

East Riding College

General further education college

Inspection dates

23–26 February 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for learners	Good
16 to 19 study programmes	Good
Adult learning programmes	Outstanding
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- College staff work well with a wide range of partners to ensure that provision is very well matched to local enterprise partnership priorities and the needs of the area.
- A culture of high expectations for all, and the good quality of teaching, promote good progress for learners and apprentices.
- Good information, advice and guidance ensure that learners and apprentices are on the right course, leading to high retention rates and progression to next steps.
- Staff use their expertise very effectively and organise relevant work experience to support high levels of learners' and apprentices' skill development. Adult learners develop excellent skills for employment and make very good progress.
- Quality improvement strategies use a wide range of evidence to support improvement, including learners' views and are having a positive impact.
- Accommodation and facilities are very good and support the skills development of learners.

It is not yet an outstanding provider

- Outcomes for learners taking English and mathematics qualifications, although improving, are not yet good enough.
- Within lessons staff do not promote equality and diversity consistently to the same high standard.
- Teachers do not always ensure that activities meet all needs and that the most-able are challenged to achieve their best.
- Although the large majority of written feedback is strong, there remains a small amount that is not specific enough about how to improve.

Full report

Information about the provider

- East Riding College is a general further education college with two main sites, in Beverley and Bridlington, and a smaller site in Hull. The college has substantial and growing apprenticeship provision with the large majority of apprentices based with employers in the region.
- The college delivers most of its provision directly with only a small amount of subcontracted provision. The large majority of students on classroom-based provision, both adults and those aged 16 to 19, are enrolled on level 1 and level 2 courses. Most of the learners aged 16 to 19 are enrolled on full-time provision, and the large majority do not have a GCSE grade C or above in English and/or mathematics.

What does the provider need to do to improve further?

- Fully implement all aspects of the strategy for developing learners' and apprentices' English and mathematics skills so that outcomes improve further and learners and apprentices achieve the necessary qualifications.
- Improve teaching, learning and assessment further so that:
 - equality and diversity are promoted to a consistently high standard in lessons
 - the small amount of weaker written feedback is improved to demonstrate clearly what learners and apprentices have to do to improve
 - in the small minority of weaker sessions, teachers plan lessons so that all needs are met, particularly those of the most able.

Inspection judgements

Effectiveness of leadership and management is good

- The Principal and senior leaders have set an ambitious mission and vision for the college to be a leader in economic and social development for the region, and to provide the highest-quality education and skills. Managers and staff share, and are highly motivated to achieve, the ambition. Leaders and managers have addressed the recommendations from the previous inspection successfully. The previously good outcomes for learners and teaching, learning and assessment have been maintained.
- Leaders and managers ensure that the college curriculum is particularly well matched to local and regional needs through the exceptional use of labour market information and very strong links with local enterprise partnerships, employers and other partners. Most of the current course provision is closely aligned to meeting the current and future needs of the local and regional economies and communities, and supports high levels of learners' and apprentices' progression. Managers choose subcontractors carefully to meet specific curriculum or community needs.
- The management of staff performance is very strong. Staff appraisal is an effective process, with individual targets set which are specific and measurable. The observation of teaching and learning process is effective in improving the quality of teaching, learning and assessment. The college expectation is that teachers will provide good or outstanding lessons; any teaching graded less than good leads to targeted support and re-observation within appropriate timescales. Inspectors found the observation of the teaching and learning process to be sound, and were in agreement with the college's observers during joint observations.
- Staff are very well qualified for their roles. Continuous professional development and industrial or commercial updating are very good and strongly focused on improving the quality of the learners' experience.
- An effective programme of internal inspections accurately identifies areas for development, which are swiftly actioned. The self-assessment process is very inclusive and leads to an accurate view of the strengths and weaknesses of the college. The consequent good-quality improvement plans prompt rapid improvement. The views of learners are taken very seriously by leaders and managers and lead to some substantial improvements including changes to the timetabling of directed study time. Learner representation is established well with two learner governors and representation by learners on the academic board and a number of committees.
- Information, advice and guidance for learners and apprentices are very effective. Consequently, the proportion of learners who transfer between courses after enrolment is low and decreasing, and retention rates are high for learners and apprentices.
- Financial management is robust, enabling the college to remain financially viable. Learners are benefiting from substantial investment in high-quality, newly built accommodation and learning resources at the two main sites in Beverley and Bridlington. The proportions of learners aged 16 to 18 enrolling with the college is increasing against a declining demographic trend within the region.
- Leaders and managers have implemented an appropriate policy and structure for the provision of discrete and embedded English and mathematics provision within the college. As recognised in the self-assessment, this is not yet being implemented to a consistently high standard across all parts of the college.
- Learners and staff in the college exhibit a strong culture of respect and tolerance leading to good learner behaviour and a calm and professional learning environment. The college places a very high value on promoting equality and diversity; learners benefit from a wide range of enrichment activities and speakers to increase their understanding of different aspects. Inspectors found too much inconsistency in the planning and promotion of equality and diversity within lessons. A good range of activities are used to try to encourage and increase participation by under-represented groups in vocational areas, with some success.
- **The governance of the provider**
 - Governance is exceptionally strong. Governors utilise their wide range of experience and expertise to positive effect and provide a high level of challenge and discussion. Governors are paired with curriculum or service areas. Activities include joint walk-throughs of lessons, attending learner focus groups and attending curriculum area team meetings. This ensures that governors have an extremely good understanding of the college and the learners' experience.
 - Governors are appropriately trained in safeguarding and the 'Prevent' agenda and routinely receive updates from the safeguarding group and the equality and diversity group.

