



ADULT LEARNING  
INSPECTORATE



Office for Standards  
in Education

## East Riding College

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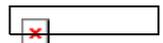
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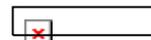
**Basic information about the college**



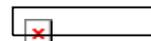
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Name of college:	East Riding College
Type of college:	General Further Education College
Principal:	Mike Jutsum
Address of college:	Gallows Lane Beverley HU17 7DT
Telephone number:	0845 120037
Fax number:	01482 306675
Chair of governors:	Paul Downey
Unique reference number:	130582
Name of reporting inspector:	Lindsay Hebditch HMI
Dates of inspection:	19-23 May 2003

**Part A: Summary**



## Information about the college

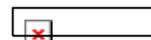


East Riding College is a general further education (FE) college which was formed by the merger of Beverley and East Yorkshire colleges in March 2002. The largest of its sites are in the towns of Beverley and Bridlington. Some 65% of the college's activity takes place at these two centres. There are smaller sites in Carnaby, Hull, Driffield and Hornsea. In addition, a programme of courses is taught at 34 venues within other market towns and villages in the East Riding.

The college draws its students from a wide variety of backgrounds, including the urban areas of Beverley, Bridlington and Hull, and the dispersed rural and seaside communities of the East Riding and North Yorkshire. It provides courses in most vocational areas. In 2001/02, there were over 14,000 enrolments, the equivalent of some 2,275 full-time students. Approximately 60% of the full-time equivalent students were aged 19 or older. Enrolments of full-time students increased by 5% in 2002/03. In that year there were also 224 students aged 16 to 18 who were following modern apprenticeships at foundation and advanced levels. Some 42% of students are enrolled on courses at level 1, 30% at level 2 and 12% at level 3. About 1% of students are from minority ethnic groups. Some 59% of students are female.

The college's mission is 'to be a key leader and partner in social and economic regeneration across the region, providing access to high-quality education, training and organised leisure opportunities throughout life'.

## How effective is the college?



The quality of provision is good in: engineering; business, administration, management and professional; health and social care; and provision for students with learning difficulties and/or disabilities. Provision in information and communications technology (ICT), visual arts and media, English and modern foreign languages, and in literacy and numeracy is satisfactory. Provision is unsatisfactory in construction, hospitality and catering, and hairdressing and beauty therapy. The main strengths and the areas that should be improved are listed below.

### **Key strengths**

- strong leadership
  
- effective communications throughout the college
  
- good strategic planning

- excellent community links and partnerships
- well-equipped learning resource centres
- good ICT resources
- well-maintained premises
- good range of courses
- very good personal support for students.

***What should be improved***

- retention and pass rates in some curriculum areas
- teaching on courses for students aged 16 to 18
- specialist resources for carpentry and joinery, motor vehicle engineering, catering, hairdressing and beauty therapy, and travel and tourism
- organisation and delivery of key skills
- management and co-ordination of work-based training
- course management

- o insufficiently rigorous quality assurance procedures.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

### Quality of provision in curriculum and occupational areas

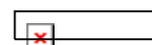


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).

Area	Overall judgements about provision, and comment
Construction	<b>Unsatisfactory.</b> Retention rates are high but pass rates are poor on most courses. Teaching in brickwork is good. Teaching in carpentry and joinery is unsatisfactory. There are inadequate specialist resources in carpentry and joinery. Tutorial support is ineffective.
Engineering	<b>Good.</b> Pass rates are good on many courses. Retention rates are low on the motor vehicle, mechanical and electrical systems course. Few students successfully complete the modern apprenticeship framework. Teaching and learning are good. Assessment in the workplace is effective. There are good practical training facilities for most courses. The vehicle stock is unsatisfactory. Partnership arrangements are well established and productive.
Business, administration, management and professional	<b>Good.</b> Pass and retention rates are good on most courses. Pass rates on National Vocational Qualification (NVQ) courses are unsatisfactory. Most teaching and learning are good. Lessons are well planned and stimulating. Good use is made of ICT. Some aspects of the management of NVQ courses are unsatisfactory, including course planning and assessment.
Information and communications technology	<b>Satisfactory.</b> There is a good range of courses. Pass rates are good on many courses. Most teaching is satisfactory. There is insufficient checking of students' progress in lessons. Specialist resources and learning materials are good. Some teaching accommodation is unsatisfactory. Curriculum management is unsatisfactory.
Hospitality and catering	<b>Unsatisfactory.</b> Retention rates are high on most courses. Pass rates are mostly satisfactory, but are poor on food and drink service courses. Provision at level 3 is good. Teaching and learning are unsatisfactory on NVQ courses at levels 1 and 2. Links with schools and community groups are effective. Support for individual students is good. Some NVQ assessment practice is poor. Operational food safety practice is very poor and staff training is inadequate. Leadership and management are unsatisfactory.
Hairdressing and beauty therapy	<b>Unsatisfactory.</b> There are good pass rates for NVQ level 3 beauty therapy and Indian head massage. Pass rates for NVQ level 2 hairdressing and beauty therapy are low. Much teaching in beauty

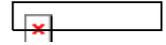
	therapy is unsatisfactory. Support for individual students is effective. Assessment practices are poor on NVQ courses. Resources are inadequate. There is insufficient quality assurance of provision. Provision for modern apprentices is very weak.
Health and social care	<b>Good.</b> Retention and pass rates are high on most courses, but are low on Advanced Vocational Certificate of Education (AVCE) health and social care. Teaching is good. Assessment is rigorous and thorough. The implementation of key skills on early years courses is unsatisfactory. Leadership and management are good.
Visual arts and media	<b>Satisfactory.</b> Pass rates are good on most courses. Retention rates are low. Teaching on the foundation diploma course is good. ICT facilities are good. Some of the accommodation at Beverley is inadequate. Management is unsatisfactory.
English and modern foreign languages	<b>Satisfactory.</b> There is an extensive range of courses in modern foreign languages. Pass rates on many courses were good in 2002. Retention rates are high on Award Body Consortium (ABC) practical language courses, but low on many other courses. Most teaching is satisfactory. Insufficient use is made of the target language in modern languages lessons. Resources are satisfactory.
Provision for students with learning difficulties and/or disabilities	<b>Good.</b> There is a good range of courses. Students' achievements are good. Teaching of personal and social skills is good. Effective use is made of students' individual learning plans. Teachers do not receive sufficient guidance on how to make the most effective use of learning support assistants. Students are successfully integrated into the life of the college.
Literacy and numeracy	<b>Satisfactory.</b> There is a good range of courses. Retention and pass rates are low for General Certificate of Secondary Education (GCSE) mathematics and English. Most teaching is satisfactory. Teaching in lessons for English for speakers of other languages (ESOL) is good. There is insufficient planning to develop the literacy and numeracy skills of individual students.

### How well is the college led and managed?



Leadership and management are satisfactory. Senior managers and governors provide a clear strategic direction for the college. Leadership is strong. Communication within the college is good. The merger has been successfully managed. The college has addressed its previously poor community relations in Bridlington. It has developed successful partnerships for education and training and plays a major role in the regeneration of the East Riding. Most pass rates on courses at all levels and for students of all ages are above the national averages. Current figures for in-year retention show further improvement on rates that were already above the national average. Self-assessment is comprehensive, but insufficiently self-critical of the quality of teaching and learning. The college's efforts to improve the quality of teaching have had insufficient impact on lessons for students who are aged 16 to 18. Course management is ineffective in some curriculum areas. The management of work-based learning is unsatisfactory. Accommodation and resources have been improved. The college's management information system provides reliable data. The college provides satisfactory value for money and has a careful and prudent approach to financial management.

## To what extent is the college educationally and socially inclusive?



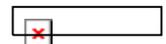
The college's response to education and social inclusion is good. It is successfully implementing its strategy to develop provision at diverse locations in order to meet the needs of a broad range of students. The college has good partnership arrangements, which are being used to successfully widen participation. The college is making a strong contribution to social and economic regeneration in the region. The college is fulfilling its duty under the Race Relations (Amendment) Act satisfactorily. Comprehensive procedures are in place to support the monitoring of equality of opportunity. The college has produced a race equality policy and has made good progress towards its implementation. The proportion of students at the college from minority ethnic backgrounds, although low, is higher than that in the local population. The college has also made good progress in its response to the Special Educational Needs and Disability Act. Detailed information is produced on students' performance in relation to gender, ethnicity, age and learning needs. The information is analysed carefully and conclusions are regularly reported to governors. Staff receive effective training in equal opportunities issues. The college makes good provision for students with learning difficulties and/or disabilities. Basic skills provision is satisfactory. Access to the college for students with restricted mobility is satisfactory.

## How well are students and trainees guided and supported?



Guidance and support for students are good. Students are provided with effective and impartial guidance prior to enrolment. Most students complete an initial assessment to identify their individual learning support needs and preferred learning styles. The college provides a good range and level of learning support, but this support is not sufficiently influenced by the outcomes of the initial assessment. The student services team provides a comprehensive range of support services to students, including welfare, financial and counselling services. The student support fund is used effectively to help students overcome barriers to study. There are well-designed tutorial arrangements, supported by good materials, to promote personal and social development. However, the tutorial arrangements are not implemented consistently. Students' attendance is monitored closely and effective action is taken to improve it.

## Students' views of the college



Students' views about the college were taken into account and a summary of their main comments is presented below.

### ***What students like about the college***

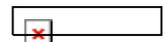
- friendly and adult atmosphere
  
- good supportive teachers

- quality of personal support services
- good accommodation and facilities
- good advice and guidance about courses
- nursery provision.

***What they feel could be improved***

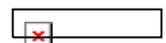
- car parking
- access to the college
- resources in some curriculum areas.

