

# REINSPECTION REPORT

## **East Riding of Yorkshire Local Authority Reinspection**

**09 February 2007**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. The East Riding of Yorkshire Adult Education Service (the service) serves a large geographical area which includes rural and coastal areas as well as small towns. The service is part of the children, family and adult services directorate, which was previously the directorate of lifelong learning of the East Riding of Yorkshire Council. The service works with partners to provide locally based accredited and non-accredited courses to meet the identified needs of the local community. This is primarily for learners 19 years of age and over, but 3 per cent of its learners are aged between 16 and 18 years. The service operates from 13 learning centres and delivers the provision in 196 venues throughout the East Riding. The provider is funded by Humberside Learning and Skills Council (LSC). Funding was granted by the LSC for a new, purpose-built adult education centre in Cottingham, which was opened in September 2005. Courses are available in nine areas of learning, and in family learning. During 2005-06, 2,036 courses were offered. In 2005-06, there were 20,445 enrolments by 12,652 learners. The service has a contract with a local further education college to deliver 40 full-time equivalents of non-accredited learning provision.

### GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Grades awarded at previous inspection

<b>Leadership and management</b>		<b>3</b>
Contributory grades:		
Equality of opportunity		3
Quality improvement		3

<b>Information and communications technology</b>			<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<i>ICT for users</i>		<b>3</b>	
Adult and community learning	1,385	3	

<b>Leisure, travel and tourism</b>			<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<i>Sport, leisure and recreation</i>		<b>3</b>	
Adult and community learning	1,586	3	

<b>Arts, media and publishing</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Crafts</i></b> Adult and community learning	1,984	<b>3</b> 3
<b>Languages, literature and culture</b>		<b>4</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Other languages, literature and culture</i></b> Adult and community learning	1,044	<b>4</b> 4
<b>Education and training</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Teaching and lecturing</i></b> Adult and community learning	96	<b>3</b> 3
<b>Preparation for life and work</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Literacy and numeracy</i></b> Adult and community learning	1,235	<b>3</b> 3
<b>Family learning</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Adult and community learning</i></b> Adult and community learning	441	<b>3</b> 3

Grades awarded at reinspection

<b>Languages, literature and culture</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Other languages, literature and culture</i></b> Adult and community learning	710	<b>3</b> 3

## ABOUT THE REINSPECTION

2. One area of learning, languages, literature and culture, was reinspected. The quality of the provision in languages, literature and culture was inadequate at the previous inspection. This provision has improved and is now satisfactory. All other aspects of the provision are at least satisfactory, and the overall effectiveness of the provider remains unchanged at satisfactory.

## EAST RIDING OF YORKSHIRE LOCAL AUTHORITY REINSPECTION

Number of inspectors	2
Number of inspection days	11
Number of learners interviewed	100
Number of staff interviewed	49
Number of locations/sites/learning centres visited	19
Number of partners/external agencies interviewed	1
Number of visits	3

## AREAS OF LEARNING

### Languages, literature and culture

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b><i>Other languages, literature and culture</i></b>		<b>3</b>
Adult and community learning	710	3

3. At the previous inspection, the service provided courses in 10 languages, namely Arabic, Chinese, French, German, Greek, Italian, Japanese, Portuguese, Spanish and Turkish, as well as British Sign Language, English, and lip-reading. There is no current provision in Arabic and Chinese, but Polish has been added to the curriculum. All languages are available at level 1. Most languages, with the exception of Polish and Turkish are offered at level 2, and the more commonly taught languages are available at level 3. Courses in English include general certificate of secondary education AS level, and literature. At the time of the previous inspection, 872 learners were enrolled on 81 courses at 28 learning venues. In the current academic year, 710 learners are enrolled on 69 courses in 26 learning venues. The percentage of female learners is approximately the same as at the previous inspection, at 66 per cent. The proportion of accredited provision has dropped from 50 per cent to approximately 26 per cent. Courses take place during the day and evening. Most classes last for two hours over a period of eight to 30 weeks. The number of part-time tutors has dropped from 40 to 35, of whom 86 per cent have a teaching qualification.

#### *Strengths*

- good range of courses to meet local needs
- strong partnerships to widen participation in language learning
- effective quality measures to improve teaching and learning

#### *Weaknesses*

- insufficient range of teaching strategies to enhance learning

### **Achievement and standards**

4. Success rates for 2005-06 reflect the weaknesses identified at the previous inspection. The provider has worked hard to eradicate these weaknesses, but it is too soon to be able to judge the effects of these efforts on success rates. Overall, in-year retention was good at the previous inspection and has remained stable, and retention for accredited courses has risen from 72 per cent to 79 per cent. The standard of learners' work, in the classroom and at home, is generally satisfactory. In the best lessons, learners make good use of the target language and use an appropriate range of structures and vocabulary. In some classes, however, learners are not exposed sufficiently to the taught language, and their ability to communicate effectively is restricted.

