

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: East Riding  
Date of visit: 6 November 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

### Achievement and standards

Strategies to consolidate improvements in success rates at level 1 and 2 and improve low success rates at level for 16 to 18 year old learners

- From the provisional college data for 2005-06, success rates for 16-18 year olds have improved at levels 1 and 2 to above national rates. Retention and achievement rates are also at, or above, national rates. At level 3, success rates have been maintained at around the 2004/05 level. They are well below national rates and a concern. The college has clearly identified the reasons for this underperformance. Attendance is closely monitored and other factors are used to identify 'at risk' learners in each course. The college has introduced more appropriate level 2 courses and staff are more aware of learners' suitability for courses
- Success rates for 19+ learners have improved and are close to the national average at levels 1, 2 and 3. At level 3, retention has improved and achievement has also improved at levels 1 and 2.

### Progress in work based learning achievement

- The significant improvement is for adults where the overall success rate for framework and NVQ only courses is now 83%, which is 26% points above the national average
- There is an improving trend in overall success rates for framework and NVQ only courses which are now 10% points above national rates. For 16 to 18 year olds, the overall success rate for framework and NVQ only courses has improved to the national average

- The 'timely' success rate for framework and NVQ only courses in 2005/06 is well below national rates. The college agrees that they are too low and have set a realistic target for improvement. Monitoring of learners' progress is more rigorous at a senior level and curriculum areas now adhere closely to a more systematic schedule of training.

## Quality of education and training

### Improvements in teaching and learning

- The college has invested considerable resources to improve teaching and learning. The majority of staff now has a teaching qualification. Training and development has included external training of lesson observers and working in partnership with other colleges. Since the last annual assessment visit, the college has identified the characteristics and quality of lessons for each curriculum area. A new senior appointment has been made to lead training and development in this area. The number of internal observations has been increased with a greater proportion of level 3 lessons observed. External and peer observations are valued by staff but are not made routinely between curriculum areas. Four curriculum areas have received an 'in depth' review to confirm self assessment grades
- The college has played a major role at a regional level in developing value added and distanced travelled measures; college staff appreciate the training to improve their planning for learning. The system has been implemented cross college for 2006-07.

### The views of learners

- Learners met during the visit were very positive about the college, their courses and lessons. Their work is marked regularly, with helpful feedback. A few learners were concerned about easy access to resources. The college has made a considerable investment in a new information technology centre and accommodation for music.

## Leadership and management

### Progress since the last annual assessment visit

- The college is making good progress since the last annual assessment visit. The principal and senior team are managing change successfully. Staff are well motivated and feel they have a part to play. The college focus is in making improvements which will benefit their learners.

Recruitment to the college is good and has increased at all levels, particularly for 16 to 18 learners. Targets have been exceeded. The college has successfully re-engaged hard to reach learners in Bridlington.

- Staff are involved effectively with the self assessment process. In the summary section which reviews their 2004/05 report the college judges that many areas have improved and are now good. Detailed curriculum action plans are clear on what is required, although this is not covered in the short summary text. Managers feel they are encouraged to intervene and take responsibility for their curriculum areas. The college has a clear strategic aim that the key areas for improvement are to achieve some outstanding provision and the increase rate of improvement.

#### Progress in employer engagement

- Strategic management is more coherent. A business development team has been established which draws together expertise from across the college and externally. Good practice is shared in work based learning through a consortium of nine colleges. The colleges in the Humber region are collaborating together to ensure that any project funds that are available are used well. New projects include, for example, level 1 'Job Centre Plus' and 'Train 2 Gain' contracts. The college is meeting challenging targets in the three year development plan.