

# North East Lincolnshire Council

Local authority

## Inspection dates

6–9 November 2018

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	<b>Inadequate</b>	16 to 19 study programmes	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>	Adult learning programmes	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>		
Outcomes for learners	<b>Requires improvement</b>		
Overall effectiveness at previous inspection		Requires improvement	

## Summary of key findings

### This is an inadequate provider

- Leaders and managers have been too slow in tackling areas for improvement that have persisted over the past five years and that were identified at the three previous inspections.
- Leaders' and managers' evaluation of all aspects of the service's delivery has been too optimistic. As a result, leaders and managers have not identified and implemented actions that have had a decisive impact on improving the quality of the provision.
- Leaders and managers do not use data incisively enough to manage the performance of their staff.
- Learners complete their courses but too many do not achieve their qualifications because they do not attend their examinations.
- Learners on study programmes do not make the progress expected of them and do not develop the employability skills that they require because of very poor attendance.
- Too many learners do not achieve their functional skills qualifications at levels 1 and 2, and do not develop their English and mathematical skills sufficiently.
- Too much teaching, learning and assessment does not inspire or challenge learners to make good progress.
- The proportion of learners on study programmes who do not progress onto further education or employment remains too high.

### The provider has the following strengths

- Leaders and managers have developed a curriculum that serves the most disadvantaged members of the community, many of whom have not been successful when studying with other providers.
- Members of the improvement board are passionate advocates for the service; they promote its role effectively as a contributor to the council's mission to regenerate the local economy.
- Tutors support learners on English for speakers of other languages (ESOL) courses to achieve their qualifications and gain a good understanding of British values.
- Tutors know their learners well and provide effective support in lessons to enable them to overcome difficulties in their personal lives and engage in learning, often for the first time.

## Full report

### Information about the provider

- The Community Learning Service (CLS) is the strategic learning arm of North East Lincolnshire Council. It delivers adult and community learning and study programmes in community venues and skills hubs in Grimsby, Cleethorpes and Immingham. It offers a foundation curriculum of English, mathematics, ESOL, information and communication technology (ICT), and employability. Since the previous inspection, CLS has withdrawn from the delivery of apprenticeships.
- North East Lincolnshire is the 65th most deprived local authority in England out of a total of 326. Some of its wards, such as the East and West Marsh, are among the most socially and economically disadvantaged in the country. The proportion of the population who do not have level 2 qualifications is much higher than for other parts of the Yorkshire and Humber region and the rest of the country.

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

- Ensure that leaders and managers have an accurate and self-critical understanding of the continuing areas for improvement, so that they can rapidly identify and implement decisive actions to address them.
- Ensure that members of the improvement board use data more regularly and effectively to challenge senior managers to improve the performance of the service, and that senior managers, in response, use key performance indicators during supervisions and appraisals to hold teachers more effectively to account for the quality of their teaching, learning and assessment.
- Implement effective actions to prepare and support learners to attend their examinations, so that a higher proportion pass.
- Set very high expectations for attendance and punctuality and strengthen the attendance and behaviour procedures so that learners on study programmes understand the importance of these behaviours to their future prospects of employment.
- Ensure that teachers of mixed-ability English and mathematics classes focus sufficiently on developing the skills of the most able learners so that more can achieve their qualifications at levels 1 and 2.
- Strengthen the arrangements for providing support and careers advice to those study programme learners who are at risk of withdrawing early from programmes, so that a higher proportion can progress onto further education and employment when they leave CLS.
- Raise the overall standard of teaching, learning and assessment, by:
  - ensuring that tutors plan and deliver activities that provide sufficient challenge for all groups of learners, including the most able
  - quickening the pace of learning, particularly in English and mathematics classes, so learners can make faster progress
  - improving the quality of targets set for learners, particularly those on employability