**Other information**



The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local Learning and Skills Council (LSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC is responsible for ensuring that, where inspectors have judged there to be unsatisfactory or poor provision in a curriculum area or in leadership and management, the Office for Standards in Education (Ofsted) receives the college's post-inspection action plan within the stipulated two months.

**Part B: The college as a whole**



## Summary of grades awarded to teaching and learning by inspectors

Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	53	31	16
19+ and WBL*	75	19	6
Learning 16-18	54	31	15
19+ and WBL*	80	17	3

Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).

\* work-based learning

## Achievement and standards

1. The earliest complete data available on students' retention and pass rates are for the year 2002. These data indicate that, with the exception of level 1 courses for students aged 16 to 18, pass rates for all ages, and at all levels, are above national averages. Pass rates are good on most courses in business, administration, management and professional, ICT, health and social care, visual arts and media, and in English and modern foreign languages. However, pass rates are poor in construction and on many courses in hospitality and catering, and hairdressing and beauty therapy. Retention rates are at or above the national average for courses at all levels for students aged 16 to 18. Retention rates for older students are above the national average for all levels except for level 1. However, retention rates are low in visual arts and media, and in English and modern foreign languages. College data for 2003 indicate that retention rates are improving. The level of students' attainment in many lessons is satisfactory and sometimes good. The attainment of older students was good, and better than in lessons for students aged 16 to 18. Students in business, administration, management and professional, health and social care, and in provision for students with learning difficulties and/or disabilities demonstrate good attainment. Students work well when undertaking practical activities in construction, but the standards achieved in practical work in hairdressing and beauty therapy and in visual arts and media are low. In most lessons, students' written work is at the level expected for their courses. Students' written explanations are clear and well presented. However, some younger students are not developing appropriate personal and study skills. Many students who follow vocational courses are also entered for qualifications in key skills. Pass rates in key skills at levels 2 and 3 are low.

2. Some of the curriculum reports in Part C of this report do not contain tables to demonstrate a sample of retention and pass rates because of the low numbers of students who were enrolled. Most of the tables that have been published omit data on retention and pass rates before 2002 because of the difficulties in representing accurately historical data from the pre-merger colleges.

### 16 to 18 year olds

3. The college offers a wide range of courses for full-time students aged 16 to 18. At the time of the inspection, 31% of the 897 full-time students were following courses at level 1, 43% at level 2, and

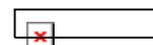
26% at level 3. In 2002, retention rates on level 3 courses were good and pass rates were similar to the average for general FE colleges. Retention and pass rates on NVQ level 3 qualifications, national diplomas and AVCE courses were above the national average. However, the college's overall pass rate for General Certificate of Education Advanced Subsidiary (GCE AS) courses of 65% was well below the national average of 75% for similar colleges. Retention rates were also low, at 70%. At level 2, the best results are achieved by students following courses leading to General National Vocational Qualifications (GNVQ) intermediate qualifications. 90% of students completed these courses successfully in 2002. Many full-time students re-take GCSE mathematics and English to improve their grades. However, results are poor. In 2002, the retention rate for GCSE subjects was 57% and the pass rate 63%; both well below the national averages of 74% and 81%, respectively. At level 1, most students follow courses leading to GNVQs and NVQs. Retention and pass rates on level 1 courses are satisfactory.

### **Adult learners**

4. Some 60% of the college's students are adults. They perform well. Pass rates at levels 1, 2 and 3 were above the national average in 2002. Pass rates for GCE AS, access to higher education (HE), NVQ level 3 and GCSE courses were good. The pass rate for the 8,156 students who took short courses in 2002 was high, at 91%. Retention rates on courses specifically designed for adults are generally higher than the national average for general FE colleges.

5. Pass and retention rates on modern apprenticeship programmes are poor. Of the 224 modern apprentices who were due to finish their programme in 2002, only 12% achieved the complete modern apprenticeship framework. Students who successfully complete their NVQ often fail to obtain qualifications in key skills. More trainees successfully complete NVQs in the workplace through the college's day release provision than through modern apprenticeship programmes.

### **Quality of education and training**



6. Teaching, learning and attainment were graded by inspectors in 156 sessions. They judged that teaching was good or better in 62% of the sessions observed, satisfactory in 26%, and less than satisfactory in 12%. Teaching is best in health and social care and provision for students with learning difficulties and/or disabilities. In these curriculum areas, 86% of the teaching is good or better. The highest proportions of unsatisfactory teaching are in construction, hospitality and catering, and hairdressing and beauty therapy, where at least 25% of teaching is unsatisfactory. No unsatisfactory teaching was observed in engineering or health and social care. The standard of teaching and learning is much better on courses for adult students than on those for students aged 16 to 18s. On many courses, however, there is a mixture of these two groups of students.

7. In the lessons observed, the attendance rate of 76% was below the average for inspections in general FE colleges in 2002. The highest attendance rate was in health and social care, at 88%, and the lowest was in construction, at 67%. There are many small classes. The average class size for the lessons observed was very low, at 7.0. The small number of students in some lessons in visual arts and media, and in modern foreign languages makes it difficult for students to develop critical and analytical skills. The best lessons are well planned and set in the context of well-designed schemes of work. In some vocational areas of learning, the theory lessons are closely linked to practical lessons so that they complement each other. This is particularly evident in engineering and in health and social care. The standard of teaching is higher in theory lessons than in practical lessons. Lesson planning is unsatisfactory in many practical sessions in construction, ICT, hospitality and catering, and in hairdressing and beauty therapy.

8. The quality and success of key skills teaching varies. On some courses, key skills are successfully integrated with other aspects of students' learning. In construction, for example, key skills are linked to occupational skills. However, on most courses, key skills are not integrated into

the work in this way. Students do not value the key skills element of their courses. Students demonstrate satisfactory ICT skills, but have few opportunities to develop them further in lessons.

9. Most full-time staff are appropriately qualified. They have a sound knowledge of their vocational area and draw on this effectively in lessons. The college also employs significant numbers of fractional and part-time teachers. The number of these teachers who possess a teaching qualification, or are in the process of achieving one, is low, at 64%. However, the quality of teaching in lessons taught by part-time teachers is the same as the overall college profile. In hospitality and catering, insufficient teachers and technicians have undertaken recent professional updating.

10. The college has made significant improvements to its accommodation since the merger. For example, it has replaced many of its temporary buildings at Beverley with a new block of purpose-built classrooms and has improved access for students with restricted mobility. Accommodation is well maintained and clean. In most curriculum areas, classrooms are subject specific, contain good displays of relevant learning materials, and provide a stimulating environment for learning. Many classrooms have interactive whiteboards and high-quality digital projectors. However, a few classrooms are too small for the groups using them. Classrooms in the new Quadrant building at Beverley suffer from noise from adjacent rooms. Most practical workshops are clean, safe and provide realistic working environments. There are good specialist resources for ICT and health and social care. However, resources for motor vehicle engineering, carpentry and joinery, and hairdressing and beauty therapy are unsatisfactory.

11. The college has invested significantly in ICT facilities. Some 750 computer workstations are available for students, giving a good ratio of 1 computer to 3 full-time equivalent students. Access to the Internet and the college's intranet is very good. The intranet provides a good range of learning resources and information for students. However, students do not use this information as extensively as they should. Some computer rooms are hot and stuffy and are too noisy for students to concentrate on their work. The college's computer bus provides ICT courses in many rural locations throughout the East Riding of Yorkshire. It has ten computer workstations and additional laptop computers if needed.

12. Students value the well-managed learning resource centres. These centres are pleasing places in which to learn and provide sufficient study spaces and separate areas for quiet private study and group work. There is a central inventory of book stock and other learning materials. The range of books, journals, CD-ROMs and multimedia materials is adequate in most subjects. However, there are insufficient foreign periodicals available to modern language students.

13. There are clear policies and procedures relating to the assessment and monitoring of students' progress. On most courses, students' written coursework and homework are conscientiously marked and returned within agreed time limits by subject teachers. Many teachers provide students with useful and detailed feedback on their work. The college has comprehensive internal verification procedures. These are carried out thoroughly on most vocational courses, but have been ineffective in assuring the suitability of assessment on NVQ programmes in hospitality and catering, and hairdressing and beauty therapy.

14. Students' progress and achievements are carefully monitored and recorded. On many courses, teachers have access to up-to-date computer-based records of each students' achievements. There is an effective system of termly progress reviews. The college sends regular progress reports to employers of trainees on most work-based programmes. Employers value this feedback. Most students receive written reports on their progress twice each year. These reports, together with annual parents' evenings, also provide feedback to the parents of younger students. However, the college policy on reports and parents' evenings is not applied consistently and some parents receive insufficient information.

15. The college provides an extensive range of learning programmes, from entry level to HE. It is responsive to the local and wider community through the development of a large number of socially inclusive community partnerships. For example, the college has developed a UK Online centre for the Chinese community in Hull. The college works closely with local schools to provide vocational courses for some 400 students aged 14 to 16 years. Pupils attend college for part of their course

and are also taught by college staff at their school. Curriculum provision is discussed openly with other providers of full-time education in the area to avoid excessive duplication. For example, the college has agreed with 18 local secondary schools that it should not provide full-time GCE Advance level (A-level) courses for students aged 16 to 18.

16. Good contacts exist with employers. Work-based learning provision covers most occupational areas in the local economy, although the numbers of students in some areas of learning are low. The college works with some 350 small to medium size employers and in the past year has provided short courses for 759 employees in areas such as health and safety, food hygiene, first aid and professional development. The college also runs a large number of short, professional, full-cost courses for employers, and customised trade union studies courses at the St James Centre, Hull. The college has recently established an employers' forum, but it is too early to assess its effectiveness. In hospitality and catering, and hairdressing and beauty therapy, liaison with employers has been less effective. Teachers in these areas are not sufficiently aware of current industry standards.

