

North East Lincolnshire Council

Local authority

Inspection dates		25–28 February 2014
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

Summary of key findings for learners

This provider requires improvement because:

- Teachers do not support learners sufficiently to improve and develop their English and mathematics skills and too few learners work towards attaining higher levels.
- The proportion of learners who achieve qualifications in preparation for work, foundation mathematics and foundation English is too low.
- Individual learning plans lack sufficient detail to cover all aspects of learners' programmes, and procedures to review their progress and set them challenging targets for improvement are ineffective.
- Attendance is low in too many classes, impeding learners' progress in improving their skills and in developing workplace attributes that employers will expect.
- Managers have insufficient access to up-to-date and detailed information of learners' progress and achievements to enable them to address areas of poor performance quickly enough.
- Managers have been slow to ensure that new programmes meet the requirements to integrate English, mathematics and work experience to meet all learners' needs.
- Leaders have paid insufficient attention to maintaining rigorous quality assurance processes.

This provider has the following strengths:

- The recently-appointed service manager has worked well with senior leaders and staff to develop a clear and ambitious vision for the direction and improvement of the service.
- The service has structured its delivery pathways well to meet the needs of local people and employers.
- The service works very well with partners to engage with hard-to-reach learners, increase apprenticeship opportunities and develop its own staff's ability to help learners overcome social and learning barriers.
- Good teaching in visual arts enables learners to develop high levels of skill, make very good progress and produce work of a very high and professional standard.
- The promotion and celebration of equality and diversity are outstanding.

Full report

What does the provider need to do to improve further?

- Increase the proportion of learners who improve their skills and successfully complete English and mathematics qualifications by:
 - improving the quality of teaching, learning and assessment and the relevance to learners' personal circumstances in these subjects
 - ensuring that learners' current levels of attainment and ability in English and mathematics are accurately assessed to enable them to undertake activities that will support them to progress to and achieve higher levels of English and mathematics
 - completing and implementing the English and mathematics strategy as a matter of urgency so that all staff are clear about their particular role in ensuring that learners receive the teaching and support they need to improve these skills.
- Improve the proportion of learners who gain qualifications by:
 - setting clear expectations at the start of courses
 - systematically and regularly reviewing learners' progress and setting clear and challenging targets to help them to improve their skills and knowledge and achieve their qualifications.
- Improve learners' attendance by:
 - continuing to provide the good personal support to overcome barriers to attending
 - setting clear and high expectations for learners to attend learning, relentlessly challenging poor attendance
 - helping learners to understand the importance that potential employers will place on attendance.
- Urgently review and improve the level and appropriateness of detail in individual learning plans to include all aspects of learners' programmes including arrangements for work-experience. Ensure staff use this information to carry out structured and purposeful reviews of learners' progress and agree clear targets with learners that will enable them to achieve well.
- Improve the accuracy and timeliness of reports of learners' progress and achievements to enable managers to take more timely and appropriate action to address poor performance and areas of emerging concern more quickly.
- Ensure rigorous quality assurance and improvement of learning by:
 - speeding up the pace and timeliness at which areas for improvement are identified and addressed
 - ensuring that the recently-revised lesson observation process is fully implemented across all learning programmes and the outcomes are used to improve the quality of provision across the service
 - carrying out more thorough analyses of the requirements of new programmes to ensure that delivery plans fully meet learners' needs.

Inspection judgements

Outcomes for learners	Requires improvement
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- Adults on community learning courses in art achieve well. The proportion of apprentices that achieve their qualification is high. However, pass rates on preparation for work, English and mathematics qualifications for learners of all ages are low, particularly for 16 to 18-year-olds who are taking these as essential parts of their study programmes or traineeships. The proportion of 16 to 18-year-olds that progress to further education, an apprenticeship or employment is low.

