

Kingston Upon Hull City Council

Community learning and skills

Inspection dates

29 November–2 December 2016

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	16 to 19 study programmes	Inadequate
Quality of teaching, learning and assessment	Requires improvement	Adult learning programmes	Requires improvement
Personal development, behaviour and welfare	Requires improvement	Apprenticeships	Requires improvement
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection			Good

Summary of key findings

This is a provider that requires improvement

- Too many learners do not make the progress of which they are capable, particularly the most able and those who need additional help.
- Only a small proportion of learners achieve a mathematics or English qualification.
- Attendance is too low on a substantial number of adult courses and study programmes.
- Governors do not provide sufficient challenge on all aspects of performance because senior leaders do not provide a clear and detailed analysis of the service's performance.
- Managers have not improved the quality of provision rapidly enough.
- Study programmes, which make up around a fifth of the provision, are inadequate.

The provider has the following strengths

- Managers and staff create an inclusive learning environment that engages vulnerable learners well and very often transforms their lives.
- Tutors use a wide range of interesting activities with adult learners who often have challenging personal circumstances; this enables adult learners to achieve well on vocational courses.
- Adult learners and apprentices develop the personal and social skills that they need for work.
- Learners develop good practical, technical and employability skills on apprenticeship and vocational programmes.
- Effective relationships with regional partners and employers result in a curriculum that meets the requirements of local people and that contributes to reducing poverty and unemployment.

Full report

Information about the provider

- Hull Training and Adult Education Service is part of Kingston-Upon-Hull City Council. It provides training and education in the Humber region. The council provides adult learning programmes, study programmes for young people and apprenticeships in four centres, community venues and through four subcontractors. The main areas of provision are engineering, business administration and law, information and communication technology (ICT), construction, catering, foundation learning and care. Adult learning programmes and apprenticeships make up the great majority of the provision. Study programmes account for a fifth of the provision.
- Hull is currently the third most deprived local authority area in England with half of the population living in wards that are among the 20% most deprived in England. The city has poor health, a high crime rate, poor-quality housing, high unemployment, and more people on government benefits than the national average.

What does the provider need to do to improve further?

- Make sure that the most able learners are set challenging activities and that those learners who need additional help receive it, so that a much higher proportion of learners make good progress.
- Increase the proportion of learners who achieve a mathematics or English qualification by improving the quality of teaching, learning and assessment.
- Further improve attendance on adult and study programmes by closely monitoring the attendance of individual learners and providing support to improve attendance when necessary.
- Ensure that governors receive clear and informative reports so that they can monitor the service's performance more effectively and hold senior managers to account.
- Ensure that the recent changes to quality improvement strategies, self-assessment and the use of data are fully implemented so that improvements are made rapidly.
- Ensure that all learners aged 16 to 18 have access to an individualised programme that meets their career aspirations, supports their personal development and ensures that they progress into further study or employment.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Until very recently, senior leaders and council members did not take decisive enough action to tackle weaknesses in the provision. The recently appointed council leaders and centre management team recognised that quality improvement strategies, including self-assessment, were not rigorous enough and did not lead to improvements, particularly in improving the achievement of learners. They have taken recent action to improve these arrangements, including restructuring the management team, reviewing the design of programmes and ensuring that teachers assess learners' starting points more accurately. These early actions are beginning to have a positive impact on improving the quality of provision and reducing the proportion of learners who leave their course early.
- Leaders and managers have not ensured that learners across all types of provision receive good quality initial advice and guidance. Staff do not ensure that learners aged 16 to 19 choose the most appropriate programme to meet their individual needs and career aspirations, and this contributed to a high proportion of learners leaving their courses early in 2015/16. Learners who use the specialist careers service receive good advice and, as a result, choose a suitable course.
- The management of the performance of staff has improved recently and is now effective. Lesson observations identify accurately the strengths and areas for improvement in tutors' practice. Managers use a range of evidence to evaluate the performance of staff, including feedback from observations and scrutiny of the quality of learners' work. They challenge weaker performance, agree areas for improvement with staff, and monitor closely the progress that staff make in improving their practice. As a result, staff either improve their practice or leave the service. Staff benefit from professional development and support to improve their practice, but this has not yet resulted in consistently good teaching, learning and assessment.
- The service contributes well to the Hull city strategy that aims to reduce family poverty and unemployment for Hull residents. Senior leaders and staff care passionately about the communities that they serve. They consider carefully how well the provision meets the needs of different groups. They listen to feedback from learners and regularly review the profile of courses that the service provides.
- Curriculum planning is aligned closely with the city's strategy to improve skills and reduce poverty through employment. Managers make good use of the city's children's centres to deliver programmes to parents who wish to develop their own skills and support their children's learning. Managers have introduced recently a level 1 study programme aimed at young people who have previously dropped out of school or who have had very poor attendance. There are very early indications of improved retention among current learners on this new study programme.
- Managers work well with the local authority, the Chamber of Commerce and other external agencies, including the local enterprise partnership. Leaders work well with a range of other adult skills providers including the local university and a specialist college; as a result, the provision meets the needs of local people and employers, and provides routes to further study or employment.