17. Enrichment activities have been extensively developed within the college. Students speak highly of the opportunities that they have to extend their studies. The range of activities offered varies between the different vocational areas. For example, students with learning difficulties and/or disabilities make good use of the variety of activities available to them. However, there are few opportunities for enrichment for students in construction and in hospitality and catering.

18. The support and guidance arrangements at the college are good. Student support and guidance are well managed and co-ordinated centrally by the student services unit.

19. Full-time students attend 'taster' days in July, to sample lessons and to help them make an informed choice of their studies. Open days provide good opportunities for students to meet and talk with teachers, collect information and have the range of courses available to them explained. Initial advice and guidance are impartial, comprehensive and highly regarded by existing students. Course guides and prospectuses are attractive and easy to understand. There is a well-structured induction programme for students. The induction process is not tied to a particular time of year. Students starting courses at any time receive effective induction.

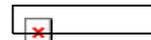
20. All full-time students and an increasing proportion of part-time students have an initial assessment of their basic skills needs before starting their college course. Many students also have their preferred learning style identified and in some areas, for example, ICT and modern foreign languages, students' prior learning is assessed. The use made of initial assessment results varies. For example, in provision for students with learning difficulties and/or disabilities, students receive a detailed assessment that is used effectively to plan learning. However, little use is made of initial assessment in the planning of future assessment in many vocational areas. The college provides a good range and level of learning support for students, both within lessons and in drop-in workshops. Support for students with more specific difficulties, such as dyslexia, is often provided individually. In the current year, some 31% of full-time students have been identified as having additional support needs. However, not all of the students who need additional support choose to receive it.

21. The range and effectiveness of personal support for students is very good. Specialist careers advice is available from well-qualified college staff and advisers from Connexions and the Information, Advice and Guidance service. The college provides exceptional welfare advice and guidance to students. The student support fund is used effectively to promote access to learning by meeting the costs of childcare, transport and course materials for many students. Childcare arrangements are good. The college runs a nursery on the Bridlington site. The college works closely with local childminders' associations to provide a network of childminders who students can use when attending the college.

22. The college has recently introduced revised arrangements for its tutorial provision. Tutors have the responsibility of planning their own tutorials within a prescribed framework. This enables them to match the tutorial programme to the needs of their particular group. It is too early to judge the impact of the new arrangements. Students are aware of the need to be punctual and attend regularly. Attendance is closely monitored and the college's retention and support unit intervenes whenever

significant concerns are identified. The unit has had a positive impact on retention rates on some courses. An enterprising range of incentives, including book vouchers for good attendance in the autumn term and luncheon vouchers for attendance on 'catch up' days, have been used effectively to promote better attendance and retention rates.

## Leadership and management



23. Leadership and management are satisfactory. The college has a clear sense of purpose. The merger has been well managed. The principal and senior managers provide strong leadership. The college has overcome some poor community relationships in Bridlington to develop successful partnerships for education and training. Good practice from each of the former colleges is being shared and action taken to address weaknesses. The college's planning processes are effective. The current strategic plan is a comprehensive document, which includes clear and simply stated strategic objectives. Operating schedules in curriculum and service areas set out how these strategic objectives and college targets to improve students' recruitment, retention and achievement will be achieved. The college has exceeded its targets for the recruitment of students aged 16 to 18 and is making good progress towards achieving its target for the recruitment of adults. Retention and pass rates are at or above the national average on the majority of courses. College data for 2003 indicate that retention rates are improving. However, low retention and pass rates are weaknesses in a significant minority of courses. Students' achievements in key skills are unsatisfactory and few modern apprentices complete their full training framework.

24. Governors are appropriately involved in setting the strategic direction of the college. Members of the corporation are drawn from a variety of backgrounds in the local community and know the college well. They have a clear understanding of the college's contribution to regeneration within the East Riding. Governors effectively monitor the progress that the college is making towards achieving its strategic objectives and targets. They carefully monitor the financial position of the college and set targets for their own performance.

25. Too much course management is unsatisfactory. Courses in health and social care and in provision for students with learning difficulties and/or disabilities are well managed. Schemes of work are of good quality. Course teams meet regularly and plan effectively to improve retention rates and students' achievements. However, management is unsatisfactory in visual and performing arts, ICT, hospitality and catering, and hairdressing and beauty therapy. Inadequate co-ordination of courses across sites, ineffective quality assurance, unsatisfactory co-ordination of work-based training and poor assessment practices contribute to unsatisfactory course management in these areas.

26. Quality assurance procedures are comprehensive but applied inconsistently. Course reviews and target setting help to identify where performance is unsatisfactory. The best reviews contain a detailed analysis of performance against targets and clear judgements on the quality of teaching and learning. However, many course reviews are superficial and contribute little to course evaluation. Curriculum quality leaders develop action plans with course teams to address identified weaknesses. These are aggregated to form the basis of regular reports to senior managers, academic board, governors' committees and the full corporation. However, action plans fail to make appropriate use of the detailed information on the quality of teaching and learning that the college gathers through its lesson observation process, the analysis of students' views and feedback from parents and employers.

27. The college's self-assessment report is aligned to the structure of the Common Inspection Framework and in many aspects provides an appropriate level of detail. Strengths and weaknesses identified in the report are generally accurate, but weaknesses in teaching and curriculum management are understated. Lesson observations carried out internally resulted in the college overestimating the quality of some of its teaching. The college did not identify the significant difference in the quality of teaching in lessons for students aged 16 to 18 and adult students. The

proportion of unsatisfactory lessons observed by inspectors was above the national average for general FE colleges. The proportion of good, very good or outstanding lessons was below the national average.

28. The well-managed staff appraisal system contributes directly to the identification of staff development needs. Staff have good opportunities to further develop their teaching skills and acquire additional professional qualifications. Management information is generally reliable. Managers have made good progress in successfully merging performance data from the former colleges. All staff have access to on-line management information. However, they do not make full use of the range of reports available to them. The accuracy and reliability of the data held on modern apprentices is unsatisfactory.

29. The promotion of equal opportunities and race relations in the college is satisfactory. The college has a disability statement, an equal opportunities policy and a race relations policy with supporting procedures and clear action plans. The policies meet the requirements of current legislation, including the Special Educational Needs and Disability Act. Detailed information is produced on students' performance in relation to gender, ethnicity, age and learning needs. The information is analysed carefully and conclusions are regularly reported to governors. Arrangements for monitoring health and safety in the college are satisfactory but arrangements for monitoring food safety are inadequate. The food safety procedure does not meet current requirements; stock control is poor. The college has made good progress in establishing productive links and partnerships with schools and community organisations. It is active in developing new partnerships to address the need for economic regeneration in its hinterland. Initiatives include improving the skills of the local fishing industry workforce. The college has developed a 'boat to throat' programme to raise awareness of school pupils about careers in the fishing industry. The college is working in partnership to develop a centre of automotive excellence through its association with the Nihon Automotive College in Japan.

30. Financial management is satisfactory. Financial control procedures are clear and well understood. Managers and governors receive detailed financial accounts, which they use to monitor the financial position of the college. Sector managers carefully monitor expenditure against budget profiles. The college provides satisfactory value for money. Budgets are carefully controlled. The use of accommodation is reviewed regularly. Staff are effectively and efficiently deployed. The college is aware of its low average class size and plans to address the issue in its next planning cycle.

## Part C: Curriculum and occupational areas



### Construction



Overall provision in this area is **unsatisfactory (grade 4)**

#### **Strengths**

- high retention rates on most courses
  
- good teaching on brickwork courses

- o effective integration of key skills.

**Weaknesses**

- o poor pass rates on most courses
- o unsatisfactory teaching on carpentry and joinery courses
- o inadequate specialist resources for carpentry and joinery
- o ineffective tutorial support.

**Scope of provision**

31. The college provides an appropriate range of construction craft courses. These include NVQs in brickwork and carpentry and joinery, and foundation, intermediate and advanced construction awards. The college also offers specialist courses in wood machining and furniture crafts. Most enrolments are on courses at levels 1 and 2. The college has introduced both day and evening courses in basic painting and decorating. There are currently 123 full-time students and 302 part-time students. Some 60% of students are aged 16 to 18.

**Achievement and standards**

32. Pass rates on most courses are poor. In 2002, no students were successful in gaining NVQ level 3 carpentry and joinery or the foundation and intermediate construction awards. Pass rates for NVQ level 1 carpentry and joinery and NVQ level 1 brickwork are low. However, pass rates for NVQ level 2 bricklaying are above the national average. Retention rates on most courses are at or above the national average. In 2002, retention rates for NVQ level 2 bricklaying and NVQ level 3 carpentry and joinery were 93% and 100%, although the number of students was low. Students acquire good practical skills in bricklaying and furniture crafts. In one bricklaying lesson, a student was able to construct a semi-circular arch to industry standards. Students carry out practical work competently and safely in the majority of lessons. However, in a furniture crafts lesson, one student failed to keep the power cable of a powerful and potentially dangerous portable sander away from the circulating abrasive belt while sanding a cabinet top. Students' practical work is displayed in workshops. In carpentry and joinery, basic joints cut by students are mounted on shields and displayed on walls. Students produce satisfactory portfolios of evidence. The better portfolios contain information from the Internet and photographic evidence of tasks completed in the workplace or college. Most students are punctual. However, students' attendance at the lessons observed was low, at 67%.

