



ADULT LEARNING
INSPECTORATE



RE-INSPECTION OF EAST RIDING COLLEGE

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Outcome of Re-Inspection

The overall provision in construction is now **good**.

The overall provision in hospitality and catering is now **satisfactory**.

The overall provision in hairdressing and beauty therapy is now **satisfactory**.

The overall provision in work-based learning (WBL) in hairdressing and beauty therapy is now **satisfactory**.

Background

East Riding College was inspected in May 2003. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in construction, hospitality and catering, hairdressing and beauty therapy and hairdressing and beauty therapy WBL which were found to be less than satisfactory.

Ofsted and the ALI have particular duties in relation to colleges where their inspection report indicates that individual curriculum and/or work-based learning (WBL) areas are unsatisfactory or very weak or where leadership and management are unsatisfactory or very weak. Where a college has been judged to have less than satisfactory leadership and management, or less than satisfactory provision in solely WBL, inspectors from Ofsted or the ALI will visit the college to carry out monitoring inspections of the less than satisfactory areas. As a result of the re-inspection monitoring visits, inspectors may judge that previously less than satisfactory areas of provision, or leadership and management, are now satisfactory and that no further visits are required. Where leadership and management are satisfactory, but there is curriculum provision that is less than satisfactory, there will be no monitoring visits. All less than satisfactory provision will be re-inspected, normally during one week, within two years of the original inspection.

If, after approximately 24 months, the college has not made sufficient progress to justify a judgement that the curriculum or WBL area or leadership and management are satisfactory, the original grade for the area that continues to be unsatisfactory will remain on the college's record until the next full inspection within the cycle. Ofsted will inform the local LSC that provision remains unsatisfactory and

the reasons why.

Date of the Re-Inspection

In accordance with the above procedures, re-inspection of construction, hospitality and catering, hairdressing and beauty therapy and hairdressing and beauty therapy WBL took place on 16-19 May 2005.

Construction

In the May 2003 inspection, the quality of overall provision in this area was judged to be **unsatisfactory**. The following strengths and weaknesses were identified in the inspection report:

Strengths

- high retention rates on most courses
- good teaching on brickwork courses
- effective integration of key skills.

Weaknesses

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

Following the re-inspection, inspectors judged that significant progress has been made in addressing the above weaknesses. The overall provision in this area is now **good**.

Retention rates are high on most courses. For example, on NVQ level 1 wood occupations and on the intermediate construction award, retention rates in 2004 were well above the national averages. Pass rates on most courses improved significantly in 2004. On NVQ level 1 trowel occupations, the pass rate improved from 49% in 2003 to 75% in 2004 and is now well above the national average. Similarly, the pass rate on NVQ level 1 wood occupations improved from 20% to 88% in the same period. The number of work-based learners has increased to 21 since the last inspection. Their progress towards the achievement of the requirements of the apprenticeship framework is slow. Students develop a good range of practical skills and produce a high standard of work. Students' attendance is much improved and is now good.

Teaching and learning were good or better in the majority of the lessons observed. Lesson plans are sufficiently detailed and learning outcomes are clear and specific. A variety of teaching and learning methods is used to maintain students' interest and motivation. There is sufficient checking on students' progress and understanding. Key skills are well integrated in the curriculum and are assessed in an appropriate vocational context. Practical activities are well organised, carried out safely and relate closely to situations found in the workplace. In a few lessons, there was lack of integration of theory and practice. There is insufficient use of ILT in lessons.

Specialist resources and equipment are satisfactory. Since the last inspection, new hand tools, portable power tools and independent scaffolding have been purchased. The newly-recruited teachers have recent industrial experience and there is evidence that teachers are updating their skills and knowledge. Technician support in the workshops and the number of teachers with assessor qualifications are adequate.

Tutorial support for students has improved. Group tutorials are timetabled for all full-time students. Individual monitoring and review meetings take place at appropriate intervals and students are clear about their progress and their targets for improvement.

Course teams work well together and managers ensure that good practice is shared across the area. Course reviews are sufficiently evaluative and standardised across all courses. However, managers have been slow in ensuring that the number of teachers with internal verifier awards is sufficient.

HOSPITALITY AND CATERING

In the May 2003 inspection, the quality of overall provision in this area was judged to be **unsatisfactory**. The following strengths and weaknesses were identified in the inspection report:

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.

Following the re-inspection, inspectors judged that sufficient progress has been made in addressing the above weaknesses. The overall provision in this area is now **satisfactory**.

Pass rates on NVQ level 2 courses are good but in 2004, the pass rate on the national diploma in hospitality was low. The decline in retention on NVQ courses has been reversed. Most students on NVQ courses make good progress and reach a standard appropriate to the level of their qualification. However, a significant minority of students have limited underpinning knowledge and have difficulty in describing the attributes of food commodities or dishes they are preparing.