The governance of the provider

- Governors provide appropriate challenge on many key aspects of performance, such as financial performance and progress toward the service's overall achievement targets. They know the service and understand its strengths and weaknesses.
- Governors have not acted rapidly enough to improve the quality of provision. For example, agreed actions to restructure the management of the service and improve the management of the performance of staff took too long.
- Senior leaders do not provide a sufficiently clear and detailed analysis of performance to governors. This means governors cannot monitor closely the performance of the different parts of the service's provision to ensure that improvements are made quickly.
- Elected council members and senior leaders use funding effectively to contribute to reducing unemployment and poverty in the city.

Safeguarding is effective

- The arrangements for safeguarding are effective.
- Managers have ensured that effective safeguarding arrangements are in place and have revised them to include the new requirements of the 'Prevent' duty.
- Managers carry out appropriate recruitment checks. Through mandatory training, staff know how to ensure and maintain safe working practices and how to report any concerns about learners' safety.
- Learners know how to keep themselves safe, including when working online. They are aware of the requirements to work safely both in the centres and in their workplace.
- Staff understand processes for reporting safeguarding concerns well, including those that arise from suspected radicalisation and extremism. When any incidents occur, staff respond quickly and take appropriate actions that lead to resolution. Relationships with other agencies are effective.
- Designated safeguarding officers receive regular training, including on the 'Prevent' duty. The majority of staff have an understanding of the risks posed by radicalisation and extremism; however, this has not yet been translated into learners having a good understanding.

Quality of teaching, learning and assessment

Requires improvement

- Tutors do not use information about learners' starting points well enough to plan activities that match learners' abilities closely. Consequently, learners, especially the most able, do not make the progress of which they are capable.
- In too many instances, teachers do not check learners' progress thoroughly enough in lessons and in progress reviews. In a minority of cases, tutors do not set specific targets for learners to enable them to develop their knowledge and improve their skills swiftly. Feedback from tutors and assessors on learners' assessed work provides good encouragement and praise for learners' achievement, but too often does not identify how learners can improve their work further.

- In a few instances, support for learners who need extra help does not take into account their specific needs. Consequently, these learners do not make the progress that they should.
- Apprentices and adult learners develop the English skills that they need for their chosen career. For example, they have a good understanding of the language to use when constructing questionnaires. They develop confidence in speaking and listening and are able to identify when to use formal and informal language. Learners on study programmes do not make sufficient progress in developing their written English skills in vocational lessons.
- The development of mathematical skills is good for the majority of apprentices who are able to apply these skills well in their job roles. For example, engineering and construction apprentices use mathematical skills confidently in workshops. The majority of learners on study programmes and adult learning programmes do not develop their mathematical skills well enough. Too often, tutors move on to the next activity without checking that learners have the required skills and a sound understanding of the topic. As a result, learners struggle to apply new learning.
- Tutors plan and use activities well that engage learners who often have challenging personal circumstances. Lessons take place in safe learning environments where learners show a high level of respect for each other. Learners enjoy their learning, work well together, and develop their confidence.
- Tutors provide effective individual coaching and verbal feedback in lessons. As a result, learners develop skills that enhance their personal and family lives. For example, adult learners on courses not leading to a qualification produce games that help their children with their reading.
- Learners and apprentices develop good practical skills and knowledge that they need for future employment. Advanced engineering apprentices produce computer-aided drawings and adult learners aiming to work in schools discuss how they observe children in the classroom so that they are able to recognise and respond to children's body language.
- Tutors prepare learners on traineeships well for their future employment. For example, trainees become more skilful in completing application forms and participating in team work. Learners on traineeship programmes make good progress.