**A sample of retention and pass rates in construction, 2002**

Qualification	Level	Completion year:	2002
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NVQ wood occupations	1	No. of starts	23
		% retention	96
		% pass rate	64
NVQ trowel occupations	1	No. of starts	20
		% retention	75
		% pass rate	60
NVQ bricklaying	2	No. of starts	14
		% retention	93
		% pass rate	69

Source: ISR (2000 and 2001), college (2002)

### **Quality of education and training**

33. Most teaching in brickwork and furniture crafts is good. Lessons are well planned and contain a variety of approaches to make learning interesting. Teachers relate their lessons to current industry practice and students' experience. More able students are encouraged to develop high-quality trowel skills. In one successful lesson, an NVQ level 2 student worked enthusiastically to produce a Gothic-style arch of complex construction. Much teaching in carpentry and joinery is unsatisfactory. In these lessons, teaching is unimaginative. Teachers do not check that students understand the work. In one lesson, the teacher spent a long time asking questions that the majority of students did not understand. The students became bored and inattentive. In another lesson, students were required to mark out and cut simple frame mortise and tenon joints. There were insufficient mortise gauges and mortise chisels for the students to use, and the quality of their work was poor. The teacher failed to correct the basic mistakes that students made. Key skills are integrated effectively into lessons. Teachers use materials developed by construction specialists. In addition, specialist key skills teachers set vocational assignments which generate additional evidence to meet key skills requirements.

34. Most assessment is thorough. Students understand assessment requirements. Assessment decisions are clear and teachers give appropriate guidance to students on how they can improve their performance. Assignments are set at an appropriate level and are effectively related to industry standards.

35. Students receive good advice and guidance from their teachers when they join the college. Initial guidance is thorough and discussions at interviews allow prospective students to make an informed choice of course. Full-time students are assessed during induction, on literacy, numeracy and preferred learning style. As a result of these assessments, additional learning support is offered where it is needed. Subsequent tutorial support is ineffective. Many students have not attended a tutorial since they began their course.

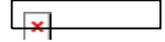
36. Teachers are generally well qualified, but some have little recent industrial experience. There is no qualified assessor in carpentry and joinery. There is insufficient technician support in the wood machining area during some lessons. Specialist resources in brickwork are good. However, in carpentry and joinery, there are insufficient hand tools. Those that are available for students to use are poorly maintained.

### **Leadership and management**

37. Leadership and management are satisfactory. The college identified the weaknesses in provision in its self-assessment. Communications have improved. There are now regular team meetings, which give appropriate consideration to retention rates and students' achievements. Staff performance and professional development are managed effectively. Staff who do not possess teaching qualifications are encouraged to achieve them. The promotion of equal opportunities is

satisfactory, but has yet to influence the under-representation of female students on construction courses.

## Engineering



Overall provision in this area is **good (grade 2)**

Contributory grade for work-based learning is **satisfactory (grade 3)**

### **Strengths**

- good achievements on the NVQ level 2 performing manufacturing operations course
  
- good teaching and learning
  
- good practical training facilities for most courses
  
- effective assessment in the workplace
  
- productive partnerships.

### **Weaknesses**

- poor pass rates on modern apprenticeship programmes
  
- low retention rates on the motor vehicle mechanical and electrical systems course
  
- unsatisfactory vehicle stock for motor vehicle courses.

### **Scope of provision**

38. The college offers a broad range of full-time and part-time courses in engineering, including manufacturing engineering, automotive vehicle servicing and repair, marine craft engines and

associated systems, and computer-aided design. Some 32 students are following modern apprenticeships in motor vehicle maintenance. Enrolments on most courses are low. However, the college introduced an NVQ level 2 programme in performing manufacturing operations in 2002, in association with two local companies. Some 400 students are currently enrolled on this course.

### ***Achievement and standards***

39. Many courses have been introduced in the last year, or have low numbers of students. On the courses that are well established, retention and pass rates are mostly at or above the national average. The retention and pass rates on the progression award in motor vehicle servicing were 80% in 2002, well above the national average. Retention rates on the first diploma and national certificate in engineering are good. However, the retention rate on the two-year NVQ level 2 motor vehicle mechanical and electrical systems course is poor. Only 69% of students who enrolled on this course in September 2002 are still attending. The retention rate for NVQ level 2 performing manufacturing operations is good. Students on this course demonstrate high levels of attainment. Some 25% had already achieved the qualification at the time of the inspection. Pass rates for modern apprentices are poor. The most recent data produced by the college indicate that 19% of modern apprentices successfully completed the full framework in 2002.

40. Full-time students develop a good balance of practical skills and supporting knowledge and are able to demonstrate their understanding when undertaking assignments. Practical work is carried out competently and with due regard to health and safety. Students are competent in the use of equipment, and handle tools confidently. Individual projects undertaken by students are of a good professional standard. Attendance is satisfactory. Part-time adult students attend regularly.

### ***Quality of education and training***

41. Teaching and learning are good. Teachers have good technical knowledge and plan their lessons carefully. In the best lessons, teachers use a range of different learning activities to sustain students' interest and to link theory to practice. Students use well-produced learning materials to gain knowledge of topics before moving into the workshops to complete their related practical training. The average class size of 6.7 is low. In three lessons observed, only two students were present. Students receive good individual tuition in the use of equipment in practical lessons. However, the low numbers mean that there are few opportunities for students to discuss their work with their peers. Key skills for work-based learners are fully integrated into NVQ programmes. However, some students who are nearing the end of their course have still to complete their key skills qualifications.

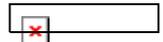
42. Assessment is well planned and effective. In mechanical workshops, work is assessed as set tasks are completed. Assessors make sufficient visits to students in the workplace and use a good range of assessment techniques. Assessment decisions are fair. Students receive satisfactory support from their teachers and tutors. However, individual learning plans are not routinely updated. Targets are imprecise. Individual learning plans contain few references to the effectiveness of the additional support in basic skills that many students receive.

43. Staff are well qualified and experienced. There are good training facilities for most courses. The college has purchased new diagnostic equipment for motor vehicle and motorcycle training. Welding facilities have been improved by updating the existing welding sets and installing a new fume extraction system. Mechanical engineering equipment, whilst old, is suitable for purpose. However, the vehicle stock is outdated. Students do not receive sufficient training on up-to-date vehicles. Excellent partnership arrangements with Japanese manufacturers and a Japanese automotive college have contributed to improvements in resources and the training of teachers in specialist engineering activities. Students are sent from Japan to study at the college and gain practical experience in local garages. A major motorcycle manufacturer has donated at least two motorcycles each year and a considerable number of gearboxes and engines to the college. The manufacturer runs training and updating courses for their own technicians on college premises. College staff and students attend these courses as part of the agreement with the manufacturer.

### ***Leadership and management***

44. The leadership and management of engineering provision are good. The college attaches a high priority to the development of engineering and automotive courses as part of its strategy to contribute to the economic regeneration of the East Riding. Communications are good. Teachers meet regularly to discuss retention rates and students' achievements. Quality assurance procedures are mostly effective, but implemented inconsistently. Some course reviews lack sufficient detail. The college has been slow to address the poor achievements of modern apprentices in motor vehicle maintenance.

### **Business, administration, management and professional**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- good retention and pass rates on most courses
  
- much good teaching
  
- good use of ICT.

#### ***Weaknesses***

- unsatisfactory achievements on NVQ courses
  
- some poor management on NVQ courses.

#### ***Scope of provision***

45. The college offers a range of courses in business, administration, management and professional studies. Some 788 students follow these courses, 85% of them aged 19 or over. Most students follow part-time courses in word or text processing. Some 20% follow management programmes, including the certificate in personnel practice and the certificate in first line management. Most administration students follow courses leading to NVQ qualifications at level 2 in accounting and administration. There are 15 students following the modern apprenticeship programme in business administration.

#### ***Achievement and standards***

46. Pass rates are good on most courses. In 2002, pass rates for word processing, certificate in personnel practice, computerised accounts and medical word processing were well above the national average. However, pass rates are unsatisfactory on NVQ courses at level 2 in accounting and at level 3 in administration. Retention rates are good. College data on current in-year retention indicate that retention rates are continuing to improve. Students produce a high standard of work. Written work is well presented. Students demonstrate good use of information technology (IT) in their assignments and presentations. Modern apprentices demonstrate appropriate levels of competence. Students of all ages are highly motivated. They develop good independent study skills and offer each other effective mutual support. Attendance in lessons is good, at 80%.

***A sample of retention and pass rates in business, administration management and professional, 2002***

Qualification	Level	Completion year:	2002
Computerised accounts	1	No. of starts	40
		% retention	98
		% pass rate	85
Word processing	1	No. of starts	71
		% retention	96
		% pass rate	96
NVQ accounting	2	No. of starts	25
		% retention	72
		% pass rate	33
Medical word processing	2	No. of starts	21
		% retention	100
		% pass rate	95
Certificate in personnel practice	3	No. of starts	31
		% retention	90
		% pass rate	100

Source: ISR (2000 and 2001), college (2002)

***Quality of education and training***

47. There is much good teaching. Schemes of work are detailed and clear. Teachers use a variety of appropriate teaching methods and make their lessons lively, but also require students to undertake demanding tasks. In most cases, teaching is well planned, stimulating and effective. Teachers take good account of students' individual needs. Good use is made of students' own experiences to introduce topics, and to check and clarify their understanding of basic ideas before moving on to more difficult concepts. In a successful lesson on managing appraisal, students on the certificate in personnel practice course discussed their own experiences of appraisal. The teacher then used her knowledge of training appraisers to demonstrate how to evaluate evidence and set appropriate targets. The students then applied this practical advice to a series of illustrative examples. By the end of the lesson, the students had developed a good knowledge of the theory and practice of appraisal. Students' development of key skills is satisfactory. Key skills are integrated into vocational courses. Students also attend weekly workshops where they complete additional vocational assignments to help them to improve. However, pass rates for key skills are low.

