

# East Riding College

## Inspection report

---

**Unique reference number:** 130582

**Name of lead inspector:** Josephine Nowacki HMI

**Last day of inspection:** 18 February 2011

**Type of provider:** General Further Education College

**Address:** Gallows Lane  
Beverley  
East Riding of Yorkshire  
HU17 7DT

**Telephone number:** 0845 120 0037

## Information about the provider

1. East Riding College was formed by the merger of Beverley College and East Yorkshire College in March 2002. The college has its main sites in Beverley, Bridlington and Hull. Most of the provision in the college is funded by either the Skills Funding Agency or the Young People's Learning Agency.
2. The East Riding covers 1,000 square miles, is rural in nature and has a number of small towns and seaside resorts. Of the 18 schools in the East Riding, 17 have sixth forms. In 2009, the proportion of pupils achieving 5 grades at A\* to C, including English and mathematics at GCSE, was slightly higher than the national average. Of the college cohort, many learners are identified as coming from areas of high social and economic deprivation and the college has the seventh highest number of learners receiving an educational maintenance allowance in England.
3. The college provides courses in most subject areas. The most significant areas of work are in health, care and early years; engineering; hairdressing and beauty therapy; preparation for life and work; and business studies. Around 72% of all learners are adults, although learners aged 16 to 18 constitute around 70% of full-time enrolments. Nearly 400 school pupils aged 14 to 16 attend college courses. Just under 50% of learners are on courses at intermediate level. In 2009/10 around 2% of learners enrolled at the college identified themselves to be of minority ethnic heritage, which is just under the local average.
4. The inspection took into account all of the provision at the college. Health, care and early years; engineering; building and construction; and hairdressing and beauty therapy were inspected in depth.
5. The college provides training on behalf of the following providers:
  - Construction Skills (off-the job training to apprentices)
  - Remit Training (off-the job training to apprentices)
6. The following organisations provide training on behalf of the college:
  - Bainton Construction Training
  - Carillon plc
  - Hull Local Labour Initiative
  - Mires Beck Nursery
  - Direct Learning UK
  - Pure Training Solutions
  - Yorkshire Coast College (Grimsby Institute)

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<b>Provision for young learners:</b> 14 to 16  Further education (16 to 18)  Foundation learning, including  Entry to Employment	27 full-time learners 361 part-time learners  1,132 full-time learners 150 part-time learners  472 full-time learners 49 part-time learners  95 learners
<b>Provision for adult learners:</b> Further education (19+)	568 full-time learners 1,519 part-time learners
<b>Employer provision:</b> Train to Gain Apprenticeships	1,264 learners 329 apprentices
<b>Informal adult learning</b>	615 learners

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 1</b>
	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	1
Safeguarding	2
Equality and diversity	2
<b>Subject Areas</b>	<b>Grade</b>
Health, care and early years	1
Engineering	2
Building and construction	2
Hairdressing and beauty therapy	2

## Overall effectiveness

7. Learners enjoy college and make exceptional progress, given their starting points. The proportion of learners completing their courses successfully has improved markedly since the last inspection and is now good. Pass rates are high on many courses. Retention is satisfactory and improving as a result of actions taken in the current year. Some inconsistencies in performance among courses and programmes remain but steps are being taken to rectify these. On provision for employers, success rates are high on Train to Gain programmes and for advanced apprentices. Success rates for apprentices are satisfactory. However, the rate of completion within the planned time for all apprentices is good.
8. Very high numbers of learners achieve qualifications in literacy and numeracy. This, together with very good development of personal, social and vocational skills, ensures that learners have excellent employability skills. Learners treat each other and staff with respect and courtesy. Behaviour and punctuality are very good. Attendance at lessons is average.

9. Teaching and learning are good. Most lessons are thoroughly planned to include interesting and stimulating activities that allow learners to make good or better progress. Learners benefit from an excellent range of courses and can progress from entry to advanced level in almost all subjects. Excellent support, extensive enrichment activities and additional courses enable high proportions of learners to progress to employment, further training or higher education (HE).
10. The college is outstandingly led and managed. The governors, Principal and all senior leaders provide very strong leadership. All managers and teachers are ambitious for the college and are relentless in their pursuit of seeking improvements for learners. Arrangements for quality assurance are highly effective in driving improvements. Work with a wide range of partners is strong.

