size of blockwork they are doing. They develop the skills needed to effectively manage resources at work.
- Teachers use information about learners' starting points effectively to set targets and measure progress throughout the academic year. Teachers use learning support assistants successfully to ensure that learners at risk of not achieving their full potential are identified early and support is put in place. Consequently, the large majority of learners complete their programme and achieve their expected targets.
- Managers and staff have implemented well-developed and wide-ranging additional activities that develop learners' personal, social and employability skills effectively. For example, as part of a local collaborative project, learners from art and design worked with engineering learners to produce an art installation for the new maternity ward at the local hospital. As a result, learners extended their knowledge beyond the classroom and developed skills that prepared them for future employment.
- Teachers on employability programmes apply their skills and expertise successfully to plan high-quality learning activities for learners that develop their understanding of the job interview process. Teachers help learners to develop their understanding of the variety of assessment activities that employers use for recruitment and selection. As a result, learners who have been unemployed for a long time develop their resilience and are well prepared for their job interviews.
- Careers staff are well qualified and use their expertise effectively to provide comprehensive and impartial advice and guidance. Staff provide learners with a clear understanding of their future pathways to employment or further study. As a result, a high proportion of those completing their studies move on to their planned educational or career goals.
- In too many instances, teachers do not challenge or sufficiently plan learning to support the most able learners to extend their knowledge, skills and understanding and achieve their full potential. Consequently, only a small proportion of learners achieve high grades

in a few A-level subjects. A small minority of learners make slow progress in lessons, such as psychology.

- Teachers do not provide sufficient support to learners in developing their written English. In too many instances, feedback does not identify errors in learners' use of English, and this results in them continuing to make the same basic mistakes.

Adult learning programmes

Good

- The college has approximately 600 learners studying adult learning programmes. The college offers part-time and full-time courses. Learners study programmes from entry level to level 4, ranging from short employability programmes to English and mathematics and vocational programmes. Level 1 and level 2 learners account for around three quarters of all adult learners. The largest courses are in construction, engineering, health and social care, and hair and beauty.
- Leaders and managers work effectively with employers and local stakeholders to plan programmes that address local skills shortages and increase employment opportunities for adult learners. For example, managers worked with Jobcentre Plus and a large national food and beverage chain to deliver a catering and hospitality-focused pre-employment programme to fill vacancies at the new site. Teachers interviewed and trained front-of-house staff in preparation for the launch event. Learners achieved level 2 awards in food safety and in health and safety in the workplace. As a result, a high proportion of learners successfully gained employment in front-of-house or housekeeping roles.
- Learners are motivated and engage confidently in lessons. Most learners enjoy their studies and make good progress. Teachers provide effective support to learners to help them to quickly overcome their significant barriers to learning. As a result, learners are proud of their work and demonstrate increased levels of confidence and self-esteem.
- Learners' practical work is of a high standard and meets commercial and industrial requirements. Adult learners make good progress in developing a range of practical skills appropriate for the workplace. For example, learners on barbering programmes learn about basic tool handling and different cutting techniques, such as graduated and straight cuts, and apply these successfully in the commercial salon.
- Learners' written work is well researched and of a high standard. They use technical language with confidence. For example, learners on access to higher education programmes can explain terms such as 'prokaryotic' when discussing cells and bacteria. Teachers encourage learners to have high aspirations for their futures and, as a result, learners strive to achieve the grades that they need for their chosen profession.
- Teachers are well qualified and have relevant and up-to-date practical experience. They use their expertise to provide effective teaching and in-class support to learners that develop learners' knowledge and understanding effectively. For example, learners on welding courses quickly develop practical skills and gain industry-recognised qualifications, which increases their chances of employment in the sector.
- Learning mentors provide effective pastoral support and pre-course information advice and guidance. For example, they help learners who return to study after several years away from learning to overcome personal and academic problems that impede their

progress. As a result, learners continue their studies and make well-informed choices about their future education and training.

