

# East Riding of Yorkshire Council

## Inspection report

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## Information about the East Riding of Yorkshire Council

1. The Northern Division of the Skills Funding Agency funds the East Riding of Yorkshire Council (the council) to provide adult and community learning and work-based learning, which they manage within two directorates. The Improvement and Learning Service of the Children, Families and Adults Directorate manages the Adult Education Service (AES). In 2008/09, it recruited nearly 7,000 adult and 16 to 18 year old learners in nine subject areas, including learning where the main aim is a qualification and learning for social and personal development. Information and communication technology (ICT); arts, media and publishing; classical and modern foreign languages; preparation for life and work; and family learning are the largest areas. Provision for younger learners, preparation for life and work and family learning have particular links to local and national strategies for the 14 to 19 agenda, workforce development and the council's extended schools' strategy. The service operates through nine centres and 120 venues throughout the East Riding.
2. East Riding Training Services (ERTS), based within the Planning and Economic Regeneration Directorate, manages the council's work-based learning provision. The most significant areas are apprenticeships for 16 to 18 year olds; provision for learners aged 14 to 19; and for 25 year old learners in business administration and customer service and Entry to Employment (E2E), delivered through three centres in Bridlington, Cottingham and Goole. Work-based learning has not been inspected since December 2003. The European Social Funded re-engagement programme 'Explore' was out of scope for this inspection.
3. The East Riding of Yorkshire covers 930 square miles and includes a diverse mix of urban and rural areas. Over 50% of its population live in rural communities, some of which are geographically isolated with poor transport links. Some areas in Bridlington, Goole, Withernsea and Beverley are amongst the most deprived 20% of the country. The proportion of people from minority ethnic groups is very low at around 2%. Low income forms a significant contributor to disadvantage. In 2008, unemployment was 4.3% and below the national rates.

Type of provision	Number of learners in 2008/09
Young learner provision: Further education (16-18)	173 part-time learners
Foundation learning, including Entry to Employment	34 learners
Adult learner provision: Learning for qualifications	2,319 part-time learners
Learning for social and personal development	4,703 part-time learners
Employer provision: Apprenticeships	59 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	1
Learning for qualifications in employment	Grade
Business administration, management and law	2
Learning for qualifications	Grade
Information and communication technology	2
Foundations for learning and work	2
Preparation for work	2
Learning for social and personal development	Grade
Classical and modern foreign languages	2

## Overall effectiveness

- Overall effectiveness is good. Outcomes for learners are good. In adult and community learning most learners achieve their qualification or learning goal. Work-based apprentices' overall success rates are good and improving. Learners make good progress, enjoy learning and report significant growth in confidence, skill development and employability. Learners report that they feel safe. They report many health benefits of learning and make many positive contributions to the community.

5. The overall quality of provision and teaching and learning are good. Enthusiastic and supportive tutors share their passion for their subject and motivate learners. Assessment is thorough in most provision, and particularly so for apprentices. However, the quality of target setting is inconsistent and some is insufficiently specific and measurable. The range of provision across the area is good and is sometimes planned for a specific local need supported by very effective partnerships. Learners have good support, advice and guidance. Good personal support for learners enables them to participate fully in classes.
6. Leadership and management are good. Council plans support the development of both services and very clearly link to key priorities. Recent reorganisation of the AES has very successfully developed an inclusive culture that places learners' needs and priorities at the heart of the service. The good management of ERTS has resulted in improved apprenticeship success rates within the planned time, growth in the provision and better links with external employers. Apprenticeship programmes are actively promoted throughout the council. The council's approach to equality and diversity and social cohesion is outstanding. It prioritises widening participation, particularly for hard to reach community groups. Good strategies with local employers support the integration of migrant populations into the workforce. The council places a strong focus on improving provision and ensuring value for money.

## Main findings

- Rigorous monitoring of attendance data has improved retention. Success rates for adults on courses leading to qualifications are good and improving. Apprenticeship success rates are good. In-year apprenticeship data for 2009/10 are high and all learners have completed within the allocated time. Learners make good progress, enjoy learning and report many work and personal benefits that improve their quality of life, independence and employability.
- Learners feel safe and practice safe working. The council places a clear emphasis on health and safety. However, many tutors do not sufficiently adapt the generic risk-assessment for their own subject. Access to buildings is very secure in main centres but is less well monitored in community venues. No examples were seen of learners at risk during the inspection.
- Learners report many health benefits. The stimulation of learning and social contact keeps older learners mentally active. Other learners begin to make informed lifestyle choices or learn to cook well on a budget. Learners make many positive contributions to the community. They contribute through their employment and the many examples of voluntary work that support others.
- Teaching and learning are good. Sessions are well planned and paced. Enthusiastic and supportive tutors motivate learners well; many effectively incorporate information and learning technology (ILT) into teaching. The service recognises that target setting is insufficiently specific and measurable.
- The range of provision is good, widely available across the county and sometimes planned to meet a specific community need. The focus on targeted provision for disadvantaged and vulnerable groups is good. Links with

employers in work-based learning are good. Highly effective partnerships support the identification of need and coordinated planning for delivery of provision across the area.