## Main findings

- Outcomes for learners are good. Success rates on long courses have improved consistently since the last inspection and are good. Pass rates are high. Retention was average in 2009/10 but at the time of the inspection, retention was high as a result of close monitoring of learners at risk of not completing their courses. Attendance at lessons is satisfactory. Success rates on provision for employers are good.
- Learners enjoy college. On most courses and at most levels, learners make exceptional progress compared to their levels of prior attainment. They develop very good personal, social and vocational skills that help a high proportion of them to progress to employment, further training or HE. Most learners told inspectors that they feel safe in college and appreciate the measures the college takes to improve their safety and well-being.
- Learners' economic and social well-being are outstanding. The college makes a significant contribution to improving the literacy and numeracy skills of all learners. Key skills pass rates are very high. Subject areas focus strongly on developing learners' vocational skills and learners benefit from well planned work placements and the opportunity to achieve additional qualifications.
- Teaching and learning are good and learners enjoy their studies. Teachers use their subject knowledge effectively to plan lessons that are vocationally relevant. In the best lessons students enjoy a range of activities that keep them challenged and help them to make at least good progress. In the satisfactory lessons, teachers tend to dominate and learners are passive, often because there are too few checks on learning.
- The outcomes of internal lesson observations are analysed thoroughly. The findings inform best practice informally but are used insufficiently to guide whole-college staff development. Most observation reports are valid and fully support the grade awarded for the lesson. However, a few reports do not give sufficient weight to what students are learning and the progress they are making and, as a consequence, grades awarded for lessons are sometimes over generous.
- The college has an extensive range of courses to meet learners' needs on both its sites. Curriculum planning is extensive and is highly responsive to local priorities and learners' needs. Progression opportunities are very good. Wel

organised cross-college and curriculum related enrichment enhance learning. Learners have very good exposure to work experience to help build their vocational skills.

- The college has excellent partnerships with a wide range of local and national organisations. Links with schools are strong and an increasing number of school pupils have good opportunities for progression. Highly effective partnerships with employers are successfully addressing skills gaps. However, the college has not yet engaged its partners sufficiently in evaluating the impact of their work.
- Learners receive outstanding guidance and support. Comprehensive information, advice and guidance are effective in ensuring they are on the correct programme. Additional learning support is well organised and very effective. Learners in receipt of additional learning support achieve at least as well as their peers.
- Leadership and management are outstanding. The Principal has successfully created a culture that is raising expectations and promoting ambition. Staff throughout the college are committed to ensuring the success of learners. Safeguarding is given a high priority and arrangements for safeguarding all learners are applied rigorously.
- The promotion of equality and diversity is good. The college is very inclusive and has successfully encouraged a culture of respect. Equality and diversity are promoted effectively by focusing on individual progress and development through individual learning plans and target setting. The analysis and reporting on the performance of different groups is thorough and has been effective in reducing variations in performance.
- Data are used effectively to evaluate provision and set appropriate targets. Self-assessment and action planning are rigorous and have resulted in a strong trend of improvement. The self-assessment report is largely accurate.
- Financial management is strong. Facilities for learners are generally very good. However, governors and senior managers are aware that the site in Beverley requires updating to accommodate the growth in learner numbers. The college is rightly proud of its new building in Bridlington. It has a low carbon footprint and has been awarded the status of 'best educational building in Yorkshire'.

### **What does East Riding College need to do to improve further?**

- Continue to implement and monitor existing strategies to improve retention and ensure that the marked improvements in the current year are maintained.
- Continue to improve attendance in lessons through more rigorous follow-up procedures.
- Improve the quality of teaching and learning still further by ensuring that all lessons contain stimulating activities that meet the differing needs of all learners. Focus closely on improving questioning techniques to ensure that learning is frequently checked.
- Increase the emphasis given in lesson observations to learning and students' progress so that lessons where teachers dominate give greater concern and result in more realistically graded judgements. Use the findings from

observations of teaching and learning to inform staff development activities and monitor the impact of these developments.

- Continue to progress the property strategy to secure improved accommodation for learners on the Beverley campus.

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

#### **What learners like:**

- good support from teachers who go the extra mile to help them
- being listened to
- the use of individual learning plans for target setting and the regular progress updates
- the varied teaching styles
- the very good facilities, especially at Bridlington
- being able to access 'Moodle' any time and especially from home
- the atmosphere around college and the way everyone is made to feel welcome
- feeling safe and having someone to turn to with any problems
- the good support for adults
- incentives, like 'student of the month' awards.

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

- the timing of assignments
- social spaces on some college sites.

### **Summary of the views of employers as confirmed by inspectors**

#### **What employers like:**

- the sharing of good practice by teachers
- the college delivering training in unsociable hours to meet business needs
- the responsiveness of the college's Employer Engagement Team.