- Teachers provide learners with constructive feedback. As a result, learners respond positively to the areas for development that teachers highlight and improve their grades or gain high marks.
- Adult learners are safe and feel safe and know who to report concerns to. They are particularly vigilant when working in the salons and restaurant and are not afraid to challenge visitors who are not displaying appropriate identification.
- In a small minority of part-time and full-time classes, attendance is low. This impedes the progress that learners make over time.
- A few learners do not complete their programme or achieve their learning goals. As a result, they leave the college without gaining their qualifications.

Apprenticeships

Requires improvement

- At the time of the inspection, around 483 apprentices were enrolled on apprenticeship programmes. Approximately 161 apprentices are working towards level 2 apprenticeships. Most others follow level 3 apprenticeships and a small proportion are on apprenticeships at level 4. Most apprentices follow programmes in construction, engineering, health and social care, and early years.
- Tutors do not use information about what apprentices already know and can do when they start their apprenticeships. As a result, they do not identify clearly the specific skills and behaviours that apprentices still need to develop. Consequently, tasks in lessons are not challenging enough for some apprentices and they are not encouraged to reach their full potential.
- Most tutors' feedback following assessment does not provide apprentices with information on the action they need to take to improve their work. When tutors review apprentices' progress with them, they often focus too narrowly on whether their work meets the basic requirements of their qualification. As a result, they do not challenge apprentices to develop their knowledge and skills further and reach high standards.
- Leaders and managers have put into place a number of actions to improve the apprenticeship provision. For example, they have introduced more thorough impartial careers information, advice and guidance. Managers have also improved the emphasis on apprentices' development of new knowledge, skills and behaviour. However, it is too early to see the impact of these initiatives.
- Apprentices develop their mathematical skills successfully. They understand fully the relevance of mathematics in their job roles. However, apprentices make slow progress in developing their English skills. Too many apprentices have yet to achieve their functional skills qualifications to ensure that they complete their apprenticeship within their planned end date.
- The vast majority of apprentices on standards-based apprenticeships are not sufficiently aware of the range of grades available to them at the end of their apprenticeship or how they might achieve these. As a result, apprentices who are able to achieve high grades are not challenged to reach their full potential.

- Tutors use their extensive industry knowledge effectively to plan and teach activities that motivate apprentices. Apprentices participate in a range of high-quality on- and off-the-job activities, such as work shadowing, job rotation, college day-release training and specialist product training that employers provide. As a result, apprentices develop their skills and behaviours and make valuable contributions to their workplaces.
- Tutors, mentors and employers provide effective support to apprentices to enable them to develop new skills. Most employers provide careful monitoring of performance at work and meet with apprentices and their tutors to review their performance. Apprentices appreciate the opportunity to take on more responsibility at work as they progress in their learning. As a result, apprentices feel valued in the workplace.
- Tutors provide apprentices with effective guidance on progression opportunities within the companies they work for and, as a result, a high proportion of them secure permanent employment after completing their apprenticeship.

Provision for learners with high needs

Requires improvement

- The college receives funding for 35 learners who have high needs. Of these, 10 are on programmes specifically designed for learners with learning difficulties and/or disabilities, including four learners who are on supported internships. The remainder are on level 1, level 2 and level 3 vocational study programmes.
- Leaders and managers use the funding that they receive for high-needs learners effectively. They allocate staff in lessons to meet learners' specific needs as identified in their EHC plans. This includes learning support assistants and specific support, such as British sign language specialists. Leaders and managers use the funding to provide learners with specialist therapy sessions, both in the college and externally, that help them to manage their health needs, for example physiotherapy and occupational therapy. However, it is not clear how the support that learners receive is reduced over time to enable them to develop greater independence.
- The curriculum for high-needs learners is limited. It focuses predominantly on construction and catering pathways, which are not always suitable for some learners, for example for those with limited mobility or dexterity. Leaders and managers have recognised this weakness and plan to introduce early years and hair and beauty taster units. However, improvements to the curriculum are not due to be implemented until September 2019.
- Managers and teachers do not have high enough expectations of what all high-needs learners can achieve. Staff do not assess learners' individual starting points beyond their levels of English and mathematical skills to identify what they already know and can do. Consequently, teachers on vocational courses do not plan activities that meet high-needs learners' specific and individual needs to help them to make the rapid progress of which they are capable. Learning support assistants often intervene too quickly and do not give learners the time to complete activities for themselves.
- Teachers do not translate the outcomes of EHC plans into meaningful targets that link directly to learners' programmes and help them to make good progress. Learners' targets on vocational programmes are limited to their expected target grades for the qualification they are taking. Targets for learners on skills for working life programmes do not