- A very high proportion of adults achieve qualifications and progress to higher level courses in art. Learners on these programmes make good progress in improving their art skills and learners produce artwork of very high quality.
- A high proportion of adults that undertake short qualifications are successful in these and many progress to accredited qualifications. The process for recognising and recording progress and achievement on the non-accredited programmes is rigorous.
- Apprentices develop good vocational and business skills in their workplaces and the proportion that achieve the full apprenticeship framework has improved over the past three years and is now good. The proportion that achieve within the planned time declined in 2012/13, although this remains above the national average.
- Few differences exist in the performance of different groups of learners, other than for 16 to 18-year-old females who achieve less well than males. The gap increased in 2012/13 but although managers are aware of this, they have yet to analyse the underlying reasons.
- Too few learners improve their English and mathematics skills sufficiently well. Not all learners on 16-19 study programmes are taking either English or mathematics at a sufficiently challenging level. Procedures to monitor their progress and ensure that they are developing their skills require improvement. Although adults returning to learning improve their attitudes to learning, social, personal and employability skills well, too few receive enough support or challenge to improve their English and mathematics skills. Attendance at employability and English and mathematics sessions is often low.
- Learners on the newly introduced traineeship programme improve their confidence to participate and develop essential work-related skills through appropriate work placements. This prepares them well to progress into apprenticeships or employment. However, traineeship arrangements do not enable all participants to improve their English and mathematics skills sufficiently well.
- A high proportion of community learners progress to higher-level courses, and adults on short courses improve their prospects of employment. Almost all apprentices remain in employment when they complete their learning.
- Processes to monitor the progress of 16 to 18-year-olds during and when they leave study programmes require improvement. The service does not have a sufficiently clear picture of whether learners are successful in progressing to further education, training, apprenticeships or employment when they leave.

The quality of teaching, learning and assessment	Requires improvement
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- Teaching, learning and assessment require improvement. The quality of teaching varies too much, as do learners' outcomes. Many learners have multiple barriers to learning and teachers and assessors support them very well to participate. Good links with local partners and agencies ensure that learners are matched to provision that meets their needs and circumstances well. The standard of learners' work is at least satisfactory but in visual arts, much is outstanding. However, attendance is often too low, particularly in English and mathematics and too many learners leave their courses without completing.
- Teachers are skilled at motivating learners and raising their aspirations. As a result learners improve their confidence, presenting their work and achievements with pride. Learners enjoy their courses and are happy to take part in discussions and voice their opinions. For example, a learner on a basic computing course who had never used a computer before can now use one with confidence. She is proud of what she has learned, which has enabled her to help her grandchildren with homework.
- Teachers plan the majority of vocational lessons well. They use a variety of activities that engage interest and meet the needs of learners working at different levels. Teachers use community venues well to create learning environments where learners feel safe and able to express themselves.

- Employers contribute well to apprentices’ learning. They value and recognise the skills that apprentices are developing. Assessment of apprentices’ progress is thorough and ensures they make good progress. Progress reviews cover all aspects of their work skills, personal and social development. However, assessment of a minority of apprentices is too reliant on written testimonies with assessors carrying out limited direct observations of apprentices in their workplace.
- Staff promote apprenticeships and traineeships well with employers, council departments and partners. Well-managed work placements help learners on traineeships to improve their employability skills well in preparation to progress to apprenticeships or employment. However, those who need it do not receive sufficient support to improve their English and mathematics skills.
- Teachers use a range of good resources well to enliven many learning activities. For example, in visual arts, scenarios such as decorating learners’ own houses are used well to apply the skills of measurement, estimation and calculating costs. Teachers in the better lessons use current and interesting topics to develop speaking and listening. However, in a few weaker lessons, teachers rely too much on worksheets and teach to the requirements of external tests rather than supporting learners to develop their skills in familiar or practical contexts.
- Teachers assess learners’ starting points accurately ensuring they are on the right programme and level. On the 16-19 study programme, teachers help learners to identify personal barriers to learning and provide good support to overcome these. However, individual learning plans and reviews of learners’ progress through the various aspects of their study programmes require improvement. Staff undertaking reviews do not have sufficient information about the expectations of learners’ full programmes or feedback from teachers to enable them to discuss progress effectively, or set sufficiently challenging targets.
- Teachers record the work completed by learners thoroughly. However, written feedback to learners rarely focuses on what they need to do improve their skills. Targets that teachers set with learners in functional skills classes too often focus on simply passing tests. They rarely extend these to consider personal goals, or how the skills apply in learners’ vocational or life settings.
- The teaching of English, mathematics and other functional skills require improvement. Teachers have delayed the delivery of these subjects for a few apprentices and trainees substantially, slowing the progress of these learners. Teachers providing employability skills training on the study programme do not sufficiently integrate English, mathematics and information and communication technology (ICT) into learning. Teachers rarely correct spelling and grammatical errors in learners’ work.
- Teachers promote equality and diversity exceptionally well in learning activities. They use their good knowledge and awareness to increase learners’ understanding about different cultures and individual differences. Teachers make good use of external speakers and very good displays of learners’ work raise awareness about a range of topics such as the holocaust and Black history. Learners are encouraged to make their own ground rules for sessions that emphasise mutual respect for each other and staff. Staff are approachable and friendly and learners feel safe and comfortable to raise any concerns they may have about their own treatment or the behaviour of others.