■ The arrangements for safeguarding are effective

- Appropriate structures and processes are in place, including nominated link governors, and the safeguarding group meets termly to report on safeguarding to the directorate and governors. Safer recruitment procedures and checks are in place, as are effective staff and governor training in safeguarding, including 'Prevent'.
- Learners and apprentices feel safe and know whom to contact if they have any concerns. A key learner service group responds to any potential issues, and ensures that the strategy of zero tolerance towards bullying is effective. Staff investigate any issues thoroughly, and learners confirm that bullying is not tolerated. Learners and apprentices feed into developments well through focus groups, which include discussion of safeguarding aspects.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment is good and, as a result, outcomes are improving and learners and apprentices are prepared well for their next steps. Learners make at least the progress expected compared with their starting point and many make good progress. Well-planned lessons and strong support from teachers and learning support assistants contribute significantly to learners' success and progress. The introduction of the Success Centre has assisted learners' progress further, in particular for adult learners and those studying English and mathematics.
- Classrooms and other physical resources to support learning are very good; the training salons, kitchens and training restaurants are outstanding. These settings give learners access to industry-standard equipment in excellent realistic working environments, which support development of their skills through well-designed work-related activity.
- Staff use the results of initial assessment and the application process effectively to ensure that learners are on the correct course and at the appropriate level. These results are used well to plan learning to meet the majority of individual needs. Learners are being prepared well for apprenticeships through short-term work trials and the use of the traineeship programme. Learners and apprentices benefit from motivated teachers and support staff, who use their industrial skills and knowledge to inspire them to be successful. The college uses its robust teaching and learning observation process, and staff's continuous professional development programme, successfully. This ensures that learners are being taught by highly qualified staff with up-to-date skills and knowledge.
- Learners who require additional support receive a good level of assistance in order to achieve. Staff liaise effectively with schools, parents, carers and agencies to plan programmes for learners with high-level and complex needs. Targeted support with occupationally experienced staff helps learners improve their vocational skills and knowledge as well as adding context to the subject they are studying.
- In most sessions, the development of English and mathematics skills alongside the main programme is good. In the main, learners' work is corrected for spelling, grammar and punctuation and, as a result, learners improve their written English skills. Learners' development of vocational language is strong, with industry terminology used effectively and in context. Learners use mathematics skills well which they apply confidently in their vocational area; for example, in digital media, learners are able to use ratios and angles to maximise the working platform.
- Learners receive helpful verbal feedback which supports them to improve quickly and speed up their progress. In carpentry sessions, learners were able to use the teacher's comments and make good progress when jointing a kitchen worktop. The vast majority of written feedback for adult learners is effective; they learn from their mistakes and improve their written skills on future work and assignments. Written feedback for learners aged 16 to 19 is not as strong. The promotion of equality and diversity within sessions is not of a consistently high standard.
- Learners and apprentices are mostly punctual and attendance levels are high. In a very few sessions, teachers do not challenge low-level disruption by one or two learners effectively; this hinders them and other learners' ability to make progress within that lesson.
- For apprenticeships, reviews and target setting are effective in supporting apprentices' progress, with apprentices understanding their programme and overall progress. A large majority of learners have targets which help them to make progress and improve their work.

