

East Riding of Yorkshire Council

Local Authority

Inspection dates

11–14 June 2019

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

Summary of key findings

This is a good provider

- Leaders have a clear and ambitious vision for adult education in the East Riding of Yorkshire that links closely to the economic strategy for the region.
- Managers successfully monitor and improve the performance of staff and tutors. Consequently, the quality of teaching, learning and assessment has improved since the previous inspection.
- Leaders and managers have implemented effective English and mathematics progression routes. As a result, most learners successfully achieve their qualifications and improve their skills and self-confidence.
- Staff thoroughly assess learners' starting points and sensitively identify barriers to learning. They use this information to engage and reintegrate adults successfully into learning.
- Tutors and learning mentors provide effective support to learners with additional learning needs, including apprentices and those on distance learning courses. Learners benefit from the early support that they receive and, as a result, make good progress, in line with their peers.
- Learners develop confidence and improved self-esteem as a result of the support that they receive from their tutors and learning mentors.
- The large majority of learners stay on their programme and achieve their qualifications or learning goals.
- Tutors prepare learners well for their next stage of learning. A high proportion of learners who complete their courses progress onto the next level of study or begin an accredited course.
- Learners and apprentices successfully develop their vocational knowledge, skills and understanding. They apply their skills well and become highly competent.
- Leaders and managers have been too slow to collect and analyse information about learners' destinations following completion of their studies.
- Tutors on non-accredited courses do not review learners' progress well enough. They do not make effective use of learners' self-assessment of their knowledge to set clear targets about what learners need to do next.

Full report

Information about the provider

- The East Riding of Yorkshire Council is one of the largest unitary councils by area in England. The East Riding is mostly rural; over half of its population live in rural communities, some of which are geographically isolated with poor transport links. The largest town is Bridlington; other major settlements include Beverley, Goole and Haltemprice, which includes Cottingham. The employment, education and skills department deliver adult learning programmes in each of these locations.
- At the time of inspection, 973 adult learners were following courses from entry level to level 3 or community learning programmes. In 2017/18, leaders and managers took the strategic decision to end their apprenticeship and study programme provision. There are currently two apprentices left on programme and no study programme learners.

What does the provider need to do to improve further?

- Accurately measure the impact that the provision has on learners and the wider community by:
 - routinely collecting learners' destination information following completion of their courses
 - analysing information about learners' destinations and using this to inform the planning and design of the curriculum
 - providing governors with regular updates on learners' destinations to enable them to hold senior leaders and managers to account for the impact of the service.
- Improve the quality of teaching, learning and assessment on non-accredited programmes by ensuring that tutors:
 - develop learners' English, mathematics and information and communication technology (ICT) skills
 - routinely check for errors in learners' spelling, punctuation and grammar so that they learn from their mistakes
 - set clear and specific targets that identify what learners should do next to develop their knowledge, skills and understanding.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have a clear and ambitious vision for adult education in the East Riding of Yorkshire that links closely to the economic strategy for the region. They offer a broad range of accredited courses from entry level to level 3, including in English and mathematics and vocational subjects, and a community learning programme. The courses provide valuable progression routes for adults returning to education or the workplace.
- Leaders have very recently taken a strategic decision to cease delivering study programmes and apprenticeships. Leaders and managers have worked effectively with other colleges and training providers to ensure that no learners or apprentices are disadvantaged as a result of the decision. Managers now focus successfully on delivering high-quality adult learning.
- Managers successfully monitor and improve the performance of staff and tutors. They effectively use the findings of appraisals and lesson observations to plan and deliver comprehensive continuous professional development. This has resulted in improvements in the quality of teaching, learning and assessment and learner outcomes since the previous inspection.
- Leaders and managers have close oversight of subcontracted provision. Managers apply the same rigour to quality assurance activities as they do for internal staff. Consequently, the quality of subcontracted teaching, learning and assessment is at a similarly high level to that of directly delivered provision.
- Leaders and managers have designed effective English and mathematics progression routes that enable learners to improve their qualifications, skills and self-confidence. For example, managers work positively with teachers at local primary schools to develop parents' English and mathematics skills. Consequently, parents are better able to support their children at school as well as having improved career prospects.
- Leaders and managers work very effectively with other departments in the council and with a wide range of stakeholders. They use these links positively to plan and deliver an adult learning curriculum that meets individual and local social and economic needs. For example, managers work with professionals at local health centres who socially prescribe education and training for adults who have mental health concerns. Courses such as mindfulness and confidence-building are offered to improve learners' mental well-being.
- Leaders and managers ensure that learners benefit from the provision of high-quality careers information, advice and guidance. Managers work closely with a wide range of employers, job centres, and other education providers to identify skills needs in the area and local employment opportunities. Managers use this information to provide learners with courses that will help their future employment prospects.
- Leaders and managers have been too slow to collect and analyse meaningful information about learners' destinations following completion of their courses. As a result, leaders are unable to measure fully the impact that their provision has on the lives of individuals or how it meets local social and economic priorities.
- Leaders and managers do not set clear enough actions for quality improvement activities. The pace of improvement in a few areas identified through self-assessment has been

