

# East Riding College

## Inspection Report 4 – 8 June 2007

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## Background information

## Inspection judgements

### Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk) in the handbook for inspecting colleges.

### Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievements over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: engineering; information and communication technology; hairdressing and beauty therapy; sport, leisure, travel and tourism; preparation for life and work.

## Description of the provider

1. East Riding College is a general further education (GFE) college formed by the merger of Beverley and East Yorkshire colleges in March 2002. The college has main centres at Beverley and Bridlington, and smaller centres at Carnaby and Hull. It also provides courses at a number of smaller centres across the region. The college offers courses in most vocational areas. In 2005/06, it enrolled nearly 8,000 learners, 1,500 of whom studied by full-time and 6,500 by part-time modes of attendance. About 65% of the full-time learners are aged 16 to 18 years and about 90% of the part-time learners are adults. Just over half the learners are female. About 65% of the learners are enrolled on courses at levels 1 and 2. Five percent of the learners are from minority ethnic backgrounds compared with 2.1% in the region. The college has about 150 apprentices. In 2005/06, the college employed 156 permanent full-time equivalent teachers and 72 full-time equivalent part-time teachers.
2. The East Riding covers 1,000 square miles, is rural in nature and has a number of small towns and seaside resorts. There are 18 high schools within the East Riding, 17 of which have sixth forms. In 2006, the proportion of pupils achieving 5 or more General Certificate of Secondary Education (GCSE) A\*- C grades, including English and mathematics, was 49.8% in East Riding, which is slightly higher than the national average of 45.8%. The level of unemployment in East Riding in 2006 was 2% compared with a national average of 2.4%. The East Riding has significant and increasing employment needs in logistics, social care, and construction with skills shortages in these last two. The public sector is a key employer.
3. The college's mission is to continue to be a key leader in the social and economic development of East Yorkshire, providing access to high quality education and skills training to meet the needs of individuals, companies and the wider community. Its priorities focus on increasing recruitment and learner choice, achieving excellence by raising standards, extending employer engagement and improving internal capability.

## Summary of grades awarded

Effectiveness of provision	Good: grade 2
Capacity to improve	Good: grade 2
Achievement and standards	Satisfactory: grade 3
Quality of provision	Good: grade 2
Leadership and management	Good: grade 2
<i>Equality of opportunity</i>	<i>Good: Contributory grade 2</i>

### Sector subject areas

Engineering	Good: grade 2
Information and communication technology	Good: grade 2
Hairdressing and beauty therapy	Satisfactory: grade 3
Sport, leisure, travel and tourism	Good: grade 2
Preparation for life and work	Good: grade 2

## Overall judgement

Effectiveness of provision

Good: grade 2

4. This is a good college. Achievement and standards of learners' work are satisfactory. Long course success rates are satisfactory overall. Pass rates for adults are high. For learners aged 16 to 18 the success rate at level 3 is low. Key skills success rates are high. Success rates for the completion of apprenticeship frameworks are satisfactory, although many apprentices make slow progress. Success rates for National Vocational Qualifications (NVQs) assessed in the work-place are high. Attendance is high. Learners make good progress and produce work of good quality.
5. Teaching and learning are good. Lessons are well planned and learners enjoy them. A few lessons offer insufficient challenge and variety and there is insufficient work-related enrichment on some courses. The management of key skills is good. Assessment and progress monitoring are effective in helping learners to improve.
6. The college's approach to educational and social inclusion is good. The wide range of courses helps promote progression and widen participation. Provision for students aged 14 to 16 is good. For those disengaged from school it is especially helpful. The college's approach to, and promotion of, equality of opportunity are good. Support for learners is good. The extensive range of services is used widely by learners. Tutors provide effective vocational and personal support. Learners requiring additional support are offered it promptly and a high proportion of those needing it take it up. The support has a positive impact on learners' confidence and success rates. Most rooms are accessible to those with mobility difficulties.
7. Leadership and management are good. The principal's strong leadership and good governance are effective in setting a clear and appropriate strategic direction. Challenging targets are set and achieved. Quality assurance arrangements are comprehensive and the self-assessment report (SAR) is largely accurate. Curriculum management is mostly good. Professional development is well planned and staff are well qualified. Financial management is good. The college provides good value for money.

