

East Riding of Yorkshire Council Adult Education and Training Service

Local authority

Summary of key findings for learners

Inspection dates	5–9 November 2012	
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
Outcomes for learners	Requires improvement-3	
Quality of teaching, learning and assessment	Requires improvement-3	
Effectiveness of leadership and management	Requires improvement-3	

This provider requires improvement because:

- Success rates for learners on community courses which have nationally recognised qualifications declined significantly in 2010/11, but they are improving in 2011/12.
- The quality of teaching, learning and assessment requires improvement.
- On courses which do not offer nationally recognised qualifications, learners' starting points are not always identified and used to plan their individual learning; the learners' progress and achievements are also not adequately monitored and recorded.
- Overall, the quality of provision which the service offers has declined since the previous inspection and leaders and managers have been too slow to improve this.
- The service is not sufficiently critical about its performance and has not recognised all its significant weaknesses.
- Arrangements to monitor and improve the quality of teaching, learning and assessment are not always effective.
- Learners and tutors treat each other with respect. However, equality and diversity are not always promoted effectively in teaching and learning activities.

This provider has the following strengths:

- Apprentices achieve well. Their training, learning and assessment are good and their programmes are well managed.
- All learners enjoy their learning.
- Learners with learning difficulties and/or physical disabilities develop good skills for independent living.
- The service's approach to making provision for different groups of learners is outstanding.

Full report

What does the provider need to do to improve further?

- Improve teaching, learning and assessment by ensuring initial assessment is used to identify accurately learners' starting points. Ensure tutors use the results of the assessment to plan individual learning which contain clear challenging learning targets for all learners. Ensure the learning targets are monitored and recorded regularly.
- Improve outcomes for learners on accredited and non-accredited courses to high levels. Develop and implement an effective process for recognising and recording progress and achievement (RARPA) of learners in non-accredited learning which gives an accurate view of learners' progress and achievements on these courses.
- Review the effectiveness of the new staff structure to ensure that all staff, including those responsible for monitoring the quality of teaching, learning and assessment, are suitably experienced to plan and implement improvement. Develop staff capacity, including that of senior managers, through sharing good or better practice within the service and with other providers, to increase the pace of improvement.
- Improve the proportion of good and outstanding teaching and learning sessions by ensuring tutors receive effective professional development to help them use a more varied range of teaching, learning and assessment methods and that they can plan effectively for individual's learning.
- Ensure observations of teaching and learning sessions give an accurate view of learners' experiences, include the effective implementation of RARPA; check that action points from previous observations have been implemented.
- Improve the rigour and accuracy of the self-assessment report by ensuring data and evidence are used thoroughly to evaluate the quality of all aspects of the provision. Ensure the moderation of the report's findings and that the grades awarded are robust.
- Promote equality and diversity routinely in teaching, training, learning, assessment and progress reviews to raise learners' awareness of different cultures and beliefs.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Overall, learners' outcomes require improvement. In 2010/11, the overall success rates of the 37 apprentices on apprenticeship programmes were good. In 2011/12, so far, success rates of apprentices are outstanding. ▪ On community learning provision, success rates of the 15% of learners on accredited courses at foundation, intermediate and advanced levels are low. Success rates of learners on accredited courses in information and communication technology (ICT) are variable and overall satisfactory. Success rates of learners on accredited courses in visual arts, and English, mathematics and English for Speakers of Other Languages (ESOL) are poor. ▪ On community learning provision, success rates of learners on accredited courses, who form 40% of all learners in 2011/12, so far, have improved significantly. Success rates of learners on accredited entry and intermediate level courses have improved and are now good. Success rates of learners on accredited foundation courses have improved but are still low. Success rates of learners on accredited ICT courses require improvement. ▪ Since the previous inspection, learners' retention has been satisfactory. The RARPA process is not sufficiently reliable to judge the level of learners' success rates on non-accredited courses. The progress of most current learners is satisfactory; apprentices are making good progress towards completing their qualifications. 	