48. Students receive appropriately detailed written and verbal feedback on their work. Progress is systematically monitored and recorded by teachers and tutors. Assessment practice is satisfactory

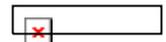
on most courses but is poor on NVQ programmes. Students on these programmes do not have sufficient understanding of the assessment process. Assessments lack rigour. Witness testimonies are not properly authenticated and observations of performance lack detail. Internal verification is regular and thorough; feedback to assessors is satisfactory. Most students undertake an initial assessment of their basic skills. However, this initial assessment is not used in the planning of on-the-job learning for NVQ students, or to identify individual long-term targets for the completion of NVQ and key skills units.

49. Students receive good support from their teachers and tutors. New students participate in an effective induction programme that helps them to understand course requirements. Students who are new to FE particularly value this process. Teachers have wide and relevant occupational experience, and are appropriately qualified. Part-time teachers who are employed in the sector provide students with good knowledge of current business practice. Business administration classrooms are large and well equipped with computers and audiovisual facilities. The business education centre is well resourced and provides NVQ administration students with good opportunities to develop their commercial skills. Students make good use of the range of ICT resources available in classrooms and IT workshops.

### ***Leadership and management***

50. Leadership and management are good on most courses. The large numbers of part-time and fractional staff are managed effectively. Communication is good. Regular team meetings address progression, achievement and internal verification. Course reviews and self-assessment accurately reflect most of the strengths and weaknesses in the vocational area. However, the management of NVQ programmes is poor. Some NVQ assessors are confused about aspects of their role. The planning of learning, especially that which takes place on the job, is poor. Workplace supervisors are supportive of the students placed with them, but are insufficiently involved in the development of NVQ programmes. Some assessors do not attend the formal reviews of students' progress. There is inconsistency in the delivery and assessment of different NVQs and insufficient sharing of good practice between them.

### **Information and communications technology**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- high pass rates on most courses
  
- good specialist resources and learning materials
  
- wide range of courses meeting local needs.

#### ***Weaknesses***

- insufficient checking of students' progress in lessons

- unsatisfactory teaching accommodation for some lessons
  
- unsatisfactory curriculum management.

### **Scope of provision**

51. The college offers a range of full-time courses in computing and IT including national diploma and certificates in computing and ICT, AVCE and GNVQ intermediate and foundation courses in ICT, and the City and Guilds certificate for IT users. Part-time courses include introduction to computers, computer literacy and information technology (CLAIT), desktop publishing, integrated business technology stage 2 and stage 3 (IBT 2 and IBT 3), and European computer driving licence (ECDL). These courses are available at the college's main sites and at many locations throughout the East Riding. The college's computer bus enables students who live in isolated rural communities to follow IT courses.

### **Achievement and standards**

52. Pass rates on full-time and part-time courses are good. In 2002, pass rates were well above national averages for CLAIT, the City and Guilds 7261 computer applications certificate, the national diploma in IT and AVCE IT. Retention rates on most courses were above national averages in 2002. Attendance in lessons is low, at 68%. There is good student progression on part-time courses, particularly for students moving from entry level qualifications to level 1 courses. The quality of students' work is satisfactory on most courses, but students on the national diploma course produce work of a high standard. Two very good computer games have been programmed. Value added analysis is not used systematically to judge students' success or to set individual targets.

### **A sample of retention and pass rates in information and communications technology, 2000 to 2002**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>
City and Guilds 7261 computer applications certificate (short)	1	No. of starts	50
		% retention	94
		% pass rate	89
CLAIT (short)	1	No. of starts	166
		% retention	89
		% pass rate	81
IBT (one year)	2	No. of starts	51
		% retention	88
		% pass rate	68
ECDL (one year)	2	No. of starts	125
		% retention	88
		% pass rate	68
GNVQ intermediate IT	2	No. of starts	36

		% retention	85
		% pass rate	97
City and Guilds 7261 diploma in computer applications (one year)	2	No. of starts	38
		% retention	66
		% pass rate	56
National diploma in IT (two years)	3	No. of starts	20
		% retention	100
		% pass rate	100
AVCE (one year) in computing	3	No. of starts	15
		% retention	80
		% pass rate	83

Source: ISR (2000 and 2001), college (2002)

### **Quality of education and training**

53. Most teaching is satisfactory but the proportion of good teaching is low. In the best lessons, teachers use a good range of different activities to stimulate students' interest. However, in many lessons, more able students are not provided with work that is sufficiently demanding or interesting enough to develop their potential. Teachers rely on students' self-motivation and do not check on what students are learning, or intervene when their work rate is unsatisfactory. In one lesson, students spent too much time in designing colourful and intricate cover sheets for their assignments at the expense of learning new skills. Teachers provide encouragement and give good technical advice, but often overlook ways in which learning could be made more effective. Teachers rely on the use of workbooks in many lessons and overlook the potential of more stimulating learning resources, such as interactive whiteboards. Whilst good on-line resources are available for use on CLAIT courses, they are not used in lessons.

54. The assessment of students' work is generally well planned and implemented, and supported by rigorous internal verification. Students' progress is monitored effectively. Good use is made of progress spreadsheets that are available to students and teachers on the college intranet. Reports are provided to parents twice each year. Initial assessment is used to identify the additional learning needs of students. There is effective additional support in lessons. Most learning support workers have appropriate qualifications to help students with ICT problems. However, three dyslexic students in one class had been given recommendations that would have helped them to complete their course successfully, but the advice was not followed by the students or by the teacher.

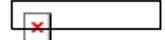
55. Academic and pastoral support is satisfactory. Initial guidance is impartial and careful. Induction is effective. Each full-time student is allocated a personal tutor. Group tutorials are generally well planned and managed and form an integral part of course planning. Individual student tutorials are held regularly and some are well documented, including negotiated action plans. Students are given good advice about course alternatives and HE opportunities.

56. Teachers are well qualified and have relevant professional and vocational qualifications. Specialist resources and learning materials are good. Network facilities between the main sites are reliable and well supported by technicians. The college intranet site provides good resources for students, including course materials and useful guidance for prospective students. There has been substantial investment in interactive whiteboards on the main college sites. The quality of software and hardware available is good. Students have easy access to computers of high specification. However, the college lacks facilities to download large files for student to use at home, particularly using CD-ROM. Some teaching accommodation is unsatisfactory. Students move through areas used for teaching during lessons to gain access to other rooms. Noise levels are high.

### **Leadership and management**

57. Leadership and management are unsatisfactory. Targets are set at course level but receive little attention in course reviews. The self-assessment report is insufficiently critical and does not identify weaknesses in teaching and learning. Lesson observations have over-assessed the quality of teaching. Plans are in now in place to address these issues, but it is too early to make a judgement on their effectiveness.

### **Hospitality and catering**



Overall provision in this area is **unsatisfactory (grade 4)**

#### **Strengths**

- high retention rates
  
- good level 3 provision
  
- effective links with schools and community groups
  
- effective learning support for individual students.

#### **Weaknesses**

- poor pass rates on food and drink service courses
  
- unsatisfactory teaching and learning in NVQ level 1 and 2 lessons
  
- inadequate vocational updating of teachers and technicians
  
- very poor food safety practice
  
- poor assessment practice

- unsatisfactory leadership and management.

### ***Scope of provision***

58. The college offers a range of provision from entry to advanced level for full-time and part-time students. Some 124 students follow NVQ programmes at levels 1 to 3. There are NVQ level 1 courses in: guest services; kitchen porters; food and drink service; and food preparation and cooking. NVQs at level 2 are offered in food preparation and cooking, food and drink service, and in housekeeping. There is also an NVQ level 3 course in kitchen and larder. Small numbers of full-time students follow courses in AVCE hospitality and catering and national diploma in hotel, catering and institutional operations. Full-time students are not provided with opportunities to develop their knowledge and skills through additional enrichment activities. The national licensee's certificate, bar persons' national certificate, dinner party cookery and food hygiene courses are offered part time. There are currently four students following the foundation modern apprenticeship programme in food preparation and cooking.

### ***Achievement and standards***

59. Many courses in hospitality and catering have very low numbers of students. The average class size is 5.4. On NVQ level 1 kitchen porters, AVCE hospitality and catering and NVQ level 3 food preparation and cooking (kitchen and larder) courses, pass rates are well above the national average. Students' achievements on other courses are mostly satisfactory, but are poor on food and drink service programmes. However, data produced by the college indicate that many of the current students on NVQ level 1 food preparation and cooking have already completed the course successfully. Many students also achieve a food hygiene qualification. Retention rates are good on most courses. Students on level 3 courses develop high standards of research and analytical skills. They use IT and audio-visual resources effectively. For example, students used a computer presentation and a video that they had made in a good presentation to local businesses of a feasibility study to develop a conference centre and hotel.

### ***Quality of education and training***

60. Teaching is good or better on courses at level 3. Lessons are carefully planned. Teachers use a variety of different learning activities, appropriate to the particular stage of students' individual development. In one very good lesson, students took turns to lead a discussion on the impact of current world events on the national hospitality industry and tourist development at a local level. Students extended their knowledge whilst developing their ability to analyse and debate critically. There is much unsatisfactory teaching and learning in NVQ lessons at levels 1 and 2. Teaching is often dull and uninspiring; it lacks sufficient variety to sustain the interest of all students. In practical lessons, poor student technique and practice go uncorrected and food hygiene and safety practice are very poor. Out-of-date products are used in food preparation. There is no dedicated hand wash basin at one site. Students' punctuality is poor. Students make progress at NVQ levels 1 and 2 as a result of a high level of individual support rather than the quality of teaching.