- Learners have good support, advice and guidance. They receive clear information and guidance at enrolment and further advice about progression from approachable specialist staff, when required. Good personal support for learners, by well-trained volunteers, enables full participation in classes.
- A good range of strategic and operational council plans supports the development of both services and articulates very clearly their vision, mission and key objectives. The recent successful reorganisation of the AES has developed an inclusive culture placing renewed focus on putting learners' needs and priorities at the heart of the service.
- The management of ERTS is good and has promoted improved success rates within the planned time, growth in provision and increased recruitment from external employers. Improved use of data promotes good monitoring and analysis of performance. Good systems are in place to promote apprenticeship programmes throughout the council.
- The council places a very high priority on maintaining and ensuring the health and safety of all staff and learners. The council's human resources department defers all appointments until receiving the enhanced Criminal Records Bureau (CRB) report; all service and external staff are required to have this check regardless of their role or function in the service.
- The council's approach to equality and diversity is extremely well developed and is outstanding. It prioritises identifying and closing the performance gap between genders, abilities and ethnic groups. Targeted provision very effectively widens participation by hard to reach groups. The promotion of social cohesion is extremely well developed, supporting social harmony and the integration of migrant populations into the workforce.
- Detailed quality assurance policies and procedures support the council's plans to improve the quality of the provision. Managers at all levels actively implement quality improvement initiatives. However, not all curriculum staff are fully aware of the potential to use management information to monitor improvements and support curriculum management and development.
- The council maintains a good overview and monitoring of its provision to ensure that value for money is maintained and improved where possible. Good financial management supports the drive for value.

### What does East Riding of Yorkshire Council need to do to improve further?

- Continue the good analysis of attendance data to identify learners at risk of leaving at an early stage, to aid retention and further raise success rates.
- Ensure full implementation of risk-management arrangements by further developing tutors' understanding of their role and responsibility in recording the health and safety implications for their subject and group. Ensure that risk-

assessment of rooms and venues meets the requirements of the user group and their activity.

- Maintain the momentum to continue improvements in teaching and learning, and in developing tutors' skills to set and monitor specific and measurable targets for learners, by continuing to provide the balanced approach to monitoring and supporting tutors in their work.
- Continue to develop staff understanding of management information to enable them to interrogate these more effectively to better inform their decision-making and management of the provision.

### Summary of the views of users as confirmed by inspectors

#### What learners like:

- the supportive and patient tutors
- achieving qualifications that improve their employment potential
- becoming more personally confident
- keeping an active mind and lively range of interests throughout life
- being able to attend courses that are near home
- benefiting from learning how to use the internet to research information and access goods and services for people living in rural communities
- becoming better integrated in the community after learning to speak English
- learning how to improve health by eating a balanced diet, exercising and stopping poor habits
- being able to learn at an individual pace with staff who are not strict, but make sure that the work gets done.

#### What learners would like to see improved:

- being able to pay for courses in smaller instalments
- the number of advertised courses that are cancelled due to funding problems or low recruitment
- the availability of parking at some centres.

### Summary of the views of employers, stakeholders and partners as confirmed by inspectors

#### What employers, stakeholders and partners like:

- the close partnership work, when planning and delivering courses in the East Riding of Yorkshire, that helps provide the most effective service to learners
- working together to improve work opportunities for disadvantaged young people
- the flexible support offered by ERTS to enable apprentices to gain their qualifications when at work

- the way that employers are involved with, and kept informed about, the progress of their apprentices.

What employers, stakeholders and partners would like to see improved:

- nothing reported.

## Main inspection findings

### Capacity to make and sustain improvement

Grade 2

7. The council's capacity to make and sustain improvement is good. All grades for AES provision have improved by one or more since the previous inspection. Good work-based learning grades have been maintained over seven years without inspection. Learners' achievement and pace of completion in work-based learning have improved. The council places a high emphasis on improving teaching and learning. Effective investment in staff development and support has improved teaching, which is now good. However, the council recognises that its process to recognise and record progress and achievement is ineffective in ensuring that targets are sufficiently specific and measurable.
8. Self-assessment is highly effective and accurately identifies development needs. The process is inclusive of staff and stakeholders. Elected council members take an active role in monitoring provision and reporting to the council. Inspectors found the self-assessment reports evaluative and judgements well supported by evidence. Managers' monitoring of improvement is thorough, systematic and makes good use of data. However, some managers do not use the available data sufficiently to monitor progress towards improvement targets. Inspectors agreed with the judgements in the self-assessment reports and their grades. Currently, the AES and ERTS produce separate self-assessment reports but the council plans to draw these closer together in the future.

### Outcomes for learners

Grade 2

9. Success rates for courses leading to qualifications are good. In adult and community learning, data show a steadily improving trend from 73% in 2006/07 to 74% in 2007/08 and 78% in 2008/09, against a national average of 70%. The provider's in-year data for 2009/10 show further improvement. Systematic monitoring of attendance data has significantly improved retention to well above 90% in almost every subject. In some areas, such as family learning, success rates in literacy and numeracy qualifications are very high at over 90% for the last two years and 86% in-year for 2009/10. Most adult learners report that they achieve their learning goals.
10. Work-based apprentices' overall success rates are good. The seven-year trend shows consistently good and improving rates with one dip in 2008/09 when programme-led apprentices were unable to gain employment. Previously low completion rates within the allocated time show similar improvement. In-year data for 2009/10 show high apprenticeship success rates of 83%, all completed within the allocated time. E2E learners' achievement in literacy and numeracy qualifications are satisfactory.
11. Learners make good progress. They enjoy learning and report significant growth in confidence. They concentrate and participate well in sessions, making good contributions to learning activities. Their work is of a good standard and in practical sessions they show good skill development and are proud of the items

they produce. Nearly 40% of the current advanced level business administration and customer service learners progressed from intermediate level; all are making very good progress and expect to complete ahead of time. Learners' progression from the E2E programme into positive destinations is good at 72% in 2008/09 and continues to be high in 2009/10. Learners with learning difficulties and/or disabilities maintain skills and improve their independence. The council has begun to monitor progression in adult and community learning but this is less well documented than for work-based learning.