- Apprentices develop good employability skills and employers highlight improvements in their work. Most learners on community learning increase their self-confidence significantly and enhance their vocational skills satisfactorily.
- Learners with learning difficulties and/or physical disabilities develop a good range of independent learning skills. They develop their skills in making choices; for example, about the colour to use when painting clay dishes to give as presents to family members. Because of tutors' good planning, learners become progressively more competent and confident in carrying out tasks which improve their lives significantly, such as working together and learning from each other.
- The standard of evidence in apprentices' portfolios is good. Not all learners on visual arts courses produce a satisfactory standard of work and a few do not achieve their artistic potential. Learners on English, mathematics and ESOL courses do not produce and keep sufficient written work to review their learning and their portfolios are poorly organised.
- Overall, learners acquire sufficient English and mathematics skills to complete their qualifications. They do not develop English and mathematics skills beyond what is required by their qualifications that they aim to complete.
- Overall, learners' performance gaps are narrowing. Male and female apprentices achieve equally. In 2010/11, the success rates of apprentices with learning difficulties and/or physical disabilities were lower than apprentices overall. On community learning, success rates for learners aged 16 to 18 are lower than for learners aged 19 and over. The service recruited too few apprentices from minority ethnic groups to compare their outcomes with those achieved by apprentices overall.
- Learners have a satisfactory understanding of their rights and responsibilities. However, their understanding of relevant equality and diversity issues require improvement.
- Learners have a satisfactory understanding of progression routes and employment opportunities. A satisfactory number of apprentices have gained promotions or employment. The progression of learners on accredited and non-accredited provision to other courses or employment is satisfactory.

The quality of teaching, learning and assessment

Requires improvement

- The overall quality of teaching, learning and assessment requires improvement as do outcomes for learners. Tutors and trainers provide learners with satisfactory individual coaching and support. Training, learning and assessment for apprentices are good. Most tutors teaching on community learning courses do not plan sufficiently for individuals' learning. The procedures to monitor individuals' progress are insufficiently developed and, therefore, not all tutors are able to take prompt action to support learners who do not learn and progress well. Too few teaching and learning sessions are good or better.
- In the better sessions, tutors plan activities well to develop learners' skills beyond the minimum requirements for the qualifications or the course. In these sessions, detailed discussions and good examples help learners to apply their learning to their work or interest. For example, a tutor's good use of safeguarding examples led learners on a teaching assistant course to apply their learning well to their job role in their school placements.
- Apprentices benefit from well-planned on- and off-the-job training, effective use of information learning technology (ILT) and varied assessment techniques in the workplace. Apprentices' progress is monitored and recorded well. Assessors work flexibly and arrange progress review sessions to suit the needs both of learners and of employers.
- In the weaker sessions, tutors do not provide sufficient challenge for the more-able learners. In these sessions, learners' experience is not used effectively to make teaching relevant or interesting. Because of this weak planning, learners do not develop skills to apply their learning effectively to their life and work.

- Tutors make insufficient use of ILT, which limits learners’ opportunity for independent learning, resulting in the more experienced or able learners to not fully achieve their potential. Many tutors rely too much on handouts without using other appropriate resources to provide variety and promote good learning.
- The quality of teaching, learning and assessment for learners on functional skills programmes is good. Initial assessment accurately identifies learners' starting points. Tutors monitor learners’ progress against clear and measurable short-term targets and take effective action if learners’ progress is slow.
- The RARPA process on most community learning is weak. Tutors do not use the results of learners’ initial assessment effectively to set learners appropriately challenging learning targets. Most targets are not individualised sufficiently or broken down into measurable, small, understandable steps in learning. In too many sessions, some learners work below their ability and others are not sufficiently challenged.
- Personal and learning support is satisfactory for most learners. Tutors and trainers provide a high level of individual support and treat learners with respect and dignity.
- Additional support across a range of social and personal needs including housing, benefits, drug and alcohol misuse, and lone parent support is effective.
- Tutors, trainers and assessors have appropriate qualifications, skills and expertise, which allow learners to discuss the more specific aspects of their interest or job roles with them. For example, learners on a website development course benefit significantly from the tutor’s experience to construct a good website. Learners with learning difficulties and/or physical disabilities benefit significantly from the experience of the tutor in pottery sessions.
- The initial assessment of learners’ English and mathematics skills provides a clear basis for skills development. Tutors, trainers and assessors support learners and apprentices with English and mathematics satisfactorily to progress and achieve their qualifications. However, they do not always extend learners’ level of English and mathematics beyond what qualifications require.
- Assessors provide good written and verbal feedback to apprentices on their work. Tutors’ feedback, which is often verbal, is satisfactory. Tutors do not always provide detailed written feedback to ensure learners have a clear understanding of how to improve or can refer to the feedback after the sessions.
- Career guidance and advice are satisfactory overall. Learners who require support to find employment or change job receive effective support, which has resulted in a satisfactory number of learners progressing to employment. However, not all learners receive clear written information on progression to other courses or to other providers’ courses.
- Learners demonstrate a satisfactory understanding of their rights and responsibilities which tutors and trainers appropriately cover during induction, teaching and training sessions. However, they do not check and extend sufficiently learners’ understanding of equality and diversity. Therefore, learners’ understanding of wider equality and diversity matters lacks sufficient depth.