courses, so they know what they need to improve

- ensuring that learners develop their English, mathematical and ICT skills in lessons where these are not the main qualification aims.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and managers have been too slow in tackling areas for improvement that have persisted over the past five years. Overall effectiveness at the three previous inspections was graded as requires improvement. As a result, learners' achievements remain too low, with wide gaps in achievement between groups of learners. Attendance is poor. Learners do not develop their English and mathematical skills sufficiently. The standard of teaching, learning and assessment continues to need further improvement.
- Leaders' and managers' evaluation of the service's delivery is too optimistic, as reflected in the most recent self-assessment report. This graded all areas of the service's delivery as good. As a result, leaders and managers have not identified or implemented relevant actions to have a decisive and transformative impact on improving the quality of the provision.
- Leaders and managers do not use data routinely or incisively enough to oversee the delivery of the provision. Members of the improvement board do not review data reports on a sufficiently regular basis so that they can challenge senior managers' views on current performance. Senior managers, in turn, do not use data on attendance, retention or achievement at supervision sessions and annual appraisals to hold teachers to account for the quality of their practice.
- Following the previous inspection, council leaders carried out a restructure of the roles within the service's senior management team. This introduced additional expertise and capacity to the team. However, the improvement initiatives that the new management team has implemented have not yet had sufficient impact on improving the overall quality of the provision.
- Leaders and managers have developed a curriculum that targets effectively the most disadvantaged members of the community. They took the strategic decision to relocate their headquarters and main base of delivery to one of the most deprived wards in the local authority. This has enabled residents in this and surrounding wards to gain easy access to courses.
- Partner organisations value the contribution that CLS makes to provide their users and clients with a first step back into education and training. A high proportion of the service's learners are children looked after, unaccompanied asylum seekers, those recovering from mental health problems and those not in education, training and employment. For many of these young people and adults, CLS offers their only option to continue with their education after having failed at school and with other providers.

### The governance of the provider

- Members of the improvement board do not challenge sufficiently the reports that they receive from managers about the service's performance. As a result, they share managers' over-optimistic view of the quality of the provision. This has impeded their ability to oversee and drive a more rapid pace of improvement.
- Members of the improvement board are passionate advocates for the service and promote its role as a contributor to the council's mission to regenerate the economy of

the local area. They took the sensible strategic decision to withdraw from the poorly performing apprenticeship provision after the previous inspection. They replaced it with a foundation curriculum that gives local residents the chance to gain the skills and behaviours that they need to return to the labour market.

## Safeguarding

- The arrangements for safeguarding are effective.
- The designated safeguarding leads for the service are experienced and trained to an appropriate level to carry out their functions. They ensure that teaching staff and learners receive regular updates about safeguarding risks and concerns that are immediate and relevant to their lives. For example, tutors on study programmes have highlighted the issues of knife crime and sexting in recent tutorials with their learners.
- The designated safeguarding leads maintain an up-to-date central register that records comprehensively the documents required when staff are recruited, the mandatory training they undergo, and their Disclosure and Barring Service checks.
- CLS has developed effective links with the wider local authority safeguarding boards and the regional 'Prevent' duty coordinators. These links have been used effectively to keep learners safe following an incident of trafficking and an appropriate referral to Channel for potential extremist behaviour.
- Staff liaise effectively with parents and support agencies to ensure that the whereabouts of the many non-attendees on study programmes are identified quickly and efforts are made to re-engage them in learning.
- Learners can discuss the issues of radicalisation and extremism confidently. Tutors assist recently arrived unaccompanied asylum seekers to integrate into their local communities through well-delivered sessions on British values.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment has not improved sufficiently since the previous inspection. Although there are areas of teaching, learning and assessment that are now effective, such as ESOL and ICT, standards have not been raised enough on English, mathematics and employability courses.
- In too many English, mathematics and employability lessons, tutors do not manage learning well enough to ensure that the great majority of learners are appropriately challenged to improve. On too many occasions, tutors set activities for the whole group that are suitable for the less able learners but do not challenge those whose starting points are more advanced.
- Tutors do not develop learners' independent learning skills sufficiently in English and mathematics lessons. Too many learners complete the tasks set by the tutor and then wait unoccupied for further instruction. As a result, the pace of learning is too slow, and learners make insufficient progress.
- Tutors do not integrate the development of English, mathematics and ICT skills sufficiently in lessons where these subjects are not the main qualification aim. They do not develop learners' English skills, particularly spelling and vocabulary, in employability

subjects. Similarly, tutors do not extend learners' mathematical skills when suitable opportunities arise in English or employability lessons.