12. Work-based learners show good work progression. Of the current business administration and customer service learners, 43% have obtained full-time posts since August 2009; others obtained posts with greater responsibility. Learners on supporting teaching and learning in schools courses significantly improve their ability to contribute to classroom support in a paid or voluntary capacity. The council has increased its focus on employability in adult and community learning and some learners progress from courses such as family learning to paid or voluntary work in schools or vocationally related qualifications.
13. A high proportion of learners report the benefits of good social contact, improved support networks and much increased confidence. The development of basic reading and writing skills for learners with learning difficulties and/or disabilities supports their independence; newsletter groups help them understand current local and national news. Young people who are not in education, employment or training and English as a second language (ESOL) learners improve their chances of obtaining work following achievement of literacy, language and numeracy qualifications. Many learners improve their quality of life, independence and life chances.
14. Learners report that they feel safe. The council places a clear emphasis on promoting health and safety and safeguarding. The council's comprehensive arrangements for risk-assessments include personal evacuation procedures for learners with restricted mobility. Learners in all subjects observed were working safely. However, tutors implement the council's risk-assessment arrangements inconsistently and most had not sufficiently recognised the particular implications of the learning activity; for example, using sharp tools in crafts in their risk-assessment. The completion and management of personal evacuation plans places too much responsibility on individual tutors; they are not always completed before the first session. A few rooms visited were inappropriate for the subject or cluttered due to lack of storage space. For example, some family learning venues have no adult-sized furniture. Access to buildings is extremely secure in main centres but is less well monitored in community venues.
15. Learners report many health benefits of learning. Older learners find the stimulation of learning and social contact keeps them mentally alert. Many E2E activities help learners make informed choices about smoking cessation, regular exercise and weight loss. Young parents on family learning courses improve their awareness of healthy eating and develop basic cooking skills, enabling

them to prepare nutritious meals for their families on a budget. Health and well-being form a significant part of learning programmes for learners with learning difficulties and/or disabilities. They become more aware of healthy food choices; visits to the hospital and dentist reduce their fear of medical treatment.

16. Learners make many positive contributions to the community. Migrant workers with fluent English language skills support other ESOL learners to access services. Business administration apprentices working for the council have good awareness of how their work affects the wider community; E2E learners make good contributions through charity shop work, fundraising and voluntary work. The participation of learners with learning difficulties and/or disabilities in a local multi-cultural carnival develops their own and other people's awareness of different cultures. Craft learners take great pride in giving items they have made to friends, families or charities. One man who learnt to make patchwork quilts last year has since made and donated 12 quilts to aid charities or for fundraising.

## The quality of provision

Grade 2

17. The overall quality of provision and teaching and learning are good. Very effective initial assessment methods are relevant to individual subjects and help the tutor assess prior skills. Enthusiastic and supportive tutors share their passion for their subject and actively motivate learners to enjoy learning. Most tutors plan and pace their sessions well. They reinforce and check learning regularly, developing good relationships with their learners that promote effective learning. In a significant proportion of sessions, ILT is incorporated effectively to enhance learning; some tutors effectively incorporate the virtual learning environment into their sessions, for instance using 'text walling' for group feedback.
18. Learning resources are good and some are excellent. Tutors use words and visual cues well in sessions for adults with learning difficulties and/or disabilities; assessment documentation for adults and children in family learning is lively and interesting. Assessment is thorough in most provision and particularly so for apprentices. However, in some classes, target setting is insufficiently specific and measurable. The AES recognises that processes to recognise and record progress and achievement are inconsistently applied and invests significantly in staff development to improve this. The quality of accommodation in most centres is good but a few classrooms are inappropriate or furniture is poorly arranged for the subject.
19. The range of provision is good. Well-structured programmes effectively meet the needs of learners and employers. The council provides a good balance of learning opportunities in the community and work-based provision, from entry level to advanced level. Coordinated progression routes are widely available in many subjects. Provision is sometimes planned for a specific local need. For example, when local power stations started to shut down, new provision gave learners the opportunity to achieve a health and safety passport or the

construction site certification scheme card, qualifying them for employment in other power stations or the construction industry. The good focus on targeted provision for disadvantaged and vulnerable groups supports young parents, unemployed people and migrant workers.

20. Partnership work is very effective with clear benefits for learners and the wider community. A wide range of multi-agency partnerships with voluntary, private and public sector organisations supports coordinated identification of need, planning and targeting of provision across the area. Employers and assessors work together well to support work-based learners. Mutually beneficial partnerships with extended schools widen access to learning for adults. Long-established links with the library service are beginning to influence changing roles for front-line library staff, who now provide more and different types of information. Offenders referred to Skills for Life classes by the Probation Service as part of their sentence plan often continue after their compulsory attendance has ended. A private training provider partnership supported the development of a community resource centre in a deprived area. Planning and development of new provision with employer partners are flexible and relevant; for example, in the delivery of Polish classes and specific ICT units in workplaces.
21. Learners have good support, advice and guidance. They receive clear information and guidance at enrolment and further advice from specialist staff when required. Good personal support for learners, from tutors and fully-trained volunteers, enables learners to participate fully in classes. Support staff are helpful and welcoming to new learners. Information, advice and guidance are good. Knowledgeable and approachable support staff provide effective recruitment and advice services. Learners receive good guidance on progression to higher-level courses.