Personal development, behaviour and welfare

Requires improvement

- Learners on adult learning programmes and study programmes receive insufficient guidance from their tutors to help them to choose their next steps to further study or employment. In a few instances, apprentices receive insufficient guidance to make them aware of career options once they complete their apprenticeship. Learners who make use of specialist careers advice receive good guidance and, as a result, make informed choices about their next steps.
- Too often, advice and guidance provided by staff at the beginning of study programmes result in learners joining inappropriate courses. As a result, in 2015/16, too many learners left their study programme early. The advice and guidance that apprentices receive at the start of their programmes is comprehensive and helpful, and results in apprentices choosing appropriate programmes.

- Attendance is too low on adult learning programmes and study programmes. Too often, learners miss important elements of their learning and, consequently, make slow progress. Attendance is good for apprentices and on courses in travel and tourism and motor-vehicle studies on the study programmes. Managers and staff follow up any non-attendance rigorously and work closely with other agencies to encourage learners to stay on their course.
- Learners speak confidently about how to stay safe online and how to report incidents of bullying. They have a basic understanding of the risks posed by radicalisation and extremism, but are insufficiently aware of how this understanding applies to their lives and work.
- Learners behave well in class, and show respect for their tutors and each other. Tutors develop learners' personal and social skills well. They use their skills and expertise well to maintain discipline and learners' concentration on study programmes.
- Apprentices grow in confidence and demonstrate positive professional behaviour and attitudes to their work and learning, both in college and in the workplace. For example, sign-making apprentices develop good team-working and collaboration skills while laminating large signage. Teaching support apprentices confidently and competently lead sessions in phonics that primary pupils enjoy and that aid pupils' language development.
- Staff recruit learners from deprived communities and enable them to learn in a supportive and caring environment. Consequently, learners overcome barriers to their learning and become more confident and independent. A small proportion of learners have begun to take their first steps to employment.
- Learners develop practical and technical skills well on apprenticeship and on vocational programmes, and this prepares them well for work. Young people on study programmes benefit from external work experience, community work and interesting projects that prepare them well for work. For example, learners refurbished a snooker hall in their local community and learned new skills that they can apply in construction trades.

Outcomes for learners

Requires improvement

- The proportion of learners on study programmes and adult programmes who achieve a mathematics or English qualification is very low and below that of similar providers. Achievement rates for adults on GCSE English and mathematics courses are higher than for similar providers.
- In 2015/16, the proportion of learners who remained on their study programme to the end was low, including young people from disadvantaged backgrounds.
- Progression to further study or sustained employment is low for adult learners. Adults on non-accredited courses, such as sewing courses, too often continue onto courses in subjects at the same level. The majority of learners on study programmes progress to apprenticeship programmes or into learning with other providers. The large majority of apprentices progress into sustained employment and a minority progress to a higher level programme.
- Learners with learning difficulties or disabilities, particularly those aged 16 to 18, achieve less well than their peers. Male learners achieve less well than females on apprenticeship programmes, which is mainly due to the decline in performance in engineering where the

large majority of learners are male.

- Adult learners, who account for nearly half of all learners, make good progress from their starting points and achieve well on their vocational courses. In 2015/16, achievement among adults on courses in health and care, hospitality and catering and hairdressing was higher than among similar providers. These courses make up a significant proportion of the adult learning provision.
- The achievement rate on the apprenticeship programme has remained in line with that of similar providers for the last three years. Until last year, the achievement rate on the engineering apprenticeship programme had been consistently high, but declined in 2015/16. However, this was a result of the service recruiting apprentices from a failing provider, many of whom had already left or who had made poor progress. A higher proportion of apprentices aged 16 to 18 on advanced-level programmes and of apprentices on business administration, retail and commercial, and ICT programmes achieve than at similar providers. The proportion of apprentices who completed their apprenticeship within the planned time in 2015/16 was low.
- Apprentices, adults and learners on study programmes develop successfully the skills and technical knowledge that they need for work. For example, joinery learners are able to accurately measure wood to make joints for window frames.