#### **What employers would like to see improved:**

- regular updates and information on which courses and training are available.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 1**

11. Managers and governors have developed a clear vision for the college, focused on achieving excellence and raising expectations. The college has made considerable progress in all the areas for improvement identified at the last inspection. Success rates for learners aged 16 to 18, at advanced level, have improved significantly although they remain just under the national average.
12. Arrangements to support quality improvement are highly effective in raising the quality of provision and setting challenging targets at individual, course, curriculum and college levels. Excellent strategies for performance management and improving the quality of teaching and learning are at the heart of the college's policies for raising standards. Performance is reviewed regularly using high quality data. Quality improvement action plans are carefully monitored. The self-assessment report is largely accurate.
13. The governors and Principal provide strong and challenging leadership. The management structure is effective and all staff understand their roles and responsibilities. A 'Leadership Charter', clearly visible throughout the college, directs and inspires managers at all levels. Views of learners and employers are carefully considered and lead to changes in provision to meet local needs better. The college is highly responsive to local and national priorities. Financial management and control are very strong.

### Outcomes for learners

**Grade 2**

14. The overall success rates on long courses for learners have improved consistently over the last three years and are good. Pass rates are high in many subject areas. Retention has varied since the last inspection but is generally satisfactory. Close monitoring and targeted support for those learners most at risk of leaving their courses early have resulted in a marked improvement in retention in the current year. With the exception of a dip in 2008/09, success rates on short courses are high.
15. On provision for employers, success rates are high on Train to Gain programmes and for advanced apprentices. Overall apprenticeship success rates are around average. Rates of completion, within the planned time, are high for Train to Gain learners and advanced apprentices but are average for apprentices.
16. Success rates in many subject areas show a trend of improvement and were consistently high in 2009/10, particularly in areas such as information and communication technology and preparation for life and work, for learners aged 16 to 18. Key skills pass rates are high. However, as the college recognises, success rates and the pace of improvement vary across subjects. Focused actions are in place in most areas to rectify this issue and these are having a positive impact. Pass and retention rates for school pupils aged 14 to 16 are excellent.

17. Learners enjoy college, including their lessons. From low, and sometimes very low, levels of prior attainment, most learners achieve well and many make exceptional progress. Nearly two-thirds of learners begin college on foundation courses and a significant number of these progress to level 2 and on to level 3 courses. Almost all school pupils progress to full-time courses. Exemplary behaviour and their development of personal, social and vocational skills help prepare learners for future employment, HE or training.
18. Attendance has improved marginally in the current year because of more rigorous follow-up procedures for absence. However, attendance remains satisfactory and the college is aware that more needs to be done to ensure that more learners attend regularly.
19. Learners say they feel safe. They appreciate the work the college does to maintain their security at college and in travelling to and from work placements. However, a few learners commented that they would like to have more lighting on the Beverley campus and in a few lessons observed there were minor lapses in safety. Learners have a good understanding of how to be healthy and the importance of physical activity.
20. Significant numbers of learners make a good contribution to the local and international communities through innovative projects. For example, health and social care learners accompany people with learning difficulties and/or disabilities on outings and trips. Business studies learners regularly plan community events to raise funds for charities, including many that support children. Learners play an increasingly important role in determining how the college is run.

## **The quality of provision**

## **Grade 2**

21. Teachers use subject knowledge very effectively to promote good learning. The best lessons use a range of strategies to keep learners of different abilities challenged and stretched. As a result, learners make good or better progress. Planning is good and it includes a strong focus on learning and individual needs. The good or better lessons are correctly paced. Teachers use information and learning technology (ILT) imaginatively, especially in construction, engineering, and leisure and tourism, to increase enjoyment and motivation. Effective use is made of guest speakers to enliven learning and strengthen vocational emphasis.
22. In the less effective lessons, planning does not take sufficient account of the varying abilities of learners. They are given the same task to do, irrespective of their abilities. Undirected questions fail to check the understanding of all learners. Progress in these lessons is slow.
23. Improving the quality of teaching and learning is given a high priority in the college. The college is accurate in its overall assessment that teaching and learning are good and an increasing amount is outstanding. Senior managers use the records of observations to analyse the characteristics of teaching and learning in the college. Although this information informs the sharing of best practice among staff, it is not used in whole-college staff development. On

occasion, lesson observation records indicate that too much emphasis is placed on what the teacher is doing and too little on learners' progress, resulting in a few judgements being too generous.