## Leadership and management

Grade 2

22. The AES and ERTS collaborate very effectively with other council directorates to support the strategy of a 'Team Riding' approach to all council activities. AES managers participate in, and make a very positive contribution to, a wide range of area learning partnerships and arrangements with providers such as the local college.
23. Strategic and operational council plans articulate very clearly the vision, mission and key objectives of both services. Managers communicate plans, policies and strategies effectively to service staff at a range of formal and less formal meetings. A detailed strategic plan drives the delivery of both services, linking the range of provision closely to key local, regional and national priorities. The services specifically target their resources to tackle and meet the needs of the hardest to reach and most vulnerable groups. Good links between the AES and ERTS and other council service objectives include 14 to 19 provision, widening participation objectives, extended schools, Skills for Life and local and regional workforce development. Targets challenge both services effectively to deliver to the identified groups.

24. Leadership of the AES is good. The recently re-organised service successfully promotes an inclusive culture and transformational change for all staff. A renewed focus on learner responsiveness puts learners' needs and priorities at the heart of all actions. Staff take a more 'business-like' approach to delivery, placing an increased focus on the impact of what they do. Good performance management includes regular supervision and employee development review meetings. The council places significant investment in staff support and development to improve the quality of teaching and learning.
25. Good management has supported improved success rates and growth in the provision. Additional learners are recruited from external employers. The use of data for monitoring and analysing performance has improved. Managers and staff have taken effective actions to recruit underrepresented men into the business administration area. A good system is in place to promote work-based learning to all council directorates. EYTS has reduced its range of work-based learning to concentrate on its most successful areas and reduce duplication with other providers.
26. The elected members of the council are closely involved in analysis of performance and support for the work of both services. The portfolio holder and cabinet member actively support the work of the services and report regularly to the council. Two other elected members act as 'critical friends' for the services. They participate in regular reviews of specific aspects of the provision at least three times each year, the outcomes of which can lead to a performance health check.
27. The council places a very high priority on maintaining and ensuring the health and safety of all staff and learners. The council's human resources department process for recruitment and employment of all staff includes all the statutory safeguarding requirements regarding identity checks, references and right to work. The council defers all appointments until it receives the CRB report; all service staff are required to have enhanced CRB checks regardless of their role or function. The council provides a wide range of staff training opportunities in safeguarding, from basic awareness courses to specific training for staff who work with learners who have disabilities and/or learning difficulties. The council exceeds statutory requirements by applying a three-year renewal process for all CRB checks. Processes meet statutory requirements for a single central register for all staff. The council carries out CRB checks on local taxi drivers used to transport vulnerable learners. ERTS place a good focus on safeguarding when developing work-based learning placement opportunities with employers.
28. The council's approach to equality and diversity is outstanding. The approach is extremely well developed and places a particularly high emphasis on identifying and closing the performance gap between genders, abilities and ethnic groups. The strategic plan targets provision to widen participation, particularly for hardest to reach community groups and populations who do not engage in learning or employment. It places a very strong emphasis on reducing the challenges of rural isolation in the East Riding. Targeted resource development tackles digital exclusion and promotes digital literacy in rural areas. Very good

initiatives target social cohesion in specific localities supported by particularly effective outreach workers. Many are bi-lingual and fluent in the language of key migrant workers arriving in the district. Good initiatives with local employers support specific language training at work to assist in the better integration of migrant workers. Very effective work with adults with learning difficulties and/or disabilities supports their inclusion within the wider community. A good range of learning and external activities promotes improved understanding and relationships between different groups. Managers have very effectively begun to review and develop curriculum content to promote diversity and challenge traditional cultural stereotypes.

29. The council has effective systems to engage with its users to review and improve the quality of its provision. The services systematically use a range of approaches to gather learners' views. These include satisfaction questionnaires and learner forums at major centres, and drop-in boxes for complaints, compliments and comments. Managers analyse and respond to these, keeping learners informed of the outcomes using 'you said we did' notices.
30. The two services' detailed and comprehensive self-assessment reports are evaluative and provide a good review of their provision. The inspection findings confirm that the reports are accurate. However, whilst the AES report reviews and grades the provision using the revised common inspection framework at sub-aspect level, the ERTS self-assessment report reviews its 2008/09 performance using the previous version of the common inspection framework. The council plans to bring these two self-assessment processes closer in line in the future.
31. Detailed quality assurance policies and procedures support the services' plans to improve the provision. Managers and staff at all levels are fully and actively involved in supporting quality improvement initiatives. These include the observation of teaching, learner feedback mechanisms, assessment and verification, performance management activities and quality improvement visits to centres and sessions to ensure compliance with the service quality policies. However, not all staff are fully aware of the potential for the use of data interrogation to support their curriculum management processes.
32. The council maintains a good overview and monitoring of provision to ensure that value for money is maintained and improved where possible. Good financial management supports the drive for cost effectiveness. Good use is made of external consultants to review and report on class sizes. The council ensures it analyses and identifies the full true cost of its provision.

