

Inspection dates: 22–25 September 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a good provider

- Leaders and managers took rapid, successful action to improve the provision following the previous inspection.
- Managers use their good relationships with local enterprise boards and other partners to focus the provision on regeneration and employability.
- Governors challenge and support senior managers well to improve the provision.
- Learners make good progress and produce work that is of a high standard, including in the workplace.
- For the large majority of programmes, the proportion of learners who achieve their intended qualifications is high and has risen since the previous inspection.
- Upon completion of their programmes, a high proportion of learners progress into further learning or employment.
- Learners develop their English, mathematics and information and communications technology (ICT) skills very effectively.
- Tutors use a range of interesting learning activities and projects which engage and motivate learners well.
- Tutors create a supportive and inclusive atmosphere in sessions, which enables learners to improve their personal and social skills.
- Learners on study programmes make very good progress in developing work-related skills and behaviours.

It is not yet an outstanding provider

- A few aspects of the quality assurance processes require improvement.
- For a small minority of courses, the proportion of learners who complete their qualifications is too low.
- Tutors' written feedback to learners is not always specific in telling them what they need to do to improve.
- Learners do not have access to sufficient online learning resources to support their independent learning.

Full report

Information about the provider

- The East Riding of Yorkshire Council is one of the largest unitary councils by area in England and Wales, covering 930 square miles. The East Riding is mostly rural: over half of its population live in rural communities, some of which are geographically isolated, with poor transport links. Some areas in Bridlington, Goole and Beverley are among the most deprived in the country. Two thirds of learners are from deprived communities.
- Learning takes place in seven main locations across the area. In addition to adult learning and apprenticeship programmes, the service provides study programmes for 17 learners aged 16 to 18. This provision was not inspected separately and judgements on these study programmes are included throughout the report.

What does the provider need to do to improve further?

- Refine the quality assurance procedures to achieve greater consistency in setting targets for learners and recording their progress and achievements, and to ensure that tutors' records of observations focus clearly on particular aspects of teaching, learning and assessment.
- Increase the proportion of learners who achieve their intended qualifications in the few courses that require improvement, by providing staff development for these tutors so they are better able to help learners make good progress.
- Ensure that tutors' written feedback to learners includes detailed and specific comments on how they can improve, by sharing examples of good practice in tutors' feedback on learners' assessed work across programmes and learning centres.
- Provide more online learning resources through the virtual learning environment (VLE) to reinforce learning and support learners' independent studies across all subjects.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders and managers have set and achieved ambitious targets to reshape the council's adult learning programme, moving quickly to align the curriculum with the council's strategic aims. Working with two local enterprise boards and a wide network of other partners, the Employment, Education and Skills Team has refocused provision on supporting regeneration and employability in line with regional priorities.
- Managers have a very clear focus on improving the provision. Following the previous inspection, leaders rapidly put in place a new management structure to support much-needed change. Through carefully prioritised actions to raise the quality of teaching and learning and increase learners' achievements and good communication with staff, managers have brought about significant improvements that directly benefit learners and the wider community.
- To reflect the council's priorities for meeting the economic needs of the community, the provision includes a study programme for disaffected young people, and apprenticeships in business administration, customer service, supporting teaching and learning in schools, and ICT. Managers have made significant changes to the adult learning curriculum, shifting the balance of provision from leisure courses towards those that develop employability skills, including English and mathematics. Managers successfully target the six most deprived wards, recruiting well over half the total number of learners from these areas in 2013–14 and increasing this proportion in 2014–15.
- Managers use self-assessment well to review progress and plan further action for improvement. The self-assessment report draws on an appropriate range of evidence, including the views of staff, learners and employers, which supports mainly accurate judgements about the quality of provision.
- Strengthened arrangements for managing the performance of staff have had a very positive impact on the quality of provision. Managers have remedied most of the areas for improvement identified at the previous inspection. Notably, these include increasing the proportion of learners who achieve their qualifications and raising the quality of teaching, learning and assessment. Better use of data has contributed strongly to these improvements in performance management, enabling managers to monitor closely the impact of changes on the achievement of learners, including gaps in the performance of different groups, and on their destinations.
- A few aspects of the quality assurance procedures require improvement. Managers carry out checks on the rigour and consistency of tutors' assessments as part of performance management reviews. However, they do not make effective use of this information to quality assure the records of learners' targets and their progress towards them. Staff use lesson observations very well to drive up standards, but the arrangements do not focus sharply enough on some specific aspects of teaching, learning and assessment.
- **The governance of the provider:**
 - is good and has strengthened links between the curriculum and the council's strategic priorities
 - provides valuable challenge to managers of the service regarding the quality and financial viability of the provision.
- **The arrangements for safeguarding are effective**
 - They have been strengthened further by additional training for staff and learners.
 - They have enabled staff to grow in confidence to report issues of concerns, and managers refer these to the local safeguarding board where appropriate.
 - They have increased staff awareness of the risks of radicalisation and extremism and this has led to prompt action by staff to prevent learners from accessing violent images.