24. The college's response to meeting the needs and interests of learners and other users is outstanding. Courses from pre-entry to degree level are provided across college sites, on employers' premises and in local schools and other venues. A significant proportion of the college's provision is at foundation level, reflecting the needs of the locality and complementing the range of other provision offered elsewhere in the county. Many courses are developed to tackle regional shortages and in subject areas short courses are offered to increase the employability of learners who have fallen prey to the adverse economic conditions. The college carries a leading role in the development of 14–19 Diplomas and has increased significantly its provision for school pupils aged 14 to 16. It works closely with a number of small- and medium-sized partners and provides highly bespoke training.
25. Learners benefit from the extensive range of enrichment activities. A growing range of sporting and outdoor activities is increasing the participation of learners across both sites, although female participation is lower than that of males. Learners are involved in a wide range of curriculum-related activities, including good opportunities for work-related experiences.
26. Partnership working is outstanding. The college has well established collaborative links with schools, the local authority, community based organisations and employers. It works closely with local and national organisations in construction to respond to identified skills gaps and with the Connexions service to reduce significantly the number of young people not in education, employment or training. The sharing of good practice between college and partner staff strengthens close working relationships. The college works closely with a number of universities to facilitate learners' easy progression into HE. Attendance at employer forums has been low. The college has recently made some changes to address this.
27. Guidance and support are outstanding. Learners have access to comprehensive information, advice and guidance from their first contact with the college to their leaving. Effective links with schools, good informative leaflets, detailed initial advice and careful interviews ensure that learners are on the correct course; the number of transfers is extremely low. A carefully thought out process successfully supports learners when progressing between different levels of courses. Arrangements for advising learners about HE applications are strong. College expertise is supplemented by speakers from, and visits to, partner universities. The college has very good links with external agencies, such as Connexions and Jobcentre Plus, for employment related advice.
28. The college has highly effective arrangements to identify and support vulnerable learners. The retention of those learners is significantly higher than the college average. All learners benefit from good pastoral and welfare support. Staff are very well qualified and the college offers good in-house support in counselling, and financial support and advice that are highly valued by learners.

29. The provision for additional learning support is excellent. Initial and diagnostic testing is thorough. Good specialist support, particularly for dyslexia, ensures that learners' needs are fully met. Learning support assistants are well qualified and have relevant vocational expertise. They offer very effective support in lessons and training. The majority of learners in receipt of additional learning support achieve at least as highly as their peers. Tutorial provision is skillfully organised with a clear framework that is effectively supported by an online resource bank.

## Leadership and management

## Grade 1

30. Leadership and management are outstanding. The Principal has established a culture in the college which is open and transparent, which has significantly raised the expectations and ambitions of staff, and improved outcomes for learners. There is a very clear strategic direction that is based on national priorities and successfully responds to local needs and priorities. College managers are enthusiastic and committed to the success of the college. They understand its mission, values and key objectives, and are very positive about the revised college management structure. Communication across the college is very good. Effective curriculum management has led directly to some high success rates. The target-setting process is comprehensive with targets set at individual, course, curriculum and college level.
31. Governors have set a clear strategic direction and are highly effective. They strongly support the Principal and senior managers and fully understand the demarcation between governance and management. They are committed to the success of the college and bring a very good range of experience and local knowledge. Processes for monitoring all aspects of performance are clear. Governors receive excellent, informative papers that provide the basis upon which they can make informed decisions. They have a clear understanding of the challenges facing the college and are able to identify key risks.
32. Safeguarding young people and vulnerable adults is a very high priority in the college. All staff and governors receive regular training in safeguarding matters. Learners are informed about safeguarding as part of their induction to the college and receive essential information about who to contact if they have any concerns. Arrangements for the safe recruitment of staff are robust. Checks are carried out on all staff and the college maintains thorough and up-to-date records to monitor compliance with legislation. The safeguarding and child protection policy is reviewed and updated annually. Governors receive regular reports to ensure that they fulfil their legislative duties in this area. An extensive range of other policies, including those relating to bullying and internet safety, are promoted widely and cover all issues relating to the safety of learners on the college premises and in the workplace. Comprehensive risk assessments are in place to cover all aspects of the college's work.
33. Arrangements for the promotion of equality and diversity are good. The college is inclusive and provides good opportunities for those who might not otherwise be involved in education. Equality and diversity are promoted successfully through a focus on the progress made by individual learners and by the close monitoring of personal targets. A culture of mutual respect is fostered

throughout the college. Actions, mostly successful, have been taken at curriculum level to encourage non-stereotypical participation. Data are used well to analyse and reduce gaps in performance. The gap between females and males has been reduced significantly through well-focused actions. There is a clear anti-bullying strategy, widely disseminated, including through the college website. The management of complaints is effective.