61. There is some poor assessment practice on NVQ courses. Assessors do not check that the full assessment criteria have been met when observing students' performance. Some students are given too much guidance during assessment. Completed units in students' portfolios have not had the full criteria entered by the assessor; feedback is often poorly recorded and does not enable students to recognise how they could improve their work. Internal verification has failed to identify this weakness. Learning support for individual students is effective. Initial assessment is used to determine the level and type of additional support that is needed. Progress is monitored carefully. Students value the support they receive within their tutorials.

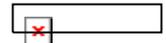
62. Links with schools and community groups are effective. Children from the local Travellers'

community take food hygiene courses at the college. Adults who work in the fishing industry attend college courses as part of the Humber Fishing Community regeneration scheme. However, links with employers are inadequate. Teachers and technicians are insufficiently aware of current good practice in industry and do not receive enough additional training.

### ***Leadership and management***

63. Leadership and management are unsatisfactory. Curriculum management does not focus sufficiently on monitoring and improving the quality of teaching and learning. The identification of staff training needs is ineffective. Quality assurance procedures are inconsistently implemented. There is insufficient monitoring of operational standards and procedures. Self-assessment has not identified the most significant weaknesses in provision. Significant problems arising from the inadequacies of the food safety system have had a serious impact upon the due diligence of the operation, compliance with external requirements and the validity of assessment. The college has taken immediate and decisive action to improve food safety.

### **Hairdressing and beauty therapy**



Overall provision in this area is **unsatisfactory (grade 4)**

Contributory grade for work-based learning is **poor (grade 5)**

#### ***Strengths***

- good achievements on NVQ level 3 beauty therapy and Indian head massage courses
  
- effective support for individual students.

#### ***Weaknesses***

- low pass rates on NVQ level 2 hairdressing and beauty therapy
  
- much unsatisfactory teaching in beauty therapy
  
- inadequate resources
  
- poor assessment practices on NVQ programmes

- insufficient quality assurance
  
- very weak provision for modern apprentices.

**Scope of provision**

64. The college offers full-time and part-time courses at NVQ levels 2 and 3 in both hairdressing and beauty therapy. Short courses include reflexology, aromatherapy, Indian head massage and nail art. Students also take additional qualifications in first aid, salon hygiene and design. In 2003, the college enrolled some 576 students on hairdressing and beauty therapy courses, of which 30% study full time. There are similar numbers of adult students and those aged 16 to 18. There are 33 work-based trainees on modern apprenticeships.

**Achievement and standards**

65. Pass rates are good on NVQ level 3 beauty therapy and Indian head massage courses. However, pass rates for both NVQ level 2 hairdressing and beauty therapy are low. Many students on these courses have insufficient recall of subject knowledge and demonstrate unsatisfactory practical skills. Retention rates are satisfactory on most courses and good on NVQ level 2 hairdressing. Attendance is low, at 67%. Few young people on work based learning programmes are successful. In 2002, 48% of students were retained, but no students completed the modern apprenticeship framework. Few students progress to the level 3 course in hairdressing.

**A sample of retention and pass rates in hairdressing and beauty therapy**

Qualification	Level	Completion year:	2002
NVQ hairdressing	2	No. of starts	37
		% retention	86
		% pass rate	63
NVQ beauty therapy	2	No. of starts	22
		% retention	76
		% pass rate	81
Indian head massage	2	No. of starts	72
		% retention	90
		% pass rate	95
NVQ beauty therapy	3	No. of starts	43
		% retention	91
		% pass rate	90
Aromatherapy	3	No. of starts	30
		% retention	80
		% pass rate	96

Source: ISR (2000 and 2001), college (2002)

### ***Quality of education and training***

66. Most teaching is satisfactory. The best lessons are characterised by good planning and the careful sequencing of tasks. Students find the linking of theory and practice useful in helping them to remember more complex techniques. However, much teaching in beauty therapy is unsatisfactory. Lesson plans and schemes of work lack detail. Students do not understand what is expected of them and have few opportunities to extend their knowledge and understanding. There is insufficient planning of practical lessons. Clients' needs determine activities in hairdressing practical lessons, rather than the developmental and assessment needs of students. Hairdressing students make slow progress.

67. Assessment practices are poor on NVQ courses. Assessment planning is unsatisfactory. The targets that are set are too general and take little notice of students' prior achievements. Practical assessments for some students are unfinished and behind schedule for completion. Tracking of students' progress by both staff and students is weak and it is difficult for students to know exactly what they have achieved and what they have left to do.

68. Work-based learning provision is poor. One-third of the students have work-based assessors. Others rely on assessments by the college at either pre-planned visits or during their off-the-job training. Progress for students who have no work-based assessor is slow. Progress reviews do not set measurable or achievable targets. Little tracking takes place of students' progress and any progress that is made is not systematically recorded in learning plans. Individual learning plans contain incorrect and insufficient information about students and their progress. Some reviews are not carried out in line with planned dates. There is poor communication between on-the-job and off-the-job training. Employers are not involved sufficiently in reviews.

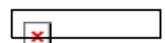
69. Support for students is good. All students receive sufficient information to enable them to make an informed choice of course. Formal and informal tutorials provide opportunities for advice whilst monitoring progress. Teachers work with basic skills specialists to provide effective additional support in lessons. Good use is made of NVQ unit accreditation to provide students with learning difficulties and/or disabilities credit for the skills they can perform. Teachers make special timetabling arrangements to accommodate the needs of parents with childcare responsibilities. There are good links with schools. Younger students attend the college to follow the NVQ level 1 course in hairdressing.

70. Teachers are suitably qualified and experienced. Many part-time teachers also work in salons outside of the college. Specialist resources for both hairdressing and beauty therapy are inadequate. There is insufficient salon space. Students do not have sufficient supplies of specialist equipment and commercial products. Students and staff borrow equipment and resources from other salons, thus interrupting other practical classes.

### ***Leadership and management***

71. The leadership and management of both college-based and work-based provision are unsatisfactory. Practice varies between the two main sites and between the quality of provision in hairdressing and in beauty therapy. The personal presentation of students and the degree of emphasis placed on health and safety are unsatisfactory at Beverley. Self-assessment and course review did not identify the weaknesses in teaching and learning and assessment, or the variable practice. The college relies on part-time teachers to act as course tutors and internal verifiers. Communication with these teachers is unsatisfactory. The college has addressed the management of the vocational area, but the impact of new appointments has yet to have an effect.

### **Health and social care**



Overall provision in this area is **good (grade 2)**

### ***Strengths***

- high retention and pass rates on most courses
  
- good teaching
  
- stimulating learning environment and resources
  
- thorough and rigorous assessment
  
- good leadership and management.

### ***Weaknesses***

- poor retention and pass rates for AVCE health and social care
  
- unsatisfactory implementation of key skills on early years courses.

### ***Scope of provision***

72. The college offers a good range of full-time provision in health and social care and early years. Courses are offered at foundation, intermediate and advanced levels. Some 361 students are enrolled on GNVQ and AVCE courses. NVQs in care and early years are offered at levels 2, 3 and 4. Some 452 students are enrolled on these courses. Part-time courses in early years and counselling are available at the college and in community venues. The college has established good working partnerships with health, social care, childcare and education providers. An entry-level introduction to health and social care course is provided for pupils from local schools.

### ***Achievement and standards***

73. There are good retention and pass rates on most courses. Early years courses consistently meet, or exceed, the national average for retention and pass rates. In 2002, the pass rate on the Council for Awards in Children's Care and Education (CACHE) diploma in child care course was 100%. Students on early years courses demonstrate good levels of personal development and sound professional practice. They are well prepared to take up work placements in local schools and nurseries. Retention and pass rates are good on the GNVQ intermediate course but poor for AVCE health and social care. Many AVCE students fall behind with their work and fail to complete the

course. Pass rates are high on all counselling courses and progression from introductory to certificate level is very good. Counselling students develop skills for responding sensitively to others and are fully aware of the need for keeping information confidential. The best students demonstrate considerable skill in reflective and analytical thinking. There is good progression between courses at levels 2 and 3. The average attendance at lessons observed during the inspection was high, at 88%.

***A sample of retention and pass rates in health and social care, 2000 to 2002***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>
GNVQ foundation health and social care	1	No. of starts	17
		% retention	65
		% pass rate	91
GNVQ intermediate health and social care	2	No. of starts	32
		% retention	81
		% pass rate	85
NVQ direct care	2	No. of starts	75
		% retention	80
		% pass rate	61
Certificate in counselling	3	No. of starts	36
		% retention	91
		% pass rate	97
CACHE diploma in childcare and education	3	No. of starts	29
		% retention	96
		% pass rate	100
National diploma in early years	3	No. of starts	18
		% retention	94
		% pass rate	82

*Source: ISR (2000 and 2001), college (2002)*

***Quality of education and training***

74. Teaching is good. Schemes of work and lesson plans are well matched to course requirements and students' needs. Teachers use a wide range of methods to maintain students' interest and co-operation. Lessons prepare students well for professional practice and placement experience is successfully integrated into all courses. Early years students are introduced to using resources specifically for improving young childrens' understanding of number. CACHE diploma in childcare and education students successfully applied their knowledge of early years settings when learning about the UN convention on childrens' right to play. They provided good examples of how to apply the guidelines in the settings they knew. Teachers are sensitive in their approach to introducing young students to issues related to child abuse and the need for childcare workers to be vigilant when caring for other peoples' children. The implementation of key skills acquisition is unsatisfactory in early years courses. Schemes of work identify opportunities for developing key skills, but in practice students do not attend their timetabled key skills lessons. Students do not appreciate the importance of improving their key skills achievements.

75. Assessment procedures are thorough and rigorous. Students' needs are identified at initial assessment and reviewed regularly to accommodate individual learning styles. Teachers give constructive feedback to students. The monitoring of students' progress is good. Written records of

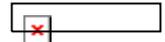
assessment are completed meticulously. All parties involved in the assessment process know what is required for the successful completion of the qualification. Portfolio evidence is good and internal verification procedures meet the code of practice requirements.