## Learning for qualifications in employment

### Business, administration and law

Grade 2

#### Context

33. Sixty-eight learners are working towards qualifications in business administration and customer service. The local authority employs 38 learners on a temporary basis through its apprenticeship scheme. Local businesses employ the others as apprentices funded by Supporting People Funding. Learners are spread across the East Riding with most in the Beverley and Hull areas.

#### Key findings

- Overall apprenticeship success rates have been consistently high, in most years, since the previous inspection; in the current year, they are 83%. However, in 2008/09 the success rate dipped significantly by 16 percentage points, to 67%, when seven learners from one programme were unable to secure employment. Success rates within the planned time have improved significantly this year. Previously they were well below the overall rates but are now the same.
- Most learners exceed their targets for achieving parts of their apprenticeship frameworks. They develop good workplace skills and knowledge. Many make a valuable contribution to their organisations and their employers give them additional responsibilities. This year, nearly 40% of learners have secured full-time permanent employment. A number of learners on the local authority apprenticeship are studying on specialist further and higher education courses.
- Learners feel safe in their workplaces and on training courses. They have a good understanding of health and safety and apply this to their work. Trainers and assessors take the time during training and reviews to check learners' recall of health, safety, equality and diversity from their induction learning.
- Learners make good contributions to their community through their work roles. Those within the local authority work with local people, schools and on other public initiatives. Apprentices working in the private sector contribute well to enterprise and sustainable development.
- The quality of provision is good. Teaching, learning and assessment are good. Learners' early acquisition of technical knowledge gives them a good grasp of key principles. Initial assessment and induction processes are comprehensive. Learners are well matched to placements. Employers are effectively engaged in the early stages of the programmes. The selection of optional units effectively involves employers to ensure that these fit work roles.
- Assessment and monitoring of learners' progress are particularly effective. The recently introduced electronic system (e-NVQ) that supports and monitors completion of qualifications has significant impact on the pace of achievement. Assessment is available on demand, through the internet. Assessors use recorded discussions well to focus on learners' performance. Assessors and

learners have a very good understanding of progress towards completion. Most learners use the system effectively although a small number remain hesitant.

- Internal verification is thorough and pays very careful attention to evaluating the quality of assessment and feeding back to assessors. Assessors receive appropriate support and development. They make very good use of the new electronic portfolio system to promote achievement.
- Trainers use progress reviews very effectively to summarise learners' progress and engage employers in valuable discussions about development needs and targets. Assessors discuss health, safety, equality and diversity with learners satisfactorily during reviews. Assessors and learners very effectively negotiate targets with employers, who provide support in identifying assessment and learning opportunities.
- Learners receive satisfactory support to achieve key skills through day-release learning. They are encouraged to work independently on projects and build their knowledge and skills through effective individual coaching. All learners prioritise key skills achievement early in the programme. However, key skills workshops do not always match the needs of more able learners.
- Partnership working with local employers is outstanding. ERTS works very closely with the local authority and the private sector to identify and secure training and full-time work opportunities for young people. Excellent teamwork helps develop learners and support them during their programme. Partnerships extend to senior levels of the council; senior managers are asked to review all potential vacancies as possible apprenticeships.
- Information, advice and guidance are good. Learners benefit from clear initial information about programmes and receive good guidance and support to help them find employment. Staff monitor employers frequently for employment opportunities and keep learners informed about suitable vacancies. Learners receive good support and experience ERTS as a very helpful and approachable service.
- Strategic management of programmes is good. ERTS has responded to local priorities and challenges in a timely and efficient way, for example, in developing a supported apprenticeship programme. Very effective resource development has improved the pace of completion. Data management is particularly systematic. Managers monitor assessors' and all learners' performance very closely to accurately identify any shortfalls in progress and implement measures to resolve them.
- Good strategies promote equality and diversity. ERTS has improved the balance of numbers of men and women on programmes and increased the proportion of people with a disability. The very effective identification of local priorities, such as the effect of the recession on young people, supports implementation of good strategies to increase access to learning and employment.

What does East Riding of Yorkshire Council need to do to improve further?

- Review all learners' skills and confidence in using the e-NVQ system, and provide additional training and support for those who are hesitant to use it, to promote full access to its benefits.
- Review the relevance and number of key skills sessions, and revise these where required, to meet the needs of more able learners.

## Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: health and well-being; science and mathematics; engineering and manufacturing technologies; crafts, creative arts and design; classical and modern foreign languages; education and training; administration

## Information and communication technology

Grade 2

### Context

34. In 2008/09, 1,128 learners took ICT courses of whom 397 were taking accredited courses. The service also receives some funding for 16 to 18 year olds and some provision funded by UK Online. Some schools pay for courses in their entirety to meet the needs of sixth-form pupils. These classes were out of scope of the inspection. Courses are offered in locations across the East Riding in a range of subjects from introductory courses up to advanced level. Courses are available in the use of office software, using digital imaging software and computer aided design.