34. The college's engagement with users is good. The learner involvement strategy ensures that the views of all learners are heard. Learners are represented on key groups and participate in learner surveys and focus groups. Learners say they feel listened to. However, the college recognises that there is more to do and has already experimented with text messaging, twitter and social network pages. The college uses a range of strategies to gather and respond effectively to parents' and employers' views. Good use of external partnerships ensures that the needs of learners are met.
35. The college has highly effective systems for monitoring and evaluating performance. The self-assessment process is rigorous and is unequivocal in its focus on improving outcomes for learners. The college has a very clear understanding of its strengths and areas for improvement. The current self-assessment report is largely accurate.
36. Arrangements for quality improvement are very well developed, with comprehensive quality manuals and established protocols which provide a clear and sound framework for performance management. Data are accurate and used effectively to secure improvements. Regular observations of teaching and learning have been effective in increasing the amount of good and better teaching. The college has tackled all areas for improvement identified at the last inspection.
37. The college has excellent management practices to secure value for money. Success rates have improved consistently and learners' progress is excellent, given their starting points. Financial management and control are outstanding. Strong financial management secures efficiencies in the use of resources. Any surplus generated is invested in improving resources for learners. Resource allocation is driven by the needs of the curriculum.
38. A very effective property strategy has led to a new build in Bridlington, which has a much reduced carbon footprint and improved energy use. There are plans to secure a new build for Beverley, addressing some of the deficiencies in the present accommodation, making it fit to meet the needs of learners.

## Subject areas

### Health, care and early years

### Grade 1

#### Context

39. Full- and part-time courses are offered in health, social care and early years, from foundation through to advanced level; some are offered to level 5. Most of the 360 full-time learners are aged 16 to 18 and almost all of the 587 part-time learners are adults. Provision for school pupils aged 14 to 16 includes the Young Apprenticeship in health and social care and the Diploma in society, health and development.

#### Key findings

- Outcomes for learners are outstanding. Success rates on the vast majority of courses, at all levels, are high or very high. For example, in 2009/10 the success rate on the national certificate in childcare, learning and development was 17 percentage points above the national average. On the first Diploma, the rate was 10 percentage points above the national average. Rates of completion within the planned time on Train to Gain programmes are high.
- Learners achieve well and make excellent progress compared to their prior attainment, on entry. Progression between different levels of courses is high and very high from foundation to intermediate level. A good proportion of learners from this subject area succeed in gaining places in HE or employment.
- Students enjoy their learning and say they feel very safe in college. A 'safe travel' procedure also ensures they feel safe while travelling to and from work placements. The majority of student behaviour and punctuality are good and attendance is excellent. Relationships with tutors are positive and supportive and this encourages discussion of any issues that may arise in work placements or college.
- Teaching, training and assessment are good. A small proportion of lessons are outstanding. Teaching is often vibrant and carefully planned to meet individual needs. Learners are challenged by activities that are designed to encourage them to think independently and develop their leadership skills.
- ILT is used particularly skilfully to promote learning. Effective use of outside speakers adds relevance and helps learners to understand the real world of work. In a minority of lessons the use of extension activities for higher achievers is insufficient. Assessment on Train to Gain is good.
- The outstanding provision meets the needs of learners and employers very successfully. Other activities and short courses help learners prepare exceptionally well for employment and future life. For example, valuable placement opportunities on all full-time childcare programmes offer real work environments to enable learners to develop personal skills. Short courses in food hygiene, first aid, and health and safety help motivate learners and provide them with essential knowledge. Other activities, including sponsoring children in Togo and Bangladesh, allow learners to make significant contributions to communities beyond their own.

- Guidance and support are excellent. Learners are set challenging targets and the monitoring of progress towards these is highly effective. Very focused support is provided for learners who are at risk of not completing their course. Assessment is good with prompt feedback to learners on what they need to do to improve.
- Excellent employer partnerships enhance the vocational relevance of courses and have a positive impact on learning. Strong links exist with the National Health Service, local authority, Hull Early Years' Service, East Riding Safeguarding Children Board, HE advisory group and several employers who provide work placements. Good arrangements exist for these partners to provide formal feedback. However, the college is aware that more could be done to record the extensive informal feedback collated by tutors when visiting learners on placement.
- Highly effective management, rigorous monitoring of targets and action plans, monthly curriculum meetings and appraisals that are linked closely to performance have improved outcomes for learners. Managers and course leaders are clear where performance needs to improve further and they set clear actions to address this. Self-assessment is highly inclusive and the report is broadly accurate.
- Equality and diversity are promoted and celebrated well through curriculum and tutorial activities. Managers are aware that more needs to be done to attract more male learners to this sector subject area.
- The views of learners, employers and parents are sought routinely and used exceptionally effectively in the design and delivery of courses. Student representatives attend course team meetings and focus groups, and have contributed significantly to changes in timetabling and course structures. An employer advisory group informs curriculum development.
- Resources are deployed very effectively across college sites. The sharing of resources and equipment is a model of best practice. Learners benefit from the excellent collaborative working among the staff on the Bridlington and Beverley sites. The college's virtual learning environment (VLE) has been instrumental in enabling staff to increase the sharing of learning materials.