Personal development, behaviour and welfare is outstanding

- Learners understand the types of skills needed in the workplace and develop very high levels of vocational and employability skills. For example, in a creative media and digital technology session, working on a 'stopping binge drinking' film project, learners organised different group roles effectively and used time very well to prepare a presentation to show why their ideas should be the ones to develop further.
- The large majority of learners on the 16 to 19 study programme carry out external work placements which link in very well with their area of study and career aspirations. Their placements help them understand the demands of their chosen career, and support them in developing the skills and knowledge needed to succeed in it.
- On all types of provision, but particularly on adult programmes, learners develop their self-confidence very well and are keen to explain the progress they are making in their studies. Learners take pride in their work and produce work of a high standard. They have very positive attitudes to learning, with high levels of attendance and punctuality. Learners and apprentices behave well in lessons and around the college and workplace, and the behaviour of adults is exemplary.
- Learners understand the importance of improving their English and mathematics skills in their vocational studies. Tutors work hard to coordinate topics in discrete mathematics and English lessons with opportunities to develop these skills in vocational lessons. For example, when angles are taught in mathematics sessions, tutors in hairdressing demonstrate the use of angles in different types of cut and tutors in carpentry the importance of correct measurement of angles in making joints.
- A whole range of college staff and external experts provide helpful information, advice and guidance to learners about careers options. In curriculum areas and the tutorial programme, events and activities take place which inform learners about careers and then individual interviews are used well to support those who need additional support to make decisions about their next steps.
- College staff place a very strong focus on apprentices' and learners' health and well-being. All learners on the 16 to 19 study programme have weekly sport sessions and these are tailored to meet their needs. For example, a group of childcare learners worked on sporting activities that they could lead with young children and then practised these activities with pupils at a local primary school.
- Learners and apprentices understand how to stay safe and whom to go to if they have any concerns. Learners are developing an understanding of British values and this is supported by the culture and ethos of the college.

Outcomes for learners are good

- Learners and apprentices are prepared well for the next steps in their career.
- Adult learners make very good progress in their studies. They achieve well on most of their courses, which cover a wide range of provision in different subjects, at different levels and different lengths of programme. Many learners re-engage with learning after previous negative experiences, achieve their qualifications and personal goals successfully, and move on to further study. Large numbers of learners on access to higher education courses achieve, and progress to their chosen university course.
- Success rates for apprentices within the planned timescale were weak in 2012/13 but have improved markedly over the last few years, by nearly 40 percentage points, and are now strong. Overall success rates have improved slightly since 2012/13. Success rates for older apprentices have improved but those for apprentices aged 16 to 18 have declined. Staff have identified the reasons for the decline and implemented strategies, which are having a positive impact. Current apprentices are well motivated, developing high levels of skills and making good progress.
- Learners on the 16 to 19 study programme at all levels are currently making good progress. They achieve their main qualification and many achieve additional qualifications. Learners develop their English and mathematics skills well in vocational sessions. The success rates for those taking GCSE mathematics and English are not yet good enough, but are improving. The success rates are stronger for those taking functional skills qualifications, which are the majority of learners, although success rates at levels 1 and 2 for mathematics are not at the same high levels as those for entry level mathematics and those for English. Progress on all mathematics and English qualifications this year is stronger, showing the positive impact of staff's actions.
- There are no significant achievement gaps between different groups of learners.
- The college has worked hard to access actual destination data for their full-time learners and apprentices for each of the last three years. Although response rates have declined to 72% for 2014/15, all years

show high levels of positive outcomes for learners and apprentices, with these being particularly strong for adults going into sustained employment.