Most teaching is satisfactory or better. Teachers use an appropriate range of teaching and learning methods. Students are actively involved in generating ideas, applying principles or discussing their outcomes in a way which retains their interest and helps them enjoy learning. Most practical lessons finish with an extended review session, where students are asked to assess the success of their practical work and the quality of their end products. All students are involved and appropriately challenged by teachers to express their views fully. However, in practical lessons teachers fail to identify appropriate learning objectives that reflect students' individual needs and levels of progress. Insufficient opportunities are taken to fully extend students' broader understanding of food

commodities or dishes.

Teachers are well qualified and have taken part in activities to update their industrial expertise. Kitchens have good levels of small equipment, a satisfactory range of large equipment and are clean, tidy and maintained in good order. Staff and students comply with good practice in food safety processes. Many classrooms and some specialist accommodation are equipped with information learning technology equipment. This is used in a good number of lessons. Students make good use of the college virtual learning environment outside timetabled lessons. Students are well supported on their courses.

Curriculum management is good and courses are well organised. There is good coordination of hospitality programmes across the two sites. There has been responsive modification of the curriculum to improve achievement of key skills and NVQ qualifications. The self-assessment report is evaluative and accurate and there is effective implementation and monitoring of action points. A minority of course reviews are superficial. Assessment on college-based courses is well-managed. Opportunities to assess work-based learners in the work-place and to involve work supervisors in assessment are not taken. Some written feedback following assessment is insufficiently evaluative.

HAIRDRESSING AND BEAUTY THERAPY

In the May 2003 inspection, the quality of overall provision in this area was judged to be **unsatisfactory**. In addition, the contributory grade for work-based learning was **very weak**. The following strengths and weaknesses were identified in the inspection report:

Strengths

- good achievements on 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.

Following the re-inspection inspectors judged that sufficient progress has been made in addressing the above weaknesses. The overall provision in this area is now **satisfactory**. Provision in WBL in this area is also **satisfactory**.

Pass rates on NVQ level 1 and 2 courses in hairdressing improved significantly in 2004. However, retention rates on these courses show a declining trend. Retention on NVQ level 1 hairdressing has remained consistently low. In 2003 both pass and retention rates for NVQ level 2 beauty therapy were well above the national averages, but declined to around the national averages in 2004. Both pass and retention rates on NVQ level 3 beauty therapy have remained consistently high. Retention rates on part time courses in holistic therapies are high. In 2002 only 6 out of 19 work-based learners completed the full apprenticeship framework. There was an improvement in 2003 where achievement improved to 62%. In 2004 retention was unsatisfactory and learners made slow progress. Retention for the current year has improved and all learners are making good progress.

Beauty therapy students demonstrate mostly good practical skills. However, a minority of students lack skills in customer service. Hairdressing students shampoo, blow dry and set hair well, but are less accomplished in colouring techniques. Students' skills in cutting are generally satisfactory. Portfolios are well organised and neat. Students are highly motivated and hard working; they are keen to answer questions and to take part in discussions. Punctuality and attendance are very good.

There is much good teaching. No unsatisfactory lessons were observed during the re-inspection. Theory lessons are generally well planned. Teachers use a variety of appropriate teaching methods and link theory to practical application effectively. In practical lessons, teachers are skillful in providing individual guidance which helps students to improve their skills and grow in confidence. In less successful practical lessons teachers have low expectations of their students and do not set challenging objectives. Features of these lessons are insufficient use of results from initial assessment to inform lesson plans and insufficient activities to extend students' skills beyond the minimum requirements of the qualification. For example, whilst level 1 hairdressing students worked alongside level 2 students in the salons, they often stood passively watching during the lesson.

Salons have been refurbished and extended and are now fit for purpose. There are sufficient consumables and clients for all students to practice skills there and carry out assessments. Access to ILT facilities is very good. Teachers make good use of these facilities through the use of powerpoint presentations and website content in both theory and practical lessons.

Assessments are carried out in accordance with awarding body guidelines. Students have a good understanding of how and when they will be assessed. Teachers keep good records of student progress in tutor files and students are clear about what action they need to take to improve. The quality of written feedback on students work is variable and is not always sufficiently detailed. The planning of assessment is good on work-based learning. Learners are clear about which assessments are outstanding and how they can make progress. The tracking and monitoring of learners' progress are rigorous and comprehensive. There are currently no opportunities for learners to progress onto a level 3 work-based learning programme. However, the college is planning to

deliver an advanced apprenticeship from September 2005.

Quality assurance processes are good. Internal verification is carried out regularly and assessors receive detailed feedback from internal verifiers. There is a thorough audit process which encompasses student files, individual learning plans, course files and portfolios. The self-assessment report and course reviews are self critical and accurately identify weaknesses. Communication between staff on different sites is good. A change in management structure has had a positive impact on staff, students and the provision.

Leadership and management of WBL provision have improved significantly. The college has appointed a manager with overall responsibility for WBL provision in the college. The manager works very closely with staff in the curriculum area to monitor trainees' progress, contract compliance and progress against targets. A dedicated member of staff has been appointed to take responsibility for undertaking workplace reviews and assessments. The coordination of on- and off-the-job training is good.

There will be no further re-inspection of the college because there are no remaining unsatisfactory/very weak areas.

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