Types of provision

16 to 19 study programmes

Inadequate

- There are currently 179 learners following a range of vocational study programmes from level 1 to level 3. Study programmes make up around a fifth of the provision. Most learners are on programmes in engineering, catering, construction, business administration, travel and tourism, retail and social care. There are also 21 young people on traineeship programmes.
- Leaders and managers have not yet developed study programmes of a high enough standard. The quality of teaching, learning and assessment and the monitoring of learners' progress are weak and, as a result, too many learners make slow progress or withdraw early.
- Tutors do not take sufficient account of each learner's starting point when they plan learning and assessment. They do not plan learning activities that meet the wide range of learners' needs and abilities or enable learners to make the progress of which they are capable.
- Tutors do not challenge learners sufficiently to work to their full potential and, as a result, too many learners make slow progress, especially the most able. The pace of learning is often slow, with undemanding activities. In too many lessons, all learners complete the same tasks at the same pace regardless of their prior learning and experience.
- Tutors do not check learning and understanding effectively during lessons. They do not use assessment methods well enough to identify learners who are ready to move on to new learning and those who are not. Consequently, not all learners achieve their intended learning objectives and the most able learners do not make the progress that they should. Tutors do not provide clear feedback on completed work or offer sufficient guidance so

that learners know how to make the necessary improvements.

- Tutors do not develop learners' written English and mathematics skills well enough in vocational lessons. Too many learners continue to make the same basic errors and do not receive the support they need to improve these skills over time; for example, the presentation of learners' written work is often of poor quality and untidy.
- Tutors do not use progress reviews well enough to ensure that all learners make good progress, particularly those who have barriers to learning. Too many progress reviews are superficial and do not result in meaningful targets that reflect the specific needs of learners and their particular strengths and weaknesses. For example, tutors do not set measurable short-term targets for learners that motivate them to monitor their own achievements and make good progress.
- Learners develop good work-related skills through working collaboratively in lesson activities and carrying out relevant work experience. Staff plan individual and flexible work experience which closely matches each learner's needs and interests. High-quality work experience takes place in a wide range of local employers such as care settings, hairdressing salons, retail outlets and construction sites. This prepares learners well for the world of work and develops their awareness of local job opportunities.
- Tutors use their skills and expertise well to maintain discipline and concentration. Learners behave well in class and demonstrate respect for their tutors and each other.
- Learners understand the importance of working safely in hazardous practical environments such as in catering, motor vehicle and construction. Vocational tutors continuously reinforce the need to stay safe and learners are able to work safely without direct supervision. For example, construction learners were able to use specialist tools confidently and safely when working independently to build a corner wall.
- Recent changes to the curriculum allow learners to study units of qualifications in different vocational subjects. By developing a wider range of skills in different vocational subjects, learners are able to make better decisions about their next steps. However, these changes are very recent and it is too early to judge whether they are having a positive impact on learners successfully completing their study programme.

Adult learning programmes

Requires improvement

- There are 1,097 adult learners on courses in family and community-based learning and in English, mathematics and English for speakers of other languages (ESOL). Adult learning makes up nearly half of the provision. More than a half of learners study English, mathematics and ESOL courses, and just under half study on community-based learning which includes family learning and a smaller number of programmes that meet learners' leisure interests.
- The service is implementing a well-considered plan to make community-based and family learning provision more relevant to local needs by targeting priority areas. Good links with voluntary and community partners are helping them in this process. Leaders and managers have made good progress in refocusing the range of non-accredited provision to meet national priorities and the needs of employers in the city. Although decreasing, a small amount of funded provision is for personal development and leisure courses, which the council plans to reduce further.

- The most able learners do not make the progress they are capable of as tutors do not set them aspirational targets or sufficiently challenging work. Too many tutors do not use the findings from assessment of learners' prior knowledge or achievements effectively enough to set individual targets for learners. This hinders tutors' ability to monitor progress from learners' starting points, build on their prior attainment and prepare them for their next steps in education or employment.
- In a few instances, tutors do not check that learning has taken place after tasks and activities. Consequently, tutors are not always clear about the progress that learners are making and do not plan their next steps effectively. Too much feedback does not help learners to understand what they have done well and where they need to make further improvements. On courses that do not lead to qualifications, teachers accurately identify the progress that adults are making.
- Adult learners progress well on their vocational courses, and develop good practical skills. Tutors use a wide range of tasks and activities that interest and enthuse learners and as a result, learners enjoy lessons. Learners develop self-confidence in communicating with others as a result of a range of tasks and activities, including presentations, speaking and reading aloud in sessions and working in groups.
- Staff model high standards in demonstrations and make very good links to industry standards and expectations. For example, learners on art courses benefit from demonstrations on light reflection.
- Where teaching is of a high standard, learners on community-based courses make good progress in acquiring new skills and knowledge. On a sewing course, learners, most of whom have little prior skills in sewing, demonstrate their rapidly improving skills in pattern cutting and making complex garments.
- Tutors successfully promote secure and conducive learning environments and encourage peer support. Consequently, learners with low levels of confidence become more actively involved in their learning. Very often, this transforms the lives of some very vulnerable learners.