### Key findings

- Success rates are high; all are at or above national averages with some significantly above. Overall success rates show a generally upward trend increasing from 74% in 2006/07 to 81% in 2008/09 compared with a national average of 75%. Learners enjoy their sessions and make good progress, especially those with little or no previous experience, to develop good, useful ICT skills.
- Learners feel safe whilst on ICT courses. During induction, tutors inform all learners about health and safety practice associated with using a computer. Learners remember this and use safe-working practices during sessions. Centres have appropriate processes ensuring that people entering the building are checked and challenged where necessary.
- Most teaching is good as identified by the provider's own observations. Tutors know their learners well and take account of their individual needs. Tutors plan lessons well and make good use of technology to make learning more enjoyable and interesting. Many lessons are lively and enjoyable. Tutors provide sensitive individual coaching.
- Initial assessment of learners' prior knowledge and skills is good. Learners complete a questionnaire about their level of knowledge of using a computer. Whilst the questionnaire is thorough and detailed it is quick for learners to complete and has proved effective in identifying the most appropriate course for each learner. However, this information is not always used in the individual learning plan.

- All staff are appropriately qualified and experienced. All staff either have or are working towards appropriate teaching qualifications. Many also have experience in a related industry or a relevant vocational qualification.
- Planning for individual learning is ineffectively recorded in many lessons, an area for improvement identified at the previous inspection. Learning goals in individual learning plans are not always completed and are often too brief. Most targets relate solely to the completion of the qualification and not to the skills and knowledge to be learnt.
- Short-term targets are not always set and seldom recorded. Where they are set they are mostly about the completion of topics and are not related to learning. Similarly, the learners' recording of sessions focuses on what they have done and not on what they have learnt, some just giving the numbers of the exercises that they have completed.
- The range of courses offered meets the needs of the learners well and includes courses from non-accredited through to advanced level with clear progression paths. Subjects range from the use of office software through to digital imaging and computer aided design. Learners are made aware of the natural next step for them when they get close to the end of their course.
- Curriculum planning effectively takes into account the needs and interests of the local community. For example, a new qualification is planned which has a wide range of possible options. The service has gathered views in each area to determine which modules should be offered at each centre. Consequently, the modules available will vary slightly from centre to centre, meeting their specific needs.
- Management of the curriculum area is good and places clear focus on quality improvement. Observation of teaching and learning is effective and has led to improvements since the previous inspection, when inspectors judged teaching to be satisfactory. Support for tutors who need it is good and includes mentors and a training package for ICT tutors.
- The use of data is generally good. Managers and staff regularly monitor and discuss success rates. Attendance data are monitored weekly and appropriate actions taken. However, there is little analysis of success rates by different groups, in particular of those from deprived areas. No overall data are available to identify how effective the non-accredited courses are in moving learners on to accredited courses.
- The promotion of equality and diversity is satisfactory. Tutors ensure that teaching and learning materials reflect the diverse nature of the British population. Strong links with Jobcentre Plus in one of the more deprived areas support people who need to develop ICT skills to improve their employability. About half of these learners progress on to accredited courses.
- Self-assessment is effective. All staff understand and support the self-assessment report's main judgements. Consultation with staff is good, primarily through a series of forums followed by an opportunity to comment on the draft report. The findings are generally accurate.

What does East Riding of Yorkshire Council need to do to improve further?

- Improve systems to record the planning for individual learning to ensure that all learners have clear learning objectives, which are specific with clear timescales and a greater emphasis on learning outcomes.
- Develop the management information system to ensure that the curriculum development manager is able to analyse how effective the non-accredited programmes are in moving learners on to accredited programmes.
- Continue to use the effective methods to improve the quality of teaching through lesson observations, the use of mentors and the specific training related to ICT teaching.

## Foundations for learning and work

## Grade 2

### Context

35. The AES delivers a wide range of courses in dedicated Skills for Life centres located throughout the East Riding. During the inspection, 818 adult learners and 30 learners aged 16 to 18 years were on literacy and/or numeracy courses and 300 were on ESOL courses. All courses are part-time and delivered during the day and evening. Learners can enrol throughout the year and work towards Skills for Life qualifications from entry level to intermediate level.

### Key findings

- Overall success rates are satisfactory. Success rates in Skills for Life qualifications for young learners are good and well above the national average. However, adult learner success rates dipped well below this in 2007/08 before showing significant improvement in 2008/09 to around the national average. This improvement continued in 2009/10 and the provider's in-year data show success rates at well above the national average.
- Learners' work is of a high standard. Their attainment of negotiated goals supporting personal, social and academic targets is good. Many learners seek to improve their employment opportunities and recognise the value of developing skills to support these aims. Learners progress well onto courses offering opportunities to achieve Skills for Life qualifications.
- Learners engage in a wide range of activities that enable them to be more confident in their communities, to seek and gain employment and to help their children. They enjoy their studies, feel safe and have high level of trust in their tutors.
- Teaching and learning are good. Effective use of the thorough initial assessment supports good planning for individualised learning. Tutors skilfully contextualise and develop literacy, language and numeracy skills in vocational and citizenship programmes. Systems for target setting and reviews are well established but the quality of recording of specific and measurable targets and reviews is inconsistent.
- Tutors' effective use of a varied range of activities meets individual needs and develops skills. Learners are engaged, well motivated and develop confidence and self-esteem. They negotiate targets and contribute to the learning process well. Learners are encouraged to work independently in their own time and many use the internet at home and in the community to develop their skills.
- Flexible and responsive courses meet a diverse range of needs from entry level to intermediate level. Strong internal and external partnerships contribute well to planning and delivering courses that meet the needs of specific groups. Shift workers on ESOL courses can choose different times to attend classes to maintain regular attendance and patterns of learning as work-time commitments change.

