

## MONITORING VISIT: MAIN FINDINGS

Name of college: East Riding College  
Date of visit: 4 June 2009

### Context

East Riding College is a general further education college with main centres in Beverley, Bridlington, Carnaby and Hull. The provision at Carnaby will be consolidated into the new Bridlington site which will open in September 2009. There are plans to relocate the provision in Hull and Beverley to a new Beverley town centre site. Currently in 2008/09 1,219 learners aged 16 to 18 are enrolled mainly on full-time courses. Adult learners, mainly on part-time courses, total approximately 2,800. A further 277 apprentices and 1,192 Train to Gain learners in the workplace are also enrolled. The college manages vocational training in construction and engineering in eight prisons in the Yorkshire and Humber region. The college provides courses in 14 sector subject areas and, in several, learners can progress from foundation level to degree level. Of the 18 schools in East Riding all but one has a sixth form. In 2008/09, 250 school students aged 14 to 16 study vocational programmes at the college. The college is leading on five of the new 14 to 19 diplomas to be introduced in September 2009.

The college was last inspected in June 2007 when it was judged to be good for overall effectiveness and capacity to improve. Achievements and standards were satisfactory. In the five curriculum areas inspected, hairdressing and beauty therapy was judged satisfactory and the other areas were all judged to be good.

The college's mission is to be proactive in the economic and social development of the region, working in partnership to provide access to the highest quality education and skills training to meet the needs of individuals, employers and the wider community.

### Achievement and standards

What progress has the college made in improving the success rates on long courses and underperforming curriculum areas given that the self-assessment report (SAR) has improved the grade to good?	Reasonable progress
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The long course success rate has gained slightly on the national average in the three years to 2007/08, moving from slightly below average to slightly above. In these

three years the rate for learners aged 16 to 18 has improved markedly and is now slightly above the average. The rate for adults is similar to the national average.

The previous inspection identified the success rate at level 3 for learners aged 16 to 18 as an area for improvement. This rate has improved markedly and is now at the national average. The success rates for each age and for each level, 1 to 3, were all at or above the national averages in 2007/08. The rates at level 1 for learners aged 16 to 18 and at level 3 for adults are now strengths. The data supports the college judgement that achievement and standards are now good.

College data shows that retention has improved markedly in 2008/09 for both ages.

<p>What progress has been made in improving the delivery of and success rates in work based learning (WBL) and Train to Gain provision?</p>	<p>Reasonable progress in WBL. Significant progress in Train to Gain</p>
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The overall success rate of apprentices in the three years up to 2007/08 remained consistent and was below the national average. Timely success rates have improved significantly and are broadly in line with national averages. Success rates for advanced apprentices are good. College data for 2008/09 indicates a very good improvement in the success rates of apprentices.

A new employer engagement manager and team have developed stronger links between employers and college staff. Learners' progress is monitored more closely and a close tracking system identifies those who are falling behind or who need extra support as they come towards the end of their programme.

The college's Train to Gain provision in 2007/08 was delivered through subcontracting arrangements and success rates were high. From September 2008, the college was awarded its own Train to Gain contract and numbers expanded significantly. Through careful monitoring of progress and the use of taught sessions, to provide under pinning knowledge, the high success rates have been maintained.

#### Quality of provision

<p>What progress has been made in improving provision in construction, engineering and information technology (IT)?</p>	<p>Reasonable progress</p>
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The previous inspection judged that apprentices were making slow progress and that there was low retention on the national certificate in information communication technology (ICT). The construction self-assessment report identifies low success

rates as an area for improvement. Appropriate changes have been made or are being made. For example, more rigorous selection procedures have been implemented; reviews of progress are more frequent; and value-added measures developed by the college are being used to provide a greater level of challenge to each learner. Electronic tracking of progress has been introduced in ICT and is being rolled out to other departments. Links with employers have been improved so that they can have closer involvement during progress reviews and learners who are made redundant can be provided with work which will help them complete their NVQs. The timely success rate for advanced apprentices was above average in 2007/08. For apprentices, although success rates improved markedly, they were still below average. Retention is much improved on the national certificate in 2008/09.