Visual arts	Good
19+ Learning programmes	
Community learning	

- Teaching, learning and assessment are good, which is reflected in the high proportion of learners who achieve qualifications and develop very good skills. Learners’ work is very good, and often outstanding, especially in textiles and embroidery. Learners enjoy their learning and

produce innovative and creative work, which provides inspiring displays. They gain confidence and self-esteem.

- Sketchbooks are rich and completed confidently, showing good exploration of materials and sound primary and secondary research. Reflective journals improve learners’ understanding of the progress they have made. One learner has recently made a richly decorated fabric box, while another has made a detailed miniature three-dimensional landscape. Other learners incorporate vintage postcards and photographs well into appliquéd textile panels.
- Enthusiastic teachers motivate and support learners well to make good progress. Good individual coaching with precise verbal feedback enables learners to progress quickly. Teachers plan lessons well so that different and challenging activities meet individual learners’ needs.
- Teachers are sensitive to learners’ needs, supporting them well to overcome any barriers to learning. A few learners exhibit and sell their work in local venues. This significantly increases their confidence. High quality work displayed on the walls of studios raises the aspirations of other learners. Many learners, particularly those in danger of social isolation, gain great benefit from attending classes. Learners enjoy attending classes, feel safe and use safe working practices in practical studios. They understand the potential dangers of specialist equipment.
- Teachers are well qualified and experts in their specialisms. They are keen to share their skills with learners and have high expectations of them. Teachers give very good demonstrations of techniques and use a good range of resources to stimulate and inspire learners. Teachers discuss and agree challenging individual projects with learners to extend their skills.
- Teachers have a good knowledge of the process for checking and recording learners’ progress and achievement on non-accredited learning. However, assessments are insufficiently evaluative and teachers do not record all stages of learners’ progress with sufficient detail or provide enough written evaluative information to learners on what they could do to improve.
- Teachers improve learners’ English and mathematics skills well. For example, they encourage learners to calculate the correct amounts of fabric required in textiles classes. Learners use the correct technical terms for specialist crafts and learn to articulate their ideas clearly.
- Initial assessment is thorough, and used well to ensure learners are at the right level. Learners receive good general advice from advice and guidance staff as well as appropriate vocational advice from arts teachers. This enables a high number to progress to higher-level courses.
- The promotion of equality and diversity is outstanding. The visual arts team engages very well with community partners to attract hard-to-reach learners. Community events actively target learners who are from disadvantaged groups. Teachers work hard to remove barriers to learning so that all learners can participate fully. The provision is socially inclusive and both teachers and learners share pride in the local area and a desire to regenerate traditional crafts.

Foundation English

16-19 study programmes

Traineeships

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement, which is reflected in the low proportion of learners that achieve English qualifications. Most learners make at least satisfactory progress and for those who attend regularly, many make good progress compared to their starting points, which are often low. However, attendance is often too low and too many learners leave their courses without completing.
- Teachers are enthusiastic and approachable. They motivate learners well, helping them to overcome any initial fears they have about returning to learn. Teachers develop positive

relationships with learners, who gain confidence to ask questions and discuss their ideas with other group members. Learners enjoy their lessons and work with focus and concentration.