- Good support and guidance ensure that learners enrol on the right course. All learners receive comprehensive information during induction at the first session of their course. Learners with dyslexia are well supported by specialists. Well-trained volunteers actively support individual learners.
- Leadership and management are satisfactory. The team values the effective communication and improved management structures. The staff development programme provides many opportunities to support improved teaching and learning and effectively links to the well-established observation process and follow-up action plans.
- Equality and diversity are effectively promoted within curriculum delivery and when learners are recruited. However, equality and diversity success data are insufficiently used to inform specific improvement strategies. Safeguarding practices and procedures are well established.
- Formal systems to collect and analyse learners' feedback are well established. Tutors and learners recognise the value of informal feedback but systems to record and monitor this feedback are underdeveloped. Learners value access to high quality resources and ICT facilities with dedicated Skills for Life classrooms within all the main centres.
- Procedures for self-assessment are improving. Staff contribute to this process, but managers do not use data to assess the impact of quality improvement strategies sufficiently frequently. Quality assurance systems are comprehensive and include a thorough system of internal verification for accredited programmes.

What does East Riding of Yorkshire Council need to do to improve further?

- Maintain the recently improved success rates for adults at well above the national average.
- Systematically use data to assess the impact of quality improvement strategies and continue to implement strategies to close achievement gaps for specific groups.
- Ensure that all tutors and learners consistently set challenging and individualised targets and clearly record progress during reviews to provide a comprehensive record of learning and achievement and promote good progress.

## Preparation for work

## Grade 2

### Context

36. Thirty-one learners are on a preparation for work E2E programme. Learners can achieve 'progression in learning' units externally accredited by the National Open College Network, qualifications in first aid, basic health and safety and key skills in application of number and communication from entry level 3 up to intermediate level. A six-week induction of 16 hours each week is followed by a programme of 30 hours each week that learners can join throughout the year.

### Key findings

- Outcomes for learners are good. Learners achieve their learning goals, improving their confidence and motivation, personal and development skills, employability, knowledge of work and job-seeking skills. Learners make changes to their life-styles to maintain their health and well-being and make good progress towards qualifications.
- Progression rates from E2E into employment, training or further education are high and improving. Last year, in 2008/09, 72% progressed; a significant improvement from the previous years' figures of 54% and 56% respectively. Nearly half of these learners progress to further education. In-year data for 2009/10 show that 77% of learners achieved at least one externally accredited qualification and 65% have already progressed to a positive destination.
- Learners feel very safe. Tutors discuss health and safety before practical sessions such as cooking and gardening and prompt learners to identify their own list of potential risks and hazards, which they treat seriously.
- Learners are involved with a wide range of community-based activities and make good contributions. They raise funds and work with local groups that help disadvantaged people. Involvement with local services such the police, fire service, coastguard and lifeboat station raises awareness of their role and responsibilities within communities.
- Much teaching and learning is good. Well-prepared sessions engage learners very well with a good mix of challenging practical activities, active use of open questions to check understanding and very effective use of resources. However, weaker sessions do not use these strategies and insufficiently involve learners.
- Initial assessment over the six-week induction period is good. Tutors use the outcomes very well to plan activities and support for all aspects of learners' development. The initial assessment process uses a good balance of formal and informal tools. Learners also self-assess themselves at the beginning and end of their programme to show improvement.
- Progress reviews are thorough and well recorded and promote good sharing of information and helpful advice. Learners' needs direct the review process; reviews actively promote equality, diversity, health and safety. However, in weaker reviews target setting is less effective.

- All centres are well equipped for training with interactive whiteboards and a full range of teaching resources. Good displays of learners' work include celebratory records of their activities and achievement. Staff display topical information, together with reminders to learners of how to keep safe and behave towards each other.
- The extremely well-structured programme ensures that a full range of skills, useful to learners and employers, are developed and externally accredited. Accredited units can be combined flexibly to suit individual needs. Skills for Life are effectively integrated within all topics covered. A good range of enrichment activities includes visits to places of interest, sporting activities and team building events.
- ERTS has well-established and good working links with partners. An effective protocol for sharing learners' personal information, developed with a partner, has resulted in a significantly better service for learners with severe barriers to employment. However, insufficient links with employers restrict the range of work experience. Plans are now in place, working with current partners, to tackle this shortfall.
- Learners receive good support, advice and guidance. The six-week induction period is particularly effective and the number of early leavers has reduced since its introduction. Staff provide good information and advice at reviews; learners are very positive about the support they receive.
- Leadership and management are good. The team is well supported and developed to deliver a good service. Effective safeguarding procedures are in place for learners and staff. Managers and staff monitor individual learners' personal and social skill development but do not systematically use this data, when monitoring overall progress, to identify where they can plan actions for improvement.
- Equality and diversity are promoted well. Equality and diversity targets to tackle rural isolation ensure learners from rural and disadvantaged areas have full access to the programme.
- Quality assurance processes are good. The well-established and effective observation process is rigorously moderated and includes paired observations with external partners. Feedback from learners is used to evaluate the programme and make improvements. Self-assessment is thorough and involves all staff.

What does East Riding of Yorkshire Council need to do to improve further?

- Continue to work to improve teaching and learning by supporting staff to develop effective questioning techniques, a range of teaching strategies to include all learners and skills in setting specific and measurable targets during the review process.
- Extend the number and range of work-experience opportunities for learners by more effective working with partners.

- Improve the use of systems to measure skills such as confidence and motivation to monitor how well these have developed in individuals and within groups.