Quality of teaching, learning and assessment is good

- Tutors have high expectations of learners and set high standards. Learning sessions engage learners well and meet the needs of individuals and their varying abilities. As a result, learners make good progress. They are enthusiastic and keen to learn.
- Learning is relevant and meaningful to the everyday experiences and work of learners. Study programme learners, most of whom were previously disengaged from education, enjoy interesting learning activities. Much of their learning is planned around lively projects, such as a 'Great British Bake Off' competition in which learners developed their problem-solving, planning, cost-estimation and time-management skills.

- Tutors identify learners' individual learning needs effectively through well-planned initial assessment and ensure that additional support is provided when needed. In a mathematics class, a learner, who had previously had very little formal education and who had very low self-esteem, benefited from very good individual support, enabling her to master basic numeracy skills that significantly boosted her self-confidence.
- Tutors are skilled at supporting learners to develop their English and mathematical skills. In a numeracy lesson, learners practised their speaking and listening skills as they took turns reading out descriptive paragraphs which contained the data required for calculating averages. Tutors build English and mathematics into other subjects where possible.
- Assessment of learners' work is thorough, timely and accurate. Staff give encouraging and helpful oral feedback, but often written comments do not include sufficient detail so that learners are clear as to what they need to do to improve. A minority of personal learning targets for learners who are not working towards external qualifications are not specific enough to support the tracking of their learning precisely.
- The newly-developed VLE does not contain enough online resources to support the development of independent learning skills, particularly in English and mathematics. However, learners in a small minority of subjects, such as ICT and aspects of English for speakers of other languages (ESOL), benefit from access to good online learning resources.
- Tutors promote diversity well during sessions. They select examples to illustrate learning points carefully to broaden learners' understanding of other cultures and beliefs, as well as challenging common stereotypes. Visiting speakers from other faiths have attended sessions. To confirm and deepen learners' understanding of equality, one group had an interesting discussion on the nine protected characteristics covered by equalities legislation.
- Learning takes place in an atmosphere of mutual respect where learners feel free from harassment and discrimination. During induction, staff ensure that all learners are made aware of the dangers of radicalisation and the support available should they come into contact with extreme views.

Personal development, behaviour and welfare are good

- Learners quickly develop self-confidence and the ability to work with others in a purposeful and supportive manner. They develop study skills effectively and are well motivated to do homework and independent research to further their learning.
- Study programme learners settle quickly into their programmes and demonstrate mature attitudes and behaviour. Tutors and learners behave respectfully towards one another. Learners develop good thinking and problem-solving skills and the ability to take responsibility for themselves and their actions.
- The service has very good learning facilities, including three purpose-built learning centres, one of which opened recently. Learners benefit from these professional environments and the high standard of facilities that they provide, including interactive whiteboards in most classrooms. Learners' views are valued by tutors and this results in their positive attitudes to their programmes.
- Tutors link learning well to employment and career development and provide good initial and ongoing careers advice and guidance. Where required, tutors refer learners to the specialist careers service provided within the council. Feedback from learners gained during inspection confirms that the programmes prepare them well for their chosen next steps.
- Learners' improved self-esteem and motivation has a positive impact on their everyday and personal lives. Learners report the transformation that engaging in learning has brought about, including greater community involvement, enhanced job prospects and better family lives. For example, a learner used his improved ICT skills and confidence to apply for jobs online and attend interviews through videoconferences.
- Learners have a good understanding of how to keep themselves safe, including when using the internet and social media, and know what to do if they have a concern. Following concerns about cyber-bullying, learners designed a poster to raise awareness, which is now proudly displayed in all learning centres.
- Learners develop a high level of awareness of British values through well-structured group discussions. They understand their rights and responsibilities as citizens and take an increasingly active part in their local communities.
- Learners mainly attend well and are punctual for sessions. They arrive at sessions well prepared and ready to learn. However, attendance in a number of workshop sessions is low, particularly where they contain a mixture of learners working at different levels. In response, managers have changed the design of the courses so that all learners in sessions are working at the same level. Tutors support learners well to catch up with work they have missed.

