

Claverham Community College

Not for profit organisation

Inspection dates		30 January–1 February 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Qualification success rates for learners studying Spanish and French speaking and listening at intermediate levels are inadequate.
- Observations of teaching and learning are not conducted by subject specialists with sufficient knowledge to identify areas for improvement to plan, implement and monitor actions to remedy identified weaknesses or identify good language specific practice.
- The excellent practice demonstrated by some tutors is not shared with all tutors across the provision.
- Learning technologies for use inside and outside the classroom are not exploited effectively to enhance and improve the learning experience for tutors and learners.
- Self-assessment is not sufficiently self-critical or analytical of the provision, it is also too descriptive.
- Assessments, on courses leading to qualifications, are not sufficiently integrated into learning to provide learners and tutors with a clear idea of individual success or progress.

This provider has the following strengths:

- Learners successfully develop their skills and confidence to converse assertively in the language they choose to study.
- Most learners studying science and mathematics are successful in improving their skills and gaining a qualification.
- Tutors understand their learners well and are particularly supportive, providing good individual language coaching and assurance that improves learners' confidence as learners develop their linguistic skills.
- An effective strategy and programme of courses that meet the needs and interests of adult learners well.
- Staff and administrators rigorously monitor learners' attendance and follow up non-authorised absence with personal contact through effective use of telephone calls and emails.

Full report

What does the provider need to do to improve further?

- Improve the success rates for learners on Spanish and French courses.
- Make better use of subject specialists to observe teaching and learning in modern foreign languages to identify more clearly areas for improvement and recognise good practice, ensuring it is shared with other language tutors.
- Provide training and support for tutors to encourage them to make better use of technology in their lessons and provide additional resource materials for learners and other tutors.
- Ensure the assessment of learners on language programmes becomes an integral part of the course rather than simply an end of course test.
- Make the self-assessment reports more evaluative and rigorous to reflect better how activities over the previous year have improved teaching and learning, and substantiate what activities are required to further improve the provision.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Overall success rates are satisfactory. The achievement of learners working towards externally accredited qualifications is satisfactory; many progress to further study and training. The majority of learners successfully complete the qualifications they start. Most success rates are around the national rates. However, in 2011/12, British sign language courses and Italian for beginners were particularly successful. ▪ In 2011/12 all learners completed the Spanish improver and conversation courses but none attempted the final assessment. Too many learners on French beginner and intermediate programmes failed to complete the course. Managers recognise problems with assessment and have subsequently changed the examination board to suit the interests of learners better. ▪ The vast majority of GCSE science and mathematics learners successfully gain the qualification. Several GCSE science learners completed the programme to enhance their science knowledge and skills to enable them to be more helpful in their roles as primary school teaching assistants. ▪ Learners enjoy their programmes of study and become more confident in their own abilities and gain in self-esteem. Learners of all abilities and backgrounds make real gains in their personal confidence and take pride in their achievements through, for example, making items for the craft exhibition, Christmas market or showing and sharing their accomplishments with family and friends. Learners' success reflects the support and encouragement received from their tutors. ▪ Learners are highly motivated and expect to succeed. The vast majority of learners accomplish their personal learning objectives and often progress to further training or courses at higher levels. No significant variations exist between different groups and most learners achieve equally well. ▪ Learners enjoy learning and develop confidence and good practical skills. Learners develop good language skills, enhancing their understanding of English as well as the language they are learning, for example in understanding tenses, grammar and the use of punctuation. ▪ Older learners gain confidence to participate and engage in learning. In many language courses they improve their language and technology skills by using online social media to communicate with family and friends living abroad. ▪ Learners' attendance is good. Robust management of learners who miss sessions ensures absence is well managed and learners take responsibility for informing tutors if they are likely to miss sessions. 	

Modern, foreign languages**Community learning**

Requires improvement

- Teaching, learning and assessment require improvement. Outcomes vary widely between classes. However, learners are well motivated, enjoy their programmes and generally achieve their personal learning goals. Learners develop a good understanding of grammar, and aspects of writing; however, many felt they did not all have enough opportunity to develop conversation skills in the languages they are learning. Attendance is satisfactory.
- Learners enjoy the challenge of learning a new language. They develop useful skills to support family links, leisure interests, holidays and residence abroad. For some, study is linked to employability; for example, the management team of a local company is being trained to welcome French counterparts and handle business trips to the company headquarters.
- Many learners have taken the initiative to pursue their language interest beyond the classroom, for example in using the internet to talk in Spanish or Italian to friends or family abroad, or to watch videos or complete local history searches in their chosen language. Learners in Italian classes hold lively discussions about the Italian television series they watch at home. Most learners develop fluency alongside good language awareness and improved understanding of grammatical accuracy.
- In the best lessons, the target language is well used by teachers and learners, with many opportunities for speaking spontaneously. In a small minority of lessons, too much of the teaching is in English, the pace is slow, and learners talk about grammar but do not use it to communicate. Tutors do not always plan sessions sufficiently to meet individual needs and interests.
- Progression routes are good with a range of languages from beginner to advanced level. Realistic initial assessments and sensible flexible arrangements enable learners to ensure they study at the correct level and are on the most appropriate course that operates at the correct pace for them. Appropriate systems are in place to record individual learning goals. However, the lack of detailed written work by learners often provides insufficient information to enable tutors to plan and check individual progress effectively.
- In most classes, learners are working toward accreditation which matches their needs and interests, and assessments are skilfully integrated into the lessons. In a small minority of classes, learners are entered for a qualification in reading and writing when their main aim is to develop practical conversation skills. Learners in a number of classes do not understand how or why they are being assessed.
- Support for learners is good. They find their tutors patient, approachable and good at building confidence. Individual coaching is good with tutors working hard to correct pronunciation with both groups and individuals. Tutors maintain good communications with learners outside the classroom through email. Unauthorised absence is promptly followed up by tutors and administrators.
- Tutors set useful homework after each session, and provide prompt and helpful feedback. Information and learning technologies are not used effectively to support taught sessions and no structured facilities are in place to extend learning outside the classroom. The college has good virtual learning resources, but these are not used by the adult and community learning tutors or learners.

