

Community Learning in Partnership (CLIP) CIC

Not for profit organisation

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| Inspection dates | | 4–7 February 2014 |
| Overall effectiveness | This inspection: | Good-2 |
| | Previous inspection: | Requires improvement-3 |
| Outcomes for learners | | Good-2 |
| Quality of teaching, learning and assessment | | Good-2 |
| Effectiveness of leadership and management | | Good-2 |

Summary of key findings for learners

This provider is good because:

- Learners make good progress towards their main qualification, finding work or further training. Since the introduction of the study programme in September 2013, a good proportion of learners have remained in training.
- The vast majority of learners take part in useful work experience activities and many have benefited from interesting work placements.
- Tutors are enthusiastic and friendly. Lessons are fun and interesting with a wide range of learning activities that motivate learners well.
- Tutors promptly mark learners' work during lessons and provide them with appropriate feedback.
- Learners benefit from a very strong culture of mutual respect.
- The senior manager reviews staffs' performance every month and because of this staff know what they need to do to improve.

This is not yet an outstanding provider because:

- The activities for some more able learners are not hard enough to challenge them.
- Attendance in some lessons is low.
- Tutors do not accurately record learners' individual targets or deadlines for work in their learning plans.

Full report

What does the provider need to do to improve further?

- Improve learners' progress and attainment particularly in mathematics by:
 - setting, recording and reviewing productive targets that are hard enough
 - providing all relevant tutors with training to enable them, where appropriate, to include the teaching of mathematics in vocational lessons
 - developing learners' everyday arithmetic skills further to help them understand personal money matters
 - setting more complex tasks for more able learners particularly for intermediate level learners.
- Rapidly improve attendance by:
 - putting in place thorough arrangements to follow up diligently learners who miss lessons
 - setting individual challenging but realistic incremental improvement targets to eliminate unauthorised absence
 - ensuring absent learners are not at risk during the periods when they are expected to be in lessons
 - ensuring that the initiatives to improve attendance and reduce persistent absence focus closely on those learners who are at a risk of homelessness.
- Consolidate the recent improvements and strengthen strategic leadership by:
 - requiring the non-executive directors to set the highest expectations of the senior manager, and rigorously managing their performance to consistently raise learner's achievement
 - strengthening arrangements to share good practice
 - replicating identified outstanding features from each centre across the provision, and
 - enhancing the self-assessment report further.

Inspection judgements

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| Outcomes for learners | Good |
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- Achievement is improving and current learners make good progress. Since the introduction of the study programme in September 2013, a good proportion all learners have remained in training and a high proportion of learners are making the progress expected from their starting points. Since the last inspection, the number of learners achieving their qualifications increased from a satisfactory base. In 2012/13, the number of learners who achieved their preparation for employment qualifications and/or progressed to employment or further training was high.
- In 2012/13, the number of learners achieving functional skills qualifications in English and mathematics at an appropriately challenging level was low. Since the last inspection, managers have placed a greater emphasis on improving teaching in English and mathematics and because of tutors' higher expectations of the standard of learners' work, achievement and individual progress in English are now good, and their progress in mathematics is satisfactory.
- The vast majority of learners take part in useful work experience activities and many have benefited from interesting work placements. Highly supportive employers help learners to make considerable progress in attending work on time, communicating with work colleagues, developing customer care and team working skills. For example, an internationally renowned company has provided three learners with paid work placements. These learners are able to work alongside full time employees and to take on more responsible work duties. After a short time, they are able to produce consistently high quality work at a commercial viable pace.

- Tutors use their own experiences well to encourage learners to take more responsibility for their own progress and as a result, learners gain in confidence, are able to take part in discussions and participate fully in lessons. Learners value these skills and become more ready for employment. For example, one learner used his own initiative well to find and secure an apprenticeship at a local furniture workshop.
- Learners progress at a similar rate. The senior manager reviews data on gender balance, ethnicity, and progress of those with learning difficulties and looked after children in systematic fashion. Good tracking of learner progress data ensures that tutors can adapt the provision to maximise employability and further education opportunities for learners.
- Attendance has significantly increased but remains low in some lessons. Learners who attend regularly enjoy their courses. Punctuality is good in most lessons. During the inspection, learners were very well behaved and showed positive attitudes to learning. In the lessons, they are friendly and considerate to one another. They collaborate sensibly and are good-humoured when working together in pairs and small groups. Provider's data shows that a very small number of learners present challenging behaviour.