### **What does East Riding College need to do to improve further?**

- Develop extension activities in all lessons to challenge the more able learners fully and help them develop their analytical and evaluative skills.
- Develop more systematic approaches to record the informal feedback collated by tutors while visiting learners on work placements, so that best practice can be shared more widely.
- Use existing partnership contacts to increase the number of male learners.

## Engineering

## Grade 2

### Context

40. College-based courses are offered from entry to advanced level in motor vehicle and motor cycle maintenance, light marine engineering, welding and food manufacturing. Of the 160 learners on college based courses, most are full-time and aged 16 to 18. Around 21% of all learners are female. A further 65 learners are apprentices and 366 learners are engaged in Train to Gain programmes. Over 100 school pupils aged 14 to 16 are on motor vehicle programmes or following the Diploma in engineering.

### Key findings

- Outcomes for learners are good. The long course success rate for college based courses is good overall. Pass rates are consistently high or very high. Retention, which shows an above average trend since 2007/08, dipped in 2009/10. The college's own analysis of this issue indicates that, in the main, this fall in retention relates to the current economic climate. Focused actions in the current year are beginning to remedy the issue.
- Success rates on apprenticeship programmes are low overall but high for significant numbers of advanced apprentices. Completion within the planned time for advanced apprentices and learners on Train to Gain is very high.
- Learners say they feel safe across the college sites. They have a good understanding of health and safety and this is effectively reinforced in engineering sessions. All workshops have detailed risk assessments. Posters to reinforce health and safety are prominently displayed. Promotion of health and well-being during tutorial sessions is good.
- Most learners make good progress and develop good skills. Many learners take qualifications in addition to their main course. For example, an intermediate-level course in performing engineering operations is proving very successful because it underpins learners' understanding of engineering concepts. Additional qualifications have helped some learners gain alternative employment when they have been made redundant due to current economic circumstances.
- Learners make good contributions to the college and wider community through involvement in events, such as fund-raising football matches with college staff and learners on other courses. Marine engineering learners have been restoring an old dredger engine, donated by members of the local community and to be returned to them once it is in working order. Motor vehicle facilities are being developed to offer community car checks and maintenance.
- Teaching and learning are good. Lesson planning is thorough. The good lessons are correctly paced and challenging and enable learners to make good progress. Teachers use group work effectively to encourage students to learn from each other. Questioning is used effectively to check learners' understanding. However, in a few lessons, activities for more able learners are insufficient and as a result, these learners do not make the progress they should. ILT is well used in classroom and workshop sessions.

- The college offers a good range of provision that allows learners to progress from foundation to advanced level. The curriculum is enhanced by interesting enrichment activities, with good learner participation, thus making college life enjoyable.
- Relationships with industry, the community and public services are good. They have a positive impact on learners. For example, one large international manufacturer has donated motor cycles for learners to develop their practical skills. Some companies provide training to update staff.
- The provision of additional learning support in engineering is outstanding. It is effectively deployed in both classroom and workshop sessions. All support staff have very good vocational experience and knowledge and these enable them to contextualise the learning support to make it meaningful to learners.
- Management of the subject area is good. The provision is across two main sites and includes work-based learning. Work to standardise processes across these sites has been effective. Roles and responsibilities are clear. Meetings with course leaders are regular and actions against set targets are monitored closely. Self-assessment is a highly inclusive process and the report is largely accurate.
- The promotion of equality and diversity in engineering is good. Tutorial sessions include scenarios to reinforce concepts and stimulate discussion. Work-based learners have regular reviews, with good reinforcement of equality and diversity. The department has been successful in enrolling and retaining a high proportion of female learners on engineering courses.
- Resources are good and are managed effectively. Workshops are appropriately resourced on both engineering sites. The motor cycle and marine engineering workshops are particularly plentiful and learners have very good access to up-to-date machines and equipment. Welding workshops are suitably set out with industry standard extraction equipment. The marine engineering workshop has a wide range of modern outboard motors, a speedboat and a rigid inflatable boat.