The effectiveness of leadership and management

Requires improvement

- Claverham College Education Department (CCED), which manages the adult and community learning provision at the community college, has a clear strategic vision with a focus on providing and developing specific courses leading to qualifications in modern foreign languages, or GCSE qualifications in mathematics and science, primarily in the town of Battle. The provision is inclusive and improves the lives and circumstances of local people through learning.
- Leaders and managers demonstrate strong commitment to the success of the provision and have good links to South Coast College to extend the learning opportunities to include a good range of non-qualification and general interest subjects. Leaders and managers have a good understanding of the strengths of the provision and areas that need to improve.
- Quality improvement arrangements to raise standards of teaching, learning and assessment are insufficient. Staff have a useful programme of quality assurance events to ensure all activities are completed. Tutors benefit from a programme of lesson observations; however, most staff only receive one observation annually. Observation reports identify aspects that tutors can improve, but they are not conducted by subject specialists with knowledge and expertise in teaching modern foreign languages to adults. Continuing professional development for staff is underdeveloped, with very few opportunities for tutors to work together or share good practice. Management scrutiny of the quality of schemes of work, lesson and individual learning plans is insufficiently robust to identify concerns or to promote improvement.
- The views of learners, staff and managers are used to inform self-assessment and the current self-assessment report provides a detailed overview of the service. However, the grades for the provision are too generous and curriculum reports are not sufficiently self-critical and do not thoroughly evaluate the quality of teaching and learning. The quality improvement plan contains clear actions to remedy weaknesses, but many success measures lack ambition and some areas for improvement have existed since the last inspection.
- CCED collaborates well with South Coast College to provide a wide spectrum of qualifications and personal development programmes. Particular links with employers and other agencies are very good, for example the provision of in-house French language training to staff of a local company. Work with other local businesses and councils has been productive in improving understanding of the provision and developing skills, for example in training greeting staff in British sign language at a local tourist attraction.
- College governors are actively involved in setting strategic direction for the programmes offered and the course fees. They frequently receive detailed briefings and are well informed with access to useful performance data; however, they do not drive or monitor the improvements and success criteria in the action plan.
- CCED is effective in promoting inclusion. Learning sessions provide welcoming and inclusive environments where adults who are often nervous and reluctant to return to learning develop confidence and feel valued. Equality and diversity are promoted appropriately. Complaints are appropriately recorded and resolutions quickly managed. There have been no serious instances of bullying or discrimination. Learners' progress and achievement are accurately monitored, trends are identified and no discernible gaps exist between the performance of identified groups of learners.
- CCED meets its statutory requirements for the safeguarding of learners. It employs appropriate arrangements to ensure the health and safety of staff and learners.

Record of Main Findings (RMF)

Claverham Community College

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	Community learning
Overall effectiveness	3	3
Outcomes for learners	3	3
The quality of teaching, learning and assessment	3	3
The effectiveness of leadership and management	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Modern foreign languages	3

Provider details

Claverham Community College	
Type of provider	Not for profit organisation
Age range of learners	19+
Approximate number of all learners over the previous full contract year	Full-time: N/A
	Part-time: 111
Principal/CEO	Mr Paul Swatton
Date of previous inspection	February 2010
Website address	www.claverham-education.co.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 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	-	-	-	-	-	-	-	-
Part-time	-	111	-	13	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
Number of learners aged 14-16	N/A							
Number of community learners	111							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ None 							

Additional socio-economic information

Claverham Community College in Battle provides adult and community learning provision for the rural communities of East Sussex. Most training takes place in the college or in the community centre.

Claverham Community College holds a small contract with the Skills Funding Agency for the provision of learning for qualifications. Programmes include mathematics and core science at GCSE, and various courses in modern foreign languages, British sign language, basic cookery and food hygiene. Provision for social and personal development is included in the adult and community learning prospectus but is run by Sussex Coast College.

Information about this inspection

Lead inspector

Martin Hughes HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the Assistant Principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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