Capacity to improve

Good: grade 2

8. The college demonstrates good capacity to improve. Leadership is strong. Targets are challenging and achieved. Management information is accurate and easily accessible. Performance against key performance indicators is

monitored regularly. The curriculum is reviewed annually to ensure it meets local needs and national priorities. The professional development of staff is planned well and focuses appropriately on improving teaching and learning. Financial management is robust. Staff are strongly committed to the college's mission and priorities. The self-assessment process is thorough. The SAR is largely accurate and helpful to the college in driving up standards.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

9. The college has made good progress in addressing the areas for improvement identified at the last full inspection. Curriculum grades have either improved or remained good. Success rates have improved. Key skills success rates are now high. Teaching is better; there is a higher proportion of good teaching and much less unsatisfactory teaching. The management and coordination of work-based learning are now good. Quality assurance arrangements are much improved. The weaknesses in specialist resources noted at the last inspection have been rectified and the estate improved.

#### Key strengths

- strong leadership by the principal and good governance
- good teaching and learning
- high success rates for key skills qualifications and for NVQs assessed in the workplace
- high pass rates for adults studying long courses
- effective reviews of progress for both college-based and work-based learners
- the range of programmes which provides good opportunities for progression and meets the needs of customers
- strong links with schools, employers and community partners
- good support for learners
- a supportive, safe and open culture which values and promotes equality and diversity
- robust quality assurance procedures which lead to improvement
- good financial management.

#### Areas for improvement

*The college should address:*

- success rates, which are currently around the national average
- low timely success rates for apprentices

- the low long course success rates for learners aged 16 to 18 studying at level 3
- the lack of challenge and variety in a minority of lessons
- insufficient opportunities for work-related activities for some full-time learners.

## Main findings

Achievement and standards

Satisfactory: grade 3

*Contributory grade:*

*Learners aged 14 to 16*

*Good: grade 2*

10. Achievement and standards of learners' work are satisfactory. This judgement is slightly lower than that in the SAR. Long course success rates, both for learners aged 16 to 18 and for adults, are satisfactory. They are rising slightly faster than the national averages. College data for 2006/07 show that retention has increased markedly and well in excess of the national trend.
11. Success rates for learners aged 16 to 18 studying long courses at levels 1 and 2 are satisfactory. The success rate for courses at level 3 is low. Key skills success rates have improved significantly and were high in 2005/06. The success rate for apprenticeship frameworks is satisfactory. It has improved and is in line with the national average. However, many apprentices make slower progress than is planned. Students aged 14 to 16 who take externally accredited courses have high success rates.
12. Success rates for adults studying long courses at levels 1 to 3 are satisfactory. They place the college in the middle 50% of colleges at each level and slightly above the national averages. At level 1 the rate is improving faster than the average and at levels 2 and 3 it is tracking the average. Pass rates at all 3 levels are high. They are well above the national averages. Success rates on short courses are high; among the top 10% of colleges. Success rates for NVQs assessed in the workplace are high.
13. Attendance is high, 86% in the current year and much higher than at the last full inspection. Learners make good progress, produce work of good quality and develop good work-related skills. Some learners achieve notable success in external competitions and other activities. For example, one learner has represented Great Britain at karate, another is active in promoting charity events, and foundation learners have raised £2000 for charity.

## Quality of provision

Good: grade 2

14. The quality of provision is good, a judgement which accords with the views expressed in the SAR. Teaching and learning are good overall and the proportion of unsatisfactory teaching, as judged by the college's internal lesson observation system, is small. Most lessons are well planned and include a suitable variety of activities that challenge and stimulate learners. Teachers use their subject knowledge to good effect and use questioning techniques well to check and reinforce learners' understanding. Learning resources are at least satisfactory and in many cases good. In the few lessons where teaching is less effective, learners are not sufficiently challenged and, in some cases, the activities do not meet their individual needs.
15. Key skills provision is coordinated effectively and is of good quality. The teaching is tailored appropriately to meet the needs of learners within different vocational areas. The provision for learners aged 14 to 16 is appropriate. It includes a range of school link courses and specific programmes for learners who are disengaged from learning, such as those excluded from school.
16. The monitoring of learners' progress is good. Learners know clearly what their learning targets are, how well they are doing and what they need to do to improve. Employers, who contribute well to progress reviews, and parents and carers where appropriate, are kept well informed of progress. Assessment practices are good. Suitable policies and procedures, for example for assessment and internal verification, are used across the college. Feedback to learners is helpful.
17. College lesson observations identify accurately the strengths and areas for improvement and help improve the quality of teaching. Grades and judgements are moderated appropriately. Action plans are established to tackle areas for improvement and their implementation is monitored regularly. Teachers in need of substantial support are given help and then re-observed. These re-observations confirm that the help provided is effective.
18. The range of courses meets the needs and interests of learners well. The college is responsive to the needs of stakeholders, and takes into account both local needs and government priorities. Links with schools, employers and community partners are productive. Collaboration between the college and local schools provides opportunities for learners aged 14 to 16 to study vocational courses at the college. Good links have been established with local employers. There is a wide range of work-based learning which