- In the best lessons, teachers provide learners with effective individual support and interesting learning activities to develop their personal, social and English skills. This is especially effective in engaging and building the confidence of learners, most of whom enter the provision with weak skills in English and few or no qualifications. In one lesson, learners developed their speaking and listening through small group meetings discussing the development of a chosen project such as a car boot sale. Learners develop confidence in voicing their opinions and practise their writing skills through writing reports of their meetings.
- The majority of teachers present explanations clearly, using questioning well to check and develop learners’ understanding of English grammar. In the most successful lessons, teachers link activities together well. For example, learners clearly see the way in which developing good underpinning literacy skills such as homophones can help them in more complex activities such as writing letters, reports and assignments.
- Teachers praise learners well through verbal feedback. This builds their confidence and encourages them to continue learning. However, when marking learners’ work, teachers do not draw sufficient attention to spelling or grammatical errors, or provide sufficiently detailed feedback to help learners understand how they can improve their work further.
- Teachers prepare learners well for examinations by providing practical advice and tips on examination requirements and opportunities to practise tests. Learners cooperate well in small groups or in pairs to consolidate their learning. However, although teachers encourage learners to record the activities they have undertaken, they do not support them sufficiently to evaluate or recognise what they have actually learned.
- Teachers use diagnostic assessment well to identify learners’ starting points. In a few classes, teachers make skilful use of specific and personalised targets to challenge learners well. However, in many classes, they do not record or use learners’ progress in their learning well enough to set challenging individual targets in lessons. Learners make slower progress in these lessons.
- Learning plans, particularly for learners on 16-19 study programmes, require improvement. Teachers do not set clear targets for the development of English skills within the wider programme aims and record insufficient detail to enable the staff who review learners’ progress to provide additional support or challenge if this is too slow. The service has been slow to provide the necessary foundation English training and support for a few learners on the recently introduced traineeships.
- Teachers promote diversity well and ensure an atmosphere of mutual respect pervades lessons. Learners enjoy attending lessons and value the support teachers provide to help them overcome barriers to learning.

Foundation mathematics

16-19 study programmes

Traineeships

19+ Learning programmes

Requires improvement

- The quality of teaching, learning and assessment requires improvement, which is reflected in the low proportion of learners who complete their learning and achieve qualifications. Adult learners who continue with their learning place a high value on the skills they are gaining and how they apply to their everyday life. However, attendance in lessons is often low and too many learners leave their courses early.
- In lessons where teaching is good, teachers effectively encourage, motivate and challenge learners and they enjoy practising their skills in class. Teachers give a great deal of individual

support in sessions, including immediate verbal feedback. They use good questioning techniques to encourage learners to think about solutions and best ways to approach problems.

- There are too many weaker lessons however. In these, teachers focus too much on preparing learners to pass tests. Learners have limited opportunity to practise mathematics skills in contexts relevant to their everyday life or vocational experiences. Teachers in these lessons provide insufficient opportunity for learners to develop greater confidence by working with each other to explore and discuss mathematical problems.
- Teachers delivering basic numeracy lessons use a good range of visual and electronic resources and well-structured practical activities. This helps learners to make good progress in improving elementary mathematics skills. In a few higher-level sessions, however, teachers rely heavily on worksheets and books and use very few other resources or techniques to make learning more interesting.
- Initial assessment accurately identifies learners’ existing levels of mathematical skills. However, although teachers use this to plan learning activities so that learners can take appropriate external tests, they do not use it to establish with learners the reasons why they want to improve their mathematical skills or any obstacles they have to learning. Subsequently, most progress targets agreed with learners are limited to taking tests.
- Teachers encourage peer assessment, which helps learners to compare their methods and approach to solving problems well. Teachers record the work learners have completed and the skills demonstrated by this work. However, work submitted for assessment is not routinely marked and when it is teachers make few comments on how learners can improve.
- Mathematics is not effectively included in employability skills training for learners on the 16-19 study programme. No arrangements are in place to plan and record delivery of the numeracy functional skills in teachers’ plans. Learners are not encouraged sufficiently to improve on grades they already have and some feel they have insufficient time to work on and improve their mathematics. Learners are unaware of options open to them, such as improving their grade at GCSE in mathematics.
- Teachers promote diversity very well during sessions. They celebrate and respond well to learners’ diverse backgrounds and needs, encouraging them to have confidence in their preferred approaches to solving problems. Learners treat each other with respect and support each other well. Teachers work well with specialist local partners to provide opportunities for individuals who would otherwise not participate in learning.