## Learning for social and personal development

Other social and community learning provision considered as part of the main findings but not separately graded: health and well-being; information and communication technology; crafts, creative arts and design; foundations for learning and life; family learning

### Classical and modern foreign languages

Grade 2

#### Context

37. The AES runs 153 courses and offers nine languages: French; Italian; Spanish; German; Japanese; Polish; Portuguese; Greek; Makaton; British Sign Language (BSL); lip-reading and several courses in English, literature and culture. Most courses are non-accredited. In 2008/09 1,182 learners enrolled on language courses, representing 17% of the total provision. Wolfreton Language College funds a part-time outreach worker to work in the central area.

#### Key findings

- Most learners attain their learning goals, make satisfactory progress relative to their prior attainment and potential and develop good comprehension and communicative skills. Many use their language skills effectively in work-related or social situations. Learners enjoy their courses and attend regularly.
- Learners develop good knowledge, understanding and skills, which contribute to their economic and social well-being. Learners of BSL and Polish communicate effectively to reduce the social isolation of groups around them. Learners of lip-reading gain increased social inclusion by applying their learning effectively.
- Teaching, training and assessment support learning satisfactorily. Most tutors use the target language effectively to support learning, and have good skills and expertise. Learners use technology effectively to support their learning both within and outside class. However, despite copious training and development, not all tutors effectively recognise and record the progress and achievement of their learners.
- The council maintains a good range of language courses for the local community. It plans its provision coherently to give a relevant and meaningful range of accredited and non-accredited courses with adequate progression routes. Its courses reflect the needs of local employers well.
- The AES uses partnerships particularly well to meet learners' needs. It works with specialist language colleges to provide and maintain interesting and unusual learning opportunities. Its family learning provision in languages and culture is effective in promoting community cohesion. It offers specialist language provision in BSL to sixth-formers, giving them additional useful communication skills.

- Tutors and support staff give good care and support to learners and respond very positively to individual needs and circumstances. Learners receive good information, advice and guidance on how to use their learning to progress. However, learners, tutors and managers are frustrated by the uncertainty of funding arrangements for the future.
- Leaders and managers raise expectations and promote improvement in language teaching and learning very effectively. They plan the provision well to ensure that it is useful and relevant to learners and to prospective or actual employers. They support tutors very well through an improved recruitment and induction, through a comprehensive range of professional development and though mentoring and support from senior tutors.
- Managers promote safeguarding very effectively. Staff receive relevant training and understand their responsibilities. All staff have clear guidelines and know what to do and whom to contact if problems arise. Tutors know their learners well and respond sensitively and appropriately to their welfare concerns.
- The council promotes equality and diversity well. Managers monitor teaching materials for diversity effectively through observations of teaching and learning. The provision attracts under-represented groups and priority groups who benefit greatly from it. It uses its data effectively to monitor and plan its provision for equality and diversity.
- The council promotes external partnerships effectively to ensure that learners' needs are met. It uses feedback from learners to monitor their satisfaction with its services satisfactorily.
- The AES self-assesses its provision very accurately and comprehensively. It uses performance and participation data well to improve its service to users. Its improvement planning concentrates realistically on salient areas for development, and it has improved the quality of its provision by implementing these plans.
- The council uses its available resources very well to secure value for money. It manages its resources effectively to ensure that accommodation is well located and fit for purpose. Tutors are generally well qualified and experienced; those who do not improve after high levels of support are not re-employed. Alternative modes of delivery, such as video conferencing, are currently being effectively trialled to include learners who cannot attend classes.

What does East Riding of Yorkshire Council need to do to improve further?

- Further develop tutors' understanding and implementation of processes to plan, monitor, measure and record learners' progress to make this a useful motivational tool, challenging each learner to achieve ambitious personal goals.
- Ensure that paperwork is not a burden by illustrating its part in the learning process and eliminating unnecessary repetition.
- Ensure that learners and tutors are clear about the future of their provision by planning for progression routes with and without the possibility of funding.

## Information about the inspection

38. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the East Riding of Yorkshire Council's Adult Learning Officer, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment reports and development plans, the previous inspection reports, and data on learners and their achievement over the period since the previous inspection.
39. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of the East Riding of Yorkshire Council. They also visited learning sessions, assessment or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

## Record of Main Findings (RMF)

## East Riding of Yorkshire Council

Learning types: 14-16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships. Social and personal development: all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive	Employer responsive	Social and personal development
Approximate number of enrolled learners Part-time learners	2,152	61	1,246	68	777
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
<b>A. Outcomes for learners</b>	2	2	2	2	2
A1. How well do learners achieve and enjoy their learning?	2				
A1.a) How well do learners attain their learning goals?	2				
A1.b) How well do learners progress?	2				
A2. How well do learners improve their economic and social well-being through learning and development?	2				
A3. Do learners feel safe?	3				
A4. Are learners able to make informed choices about their own health and well being?*	2				
A5. How well do learners make a positive contribution to the community?*	2				
<b>B. Quality of provision</b>	2	2	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2				
B2. How effectively does the provision meet the needs and interests of users?	2				
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2				
<b>C. Leadership and management</b>	2	2	3	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	2				
C3. How effectively does the provider promote the safeguarding of learners?	2				
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1				
C5. How effectively does the provider engage with users to support and promote improvement?	2				
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2				

\*where applicable to the type of provision

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