includes short courses, an increasing volume of "Train to Gain" work and foundation degrees. The strong links with the community lead to bespoke learning programmes which help to widen participation and meet the needs of a diverse range of people.

19. A variety of cross-college and curriculum specific enrichment activities helps many learners to develop skills and meet other learners outside their own vocational area. However, in some vocational areas insufficient opportunities are provided for work-related activities.
20. Guidance and support for learners are good. The extensive range of services is promoted effectively and used widely. Close links with external agencies help to ensure learners are referred appropriately for specialist help. Learners receive helpful information, advice and guidance. The induction programme ensures learners are placed on the right course and are aware of course and college expectations. The tutorial programme is well planned, relevant, and supported well by a good range of learning materials. It covers many of the aspects of the "Every Child Matters" agenda. Tutors provide effective vocational and personal support. They work well with learners to help plan work and to set challenging learning targets. Learners' attendance is monitored closely. Early assessment identifies learners requiring additional support, the support is offered promptly and nearly all those identified take it up. Communication between teachers and learning support assistants is good. Support provided within lessons is valued by learners. Inspection findings and college evaluation show that learner support improves learners' confidence and success rates.

#### Leadership and management

Good: grade 2

21. Leadership and management are good. This judgement concurs with the college's self-assessment. The principal's strong leadership and good governance are effective in setting a clear strategic direction for the college. Governors have a broad range of skills and experience and provide a good level of challenge to senior managers. The college's mission, values and priorities, reviewed annually by governors and college staff, are focused suitably on raising standards and improving quality. The strategic priorities, which are well understood by college staff, are linked effectively to key planning processes. Good progress has been made in addressing the areas for improvement identified at the last inspection. Challenging targets are met and sometimes exceeded. For example, LSC funding targets for the last 2 years have been met and the 2006/07 recruitment target for learners aged 16 to 18 exceeded. Train to Gain and apprenticeship targets have been met.

22. Arrangements for quality assurance are comprehensive and well-documented. The judgements contained in the SAR are underpinned by accurate and easily accessible management information. The SAR identifies accurately the key strengths of the college and most of the key areas for improvement. The report is used to inform well-conceived action plans. Progress in implementing plans is monitored rigorously. The outcomes from the internal observation of teaching and learning are accurate and are linked to teachers' appraisals. The overall quality of teaching, as judged by the college's internal lesson observation system, has improved and unsatisfactory teaching largely eliminated.
23. Managers review the curriculum regularly to ensure that it meets local and national priorities. Collaboration with schools and other partners has helped develop vocational provision for students aged 14 to 16 and reduce the number of young people not in employment, education or training. There is a wide and increasing range of provision for employers.
24. Management restructuring has increased levels of accountability and reduced staffing costs. Communications within the college are good and the culture open and supportive. Curriculum management is mostly good. The management of work-based learning and key skills, both areas for improvement at the last inspection, are now good. Managers and teachers are provided with well planned opportunities for professional development. Teachers are well qualified.
25. The college's ambitious property strategy involves a major new build on its main sites. Pending these developments, the refurbishment of the current accommodation has been prioritised to meet the needs of existing learners. Accommodation and resources are adequate. Most rooms are accessible to those with restricted mobility.
26. The college's commitment to and promotion of equality of opportunity are good. Appropriate policies are in place and action plans are implemented effectively. The college is developing useful systems to measure the progress of each gender and to measure more readily that of learners of different prior attainment. The college provides a welcoming and safe environment. The management of health and safety is good. The college has taken action to comply with the Race Relations Amendment Act 2000, the Special Education Needs and Disability Act 2002 (SENDA) and the Disability Discrimination Act 1995. Staff have undergone criminal records bureau checks and appropriate training is provided.
27. Financial management is good. Detailed financial reports are provided to governors and budget holders. The college benchmarks its costs against

those of similar organisations. Average class sizes have improved markedly. Attendance is high. The college provides good value for money.