slow. For example, managers accurately identified that collection of learners' destinations data required improvement. However, they have not taken action to address this until very recently.

The governance of the provider

- Governors demonstrate a strong commitment to supporting the vision for the employment, education and skills department. They have a strong strategic oversight of how the provision fits in with local and regional priorities.
- Leaders have recently strengthened the approach to governance with the creation of a governance panel. As a result, governors are able to articulate the strengths of the provision clearly and how it benefits learners and the local community.
- Governors' knowledge of a few specific areas for improvement is not strong enough, such as their awareness of achievement gaps and destination data. As a result, they do not adequately hold leaders to account for the progress that they make in addressing these areas for improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers follow safe recruitment practices and work effectively with council colleagues to ensure that staff are fully vetted and appropriate to work with adults, including vulnerable learners.
- Learners and apprentices are safe and feel safe. Staff are well trained to identify 'Prevent' duty and safeguarding issues. They use effectively the procedures for monitoring and reporting concerns. Managers with responsibility for safeguarding are appropriately trained and work well with local agencies to get access to specialist support for learners and apprentices who need it.
- A small minority of tutors do not use their knowledge of the 'Prevent' duty to contextualise the risks posed by radicalisation and extremism for learners and apprentices. As a result, a few learners have a limited understanding of how the risks are relevant to them in their everyday lives or at work.

Quality of teaching, learning and assessment

Good

- Staff have developed a thorough induction process that successfully assesses learners' starting points. They sensitively identify barriers to learning and plan and deliver learning that meets individual learners' needs. As a result, learners successfully engage and reintegrate into learning and the large majority complete their courses.
- Tutors and learning mentors provide effective support to learners with additional learning needs. They give careful consideration to social, health and learning needs and use this information to agree the support required. For example, learners with physical disabilities are provided with one-to-one support ahead of joining the course. This allows them to quickly settle into the learning environment. As a result, learners with additional needs make progress in line with their peers.
- Tutors' feedback on written work produced by apprentices, learners on distance-learning

courses, and learners on accredited provision is helpful and enables learners to improve their work. Most tutors make regular checks on learners' individual progress during lessons. They used questioning well to assess learners' understanding. For example, in ICT lessons tutors observe learners conducting tasks to assess their practical skills. They provide informative suggestions on how to conduct tasks more efficiently.

- Tutors create high-quality learning resources for learners to access outside of their lessons. They set work for learners to complete that enables them to consolidate and extend their prior knowledge. As a result, learners rapidly improve their knowledge and understanding and develop independent learning skills.
- Tutors ensure that learning is inclusive. They recognise and promote individual differences including British and other values. As a result, learners demonstrate high levels of respect and tolerance for their tutors and peers.
- Tutors offer effective information, advice and guidance to apprentices to ensure that they join the right programme. They provide informative and constructive feedback that helps apprentices to improve their work. Apprentices use the feedback to broaden the range of evidence sources they use in their written work. As a result, they strengthen their work and make good progress.
- Tutors work successfully with employers to coordinate off-the-job training so that apprentices develop their knowledge, skills and understanding. Employers value the contribution that apprentices make to the workplace.
- Tutors successfully develop learners' skills in employability, English, mathematics and ICT classes. They ensure that learners understand the importance of communication, employability and mathematics skills in gaining and maintaining employment. However, too many tutors on vocational and non-accredited courses do not support learners to develop their English, mathematics and ICT skills.
- A small minority of tutors do not consolidate learning or recap on prior learning well enough. They use language which is too high for the level of the course and do not ensure that learners have fully understood their teaching. As a result, a small minority of the less able learners do not make the progress of which they are capable.
- Tutors on non-accredited courses do not review learners' progress well enough to support learners to develop their understanding. They do not make good enough use of learners' self-assessment of their knowledge to set clear targets that direct learners on what to do next. As a result, learners on these courses are not challenged to reach their full potential.