In engineering, the previous inspection identified that there was insufficient challenge to students in the teaching of theory. In ICT there was insufficient work-related enrichment. Both of these areas for improvement are whole college priorities. In relation to the level of challenge, several improvement strategies have been implemented. For example, teachers whose teaching is graded either satisfactory or inadequate are required to implement an improvement plan, are provided with mentors and are subject to re-observation. Professional development is supporting the use of the virtual learning environment (VLE) and teachers and managers confirm that its use is much improved. Resources are being developed to help teachers adopt more active learning methods. In response to the insufficient work-related enrichment, identified as an area for improvement in ICT, the department has established an employer advisory board and is developing more project work which is work-related. Managers are aware that more needs to be done to successfully address this area for improvement.

What progress has been made in further improving the quality of teaching and learning and the use of information learning technology (ILT)?	Significant progress
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Improvements in the quality of teaching and learning are central to the college's quality improvement systems. The proportion of satisfactory teaching was significantly reduced in the internal observations in 2007/08. Further improvements in the grade profile of the observations have been seen, with an increase in the proportion of outstanding lessons completed so far in 2008/09. The system is monitored by senior managers, grades are moderated and there is clarity on why a grade is awarded. However, individual observation records do not always clearly indicate what it was that was good about the lesson and what needs to be done to improve. All staff complete a post-observation action plan that is monitored within the appraisal system. Managers identify key priorities to further improve the quality of teaching and learning, for example developments in the use of information learning technology (ILT) to support learning. An extensive range of staff development opportunities are available throughout the year. Since September 2008, all staff have been involved in peer observations that have been effective in sharing

good practice. Curriculum heads report on the key characteristics in teaching and learning from the observations completed in their area and this is used to plan the content of training days. However, the information submitted is inconsistent in quality and detail and does not necessarily provide a clear agenda about how to move to an outstanding judgement.

Developments in the use of ILT have been good. Since September 2008, 155 staff have attended formal training on the college's VLE, moodle. New e-learning coordinators have focused roles and clear development targets. The use of the VLE has been audited and each curriculum head has produced an action plan for improvement to increase pace of developments. Good practice in the use of moodle will be shared at the summer staff development event.

What actions have been taken to follow up on learners' work-related enrichment entitlement?	Significant progress
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A comprehensive programme of work-related learning and enrichment activities has been developed and is well managed. All students are entitled to 10 planned activities per year. The activities are mapped against the 'Every Child Matters' themes. The college has strong links with employers and a central database has been established to provide a good range of activities to meet students' needs. Heads of curriculum submit detailed work-related learning plans for the courses across their area and monitor delivery of planned events. Students' participation is closely monitored and feedback from learners is used to make further improvements to the programme. In most cases participation in work-related learning and enrichment activities is captured at one-to-one reviews on an individual student's learning plan. However, the impact of the activities is not always recorded in detail. Students interviewed during the visit were very positive about the programme and had clearly enjoyed and benefited from their experiences.

#### Leadership and management

What progress has been made in further improving the self-assessment and quality assurance and its impact?	Reasonable progress
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At the previous inspection, quality assurance arrangements were judged to be comprehensive, the self-assessment process thorough and the report largely accurate and helpful to the college in driving up standards. Further improvements have been made. For example, observation of teaching is now more rigorous, internal inspection arrangements improved and more extensive use is being made of peer assessment. Thorough arrangements exist to audit curriculum processes, monitor the implementation of action plans and monitor progress towards the achievement of targets. In a few cases the views of students and employers are not monitored clearly enough in a few curriculum self-assessment reports. Quality

assurance arrangements and associated action plans have been successful in eliminating under-performance in college success rates but not yet effective enough to take college success rates securely above the national averages.