Information and communication technology for users Community learning	Requires improvement
--	----------------------

- The overall quality of teaching, learning and assessment requires improvement as do outcomes for learners. Tutors generally teach well, but their monitoring and recording of learning and assessment for too many learners is insufficient. On non-accredited courses, which form most of the provision, too many tutors do not plan, monitor, assess and record the progress of individual learners effectively.

- Learners benefit from tutors who provide good individual coaching, which results in learners who have little experience of using computers to develop good skills quickly. For example, learners on a short introductory web-design course use complex software confidently to create professional websites after only a few weeks.
- Tutors provide learners with good and sensitive pastoral support which helps learners of whom many are nervous about learning ICT to stay on the courses. Tutors are generally aware of the learners with specific individual needs and take account of these when planning their session. For example, in one session a learner who was recovering from an illness was given extra time to get to the session and was given extra practical help to achieve his learning goals.
- Learners benefit from the experience and expertise of qualified and experienced tutors. One tutor has used his experience well to create a good handout covering the basic elements of the software that learners use. In a small number of sessions, learners are encouraged to use ICT outside the sessions to research independently a range of topics and enhance their independent learning skills. Tutors use ILT satisfactory to explain the complex features of software applications.
- Arrangements to assess and use learners' starting points in ICT on non-accredited courses are underdeveloped. Most tutors do not plan, monitor and record individuals' learning, progress and achievement effectively. Most learners' individual learning targets are too broad or too simple for their progress or achievement to be monitored or recorded effectively and reliably. Some tutors use weak learning targets for learners such as 'using computers' or 'being able to type'. This was identified as a weakness at the previous inspection.
- Learners on accredited courses benefit from an effective initial assessment of their knowledge of English and mathematics. The learners who require extensive support to improve their English and mathematics skills in order to complete their courses are directed to other provision within the service. Arrangements for assessing learners with English and mathematics support needs on non-accredited courses require improvement.
- Learners receive satisfactory information about courses prior to starting to enable them to decide which course is most suitable for them. If further information is required they are able to contact the service and are often able to speak to the tutor teaching the course. However, information about progression to higher courses is not clear for learners in all the teaching venues.
- The promotion of equality and diversity is satisfactory, which reflects learners' satisfactory understanding of equality and diversity. Learners are treated with respect by tutors and other learners. Learning materials reflect the diverse nature of the British population and avoids stereotypes.

Visual arts

Community learning

Requires improvement

- The overall quality of teaching, learning and assessment requires improvement as do outcomes for learners. Too few sessions are good or better, which is reflected in learners' standard of work and skills development that varies from good to satisfactory.
- In the better sessions, the pace of learning is good. Learners on soft-furnishing courses progress quickly from low starting points to using complex cutting and sewing techniques. In pottery sessions, good practical demonstration contributes to learners competently using tools to make pottery which they sell. Tutors discuss and agree with learners challenging individual projects, such as drawing a complex scene to extend learners' skills.
- In the weaker sessions, teaching is less effective because tutors do not plan learning activities sufficiently. They do not negotiate with learners and agree learning targets which are sufficiently challenging. Tutors do not use teaching techniques which meet individuals' needs and, therefore, some learners' skills and knowledge are not sufficiently extended, while others

struggle to progress. Tutors fail to promote the value of setting learning targets and recording progress and assessment to learners. Consequently, learners do not evaluate their own learning and identify areas which they need to practice.