### **What does East Riding College need to do to improve further?**

- Continue to implement existing retention strategies, in order to improve retention, on some college-based courses.
- Share the good practice in teaching and learning, and ensure that activities are sufficiently challenging, so that all learners make the progress they should.
- Utilise existing partnerships and extend these further to include small- to medium-sized enterprises; involve them in curriculum development in order to support learners whose jobs are compromised by the impact of the recession.

## Building and construction

## Grade 2

### Context

41. Courses are offered in carpentry and joinery, painting and decorating, bricklaying and general construction at foundation, intermediate and advanced levels. At the time of inspection, 95 full-time and 62 part-time learners, including 12 apprentices, were attending courses or training. A further 12 school pupils aged 14 to 16 attend the college for part of the week.

### Key findings

- Success rates on college based courses have improved markedly and are high on most courses. In-year retention has improved and is currently very high. Attendance is satisfactory. Overall success rates for work-based learning programmes are low for apprentices. Rates of completion within the planned time are average for apprentices and high for advanced apprentices and learners on Train to Gain programmes.
- The quality and standard of learners' work are high. Learners apply and demonstrate good work related skills and many of them produce finished projects to a standard above the expected level. Portfolio and assignment work are generally of a good standard and are presented appropriately. Oral feedback is good but written feedback in learners' files is sometimes insufficient.
- Teaching and learning are good. Most lessons include a range of strategies to allow all learners to make good progress. The best lessons allow the more able learners to work to stretching targets. Peer assessment of practical activities is used effectively to develop learners' analytical skills. Assessment is rigorous and fully recorded.
- Teachers use ILT skilfully. Most lessons include use of the interactive whiteboard with hyperlinks to the college's VLE to encourage further research. Teachers make good use of digital images of construction techniques and resources. These provide effective demonstrations of real work environments that are invaluable to those with little relevant industrial experience. In one observed lesson, a practical activity had been videoed the previous week and students were able to learn from this as they carried out the task themselves.
- A good range of provision, delivered either by the college or through one of the subcontracting arrangements, successfully meets the needs of current learners. Provision in construction is successful in attracting learners from areas of high economic deprivation who may otherwise fail to take up training opportunities at college. Progression between foundation and intermediate level on college based courses and from subcontracted programmes into employment or apprenticeship programmes is good. However, too few college based learners progress to advanced level.
- Partnerships with other training providers and employers are effective. For example, the college has jointly developed a new qualification related to the construction of modular buildings. This has been marketed effectively to employers throughout the country. Recently developed provision, targeted at

adults requiring the Construction Safety Passport, has been successfully launched through links with Jobcentre Plus.

- Support for learners is strong and effective. A very high proportion of learners, in receipt of additional support, stay on their course and achieve commendably. During workshop sessions qualified technicians provide further support. Within the subcontracted provision, smaller group sizes enable learners to have individual tutor support. The tutorial programme is comprehensive and regular reviews provide learners with an update of progress. However, target setting is sometimes too vague and there is insufficient emphasis on setting challenging targets for some learners.
- Leadership and management are good and recent changes have resulted in improvements in success rates and in teaching and learning. Communication within the curriculum area is effective. Good use of data results in early interventions to identify those learners at risk of not completing their courses. Professional development opportunities, including industrial secondments, are comprehensive and valued by staff. The management of subcontracting arrangements is robust.
- The promotion of safeguarding is strong and learners demonstrate safe working practices within workshop sessions. Equality and diversity issues are explored within tutorials and learners are encouraged to discuss their views with others in a supportive environment. The college targets under represented groups through female only taster days and other school events. Feedback from current learners confirms that all learners feel equally respected. Behaviour is good.
- Self-assessment is inclusive and sufficiently self-critical. Areas for improvement are accurately identified and detailed action plans are implemented. Curriculum teams review progress regularly against current targets and judge performance against national rates. A few course targets in the action plans are insufficiently measurable.
- Resources across the curriculum area are very good and are used effectively. Realistic working environments encourage learners to develop their practical skills to industrial standards. Staff are well qualified and they utilise their industrial experience to ensure that learners' employment prospects are maximised.

### **What does East Riding College need to do to improve further?**

- Increase success rates on apprenticeship programmes by working closely with employers to improve retention.
- Increase progression between intermediate and advanced levels on college based courses by better and earlier promotion of what is available to learners.
- Improve the rigour of target setting and individual reviews to enable learners to accelerate their progress.

## Hairdressing and beauty therapy

## Grade 2

### Context

42. The subject area offers full- and part-time courses from foundation to advanced level. Of the 200 full-time learners, most are aged 16 to 18. The majority of learners are female. Just over 65 school pupils aged 14 to 16 attend college courses and 29 apprentices are on work-based programmes.