Personal development, behaviour and welfare

Good

- Learners develop confidence and improved self-esteem as a result of the support that they receive from their tutors and learning mentors. Learners with mental health concerns are supported effectively to manage or overcome their issues. They develop friendship groups during their programme which support them with social integration.
- Learners are punctual and arrive at lessons prepared to learn. Learners and apprentices have positive attitudes to their studies and work. They actively engage in sessions and work hard to make effective use of the tasks that their tutors set for them. As a result, most make good progress.

- Learners and apprentices successfully develop and apply relevant vocational knowledge. They demonstrate high levels of competence in their subjects and have confidence in their skills and abilities. For example, learners in the care sector can identify and explain the signs and symptoms of disease and infection. They can describe how they minimise the risk of contamination through safe working practices.
- Learners benefit from a broad range of high-quality careers education activities. Advisors are highly qualified and use their knowledge well to provide effective information, advice and guidance throughout the programme. Consequently, the large majority of learners have an informed awareness about their chosen next steps. For example, learners that take part in a project called 'getting Goole going' complete a series of activities that support them to identify their career goals. After completing the programme, learners improve their confidence in applying for work and are clear about the specific types of work that they want to do.
- Learners are effectively prepared for the world of work. Staff have developed successful relationships with local employers. They use these to provide relevant work tasters and work experience opportunities for learners. As a result, learners develop knowledge about the world of work and a deeper understanding of employers' requirements. For example, learners completing work experience at a visitor and garden centre use their new skills and confidence to progress to positive destinations.
- The large majority of learners attend their sessions regularly. However, in a few areas, including at Goole, attendance is not high enough. Learners who miss lessons are provided with work in advance of subsequent sessions and given the opportunity to catch up. As a result, learners on English and mathematics courses that have low attendance make good progress.

Outcomes for learners

Good

- The large majority of learners make good progress on their courses. They improve their knowledge, skills and understanding based on their individual starting points. As a result, most learners are on track to achieve their learning goals or qualifications.
- The large majority of learners stay on their programme and complete their qualifications or learning goals. The proportion of learners achieving their English and mathematics qualifications is rapidly improving and is now good. On completion of their course, many learners progress onto the next level of study.
- The small number of apprentices make very good progress. Apprentices who have completed their programme have achieved their learning goals within the planned timescales. As a result of their programme, apprentices secure permanent employment and most gain a promotion or further responsibility at work.
- Most learners and apprentices take pride in their work. They produce work of at least the required standard for their qualification.
- Learners are well prepared for their next stage of learning. A high proportion of learners who complete their courses progress onto the next level of study or begin accredited learning. A high proportion of learners who are unemployed when joining the service move into work or take up volunteering opportunities after their programme.
- A small achievement gap exists between male and female learners. Leaders and

managers have taken action to address the retention of male learners and the gap is closing rapidly. The achievement rate of male learners has improved significantly and is currently high.

Provider details

Unique reference number	51653
Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,814
Principal/CEO	Sara Arnold
Telephone number	01482 887670
Website	www.eastriding.gov.uk/learn

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	–	506	–	449	–	18	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	2	–	–	–	–	–	–	–
Number of traineeships	16–19		19+		Total			
	–	–	–	–	–	–	–	–
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
At the time of inspection, the provider contracts with the following main subcontractors:	The Skills Network							

Information about this inspection

The inspection team was assisted by the employment, education and skills manager as nominee. Inspectors took account of the provider'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 provider.

Inspection team

Sarah Stabler, lead inspector	Her Majesty's Inspector
Richard Ronksley	Ofsted Inspector
Bev Cross	Ofsted Inspector
Neil Clark	Ofsted Inspector

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