- Tutors do not plan and encourage learners sufficiently to practice their learning outside of the sessions. Not all tutors and learners understand the importance of independent learning to improve their practices or to progress to a higher level. As a result learners' work is of a variable standard; some have well-presented portfolios of good work, others require improvement.
- Tutors do not use ILT sufficiently to enhance learning, for example, they do not direct learners sufficiently to carry out research using computers. The quality of handouts is generally poor, too many are hand written and not well presented making them difficult for learners to read.
- Learners benefit from satisfactory personal and learning support from tutors. They receive particularly good support from tutors when they plan, organise and prepare their work to show in exhibitions and events.
- Many tutors are well-qualified and practising artists. Learners benefit significantly from their tutors' specialist knowledge, for example, they learn about new techniques used in commercial settings. Tutors provide learners with good specialist advice and guidance on where to buy art materials, how to publicise work or which events and exhibitions learners should visit.
- Assessment practices are weak. In the majority of sessions, tutors do not use initial assessment sufficiently to identify learners' skills which they have developed on previous courses. On non-accredited courses, most assessments are informal and poorly recorded.
- Tutors help learners improve their English and mathematics. Mathematics is promoted well in soft furnishing sessions, for example, to calculate the area of patches in quilts and estimating the amount of fabric needed for curtains and cushions.
- Tutors provide satisfactory information, advice and guidance about progression during the courses. However, not all learners are sufficiently motivated to progress to higher level courses or different arts courses offered by other providers.
- Overall, tutors' do not promote equality and diversity sufficiently. They promote good working and social relationships between learners across age ranges and lifestyles. However, they do not include and discuss arts from other cultures to extend learners' views and understanding of arts practices in different communities.

Foundation English and mathematics English for speakers of other languages

Community learning

Requires improvement

- The overall quality of teaching, learning and assessment requires improvement as do outcomes for learners. In too many sessions, tutors do not use an effective range of teaching, learning and assessment strategies to ensure all learners achieve their potential. Tutors rely too much on worksheets which do not meet different learners' experience and ability.
- In the better sessions, tutors plan well to meet different learners' needs. Learners benefit from a good range of practical activities which help them to increase their vocabulary, comprehension and skills in mathematics. For example, good practical activities contribute to ESOL learners' ability to use complex English phrases in different situations such as when they visit doctors.
- In the weaker sessions, tutors do not plan to involve learners adequately in teaching and learning activities. Teaching strategy fails to meet the needs of the learners who require more support, or to provide challenge for the more-able learners. In the weaker ESOL sessions, many learners do not routinely practise their speaking and listening skills, which results in learners' slow development in their use of the English language.
- Tutors support learners satisfactorily. They create a good learning environment which helps to develop learners' confidence and self-esteem. Support tutors provide learners with effective

additional support during most sessions. However, this support is not included in the session plans nor is it reviewed after the sessions to assess the effectiveness of the support.

- Most tutors are appropriately qualified. Tutors make very little use of video clips, textbooks, newspapers, magazines and other resources that make sessions interesting and relevant and encourage learners to develop independent learning. Not all tutors are sufficiently experienced to enable them to integrate English and mathematics fully into learning activities.
- Learners are assessed well to identify their learning needs; however, tutors do not use the results to plan individuals' learning. In most sessions, tutors do not agree, set, monitor and record clear learning targets for learners. Therefore, learners are not encouraged sufficiently to recognise their achievements and reflect on what they need to do to improve.
- For most English, mathematics and ESOL learners who are on courses which focus on employability skills, the use of initial assessment to plan their individual learning is weak. Learners cannot easily identify what they are expected to achieve in each session, which has contributed to the low standard of their portfolios of work which are poorly presented and contain little work. These portfolios do not help learners to refer back to their learning points from previous sessions to understand how they can improve.
- Tutors use a narrow range of assessment methods and rely too much on open question and answer techniques; therefore individual learners' understanding and progress is not checked sufficiently. Not all tutors plan assessment adequately for individual learners to demonstrate their knowledge and skills in a range of different settings. Feedback by tutors about completed work is not always clear and detailed enough to enable learners to reflect on their progress.
- Tutors plan well to foster good working relationships between learners of different backgrounds, experience and age groups. However, they do not always include equality and diversity issues in sessions. Consequently, the learners' awareness of relevant equality and diversity matters is not sufficient.

The effectiveness of leadership and management

Requires improvement

- Since the previous inspection, the service has experienced a period of significant change and lost many staff, including managers, impacting negatively on the quality of the provision and success rates in 2010/11. Within the last 12 months, it has implemented a number of changes, such as the introduction of a new staff structure, to improve the quality of the accredited courses. The actions have contributed well to the improved success rates of learners on community learning accredited courses in 2011/12, which were 40% of the enrolments.
- Work-based learning continues to be well managed with high success rates and good commitment from employers to apprentices' programmes. The pace of improvement of non-accredited courses in community learning provision has been slow.
- Performance management of staff is good in both community provision and work-based learning, and under-performance is managed and resolved effectively. Targets for tutors are clear and regularly monitored using a range of information including learners' success rates, observations of teaching and learning grades and retention data.
- In-house staff development, although extensive, has not yet improved tutors' use of learners' initial assessment to plan individualised learning, or their competences to monitor and record learners' progress and achievements systematically. The quality of teaching, learning and assessment is variable across the service, and, as the service recognises, too few sessions are good or better.
- As the service acknowledges, both the 2010/11 and 2011/12 self-assessment reports are insufficiently analytical and over grade most aspects of the provision. The 2010/11 report does not take into account the decline in success rates of accredited courses in community learning and the resulting quality-improvement plan does not have specific actions to improve learners' outcomes. The grades awarded at this inspection are lower than at the last inspection.