Apprenticeships

Requires improvement

- Apprenticeships at intermediate and advanced level make up nearly a half of all the service's provision. The largest proportion of apprentices are in engineering and business administration. The remaining apprenticeships include information and communication technology (ICT), health and social care and teaching and learning in schools. There are currently 716 apprentices of whom 355 are on intermediate-level programmes and 361 are on advanced-level programmes. Of the 716 apprentices, 397 are aged 16 to 18 and 319 are 19 years old and over.
- Apprentices make slow progress in too many theory sessions. Too often, assessors do not check learners' progress carefully enough before moving on to the next topic; consequently, less confident apprentices do not make the progress that they should.
- Assessors often focus too much on the achievement of vocational units of qualifications rather than developing apprentices' broader skills. Managers and assessors do not monitor apprentices' progress effectively against all components of their framework. As a result, a significant minority of apprentices across most programmes do not make the progress

that they should. Assessors on the business apprenticeship programme monitor and record their apprentices' progress carefully.

- Too often, assessors' written feedback does not provide sufficient guidance to help apprentices to make improvements in their work. Assessors do not use progress reviews well enough to assess individual apprentices' progress and to identify what apprentices need to do to improve and subsequently achieve. Many records of reviews do not highlight the progress that apprentices have made and the skills they have learned or need to develop. In a few cases, assessors do not involve employers in progress reviews and this has resulted in slow progress for those apprentices.
- Assessors do not develop apprentices' written English skills to a high enough standard. They often provide apprentices with insufficient help to improve the accuracy of their written skills in the work that they produce in their portfolios. Often, assessors do not challenge apprentices who have achieved the minimum standards for a framework to improve their skills further, even when their English skills remain at a low level.
- The majority of apprentices make good progress in developing their mathematical skills and use these skills well in their job roles. For example, apprentices in engineering and construction use their mathematics skills confidently in the workshop and at work when scoping jobs using formulae in electrical engineering or to measure accurately when making joints in timber.
- In the current year, the large majority of apprentices are making the progress expected of them. A minority of apprentices, particularly in engineering, continue to make slow progress.
- Apprentices develop their practical skills well through good off-the-job training. Employers value the contribution that apprentices make to their business. Assessors and employers have high expectations of apprentices to improve their practical skills, and relate their expectations well to industry standards. For example, fabrication and welding apprentices develop good skills in sheet metal working and producing precision components. Electrical engineers apply their practical skills well in their workplaces through, for example, adding wiring units to refrigerated vehicles.
- Apprentices value the support that they receive from assessors. Assessors provide good verbal feedback that enables apprentices to improve their skills. They coach apprentices well through skilful questioning and by a good range of practical activities, which develop apprentices' problem-solving skills well. For example, advanced engineering apprentices confidently describe how they successfully manufacture components using technology to produce an outline drawing. Assessors provide effective additional support for apprentices who have learning difficulties to help them to make good progress.
- Apprentices have access to a wide range of good industry-standard equipment and opportunities to develop their skills. They work safely in practical workshop sessions and they apply their understanding of health and safety in their workplace.

Provider details

Unique reference number	52403
Type of provider	Community learning and skills
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	4,458
Principal/CEO	Graham Talbot
Telephone number	01482 300300
Website	www.hullcc.gov.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	71	742	87	355	21	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	230	125	167	194	0	0		
Number of traineeships	16–19		19+		Total			
	21		2		23			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	3							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	North Humberside Motor Trades Group Training Association Motorvation Training Limited Chamber Training Hull FC Super League							

Information about this inspection

The inspection team was assisted by the deputy city manager, adult learning and skills, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls, webinar and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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