

Kingston upon Hull City Council

Interim visit report

Unique reference number:	52403
Name of lead inspector:	Andrea Shepherd, HMI
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Type of provider:	Local authority
Address:	Endeavour Learning and Skills Centre Beverley Road Hull HU3 1UR

Interim visit

Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out '[interim visits](#)' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners and apprentices in this period, including learners with high needs and those with special educational needs and/or disabilities (SEND). We intend to return to routine inspection in January 2021 but will keep the exact timing under review.

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

Information about the provider

Hull Training and Adult Education (HTAE) is part of Kingston upon Hull City Council. It provides apprenticeships, adult learning programmes, traineeships and study programmes for young people in the Humber region. In addition, it provides a very small amount of community and family learning. There are just over 450 apprentices and a similar number of adult learners. Apprenticeships and adult learning programmes make up the large majority of the provision. Study programmes for young people and traineeships account for around 6% of the provision.

HTAE is currently working with two subcontractors for the delivery of specific apprenticeships, traineeships and study programmes for young people.

What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?

As a result of COVID-19, fewer new learners than usual have enrolled at HTAE. Leaders are mitigating this downturn by working closely with external stakeholders to identify the most vulnerable adults and re-engage them with learning through new curriculum developments. This includes work with a local charity group to support vulnerable residents to attend community venues for mask-making activities.

Leaders and managers are continuing to review the curriculum in response to economic changes in the local area. They explained their work with local authority colleagues to plan for the government's Kickstart programme and to identify vocational training needs for adults aged over 50 who have been made redundant. Subcontractors described how they work with HTAE to identify new programmes. They outlined plans to deliver more traineeships in areas where apprenticeship recruitment is low.

Leaders and managers have adapted curriculum delivery methods to meet the needs of learners and apprentices. They explained the different modes of delivery available at the provider, known as the three-pronged approach. Learning can be face to face, blended or online. Leaders are pleased with the pace of the move to online and remote learning.

Staff described how they sequence the curriculum to fit with patterns of attendance where relevant. For example, construction tutors have changed the order in which they deliver theory and practical classes. This is to provide learners and apprentices with access to workshops when capacity or access is reduced.

Managers work with learners and apprentices to identify new barriers to learning. They explained how they ask additional questions at the start of each programme to inform individual support strategies. For example, staff deliver loan laptops, post hard-copy learning resources, and make craft materials available for collection.

What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?

Tutors have created resources to use in online classrooms which they supplement with videos, virtual activities and quizzes. Leaders are pleased with staff responses to new ways of working. They explained how tutors now start programmes with training about how to participate successfully in online learning so that learners are prepared in the event of any future lockdowns.

Tutors adapt delivery methods to suit the needs of different groups of learners who may not respond well to online learning. They create 'bite-size' resources for learners with SEND and post out paper-based resources to learners who study English for speakers of other languages.

Managers and tutors continue to monitor the progress of learners and apprentices. Tutors have weekly contact with learners to check on their progress and well-being. They provide catch-up and recap activities to support learners who fall behind and 'COVID recovery' sessions for those who are less engaged with remote learning.

Tutors continue to provide careers advice and guidance to learners. However, for some learners this was later than planned as there was some disruption to mid-year reviews, due to lockdown.

Leaders explained that some apprentices have not yet completed their apprenticeship, due to delays with end-point assessment. This is mainly in subjects with practical assessments, such as construction and engineering. Staff have made adaptations to assessments in other subjects. For example, they use witness testimonies in place of observations for customer service apprentices.

Tutors are positive about the new online delivery skills that they have learned. They described the training that they continue to receive, such as how to set up a virtual classroom.

How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?

Leaders continue to work with the wider local authority to comply with statutory duties and to receive updates on local risks. They explained how training and safe recruitment practices still take place in line with policy. Leaders confirmed that there are deputy designated safeguarding leads on different sites who can provide cover.

Managers and tutors use various methods to provide information to learners about how to keep safe. For example, tutors send 'COVID packs' to learners, which contain information such as contact details for support services and online safety guidance. Learners and apprentices reported that they know who to contact with any concerns.

Tutors explained how they maintain contact with learners and that they visit learners who do not respond to other communication. Leaders monitor engagement with vulnerable learners to ensure that the necessary support is provided.

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