Types of provision

16 to 19 study programmes

are good

- The college has 1,072 learners on study programmes in nine subject areas. The largest areas are leisure and business, creative arts, performance, information and communication technology, early years and care, and foundation programmes.
- Managers have implemented all aspects of study programme requirements successfully and deliver highly individualised programmes which make good use of initial assessment to ensure that learners are on the right course at an appropriate level. Information, advice and guidance are good, which leads to high retention rates and positive destinations for the large majority of learners.
- The majority of teachers plan their lessons well to meet individual learners' needs and utilise a range of learning activities which are effective in engaging learners and promote learning and progress for all abilities. For example, in a foundation learning session, learners worked cooperatively in groups on a 'design and make' challenge, in which all learners made excellent progress in the development of teamwork, communication, literacy and numeracy skills.
- In a few lessons, teachers do not take sufficient account of individual learners' needs, resulting in distractions from learning, low-level disruptive behaviour and less effective learning for some learners.
- Learners with specific learning difficulties benefit from good targeted support from teachers and learning support assistants, which significantly contributes to their strong progress and success. Target setting is effective in helping learners to make good progress.
- Learners develop good employability skills in the large majority of lessons, which are supported by well-planned, appropriate work experience. Learners also benefit from a range of enrichment and work-related activities which provide additional learning opportunities and the further development of employability skills. For example, a visiting speaker from the Guide Dogs for the Blind Association provided useful input, which level 2 health and social care learners used successfully for an assignment on visual impairment.
- Teachers promote literacy and communication skills well in a significant number of lessons, and embed English and mathematics strongly in the majority of lessons. For example, level 2 beauty therapy learners converted a list of anagrams confidently into correctly spelt technical terms, and were able to carry out calculations to determine the safe length of time for exposure to the sun. Learners are making better progress in English and mathematics discrete provision and outcomes are improving, but are not yet good enough.
- The assessment of English skills in written work and displays of work is not rigorous enough, with errors in spelling, punctuation and grammar not always picked up on, which hinders progress in the development of written literacy skills.

Adult learning programmes

are outstanding

- At the time of inspection, there were 1,714 adult learner enrolments. Courses for adults are available in most subject areas, on full-time and part-time programmes at college sites and in community-based programmes, which includes provision delivered by subcontractors.
- Adult learning provision meets local and national priorities very well and provides flexible opportunities for learners in a wide range of community venues, in the workplace and in college sites across East Yorkshire and the Humber. The college has strong partnership arrangements and works collaboratively and very effectively with its subcontractors in the best interests of learners, employers and local communities.
- The vast majority of learners are extremely keen to learn and are enthusiastic about their lessons. Learners enjoy their learning and their standards of behaviour are exemplary. They demonstrate respect for their teachers and peers and have a good understanding of how to stay safe. Staff have a very effective system for following up learners who do not attend, and attendance is excellent.
- Teachers are well qualified, make very good use of their expertise to engage learners in lessons and are good role models for learners. Learners develop greater confidence through a very good range of tasks in sessions. They also increase their good knowledge and skills greatly, developing high levels of problem-solving skills, successfully taking on a variety of different characters in role plays and taking an active part in discussions, for example on how bullying can be tackled in schools.
- Learners' development of employability skills is outstanding. Learners develop and put into practice the

skills required to gain employment, and are confident in how they will apply new knowledge and skills in a work setting. For example, counselling learners learn active-listening skills required in therapy sessions. A very high proportion of learners move on to further studies or sustained employment.