- Tutors teaching employability skills on study programmes do not identify the starting points of their learners to plan and deliver their lessons. As a result, too many learners on these programmes do not have challenging individual targets to enable them to make more rapid progress.
- Tutors on adult learning programmes know their learners well and provide good personal support in lessons. They are aware of issues in learners' personal lives that may affect their learning and use this information effectively to plan appropriate support. This includes the provision of additional support staff in lessons and practical help such as the use of coloured overlays and enlarged print documents.
- Tutors teaching ESOL and ICT use their good subject knowledge to provide effective individual coaching to learners. They monitor learners' progress closely and intervene with guidance and support to aid learners' progress.
- The great majority of tutors teaching ESOL and ICT assess learning frequently and provide learners with constructive feedback that motivates and helps them to improve. This includes feedback at the end of sessions on how well they have performed against their individual targets.

## Personal development, behaviour and welfare

## Requires improvement

- Learners' attendance is too low, particularly on study programmes. In 2017/18, only just over half of learners on the main employability study programme attended their sessions. Despite revised procedures for improving attendance in the current year, it remains poor. Learners who do not attend regularly enough make slow progress towards the achievement of their qualifications and damage their prospects of progressing into further education and employment.
- Despite improvements in the delivery of formal careers advice and increased partnership working with support agencies, the proportion of study programme learners who progress onto further education or employment is still too low. In 2017/18, around a quarter of learners returned to being not in education, training or employment after they left CLS.
- The standard of adult learners' work in English and mathematics is not sufficiently high. Learners on courses in these subjects do not take enough pride in their work. Tutors do not encourage them to present their work neatly and professionally.
- Learners who attend their lessons in functional English, mathematics, ICT and ESOL enjoy their learning and develop the skills to make good progress. Learners improve their self-confidence and value their achievements.
- Learners demonstrate a high level of respect for one another and for their tutors and support workers. Learners from a wide range of different backgrounds and with many challenges in their personal lives work together effectively in lessons. They support each other well.
- Learners develop a good understanding of British values, particularly those who speak English as an additional language. For example, learners on an ESOL course learned about the symbolism of the poppy in the approach to Remembrance Sunday through the

discussion of a poem.

- Learners know how to stay safe and to whom to report any concerns. They have a good level of awareness of a wide range of risks, including radicalisation and extremism and the potential dangers of the internet.
- Learners on study programmes who attend their work experience placements develop the skills that they need for employment. The recent acquisition of a shop in the local market has enabled learners to produce goods for sale and acquire customer service and business planning skills.

## Outcomes for learners

## Requires improvement

- Learners on study programmes and, to a lesser extent, adult learners do not make the progress expected of them because of their poor attendance in classes.
- Too many learners complete their courses but do not achieve their qualifications because they do not attend their examinations. This is particularly marked among learners on study programmes.
- The improvement in the overall achievement of adult learners in 2017/18 masks declines in achievement in English, mathematics and ICT functional skills courses at levels 1 and 2. These courses account for a significant proportion of adult learners. As a result, the overall adult achievement rate remains well below that of similar providers.
- Not enough learners on study programmes achieve their functional skills qualifications at levels 1 and 2. The proportion of learners progressing from entry level to higher levels in these subjects is too low.
- Gaps in the achievement of different groups of learners persist over time. The gap between learners with learning difficulties and/or disabilities and those without on study programmes has reduced over the past three years but remains too wide. The proportion of female learners on study programmes achieving their qualifications is considerably lower than that for male learners.
- Too many learners on study programmes do not progress into further education and employment once they leave CLS.
- The great majority of adult learners on ESOL courses achieved their qualifications in 2017/18, a considerable improvement on the previous year.
- The proportion of learners on study programmes achieving their main qualification aim in employability skills has increased significantly since 2016/17, taking it to the same level as at other similar providers.
- An increasing proportion of adult learners progress into further education, either with CLS or with other providers, and into employment.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- At the time of the inspection, there were 31 learners on study programmes. The main qualification aim was in employability, with the programme made up of functional English, mathematics, ICT, ESOL and work experience. Learners can also follow study programmes in cycle maintenance and art. The small number of learners with high needs either follow a discrete programme or the main study programmes.
- Managers, tutors and support staff have not improved the attendance of learners sufficiently since the previous inspection. As a result, not enough learners make the progress expected of them. They do not develop the social, personal and employability skills that they require to make a successful next step into further study or employment.
- Tutors do not motivate learners to engage sufficiently in most employability lessons, with many learners losing concentration too readily. They do not use a wide enough range of resources to stimulate learners' interest but rely too heavily on worksheets that fail to inspire learners.
- Too often, tutors do not deploy teaching assistants effectively enough to engage and motivate those learners who require additional support to help them to progress. Teaching assistants either do not give learners the opportunity to develop their own skills independently or they do not identify the appropriate moment to provide support.
- Tutors do not support learners well enough to improve their English and mathematical skills in employability sessions. They do not integrate English and mathematics in those sessions that lend themselves to their practical application, such as art and cycle maintenance. Tutors and teaching assistants do not help learners to improve the accuracy of their writing skills in lessons.
- Since the previous inspection, tutors in functional English, mathematics, ESOL and ICT, have improved the way that they establish and use information on learners' starting points to plan and deliver lessons. As a result, tutors on these courses provide well-structured and sufficiently challenging learning to enable learners to develop their skills. However, tutors delivering employability lessons do not identify learners' starting points accurately or use this information to plan and use activities that challenge learners, particularly the most able. As a result, learners make slower than expected progress in developing their employability skills.
- Tutors provide constructive feedback to learners. They check learning effectively through skilful questioning, quizzes and other activities that enable learners to demonstrate what they have learned. Work and engagement learning officers give helpful support and feedback to learners on the progress that they are making through a programme of tutorials.
- Tutors and teaching assistants challenge the use of stereotypical and derogatory language skilfully, enabling learners to develop an appreciation of diversity.
- Learners develop employability skills through their involvement in work experience at cafes and in the local authority's customer-facing venues, such as libraries and civic reception areas. The recent acquisition of a shop in the local market enables learners to