### **The quality of provision**

5. The provider offers a comprehensive range of courses which is planned around

national and local priorities, in order to meet the needs of local people. For example, a Polish language class is offered in Goole, which has a large migrant population, to enable those who deal with Polish people in the course of their work to communicate more effectively. Lip-reading is offered in strategic geographical venues to help learners who have hearing impairments. The current family learning provision attracts substantial numbers of learners into language classes, particularly in areas with increased numbers of minority ethnic groups. Research has been conducted to establish the needs of potential learners, and the language provision has been offered in response to this. The provider is now working much more closely with local businesses to establish what their needs are, and to offer a provision to meet these needs.

6. Standards of teaching and learning are broadly satisfactory. In the best lessons, tutors use the target language consistently and to good effect to foster the development of the learners' listening skills and to encourage them to use the language in class. In a beginners' Italian lesson, for example, the tutor used the target language exclusively, and through body language, expressions and paraphrasing successfully explained grammatical rules and meanings and helped learners' understanding. All learners, despite their limited experience of the language, are clearly at ease in the lesson, and express themselves confidently in the target language at every opportunity. Personal development is good for many learners. This was a strength at the previous inspection and remains a positive feature of the provision. People are learning languages for work-related reasons and for leisure purposes. Many of them practise their chosen language on holidays. People often develop a better understanding and appreciation of the culture and society of the countries in which the languages are used.

7. In the previous inspection, the implementation of strategies for personalised learning was inadequate. The provider has introduced many measures to combat this, but the weakness remains in some classes. In these cases, individual learning needs are not identified appropriately or met in the planning and delivery of lessons. Most tutors are now conducting some form of initial assessment, though in some cases this is not done well. Training for recognising and recording learners' progress and achievement has been provided for all tutors, but tutors are not always fully effective in measuring their learners' progress. Individual learning plans are now used more effectively, but in many cases these are used simply to record the content of the lesson, rather than to record action points and learners' progress against them. In some classes with low attainment levels, learners' mistakes are still not corrected systematically. Following training for tutors the target language is now used more effectively in many classes but this remains a weak area in parts of the provision. In some classes the range of resources and teaching methods is insufficient to stimulate and enthuse learners. Some tutors rely exclusively on whiteboards and handouts or textbooks to deliver their lessons.

### **Leadership and management**

8. At the previous inspection, strong partnership arrangements with a good range of other providers and organisations was a strength. This remains a particularly salient feature of the provider's work. Partnership arrangements ensure access to a wider range of courses, more progression routes, training opportunities for tutors, and better resources. These arrangements have helped the provider to implement stronger quality improvement measures through training for the observation of teaching and learning and peer mentor training. The partnerships have been strengthened by working with an organisation which specialises in digital learning. In co-operation with this partner, the provider has



developed pilot online language courses for people who would otherwise be unable to attend classes. The provider still works closely with Wolfreton Language College to deliver some of the less commonly taught languages, such as Japanese. The language college supports the provision by offering its premises and information learning technology (ILT) facilities, as well as paying for the tutor if a class has low numbers. The provider retains its good links with schools, which support the popularity and success of the service's extensive family learning provision in languages and culture.

9. Observation of teaching and learning was a key weakness in the previous inspection, but this aspect is now carried out thoroughly and frequently. Most tutors have been observed at least once since the previous inspection, and consultants were employed to help to standardise the process. Where joint lesson observations were conducted, inspectors' findings matched those of the provider. The areas for development identified through observations of teaching and learning have been followed up with training and support, and inspectors found that tutors' teaching practice, particularly with regard to the use of the target language, has improved.

10. Since the previous inspection there has been a strong focus on improving the quality of teaching and learning. Five peer mentors now work with the curriculum leader to support tutors in all aspects of their work, and to professionalise the service. A relevant range of training has been offered to tutors, and many have taken advantage of this. Some tutors have developed or improved their ILT skills, and some have used their training to produce high-quality handouts and presentations for their learners. Tutors are paid to attend training and to observe peers who have been identified as good role models for particular aspects of teaching and learning. If tutors cannot attend training they are given good individual support. Professional updating is a contractual requirement, and the service takes strong, effective measures to ensure that staff comply with this.

11. Tutors have worked together to devise new paperwork to meet their own and their learners' needs, and to formulate workable policies, such as that for the use of the target language. The provider has also developed a learning platform, which enables tutors to share resources and to access information and advice. This also enables tutors who live and work in remote areas to communicate with each other more easily for mutual support and professional development.

12. Communications have improved dramatically. A tutors' focus group now meets regularly, and there is a termly newsletter for all staff. Language learners also have their own focus group, and discussions in this forum have provided valuable information for the provider in making improvements to the provision. A newsletter is sent to all language learners, celebrating their successes and informing them of opportunities, as well as giving them advice on how to get the best from their courses. A questionnaire now exists for all learners which is designed to establish their literacy, numeracy and language needs. Most tutors have had literacy, numeracy and language skills awareness training. The most recent self-assessment report gives an accurate and honest picture of the provision, identifying the strengths and weaknesses of the area. The report is supplemented by a workable, relevant development plan.