Administration	Good
Apprenticeships	

- Teaching, learning and assessment are good, as reflected in the good completion rates for the majority of administration apprentices. Apprentices grow in confidence in their roles, such as dealing with customers on the phone or in person. Employers recognise and value the skills apprentices acquire and how this contributes positively to their business.
- Care, guidance and support are good. Progress reviews are comprehensive, covering both job related and personal factors. Staff inform apprentices well about the structure of their programme and the framework requirements. The different staff who assess apprentices’ competence, conduct the progress reviews or teach the functional skills provide very good advice and support that enables most apprentices to complete their qualifications within the planned time.
- Good working relationships with very supportive employers give apprentices the opportunity to work in a good variety of job roles in administration. Employers contribute very well to the training programmes. One employer arranged job rotas to enable an advanced apprentice to spend time supervising an apprentice so that they could both gather evidence for their

respective portfolios. North East Lincolnshire Council demonstrates its commitment to apprenticeships well by employing a significant number of apprentices.

- Staff integrate technical certificates well into the framework. Apprentices enter the online assessment tests as soon as they feel confident, which helps to ensure that they achieve this part of the framework well within their target dates. Those working in the council make good use of online training materials to prepare for the assessment tests, as well as to practise tests where appropriate.
- For the majority of apprentices, assessments make very good use of evidence to record competence across as many National Vocational Qualification (NVQ) units as possible. Subsequent written exercises enable apprentices to complete individual units quickly, which motivates them. Assessors provide detailed and helpful feedback to help apprentices improve their written assignments. They use professional discussion well to cover minor omissions so that apprentices do not have to repeat exercises unnecessarily. However, for a few apprentices assessment relies almost entirely on written assignments to demonstrate competence and they have very few observations of their performance at work.
- Staff use initial assessment results well to ensure apprentices are enrolled on the right level of NVQ and to identify whether they need to complete the functional skills. Individual teaching and coaching supports apprentices to develop mathematics and English where necessary. However, there have been delays in providing this support until recently, which means apprentices who are now nearing completion have not been developing these skills sufficiently to support their job roles.
- A few apprentices do not take the external assessments in functional skills until they have completed all the other framework components. Apprentices' current skill in using ICT is not included in the initial assessment. One apprentice who has been on programme for eight months has yet to undergo any assessment of their ICT skills, which means the staff do not know what additional support or training the apprentice might need to achieve.
- Progress reviews cover equality matters well. Staff and employers play an equal role in ensuring apprentices understand the need to treat people fairly, how to behave when dealing with colleagues or customers and what to do in situations where they witness unfair treatment.

The effectiveness of leadership and management

Requires improvement

- Leaders provide clear direction and staff at all levels share high expectations for learners. Governance of the service is appropriate. Senior leaders are fully aware of the key issues affecting the provision and what they need to do to improve it. Leaders and managers articulate well the clear plans for the future of North East Lincolnshire Council Community Learning Services (the service), how it will meet local needs and integrate with council plans.
- Leaders and managers now focus extremely well on establishing a service that meets the current and future needs of the community, its citizens and businesses. In the last year, leaders have established clear priorities and initiatives to develop learners' English, mathematics and employability skills. However, these have yet to have a significant impact on the quality of teaching in English and mathematics.
- The focus of provision to develop personal, social and employability skills and to address local priorities and re-engage local people in learning is strong. The service works very effectively with local partners to develop provision that is flexible and responsive to meet the needs of local communities and employers. Programmes identify and provide clear opportunities for learners, many with complex barriers to participation, to re-engage with learning with subsequent well-defined progression opportunities.
- The council sets challenging targets for the service. Leaders hold staff to account well for their performance. Performance management has improved and managers deal with under-performance swiftly and effectively. Staff have good access to professional development. Managers use coaching and mentoring well to help staff to improve, or move into a role more

suited to their skills. Recent initiatives to provide staff with awareness and skills to help learners overcome barriers to learning have been very effective.