- Teachers' feedback to learners is outstanding. Learners receive regular written feedback, which they find useful and motivating. In the vast majority of cases, teachers' feedback to learners is detailed and accurate, and provides the necessary information for them to make improvements.
- Teachers give very encouraging verbal feedback to motivate learners and provide highly effective guidance that speeds up their learning. Teachers routinely correct spelling, punctuation and grammar errors and, as a result, learners develop very good written English.
- Teachers use initial and diagnostics assessment results effectively to allow them to identify learners' individual starting points, and plan learning to meet individual needs. In the vast majority of cases, tracking systems to monitor learners' achievements are very effective at ensuring that learners make strong progress.

Apprenticeships

are good

- Currently over 450 apprentices study on a large range of sector frameworks, with the expanding provision carefully planned to meet over 90% of the identified priorities for the economic and skills needs of the region. Apprenticeship frameworks tailored specifically to meet employers' needs have been developed in construction, engineering, food processing, tourism and digital media, and importantly in the emerging renewable energy sectors.
- A high proportion of apprentices progress from intermediate to advanced programmes and take on additional responsibilities at work. A large majority of apprentices sustain employment on completion of their apprenticeship.
- Arrangements for recruitment and selection are very effective; prospective apprentices receive good careers guidance and choose the most relevant apprenticeship framework and employment opportunity. Trainers plan individualised and group learning effectively to meet the needs of apprenticeship framework requirements. A large majority of trainers provide good teaching, learning and assessment. The most effective sessions are motivating, make good use of resources, establish good links to practical skills and challenge apprentices to extend their learning and skills.
- Employers are well engaged, supportive, provide high-quality on-the-job training and understand their responsibilities in contributing to off-the-job training. Apprentices develop good workplace skills to contemporary industry standards and a large majority develop portfolios to a good standard.
- Trainers work productively with learners to develop good occupational skills and knowledge, and apprentices receive helpful verbal feedback to support improvement. A very small minority of apprentices do not progress well in sessions where they do not engage fully in the use of learning technology or where learning support is not sufficiently individualised.
- The development of apprentices' English and mathematics functional skills is effective and apprentices with additional learning needs are supported well. The provision of mathematics at level 2 is not as strong as that for entry levels or level 1. The embedding of English and mathematics in learning sessions is not consistent across all sectors; however, a majority of apprentices have their work corrected and learn from errors.
- Staff track apprentices' progress effectively, and regular progress reviews set clear targets and actions to support ongoing achievement. Progress review records do not reflect the high quality of verbal feedback to apprentices, and a small minority of apprentices do not receive sufficient encouragement to comment about their progress. Reviews are effective in reinforcing understanding of health and safety.
- Apprentices have a fundamental awareness of equality of opportunity and diversity, and the promotion of topics is planned well in teaching and learning. Trainers do not always discuss and expand in a meaningful way on these issues, for example in context during reviews and in learning, to promote better understanding.
- Apprentices feel safe, work safely and have a good understanding of their rights and responsibilities in learning and in the workplace.

Provider details

Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	3,936
Principal/CEO	Derek Branton
Website address	www.eastridingcollege.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	323	293	320	362	398	289	1	38
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	163	133	44	142	-	-		
Number of traineeships	16-19		19+		Total			
	8		1		9			
Number of learners aged 14-16	-							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Activ First Limited ■ Creator College ■ Pure Training Solutions Limited ■ AS Training Services Ltd ■ Airco Refrigeration and Airconditioning Limited 							

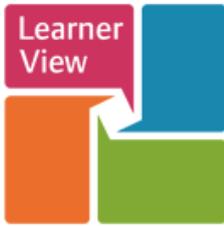
Information about this inspection

Inspection team

Heather Barnett, lead inspector	Her Majesty's Inspector
Mike White	Her Majesty's Inspector
Derek Williams	Ofsted Inspector
Michael Ashurst	Ofsted Inspector
Stella Owen	Ofsted Inspector
Stephen Battersby	Ofsted Inspector
Priscilla McGuire	Ofsted Inspector

The above team was assisted by the vice-principal, curriculum and quality, as nominee. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college.

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