76. Teachers are well qualified and have relevant specialist experience, which they draw on to provide vocationally relevant teaching. They take advantage of the opportunities provided for them to attend local and national training events. NVQ assessors are occupationally competent. They work hard to ensure consistency of assessment in the workplace. Accommodation has been improved, and now provides a stimulating learning environment for students. Most courses have base rooms. Base rooms are well equipped and provide attractive working spaces for students.

### ***Leadership and management***

77. Leadership and management are good. Teachers work together effectively. There are regular meetings at which there is effective communication and minutes are taken. Course files are well organised, with details about initial assessment and students' individual learning needs. They document students' progress and achievement and identify any additional qualifications achieved. All courses are evaluated in the context of the college's course review system. Course reviews have been effective in identifying where improvements are needed. Action has been taken to improve attendance, retention and accommodation. Managers have recognised the poor achievement on the AVCE course and have identified appropriate actions to improve it.

### **Visual arts and media**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- good pass rates on most courses
  
- very good teaching on the foundation diploma course
  
- good ICT facilities.

#### ***Weaknesses***

- poor retention rates on most courses
  
- some inadequate accommodation at Beverley

- unsatisfactory management.

### ***Scope of provision***

78. Visual arts and media courses are offered at the Bridlington and Beverley sites. Courses at Beverley include the national diploma in fine art and the foundation diploma in art. AVCEs in media, and art and design are offered at Bridlington. GNVQ intermediate art and design is offered at both sites. There is no level 1 provision for full-time students. Leisure courses for adults include watercolour painting, photography and PhotoShop. Some 58 students are currently enrolled on full-time courses and 50 on part-time courses.

### ***Achievement and standards***

79. Many courses in visual arts and media have very low student numbers. The average class size is 6.3. Pass rates are good on most courses. In 2002, the pass rate on GNVQ intermediate art and design, AVCE media and the foundation diploma in art were all 100%. However, the number of students who complete their course is low. Retention rates are mostly below the national average. Strategies recently put in place to improve retention are yet to have a significant impact. Data provided by the college indicate that the in-year retention rate for GNVQ intermediate art and design has improved to near the national average, but the retention rate on AVCE media has fallen to 26%. Pass rates for key skills are low. The average attendance at lessons observed during the inspection was satisfactory, at 80%. Teachers set insufficiently demanding goals and do not set exacting standards for students' work. Little use is made of value added data to help set realistic performance targets. Students participate effectively in external community projects. AVCE art and design students took part in a successful project to provide a set of paintings for the corridor of a local hospital on the theme of 'coastline'.

### ***Quality of education and training***

80. Most teaching is satisfactory or better. The quality of teaching is higher at Beverley than it is at Bridlington. In the best lessons on full-time courses, teachers use imaginative and creative ways to capture the interest of students. Teaching is very good on the foundation art and design course. In one successful foundation art and design lesson, the teacher used an interesting role play exercise to involve students in the evaluation and critical analysis of each other's work. In another successful lesson, GNVQ intermediate students worked independently on an examination assignment based upon the theme of 'vision'. They demonstrated a good grasp of computer-based digital imaging techniques. Teaching and learning on adult courses are good. Lessons are well planned and benefit from the specialist expertise and experience that teachers bring to their lessons. Students on a City and Guilds photography course were encouraged to produce mature and sophisticated images around the theme of 'movement', showing a wide range of technical and creative techniques. Classroom management of small groups is unsatisfactory. Too much time is taken up with social discussion.

81. Methods used to assess students and record their achievements are inconsistent between sites and different courses. Assessment is rigorous on the foundation art and design course, but unsatisfactory on others. Second-year students on the national diploma in fine art course have only recently received any formal feedback on their progress. Target setting and progress monitoring are insufficiently rigorous. Students receive good levels of informal support from their teachers and tutors. Teachers know their students well and provide extra help outside of lessons. Students value the support they receive.

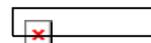
82. Most teachers are suitably qualified. Recent staff changes have resulted in the appointment of a large number of part-time teachers. Part-time staff are well integrated into teaching teams and contribute a wide range of relevant industrial and commercial experience. Accommodation at Beverley is inadequate. Many rooms are too small, have low ceilings and no natural light. The base

studio for intermediate students is particularly cramped and there are limited workshop facilities for three-dimensional design. There are very good specialist ICT facilities at Beverley and Bridlington. Each site provides a suite of industry standard computers with a good range of software and peripheral devices.

### ***Leadership and management***

83. Leadership and management are unsatisfactory. The self-assessment report identified most of the weaknesses in provision. However, the managers of this curriculum area have so far failed to ensure consistency in the quality of the provision between the two sites. Strategies to improve retention rates through the activities of the retention support group are too recent to have had any effect. The small class sizes have an adverse effect on the quality of learning and the efficiency of the use of resources.

### **English and modern foreign languages**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- good pass rates on many courses
  
- extensive range of courses in modern languages.

#### ***Weaknesses***

- low retention rates on many courses
  
- insufficient use of the target language in modern languages lessons.

#### ***Scope of provision***

84. The college offers a wide range of courses in modern languages. French, German and Spanish are offered at GCE AS and A level. Italian is offered at GCE AS and GCSE. ABC courses are offered at level 1 in seven languages, the four main European languages and Arabic, Japanese and Turkish. At level 2, the college offers French and Spanish. In addition, two pilot courses for primary school teachers have run this year, which will lead to a certificate in foreign languages after validation. The college also offers courses in GCE AS and A-level English literature and English language and literature, and GCSE English. In the current academic year, there are 33 accredited courses in this curriculum area, with some 340 enrolments, almost all of which are adult students.

#### ***Achievement and standards***

85. Pass rates vary considerably. In 2002, there was a 100% pass rate for GCE A-level English language and literature, GCE A-level French, GCE AS English literature, GCE AS language and literature and GCSE German. Pass rates on the ABC practical languages courses at level 1 and in GCSE French and Spanish have been consistently good over the three years to 2002. Although the retention rates on the ABC practical languages courses at level 1 are good, some other courses show low retention rates. The proportion of students completing the GCE AS English language and literature course is low and, in 2002, the retention rates on GCE AS English Literature, at 67%, GCE AS French, at 60%, and GCSE French, at 64%, were below the national average.

86. The standard of work of current students is generally good. Written work in both curriculum areas is well presented, often in word-processed form, is of an appropriate standard and demonstrates the relevant knowledge, understanding and skills acquired. Essays by modern languages students on Gibraltar and alcohol abuse showed both their developed linguistic skills and their engagement with issues of topical interest. For the most part, students are prepared to participate actively in discussions. In a GCSE French class, very close to examination, students successfully practised role play scenarios involving incidents whilst travelling in France, producing very good dialogues. However, in several lessons, some students said very little.

### ***Quality of education and training***

87. Most teaching is satisfactory. Teachers produce good learning materials and plan their lessons carefully. Students' understanding is checked and the confidence of students is encouraged. In an access English class, the teacher built on the previous work done on the poems of Wilfred Owen to develop students' skills in analysing poetry, using focused handouts, discussion, and question and answer. The small group size in some lessons restricts the range of activities that can be used by the teacher. In over half the modern languages lessons, too much English was used by the teachers, thus limiting the development of the speaking skills of the students, who tended also to lapse into English.

88. Assessment is satisfactory in both modern languages and English across both sites. Teachers monitor closely their students' progress, with the college system of termly reviews proving to be particularly effective. Students' work is carefully marked, with helpful annotation and commentary. Moderators speak highly of the standard of work they see and of the accuracy of teachers' assessment. However, initial assessment is not rigorous enough, with little or no recording of students' previous knowledge, skills or needs at the beginning of their course. The individual learning plans in modern languages are used more to monitor and record progress through the course rather than to identify individual needs and set short-term realisable targets for the students.

89. Students are well supported by their teachers. Initial guidance at enrolment is clear and helps to ensure that students enrol on the appropriate course. Students speak highly of the help and support given to them by their teachers, both in class and outside. In modern languages, each course tutor has been allocated eight hours a year to be used at times deemed most helpful to support their students. A drop-in session on Friday afternoons for students seeking support has also been provided at the Beverley campus.

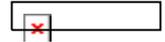
90. Staff are well qualified, with the majority of the modern languages teachers also being native speakers. Classrooms are clean, comfortable and well decorated, the result of recent refurbishment. The college has recently installed a new language laboratory and a satellite dish to record European programmes at Beverley, and there is a mobile language laboratory at the Bridlington site. Resources are generally satisfactory. There is a good range of learning materials for both modern languages and English, and library stocks at both centres are adequate. However, there is a lack of current modern languages periodicals.

### ***Leadership and management***

91. Course management of this curriculum area is satisfactory. Co-ordination of the large number of part-time lecturers in modern languages has been particularly effective. Courses are generally well planned and reviewed regularly. However, schemes of work are of varying quality. Managers have a

clear idea of the strengths and weaknesses of the curriculum areas and have taken some effective and appropriate action. However, retention rates and the low numbers on some courses remain ongoing issues.

### **Provision for students with learning difficulties and/or disabilities**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- good achievements
  
- very good teaching of personal and social skills
  
- effective use of individual learning plans
  
- good range of courses
  
- successful integration of students into the life of the college.

#### ***Weaknesses***

- poor literacy support for some students
  
- insufficient guidance on the use of learning support
  
- inadequate accommodation for a few lessons.