## Sector subject areas

Engineering

Good: grade 2

Context

28. Courses are offered in engineering, motor vehicle, motor cycle, marine, and food and drink manufacturing from entry level to level 3. In 2006/07, nearly 500 learners were enrolled, of whom a third study full-time. Most learners study at level 2. The college has a large work-based programme which includes 183 work-place learners and 43 apprentices. About a quarter of enrolments are female. Courses are provided for 60 students aged 14 to 16.

Strengths

- high success rates on work-place NVQs
- the good development of practical skills
- effective monitoring of learners' progress
- the wide range of provision
- good resources to support marine and motor cycle programmes.

Areas for improvement

- the slow progress made by apprentices
- insufficient challenge in the teaching of theory.

Achievement and standards

29. Achievement and standards are good. Success rates are high, particularly for NVQs delivered in the workplace. Overall, success rates for apprentice programmes have improved and are now at the national average. However, many apprentices make slow progress in completing their NVQs. Retention rates for learners aged 16 to 18 studying courses at level 3 are below average.

30. Learners develop a good range of practical skills in the college workshops and at work, particularly on marine and motor cycle programmes. Learners' portfolios are of a high standard and contain evidence drawn from a good range of sources. Many full-time learners progress onto apprenticeships with local companies.

## Quality of provision

31. The quality of the provision is good. Teaching and learning are satisfactory. Lessons are well planned and the individual needs of learners identified clearly. Practical lessons are good. Learners work individually on specified tasks and extension activities are available when required. The teaching of theory lacks challenge and pace, and employs a limited range of teaching strategies. Teachers in these lessons fail to check sufficiently whether learners understand.
32. The range of provision meets the needs of learners well. The wide range of provision includes marine and motor cycle engineering. This specialist provision attracts learners from local and regional areas. Progression through the levels on all programmes is good.
33. Support for students is good. Identified needs are supported quickly and learners value highly the support they receive, particularly that provided during lessons. Assessment and work-place reviews are satisfactory. Monitoring of progress is particularly effective with learners' progress monitored weekly. Progress made in each unit of the course is displayed in the workshops and recorded in detail in teachers' files. Action points for improvement are agreed and implemented.
34. Key skills are taught through engineering projects. Students' work in the college workshops and in the work-place, does not contribute sufficiently to the evidence base used to accredit key skills achievement.

## Leadership and management

35. Leadership and management are good. Communications between managers and staff are also good. Staff focus on improving the learners' experience and on raising success rates. Work-place risk assessments are up-to-date. Links with employers are strong. The area benefits strongly from these links through, for example, the provision of modern marine and motor cycle engines at little or no cost. Resources to support learning on the marine and motor cycle programmes are good. Learners benefit greatly from working on current industry standard facilities. Internal verification takes place frequently. Course reviews inform the SAR which is broadly accurate, but does not identify a few areas for improvement.

## Information and communication technology

Good: grade 2

### Context

36. The college provides a broad range of full-time and part-time courses from entry level to level 4. Courses include the certificate and diploma in information technology (IT) users and practitioners at several levels. The range of courses has been changed recently, particularly at level 3, to meet the needs of learners more effectively. At the time of the inspection, there were nearly 150 full-time learners and nearly 300 part-time learners. Nearly one fifth of learners are aged 16 to 18 and slightly over half are male.

### Strengths

- high success rates on most courses
- good teaching and learning
- rigorous support to raise achievement
- effective strategies to bring about improvement.

### Areas for improvement

- low retention rate on the national certificate for IT practitioners
- insufficient work-related enrichment.

### Achievement and standards

37. Achievement and standards are good. Success rates are well above the national average on most courses. Courses with low retention rates are reviewed and often replaced. Current retention rates on the replacement programmes are high. However, the retention rate on the national certificate for IT practitioners remains low. Attendance and punctuality are good. Most work is of a good standard and learners use software confidently. Adult learners show particularly high levels of motivation and enjoyment. Many learners progress to employment or higher education.