challenge them sufficiently to make more rapid progress to the next level of their learning or independence. As a result, not all high-needs learners achieve their full potential.

- Teachers do not provide helpful feedback in lessons or on learners' work consistently. Too often, they praise learners' work without explaining what it is that learners have done well or what they need to do to improve their work further. Where feedback is detailed, teachers do not provide enough opportunities for learners to reflect on their work so that they improve their knowledge and understanding. Teachers do not correct spelling, punctuation and grammatical errors routinely. As a result, learners continue to make the same errors in their work.
- Too few learners on vocational programmes have an external work placement that meets their individual needs, long-term goals or aspirations. A third of learners have no current or planned work experience placements for this academic year. Learners on the skills for working life programme have work placements in the college shop and restaurant. However, these are organised on a rotational basis and are limited.
- Almost all high-needs learners achieve their English and mathematics qualifications. In 2017/18, all leavers progressed to the next level of study within the subjects that they were studying at the college. The small number of learners on supported internships all entered into either paid employment or voluntary work.
- Learners' transition into the college is managed successfully. Managers and teachers work effectively with parents and school staff to prepare learners for their transition into the college and to ensure that appropriate support is in place. They provide learners and parents with extensive opportunities to familiarise themselves with the college and to meet staff. These activities help to reduce learners' anxieties and support them to move from their familiar school environment to a large general further education college.
- Teachers integrate English and mathematical skills effectively in a range of activities for learners on skills for working life programmes. For example, learners develop a good understanding of the value of money through their work in the college's shop and restaurant. Learners who could not construct a full sentence or write in a straight line at the start of their programme learn how to do so successfully through activities they undertake in their English lessons.
- Learners benefit from high levels of support and care, both in lessons and in other activities across the college. These help them to overcome anxieties and develop confidence. As a result, they work collaboratively with each other and staff, and enjoy their learning.
- Learners on supported internship programmes benefit from high-quality work placements. They develop the skills they need to increase their independence and confidence and can explain enthusiastically what they do and why. For example, learners in National Health Service placements understand fully the need for confidentiality, and learners on catering placements explain passionately how the presentation of food is important to them and their customers.

Provider details

Unique reference number	130633
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	4,570
Principal/CEO	Andrew Wren
Telephone number	01229 825 017
Website	www.furness.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)	219	133	421	312	675	144	1	11
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	95	66	114	166	10	32		
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	35							
At the time of inspection, the provider contracts with the following main subcontractors:	RV Projects (Europe) Ltd							

Information about this inspection

The inspection team was assisted by the deputy principal curriculum and quality, as nominee. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners, employers and staff; these views are reflected within the report. They observed learning sessions, assessments and progress reviews, and adopted a case study approach to inspection. The inspection took into account all relevant provision at the college.

Inspection team

Sarah Stabler, lead inspector	Her Majesty's Inspector
Kim Bleasdale	Her Majesty's Inspector
Suzanne Wainwright	Her Majesty's Inspector
Dilys Taylor	Ofsted Inspector
Malcolm Bruce	Ofsted Inspector
Tracey Baron	Ofsted Inspector
Ian Frear	Ofsted Inspector
Maria Rayworth	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019