### Key findings

- Outcomes for learners are good overall. Pass rates are consistently outstanding on most courses. Retention has improved and is good in the current year as a result of prompt action. The majority of learners make good progress in lessons. Attendance is satisfactory. Measures are being taken to improve attendance and these are having a positive impact.
- Work-based learning success rates are satisfactory overall. Rates for apprentices have improved but are low; for advanced apprentices they are high. Rates of completion within the planned time are high for apprentices and advanced apprentices.
- Learners say they feel safe but would appreciate improved lighting in the college grounds at the Beverley site. Learners know who to go to if they have any concerns. Teachers reinforce health and safety in lessons and ensure that personal protective equipment is used at all times. The safeguarding of learners is good and staff are well trained.
- Health and well-being are effectively promoted in tutorials for learners aged 16 to 18. Five themed fortnights throughout the year promote aspects such as healthy eating, personal safety and volunteering. Learners understand what they need to do to lead healthy lifestyles.
- Employability skills are developed very effectively. Learners have access to a wide range of work-related learning activities that help improve their personal development and social skills. Learners say they enjoy these activities and value them highly. The client base to meet assessment requirements is satisfactory.
- Teaching, learning and assessment are good. Practical lessons are delivered at a fast pace and most teachers use questioning effectively to check learners' understanding. A good range of activities, including peer assessment, help develop learners' analytical skills. In a minority of lessons challenge for all learners, especially the most able, is insufficient. Access to ILT is good but the college recognises the need for further development in this subject area. Learners display good behaviour, punctuality and professionalism in lessons.
- Courses successfully meet the needs and interests of learners, although the college is aware that it has to develop provision for barbering. Progression between courses is good and very good for learners on advanced-level courses, the majority of whom go on to employment or apprenticeships. Two-thirds of foundation level learners progress onto intermediate-level courses. A high proportion of school pupils progress onto full-time college courses. There is a wide range of curriculum-related enrichment with good levels of participation.

- Partnerships with schools and the local community are good. The college leads on the development of the Diploma in hairdressing across the East Riding. Communication with employers of apprentices is good and highly valued by all partners. Action is being taken to ensure this work is captured more formally through an employers' forum.
- Care, guidance and support are good. A range of effective measures are implemented to ensure that learners are placed on the correct course. Learners with additional learning needs are supported effectively and perform as well as, or better than, their peers. Informal pastoral support from teachers is highly valued by learners. The college has recently introduced support workshops for out-of-timetabled sessions but it is too soon to assess the impact of these on outcomes for learners.
- Leadership and management are good. A culture of high standards exists within the team. Roles and responsibilities are clearly defined and expectations for learners are high. These have contributed to the consistently high pass rates and improving retention. Targets are set for improvement but actions set for underperforming courses are not always sufficiently detailed or analytical. Teachers work effectively across two main sites.
- Accommodation is good overall. Access to equipment and resources is good on both college sites, although rooms at the Beverley campus are cramped and this occasionally hinders teaching styles.
- Promotion of equality and diversity is satisfactory. Staff are well trained and data are used effectively to identify and rectify any gaps in achievement between groups of learners. However, there is little promotion during lessons. Understanding of the wider issues is developed well during apprentice reviews.
- Self-assessment is comprehensive and all staff are involved. Though largely accurate, it does not identify key areas for improvement in teaching and learning.

### **What does East Riding College need to do to improve further?**

- Continue to implement current strategies to maintain the current upward trend in retention for all courses.
- Increase the proportion of lessons that are good or better by increasing the pace, the level of challenge and the quality of directed questioning to check learners' understanding.
- Ensure actions for underperforming courses are specific and measurable in order to secure more timely improvements, especially for apprentices.

## Information about the inspection

43. Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's director of employer engagement and marketing, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's monitoring visits, and data on learners and their achievement over the period since the previous inspection.
44. Inspectors used group and individual interviews and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

## Record of Main Findings (RMF)

## East Riding College

**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

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>					
Full-time learners	1,749	27	1,192	530	0
Part-time learners	3,850	361	132	1,680	1,677
<b>Overall effectiveness</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	1				
<b>A. Outcomes for learners</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
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?	1				
A2. How well do learners improve their economic and social well-being through learning and development?	1				
A3. Do learners feel safe?	2				
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2				
A5. <i>How well do learners make a positive contribution to the community?*</i>	2				
<b>B. Quality of provision</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
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?	1				
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	1				
<b>C. Leadership and management</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1				
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	1				
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?	2				
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?	1				
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	1				

\*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 090105

© Crown copyright 2011