### Quality of provision

38. The quality of provision is good. Learners show good levels of understanding of technical issues related to hardware, software and communications. Lessons are well planned and learners are given clear guidance on what is expected of them. In most lessons, teachers encourage learners to apply their understanding and generic skills to their own experience and unfamiliar situations. In the less successful lessons, learners are led through exercises to produce the required results, but their

ability to apply their skills and knowledge to real-life situations is not developed sufficiently. There is little use of work-related activity to enliven and enrich learning. For example, there are few opportunities for work experience, visits to specialist work-places or guest speakers from the computing sector.

39. The vocational support given to learners is good. Staff are rigorous and meticulous in their tracking of learners' progress, ensuring that learners have a clear understanding of their progress and targets and what they need to do to improve.
40. The range of provision is satisfactory. It provides clear progression routes from entry to higher levels; it has been improved in recent years to become more flexible and appropriate to the needs and interests of learners.

#### Leadership and management

41. Leadership and management are good. Improvement strategies are implemented effectively. Many of the areas for improvement identified at the previous inspection have been tackled successfully. For example, most retention rates have improved, the proportion of good teaching, as judged by the college's internal lesson observation system, is higher, and course reviews and target setting are now rigorous and challenging. The self-assessment process identifies accurately strengths and areas for improvement. Lesson observations assess accurately the quality of teaching, but their findings are not always used effectively to inform teachers of how to improve. Recent investment has improved the accommodation and computing facilities. Resources are satisfactory.

## Hairdressing and beauty therapy

Satisfactory: grade 3

### Context

42. The college offers full- and part-time courses in hairdressing, beauty and holistic therapies at levels 1, 2 and 3. Nearly 230 learners study full-time and 40 study part-time. About half are aged 16 to 18 and nearly all are female. Some 65 students aged 14 to 16, from five local schools, attend the college to study salon services at level 1. Nearly 40 learners are taking hairdressing apprenticeships.

### Strengths

- good success rates on NVQ 3 courses
- good teaching and learning in beauty therapy lessons
- comprehensive support for learners
- effective coordination of work-based learning.

### Areas for improvement

- low retention on hairdressing courses at levels 1 and 2
- a lack of challenge in some hairdressing lessons
- insufficient opportunities for industrial experience.

### Achievement and standards

43. Achievement and standards are satisfactory. Success rates are high on NVQ level 3 programmes. Hairdressing success rates at this level improved significantly in 2005/06 and on beauty courses at level 3, the success rate is consistently high. Retention on Indian head massage provision is high. Retention on hairdressing provision at levels 1 and 2 is low.
44. Apprenticeship framework success rates are satisfactory. In the current year, there has been a significant improvement in the unit completion rate. Learners on part-time level 3 courses and apprentices demonstrate good practical skills. Beauty therapy learners demonstrate particularly good massage techniques. All learners demonstrate high standards of hygiene practice. Written work is well presented and incorporates good use of IT. Key skills pass rates are good.

### Quality of provision

45. The quality of provision is good. Teaching and learning are consistently good in beauty therapy lessons and many hairdressing lessons are also

good. In the better lessons, teaching and learning are innovative and learners are engaged and motivated well. There is much enjoyment in these lessons. In a few hairdressing lessons teaching is undemanding. Lapses in learners' attention are not always dealt with promptly. During some lessons, teachers do not check sufficiently whether the learners understand satisfactorily.

46. The range of programmes is satisfactory. However, there are insufficient opportunities for learners to undertake industrial experience. Support for learners is good. Identified learning needs are supported both within lessons and on an individual basis outside lessons. The take up of support is high. Tutorial reviews on college-based provision are of satisfactory quality. In work-based learning, they are rigorous and lead to improved performance.

#### Leadership and management

47. Leadership and management are satisfactory. Internal verification is well planned and feedback on assessments is appropriately detailed. Work-based learning is effectively coordinated. Employer engagement is good. Employers are involved appropriately in apprentice reviews of progress. Assessment planning has been improved and has led to improved unit completion rates.
48. Quality assurance is satisfactory. The SAR is broadly accurate but does not identify a few areas for improvement. The quality improvement plan is insufficiently detailed. Staff undertake skills updating regularly. Staff are fully aware, for example, of child protection matters. Health and safety procedures are applied rigorously.