#### ***Scope of provision***

92. The college offers a good variety of opportunities for 105 students with a broad range of learning difficulties. Almost two-thirds of students are aged 19 or over and most students attend on a full-time basis. Programmes are flexible; students can attend for all or part of each week. There is a good

choice of options within programmes, including work experience and vocational 'tasters'. The programme range includes: essential skills; skills for working life; the National Skills Profile; Team Enterprise and preliminary cooking. Vocational options or work experience are offered in hairdressing, floristry, motor vehicle, care, joinery and catering, mostly at entry level. Some 25% of students are on franchised provision in horticulture. Other programmes are run in partnership with community groups.

93. Students with learning difficulties and/or disabilities are successfully integrated into the life of the college. They are generally confident in using facilities alongside other students, such as the canteen, learning resource centre, and support services. Many of them take part in general enrichment activities. Some are supported to take vocational options and 'tasters' in mainstream programmes.

### ***Achievement and standards***

94. Achievement is good. In 2002, 90% of students completed their programme and all of those who completed passed successfully. Some students achieved additional qualifications in literacy and numeracy. Most students improve their vocational, social and personal skills in line with individual targets. They develop confidence in themselves and in the learning process. Students on the Team Enterprise programme are able to describe, in detail, improvements in their reading, writing, IT skills and personal motivation. They have won a national prize for their recycling business project. Horticulture students in a commercial community nursery take pride in being at work and in producing healthy, well-presented plants for garden centres. On all programmes, students demonstrate particularly high levels of awareness of the needs and abilities of other people. National Skills Profile students show sensitivity, maturity and tact when discussing the requirements of other students. They help their peers to recognise inappropriate behaviour and speak in an informed way about issues such as confidentiality and the importance of expressing feelings. Most students make good progress in numeracy and satisfactory progress in literacy.

### ***Quality of education and training***

95. Most teaching is good. The teaching of personal and social skills is very good. Lesson plans are well structured and are differentiated according to the current levels of performance of individuals. Teachers use a wide range of activities. Students concentrate on practical, verbal or paper-based activities according to their preferred learning style. However, some of the resource sheets used for literacy support are of poor quality. Teachers and learning support assistants rely too heavily on these sheets, at the expense of developing students' literacy skills. Good links and partnerships exist with external agencies, and good use is made of these when carrying out initial assessments. Effective individual targets are identified on students' individual learning plans. These plans are issued to relevant staff and support assistants who review personal learning targets regularly. Teachers use individual learning plans appropriately when designing learning activities.

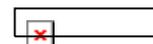
96. Most teachers have been trained in the national curriculum and have undertaken staff development in target setting and assessment. Learning support assistants are skilled in supporting individuals. However, teachers have not received sufficient guidance on the deployment of learning support assistants, and their effectiveness in the classroom, particularly in whole-group activities and discussions, is reduced. Classroom accommodation is mostly satisfactory, but some rooms are too small for the size of the groups using them and are too cramped for students in electric wheelchairs to use comfortably. There are very good resources for horticulture. ICT facilities are good; there are particularly good multi-media resources at Beverley, which students enjoy using. Specialist equipment is purchased to meet individual needs, as required.

### ***Leadership and management***

97. Leadership and management are good. The range of options and programme choices available to students has expanded since the merger. More opportunities have been created to develop work experience, vocational skills and progression to NVQ level 1. Curriculum quality leaders meet frequently to develop consistency in the provision across sites. Quality audits take place and include

franchised provision. All teachers have been observed as part of the college's appraisal process. Arrangements for assessing the satisfaction levels of students are underdeveloped. Students are dependent on teachers and learning support assistants to complete the questionnaires for them. No arrangements are in place to gain independent feedback from those who need assistance with reading and writing. Team meetings are used to develop good practice at each site. Good support has been offered to partners developing franchised provision. Teachers visit the franchises frequently and provide staff development on issues such as teaching, assessment, literacy and numeracy. The college provides learning support assistants for students on franchised horticulture programmes.

## Literacy and numeracy



Overall provision in this area is **satisfactory (grade 3)**

### **Strengths**

- good teaching in ESOL lessons
- good range of provision.

### **Weaknesses**

- low retention and pass rates for GCSE mathematics and English
- insufficient planning to develop the literacy and numeracy skills of individual students.

### **Scope of provision**

98. The range of provision in literacy and numeracy is good. The college offers: courses for adults; in-class literacy and numeracy support for students on vocational programmes within the college; additional key skills support in workshops at Beverley and Bridlington; GCSE courses in English and mathematics; and ESOL courses. In partnership with the Humberside Learning Consortium, the college provides community-based literacy and numeracy courses for adults and young people. Some 212 students on mainstream programmes or in discrete adult basic skills classes receiving support for literacy and numeracy. There are 57 students currently enrolled on GCSE mathematics and English courses and 124 students are attending ESOL courses.

99. Effective partnership arrangements are used to help identify and co-ordinate basic skills support in the area. The college is an active partner in the Basic Skills Subgroup of the East Riding Learning Partnership and hosts the Basic Skills Resource Centre for East Riding. Basic skills support is provided for vulnerable young people in a hostel through a franchise arrangement with the Humberside Learning Consortium. The college is also supporting community-developed basic skills

and basic skills for students on probation through the accreditation of training provided by community and charitable groups. The college provides workforce development of literacy and numeracy skills, including delivery in the trade union centre and in a number of local industries. Some 100 adults have received training or support in the current year.

### ***Achievement and standards***

100. The majority of students receiving help with literacy and numeracy are not working towards a literacy or numeracy qualification. However, students receiving additional learning support make satisfactory progress on their main programme. The college has not measured the overall effect of literacy and numeracy support on pass and retention rates. In ESOL provision, there is good attainment in lessons and good achievement in ESOL external examinations. ESOL students are keen, confident and hard working. Their levels of oral skills are high and their ability to communicate is good. Students' attendance on these programmes is good. Retention and pass rates are low for GCSE English and mathematics.

### ***Quality of education and training***

101. Teaching for ESOL students is good. Schemes of work and lesson plans are detailed and linked to the national core curriculum. Teachers use an appropriate variety of teaching strategies to meet the needs of individual students. Lively and innovative teaching enables students to learn from and support each other during paired and group work and to develop confidence in using oral communication skills. Skilful use of repetition helps students to build on concepts introduced in previous lessons and aids their use of grammar.

102. Teaching and support for students receiving additional learning support is mostly satisfactory. All full-time students are assessed at the start of their course, with extensive dyslexia screening and assessment of learning styles. Students who are identified as needing additional support are contacted by the basic skills team and offered either in-class support or the opportunity to attend a drop-in workshop. Referral mechanisms are effective. For each student receiving learning support, there is a system of reviews which take place every six weeks. However, information from dyslexia screening, learning styles and basic skill assessments is not used properly to plan teaching and learning. Learning action plans are too general. They concentrate on what the student needs to learn, and not on the strategies to develop the required literacy or numeracy skills.

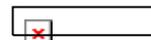
103. Support in lessons is offered on all courses. Some 31% of full-time students are identified as having additional support needs. However, not all students identified as requiring additional support choose to receive it. In some curriculum areas, occupationally experienced and competent learning mentors provide good levels of support.

104. Learning resources and accommodation are satisfactory, although some worksheets to support literacy skills are not occupationally relevant. The drop-in workshop at Bridlington is unsuitably sited in the middle of the busy open learning centre.

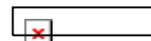
### ***Leadership and management***

105. Leadership and management are satisfactory. The college attaches great importance to its basics skills provision and has made improving the quality of teaching and support for basic skills a priority. Managers have a good understanding of the issues, and some actions towards addressing weaknesses identified in the self-assessment report have already been taken. Formal and informal systems of communication between managers and staff are satisfactory. There has been extensive staff development in literacy and numeracy teaching.

## **Part D: College data**



**Table 1: Enrolments by level of study and age**

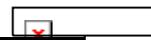


Level	16-18	19+
1	49	45
2	35	22
3	11	10
4/5	0	0
Other	5	22
<b>Total *</b>	<b>100</b>	<b>100</b>

Source: provided by the college in 2003

\* figures have been rounded and may not total 100%

**Table 2: Enrolments by curriculum area and age**



Curriculum area	16-18 No.	19+ No.	Total Enrolments % *
Science and mathematics	198	884	8
Land-based provision	12	104	1
Construction	192	55	2
Engineering, technology and manufacture	105	262	3
Business administration, management and professional	202	1,217	10
Information and communications technology	405	1,163	11
Retailing, customer service and transportation	1	47	0
Hospitality, sports, leisure and travel	408	1,172	11
Hairdressing and beauty therapy	117	313	3
Health, social care and public services	535	3,493	29
Visual and performing arts and media	114	513	4
Humanities	77	456	4
English, languages and	139	271	3

communication			
Foundation programmes	870	753	12
<b>Total</b>	<b>3,375</b>	<b>10,703</b>	<b>100</b>

Source: provided by the college in 2003

\* figures have been rounded and may not total 100%

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year	
		16-18	19+
		2002	2002
<b>1</b>	Starters excluding transfers	321	490
	Retention rate	81	76
	National average	*	*
	Pass rate	65	74
	National average	*	*
<b>2</b>	Starters excluding transfers	439	904
	Retention rate	76	81
	National average	*	*
	Pass rate	72	75
	National average	*	*
<b>3</b>	Starters excluding transfers	269	747
	Retention rate	85	83
	National average	*	*
	Pass rate	77	83
	National average	*	*

Note: summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).

Sources of information:

1. College rates provided by the college in spring 2003.

\* data unavailable

**Table 4: Quality of teaching observed during the inspection by level**

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	66	34	0	41
Level 2 (intermediate)	56	24	20	54
Level 1 (foundation)	50	31	19	26
Other sessions	74	17	9	35
<b>Totals</b>	<b>62</b>	<b>26</b>	<b>12</b>	<b>156</b>

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