- Leaders rightly recognised that the system for observing teaching and learning required improvement. The new system is more rigorous and focused well on learning. Observers are accurate and incisive in their judgements about the quality of teaching and learning. Managers use the outcomes well to help individual members of staff develop and improve their personal performance. However, managers do not yet use the outcomes sufficiently well to analyse whole-service performance and prioritise areas for improvement in teaching and learning.
- Although over grading the quality of teaching, learning and assessment and leadership and management, the self-assessment report accurately identifies the key challenges facing the provision. The resultant improvement plan identifies appropriate actions to bring about the necessary improvements, supported by clear timescales. However, some of these improvements have been delayed and action could have been taken earlier had the service not waited until the annual self-assessment cycle was complete before producing the improvement plan. Managers make appropriate use of the views of users in assessing the quality of the provision but do not pay sufficient attention to the views of partners.
- Adherence to a few key aspects of established quality assurance processes slipped following changes in managers' responsibilities during 2013. Necessary actions to improve aspects of the provision and to ensure that programmes meet the needs of all learners were not taken quickly enough. For example, managers now have insufficient access to up-to-date and detailed information about learners' progress and achievements to enable them to deal with areas of poor performance quickly enough. In addition, the service has been slow to ensure that new programmes such as 16-19 study programmes and traineeships meet requirements to integrate English, mathematics and work experience to meet all learners' needs.
- Managers acknowledge that the management and teaching of English and mathematics are not good enough. Many of the staff providing English and mathematics training are not sufficiently well qualified in these subjects. A recently appointed manager now oversees English and mathematics and the service is currently developing a service-wide strategy for improving the delivery and integration of these subjects.
- The promotion and celebration of equality and diversity is outstanding. Staff training is extensive, innovative and informative. As a result diversity and respect permeate everything the service does. For example, the introduction of a resource pack following a high profile local incident in the summer of 2013 increased learners' understanding very well about how stereotypes can develop into hate crime and encouraged them to explore what communities could do to prevent this happening.
- The service meets its statutory requirements for safeguarding learners. Managers carry out and record risk assessments appropriately and actions to deal with any issues are swift and effective. The focus on keeping learners safe when online is very good.

Record of Main Findings (RMF)

North East Lincolnshire Council

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	3	N/A	N/A	3	3	3	2	N/A	2
Outcomes for learners	3	N/A	N/A	3	3	3	2	N/A	2
The quality of teaching, learning and assessment	3	N/A	N/A	3	3	3	2	N/A	2
The effectiveness of leadership and management	3	N/A	N/A	3	3	3	2	N/A	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Visual arts	2
Foundation English	3
Foundation mathematics	3
Administration	2

Provider details

Type of provider	Local authority							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 243							
	Part-time: 2,563							
Principal/CEO	Mrs Michelle Munslow							
Date of previous inspection	November 2008							
Website address	www.nelincs.gov.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 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	34	N/A	15	N/A	N/A	N/A	N/A	N/A
Part-time	3	351	N/A	142	1	69	N/A	1
Number of traineeships	16-19		19+		Total			
	9		2		11			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	37	77	7	46	N/A	N/A		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	152							
Number of employability learners	14							
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"> ■ N/A 							

Contextual information

North East Lincolnshire Council Community Learning Services has contracts with the Education Funding Agency and Skills Funding Agency to provide training for learners from the age of 16 upwards. The service delivers 16-19 study programmes, traineeships, community learning, and learning programmes for adults and apprenticeships using a variety of venues in North East Lincolnshire and employers' premises.

The population of North East Lincolnshire is approximately 160,000 with slightly more females than males. At around 11.6%, unemployment in North East Lincolnshire is higher than both the national rate of around 7.7% and the rate for the Yorkshire and Humber region of 9.2%. Of 16 to 64-year-olds in North East Lincolnshire, 11.3% have no qualifications compared to 9.7% nationally. The proportion of the population claiming benefits is higher than the national and regional averages.

Information about this inspection

Lead inspector

Malcolm Fraser HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Business Services Manager 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 relevant 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>

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