Sport, leisure, travel and tourism

Good: grade 2

### Context

49. The college offers full-time courses which include introductory certificates, first and national certificates and diplomas in sport, and in travel and tourism. Most of the 140 learners are aged 16 to 18 and study full-time. Sports provision is based at both main centres and travel and tourism at the Bridlington centre.

### Strengths

- high pass rates at level 2
- good teaching and learning
- well managed assessment
- good curriculum management.

### Areas for improvement

- low retention and attendance on a few courses
- poor sports facilities.

### Achievement and standards

50. Achievement and standards are satisfactory. Pass rates at level 2 and success rates at level 1 are high. The proportion of high grades achieved is high at levels 2 and 3. Current retention and attendance on a minority of courses are low. Learners' work is of a good standard. Written work often makes good use of IT and contains good quality images and graphs. Learners present information verbally in a confident manner and use appropriate visual aids. They respond confidently to questions about their work.

### Quality of provision

51. The quality of teaching and learning is good. Lessons are planned thoroughly and incorporate a variety of learning activities. Learners' knowledge and skills are developed incrementally. The skills required to achieve higher grades are developed well. In a minority of lessons, low class size limits group activity. Good use is made of information and learning technology (ILT). Learners benefit from effective additional support during lessons.

52. Assessment is well managed. Assignments and deadlines are scheduled carefully. Following assessment, learners receive constructive advice which is focused on how to improve. Learners' progress is reviewed regularly. Good use is made of individual learning plans and detailed records of progress are kept. Some individual learning targets are not sufficiently specific enough to guide learning. Vocational enrichment is wide ranging and includes guest speakers, visits and residential activity and a range of additional qualifications. Learners on travel courses, for example, benefit from regular work in the travel agency and cabin crew preparation. The range of programmes meets the needs of learners satisfactorily. Guidance and support for learners is good. It is provided through the tutorial programme and is valued by learners.
53. Classrooms are well equipped with ILT equipment and display a good range of learners' work. Travel and sports resources in the learning resource centre are good. Sports facilities are poor. The fitness room at Beverley is out-dated and not used for teaching. A private sports facility, located outside Beverley, is used instead. At Bridlington, the local sports centre is used for practical activities; however, the acoustics in the main sports hall are poor and a public walkway is distracting to learners. Neither venue has sufficient space to enable theory teaching to be supported by practical activity.

#### Leadership and management

54. Leadership and management are good. Teamwork and communication are good and the commitment to improve the learners' experience is strong. The SAR is largely accurate and identifies areas for improvement clearly. Quality improvement plans include appropriate strategies to deal with these areas and progress in implementing the plans is monitored regularly. Staff are well qualified and have a good range of experience. Professional development is helping to improve the quality of the provision. New staff are supported well. Links with employers are satisfactory.

## Preparation for life and work

Good: grade 2

### Context

55. The college offers full-time courses for learners with learning difficulties and/or disabilities and access to higher education at both Beverley and Bridlington. Learner support and key skills are delivered within curriculum areas. English for speakers of other languages (ESOL) is offered at both main centres. Courses in ESOL and adult literacy and numeracy are delivered in eight outreach centres. Nearly 200 learners study full-time and about 1,600 study part-time. About 120 learners follow GCSE mathematics and English courses.

### Strengths

- high key skills pass rates
- much good teaching
- responsive and flexible support for learners
- strong and well coordinated management.

### Areas for improvement

- low ESOL success rates
- insufficiently flexible provision to meet the needs of a minority of learners.

### Achievement and standards

56. Achievement and standards are good. Success rates in key skills at levels 1 and 2 have risen markedly and are now high. Success rates have also improved on a number of other courses. Success rates on ESOL courses are low. The standard of work is at least satisfactory for the level at which learners study and in some cases it is higher. Learners enjoy learning, for example, literacy learners described the colours of a Renoir painting enthusiastically.

### Quality of provision

57. The quality of provision is good, a judgement with which the SAR agrees. Much of the teaching is good. The best lessons include a good range of well planned activities. Learners' progress is tracked closely although individual personal and study goals receive less attention on some courses. Assessments are timely and relevant. Teaching resources are of good quality and include real materials such as adverts, tickets and newspapers. Games and audio-visual materials are used well to stimulate learning and

reinforce existing knowledge. The contexts chosen for the development of literacy and numeracy skills are stimulating, informative and fun for the learners. They often address issues related to health, safety and economic wellbeing.

