

# Short inspection of East Riding College

Inspection dates:

3–4 December 2019

## **Outcome**

East Riding College continues to be a good provider.

## **Information about this provider**

East Riding College was judged to be a good provider in February 2016. The college offer a range of education and training opportunities for learners across the market and coastal towns of the East Riding of Yorkshire. The college has two main sites, one in Beverley and one in Bridlington, and a specialist centre in Hull. At the time of inspection, it also delivered training through two subcontractors.

At the time of inspection, there were a total of 2,789 learners and apprentices, including 87 learners who have high needs and 102 learners on courses with subcontractors. The college offers training across most sector subject areas. There were 1,185 learners on education programmes for young people following courses from entry level to level 3. There were 334 apprentices, of whom 194 were on programmes at level 2, 115 at level 3, 10 at level 4, and 15 at level 5. Two thirds of apprentices were on standards-based apprenticeships. There were 1,270 learners on adult learning programmes, on courses ranging from entry level to level 5.

## **What is it like to be a learner with this provider?**

Learners and apprentices enjoy their learning and are motivated to achieve their learning goals. They behave very well and develop strong working relationships with their peers and teachers. They enjoy the social activities that they are able to take part in, such as sporting events.

Learners and apprentices are safe and feel safe. They benefit from a friendly and supportive learning environment. Teachers and support staff are very aware of issues that might affect learners in their daily lives. They provide helpful support with issues such as mental health and finance to ensure that learners and apprentices are able to stay on their courses.

Adult learners develop their self-esteem significantly as a result of their courses. Apprentices are motivated to make positive contributions to their workplace. They develop very positive relationships with their workplace supervisors, which helps them to get the most out of their on-the-job-training.

## **What does the provider do well and what does it need to do better?**

Since the previous inspection, leaders and managers have successfully maintained the quality of education that learners and apprentices receive. They provide extensive staff development to ensure that teaching staff continue to develop their pedagogical skills. Leaders have overseen a significant growth in the numbers of learners who have high needs and have recently trained staff to improve their use of education, health and care (EHC) plans when planning the curriculum.

Leaders and managers have an effective approach to curriculum planning. They thoroughly identify the skills needs in the local area and design effective programmes to meet those needs. Progression routes are carefully thought out to ensure that learners and apprentices are able to develop their careers further on completion of their programme.

Managers in health and social care design a curriculum that successfully meets the needs of adult learners who have not been successful in education previously. Teachers of access to higher education courses plan and deliver interesting activities about cells in muscles, tissues and the reproductive organs, which enable learners to develop substantial new knowledge in human biology. Consequently, learners improve their research and study skills and their ability to work collaboratively, which prepares them well for their next steps in higher-level study.

Managers and teachers in hair and beauty provide an ambitious curriculum for learners which develops the knowledge and skills that young people need to be successful in the industry. Managers are responsive to employers' needs and provide specialist skills development for learners on topics such as ear piercing, dermaplaning and barbering. Learners carry out beauty treatments on paying customers to a high standard and develop their skills in liaising with clients by managing the salon reception.

Curriculum managers and teachers focus the GCSE English curriculum on the key concepts that learners need to understand to be successful in their examinations. They identify that learners struggle to embed essential knowledge of language and structural features of text. Teachers sequence the curriculum effectively to allow sufficient time to teach and practise these topics. They carefully select the texts that they use with individual learners to build learners' confidence and enable them to practise the skills that they need to apply in assessments. Learners improve their narrative writing skills as a result of the essential knowledge that they gain of features such as alliteration and word classes. Managers have developed strategies to improve attendance; however, these strategies have not yet had sufficient impact on improving attendance in English and mathematics lessons.

Staff provide a curriculum for learners who have high needs that focuses well on the skills that learners need for working life. Teachers and support assistants encourage learners to develop important communication skills. Learners understand the importance of good communication skills in the workplace and why they need to

listen to instructions when on work experience. Managers and staff use learners' EHC plans to set learning goals. However, in a minority of instances these goals are not precise enough to enable learners to understand how to attain them or for teachers to measure accurately the progress that learners make.

Most teachers sequence the curriculum well to build on what apprentices know and can do. In building and construction, most teachers use effective lesson activities that allow apprentices to apply their skills and test their understanding of key concepts. For example, they use their knowledge about ground foundations and small structures to design and build a model for a 'super structure'. Teachers successfully develop apprentices' mathematical skills. For example, learners accurately cost the structure of their building with a built-in profit margin. On completion of the initial task, teachers expect apprentices to use their engineering knowledge alongside their mathematical skills to decide how they could redesign the structure safely to reduce costs.

A few teachers in joinery and electrical installation do not coordinate the teaching of theoretical knowledge with apprentices' on-the-job training. In these instances, teachers do not use apprentices' starting points well enough to plan the order of theory modules. Consequently, a few apprentices lack the key knowledge required to carry out tasks at work.

All learners receive access to effective careers education activities. Managers and staff plan for employers and industry experts to visit learners at college to provide motivational talks and advice about the sectors in which they work. Most learners receive helpful advice and guidance which ensures that they know what they need to do to achieve their aspirations. However, a few apprentices are not provided with helpful support to find new apprenticeship placements if their current employment is not meeting their requirements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers follow robust safe recruitment practice. They have a strict approach to risk assessment and staff supervision in instances where there is a delay with the return of vetting information.

Leaders, managers and staff pay high regard to safeguarding. They work very effectively with local agencies to provide support to learners who need it. Staff are well informed about local issues and risks. They take account of any community tensions and work with specialists to provide enrichment training to learners and apprentices to raise awareness of issues relevant to them locally.

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

- Improve the proportion of learners who attend English and mathematics lessons.

- Support teachers to create precise learning goals for all learners who have high needs to ensure that learners are clear about the knowledge and skills that they need to develop.
- Effectively sequence training for all apprentices to ensure that they develop early in the programme the theoretical knowledge that they need to apply in the workplace.

## Provider details

<b>Unique reference number</b>	130582
<b>Address</b>	Armstrong Way Beverley HU17 0GH
<b>Contact number</b>	0345 1200044
<b>Website</b>	<a href="http://www.eastridingcollege.ac.uk">www.eastridingcollege.ac.uk</a>
<b>Principal/CEO</b>	Mike Welsh
<b>Provider type</b>	General further education college
<b>Date of previous inspection</b>	23 February 2016
<b>Main subcontractors</b>	The Skills Network Limited Pure Training Solutions Limited

## Information about this inspection

The inspection was the first short inspection carried out since East Riding College was judged to be good in February 2016.

The inspection team was assisted by the vice principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Sarah Stabler, lead inspector

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