practise enterprise skills, such as costing items and budget control.

## Adult learning programmes

## Requires improvement

- At the time of the inspection, there were 202 learners on adult learning programmes, almost all following courses leading to qualifications. Learning takes place in a range of skills hubs, family hubs and in the venues of partner organisations. Just over half of the provision is English and mathematics, a quarter is ICT and the remainder is ESOL. Classes include learners of varying abilities from entry level to level 2.
- In too many lessons, particularly in English and mathematics, the pace of learning is too slow. Tutors do not use a sufficiently broad range of teaching methods to motivate and inspire learners to make good progress.
- Tutors do not provide sufficient challenge to learners in English and mathematics lessons, particularly for those working at higher levels. Tutors spend too much of their time supporting learners who are less able in groups that comprise learners with starting points ranging from entry level to level 2. As a result, the pace of learning is too slow for the more advanced learners, who do not make full use of their time in lessons to develop their skills.
- Tutors do not develop learners' ability to work independently during and between lessons. Learners do not cultivate the responsibility to take control of their own learning and to seek out opportunities to apply it in their everyday lives. Tutors do not make enough of the available information technology facilities, including learners' own devices, to extend learning beyond the classroom.
- The standard of learners' work in English and mathematics is not consistently high. For example, in English too many learners do not produce written work with the expected level of accuracy of spelling and grammar. Tutors do not set high enough expectations about the neatness of work, with too many portfolios and worksheets being poorly presented.
- The great majority of tutors provide effective individual coaching in sessions, particularly where class sizes are small. They use their subject expertise and detailed knowledge of their learners well to support their learning. They monitor learners' progress closely and intervene appropriately to teach and assess their learning and provide supportive feedback.
- Learners who attend regularly make expected progress towards their individual targets, particularly in ESOL and ICT. Tutors assess learners' work regularly during sessions and provide helpful feedback on how to improve. Learners find this motivating. In ESOL lessons, learners develop their writing and speaking skills very effectively.
- Tutors are adept at helping learners overcome any initial anxieties about attending formal education. Learners, many of whom have to overcome considerable personal barriers to attend sessions, gain the confidence to contribute to discussions.

## Provider details

Unique reference number	53575
Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	729
Principal/CEO	Sara Meller
Telephone number	01472 323540
Website	<a href="http://www.nelincs.gov.uk">www.nelincs.gov.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	21	146	10	56	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	13							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

## Information about this inspection

The inspection team was assisted by the head of service, as nominee. 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 learners 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.

## Inspection team

Charles Searle, lead inspector	Her Majesty's Inspector
Pat Hornsby	Ofsted Inspector
Jonny Wright	Ofsted Inspector

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