58. The range of courses meets the needs and interests of learners satisfactorily and most courses are responsive to individual needs. There is insufficient flexibility and differentiation within some provision. For example, migrant and shift workers, whose attendance patterns are patchy, suffer from a lack of continuity in their learning. Learners in some class groups of mixed levels of attainment do not get a sufficiently individualised curriculum. There is only a limited focus on the needs of the workplace in some of the teaching. These issues have been recognised and are being discussed with local employers.
59. Learner support is good. Initial advice and guidance are valued by learners. Early assessment facilitates timely intervention and support arrangements are effective. Teachers know their learners well and address their needs sensitively. Learning support assistants are deployed well in most lessons.

#### Leadership and management

60. Leadership and management are good. The provision is coordinated well and managers understand clearly the issues they face. Quality assurance arrangements are comprehensive and robust. Appropriate action plans are established to address areas for improvement and their implementation monitored closely. The SAR identifies accurately the strengths of the provision and most of the areas for improvement. Staff development is focused closely on the needs of teachers. Most staff are well qualified, though development is needed for some part-time ESOL teachers. Resources are good overall but some accommodation is inadequate and access to ILT is insufficient.

## Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	03/04	460	60	60	0	833	51	59	-8
	04/05	303	61	64	-3	762	64	62	+2
	05/06	471	69			742	69		
NVQs	03/04	23	48	61	-13	35	43	62	-19
	04/05	40	63	67	-4	18	28	67	-39
	05/06	52	77			30	67		
Other	03/04	425	60	60	0	798	52	59	-7
	04/05	243	62	64	-2	740	65	61	+4
	05/06	418	68			712	68		

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	03/04	544	58	56	+2	1172	58	54	+4
	04/05	468	60	61	-1	1178	62	60	+2
	05/06	442	66			911	68		
GCSEs	03/04	71	68	61	+7	179	64	59	+5
	04/05	69	62	64	-2	149	77	62	+15
	05/06	56	68			147	74		
GNVQs and precursors	03/04	32	75	63	+12	*			
	04/05	*				*			
	05/06	0				0			
NVQs	03/04	148	47	52	-5	373	66	53	+13
	04/05	192	57	57	0	486	72	60	+12
	05/06	115	62			409	67		
Other	03/04	293	59	54	+5	617	50	53	-3
	04/05	195	61	60	+1	539	49	59	-10
	05/06	271	67			356	66		

\* numbers too small for success rates to be meaningful

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	03/04	314	46	64	-18	607	57	53	+4
	04/05	271	59	67	-8	546	59	57	+2
	05/06	314	58			554	61		
A/A2 levels	03/04	*				*			
	04/05	*				*			
	05/06	0				*			
AS Levels	03/04	37	54	63	-9	88	47	50	-3
	04/05	38	37	65	-28	50	42	52	-10
	05/06	40	50			55	55		
GNVQs and precursors	03/04	103	40	52	-12	*			
	04/05	38	71	60	+11	*			
	05/06	*				*			
NVQs	03/04	*				116	49	47	+2
	04/05	*				126	56	54	+2
	05/06	*				99	59		
Other	03/04	141	43	56	-13	360	62	56	+6
	04/05	165	59	60	-1	363	62	58	+4
	05/06	221	55			393	63		

\* numbers too small for success rates to be meaningful

Table 4

Success rates on work-based learning programmes managed by the college 2004/05 to 2006/07 (to period 8).

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVO rate **	National rate **
2004/05	Apprenticeship	67	42	39	52	51
	Advanced	9	11	34	56	48
2005/06	Apprenticeship	55	55	52	62	58
	Advanced	5	60	44	80	53
2006/07	Apprenticeship	37	57	60	62	64
	Advanced	5	80	53	80	61

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

b) Timely success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVO rate **	National rate **
2004/05	Apprenticeship	73	14	22	18	29
	Advanced	9	11	22	56	31
2005/06	Apprenticeship	52	8	34	10	38
	Advanced	5	60	27	60	34
2006/07	Apprenticeship	37	19	41	30	45
	Advanced	6	50	34	67	40

\* The number of learners who planned to complete their learning programme in the given year

\*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'