- Arrangement to improve the quality of teaching, learning and assessment requires improvement. The written records of the teaching sessions observed focus on teaching rather than learning and do not support the high grades which are given. The quality of teaching of new tutors is yet to be observed and assessed. Actions from previous observations are not routinely followed through at the next observation, although the service is introducing a system to improve this. Internal verification failed to identify issues with the RARPA process.
- Good use is made of learners' views collected through a range of methods including surveys and forums to develop and improve the provision. However, the services' strategy to improve the quality of teaching and learning is not implemented fully. Recent initiatives to encourage sharing of good practice including the use of mentors, paired observations of outstanding tutors, staff conferences and termly training events are not yet fully impacting on the quality of teaching and learning.
- Staff understanding of data and its use have improved since the previous inspection. Useful data reports are produced regularly and managers use them well to monitor learners' retention and attendance rates. Analysis of data has led to some good improvements, for example, the proportion of early leavers on a mathematics course was reduced by introducing a three-week taster course to help learners choose the right course. Monitoring of apprentices' progress and achievement is systematic and detailed, but on non-accredited courses, learners' progress and achievements are not monitored adequately.
- Initiatives to promote inclusion, engage under-represented learners and meet the needs of local communities are outstanding and have further extended since the previous inspection. The service is now working successfully with Travellers and Gypsies, has established clubs to help residents find employment, and begun working with young people not in education, employment or training. Due to a number of initiatives, the proportion of men participating in provision has increased from 30% in 2009/10 to 38% so far this year, and 20% of the provision is now for those with learning difficulties and/or physical disabilities.
- The service analyses data well to identify and monitor achievement gaps. Achievement gaps between different ethnic groups and between those with learning difficulties and/or physical disabilities and those without have narrowed further this year. Learners treat each other with respect and tutors foster good relationships. The promotion of equality and diversity in curriculum areas requires improvement. Safeguarding meets statutory requirements for the safeguarding of learners and good action is taken to keep learners and staff safe.

▪ **Record of Main Findings (RMF)**

East Riding of Yorkshire Council Adult Education and Training Service

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	Apprenticeships	Community learning
Overall effectiveness	3	2	3
Outcomes for learners	3	2	3
The quality of teaching, learning and assessment	3	2	3
The effectiveness of leadership and management	3	2	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for users	3
Visual Arts	3
Foundation English and mathematics ESOL	3

Provider details

Provider name	
Type of provider	Local authority
Age range of learners	16–18 & 19+
Approximate number of all learners over the previous full contract year	Full-time: 6
	Part-time: 5,673
Learning and skills manager	Angie Butler
Date of previous inspection	April 2010

Website address	www.eastriding.gov.uk/adulted
------------------------	-------------------------------

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	7	4	0	0	0	0	0	0
Part-time	55	841	31	291	29	47	0	3
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	24	10	5	53	0	0		
Number of learners aged 14-16	4							
Number of community learners	1,199							
Number of employability learners	341							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ None 							

Additional socio-economic information

The East Riding of Yorkshire Council (East Riding) is one of the largest unitary councils by area in England and Wales, covering 930 square miles. East Riding is approximately 71% rural; over 50% of its population live in rural communities, some of which are geographically isolated with poor transport links. The proportion of retired people aged 65 and over in East Riding is higher than the national average in England and Wales. Some areas in Bridlington, Goole and Beverley are amongst the most deprived 20% of the country. East Riding has seen a significant increase in the number of migrants who speak English as an additional language. The proportion of people from minority ethnic groups is around 4.9%.

Information about this inspection

Lead inspector

Shahram Safavi HMI

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

What inspection judgements mean

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

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

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

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk 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 is a new 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 or if you have any questions about Learner View please email Ofsted at: enquiries@ofsted.org.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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2012