Outcomes for learners

are good

- Adult learners and those on the study programme make good progress during lessons and work rapidly towards achieving their personal targets. Apprentices in business administration make very good progress, although the small number of apprentices in customer service and ICT progress less well. The service has taken steps to improve support for these apprentices to speed up their achievements. The standard of learners' and apprentices' work is high.
- Learners develop their English, mathematics and ICT skills very well. Tutors promote these skills very effectively in all subjects and provide interesting everyday and work-related learning activities. Learners are aware of the importance of these subjects to their future success in employment and everyday life.
- The proportion of adult learners who achieve their intended qualifications has risen markedly since the previous inspection as a result of decisive action by managers. The service's own data for 2014/15 show that most learners are predicted to achieve their qualifications. In the case of a few courses, the proportion of learners who are predicted to achieve their qualifications is still too low. The service is aware of these courses and has put actions in place, including staff development, to improve the provision. The vast majority of adults on courses that do not lead to external qualifications achieve their learning goals.
- The proportion of apprentices who completed their apprenticeship framework was high in 2013/14 and rose further in 2014/15. Apprentices complete their vocational and functional skills qualifications well within the planned timescales, particularly on the business administration programme, which accounts for around three quarters of all apprentices.
- Learners on the study programme achieve their qualifications well; they gain employability awards and functional skills qualifications in English and mathematics. They benefit from well-planned work experience to develop their general employment skills including attendance, punctuality, reliability and professional behaviour.
- Upon successful completion of their courses, a high proportion of adult learners and those on the study programme progress into employment or further education. Of the adult learners who leave courses early, the majority did so to take up a job or further learning. The vast majority of apprentices remain in employment upon completion of their programmes and many benefit from being given additional responsibilities and promotion at work.

Types of provision

Adult learning programmes

are good

- Learners are on part-time programmes in a range of subjects including English, mathematics, independent living skills, ICT, employability skills, ESOL and supporting teaching and learning in schools. Just under half of the 215 learners are working towards external qualifications.
- The courses develop the basic skills that learners need for everyday life and work. The large majority of learners progress to further studies, employment or voluntary work in the local community. Tutors help learners prepare well for their next steps, including their work aims and personal goals such as taking a more active role in their children's education.
- Learners develop their English and mathematics skills well in all subjects and tutors emphasise the importance of these skills in everyday life and at work. Learners benefit from, and particularly enjoy, topics that link to everyday life, such as Rugby World Cup scores, using comparison websites, mobile telephone tariffs and healthy eating recipes.
- Tutors challenge learners in sessions and use a range of approaches and activities to meet the needs of individuals. Tutors use their work-related knowledge and experience very effectively to help learners apply their learning to work-related tasks and see its relevance.
- Learners, including many who have not previously participated in education or training since leaving school, develop their confidence, social skills and study skills very effectively. They are motivated well and are eager to learn. Learners choose to do independent work in their own time to consolidate their learning, including, in the majority of cases, through use of the virtual learning environment (VLE).
- Tutors give learners prompt and constructive oral and written feedback. However, written feedback does not always contain enough information for learners on what they need to do to improve. A few learners do not have sufficiently specific and challenging learning targets.
- Tutors promote equality, diversity and fundamental British values very effectively in sessions. Learners benefit from an inclusive learning environment that promotes mutual respect.

- Over two thirds of the 69 apprentices are on business administration programmes. Smaller numbers are on supporting teaching and learning in schools, ICT and customer service programmes.
- The large majority of apprentices make good progress, achieve their qualifications on time and get permanent and challenging jobs that make good use of their new skills. Apprentices attend off-the-job learning sessions to acquire the knowledge they need for their qualifications and to achieve their functional skills awards.
- Employers and assessors work well together when planning off-the-job training programmes so that the apprentices make rapid progress in developing skills that are valuable at work. For example, ICT apprentices spend blocks of six weeks working alongside experienced software engineers so that they learn quickly specific skills such as software installation and computer encryption. Apprentices working in schools learn sign language early in their programme so that they can communicate effectively with pupils who are deaf or have other communication difficulties.
- Assessors have high expectations that their apprentices will continue to develop their English, mathematics and ICT skills above the level required for their apprenticeship. Apprentices' development of English and mathematics skills during their off-the-job training sessions is good. They apply their enhanced skills at work in tasks such as using currency exchange rates when calculating the cost of overseas accommodation.
- Apprentices with additional learning needs receive good support from their assessors and workplace mentors so that they make rapid progress and contribute well at work. One apprentice who is on the autistic spectrum has been supported to develop his communication skills and is now being considered for promotion at work.
- Assessment is frequent and thorough. Assessors' verbal feedback and individual coaching in the workplace encourages apprentices to apply theory to practice, for example by discussing how positive action might be used when recruiting staff. However, assessors do not routinely correct spelling, punctuation and grammatical errors in apprentices' work and their written feedback is not detailed enough so that apprentices are clear about how to improve.
- Assessors' and apprentices' use of the VLE is underdeveloped and the available online resources do not support independent learning well. The vast majority of apprentices use electronic portfolios confidently to submit work, which assessors mark and respond to promptly.

Provider details

Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1572
Principal/CEO	Sara Arnold
Website address	www.eastriding.gov.uk/learn

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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	8	162	9	51	N/A	2	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	22	30	5	12	N/A	N/A		
Number of traineeships	16–19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14–16	N/A							
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 							

Information about this inspection

Inspection team

Pat Hornsby, lead inspector	Ofsted Inspector
Jan Smith	Her Majesty's Inspector
Allan Marsh	Ofsted Inspector
Tracey Mace-Akroyd	Ofsted Inspector
Lynne Paxton	Ofsted Inspector

The above team was assisted by the Quality and Improvement Manager, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider'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 students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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