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| The quality of teaching, learning and assessment | Good |
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- Teaching, learning and assessment are good, reflecting the good outcomes for learners. Learners are enthusiastic and positive about their learning because tutors provide them with good individual coaching. Staff have high expectations of learners. This helps learners improve their employability skills, enabling them to progress well in lessons and to attend job and other interviews successfully.
- The vast majority of tutors provide lively lessons through a wide range of fun and interesting learning activities that motivate learners well. They plan lessons well by providing sufficient time for learners to practise new knowledge and skills. For example, in one English session learners developed improved use of punctuation by using attention-grabbing cards, flip charts, targeted questions and checking of each other's work. However, a few learners that are more able are not sufficiently pushed to allow them to fulfil their potential.
- Tutors structure the training well and carefully assess learners' abilities and skills before learners start their training. They use this information highly effectively to plan and when appropriate revise training and coaching activities. For example, in an information and communication technology lesson, a tutor identified that some learners had low levels of confidence and experience with using email and was then able to help learners develop employment related aspects of email communications.
- Learners benefit from enthusiastic staff that are good role models. Approachable tutors provide learners with good practical advice and help to resolve their personal problems. This enables a high proportion of learners to continue with their training. For example, teenage parents can attend their lessons with their child, helping them to continue with their learning and preparation for employment.
- Tutors nurture a good learning environment and use carefully targeted questions well to evaluate learners' understanding of the topics. They provide learners with praise, encouragement and give learners a clear indication of what they have to do to improve further. However, in a small number of cases, learners have insufficient guidance from tutors on how to correct errors in written work. Of the learners who responded to the Ofsted 'learner view' survey, a few reported their work is not regularly assessed.
- Tutors are successful in ensuring that learners understand the importance of mathematics and English for their future employment and because of this, learners are keen to improve their skills. Teaching in English is good; well-qualified tutors use a good range of stimulating activities

to develop learners' skills in English. Learners have plentiful opportunities to develop confidence in exploring what they have learned in English lessons.

- The development of learners' mathematical skills is effective. Staff assess learners' numeracy skills accurately before learners start a course. All learners are required to attend Mathematics classes to improve their skills, even if they already have GCSE at grade C or above. Tutors encourage learners to check each other's work during mathematics lessons and this provides learners with a good appreciation of problems and solutions. Tutors promptly mark learners' work during lessons and provide them with appropriate feedback.
- In good mathematics lessons, tutors capture learners' attention well. Lessons are hard enough for most learners and motivated learners ask good questions. For example, in one lesson, learners made good progress in completing and understanding problem-solving activities and used a game of bingo to check their learning. In the weaker lessons, tutors do not fully exploit opportunities to help develop learners' everyday arithmetic skills and some activities are not hard enough for the more able intermediate level learners.
- Training in English is included well within the main vocational qualifications. However, when appropriate, teaching of mathematics is not sufficiently included into vocational lessons because vocational tutors have not received sufficient training and are not fully confident in ways to achieve this.
- Tutors regularly monitor learners' progress and use easy to understand display charts within each centre to exhibit individual and group progress. As a result, learners speak knowledgeably about their own performance. However, tutors do not accurately record learners' individual targets for attendance or deadlines for work within the learners' individual plans. For example in one learning plan, the attendance targets were vague and recorded as 'still needs improving'.
- Resources to support training are effective. Tutors use learning technology well in most lessons to enhance learners' programmes. Learners feel safe and comfortable in the centres and benefit from good information, advice and guidance at the start of their programme. Induction is satisfactory and helps learner to settle into their programmes well.
- Learners have an appropriate understanding of equality and diversity. A good culture of mutual respect is evident in all lessons. Tutors include relevant aspects of equality and diversity within vocational topics. For example, in one lesson the tutor asked learners to write an email about considerations staff should make for a Hindu religious festival; learners completed this work enthusiastically.

The effectiveness of leadership and management

Good

- Leadership and management of the study programme are good. The senior manager, supported by members of the Community Learning in Partnership (CLIP) board have successfully continued to set a clear vision that has resulted in the recruitment of hard-to-reach learners living in rural Lincolnshire communities. The senior manager has made clear to staff the need for change, and has set clear expectations so that all tutors are aware of their individual accountability for improving teaching learning and assessment and as a result, learners now make good progress.
- The non-executive directors have an extensive understanding of the education and the training needs of hard to reach learners. They are effective in supporting the organisation to review its strategic direction and to set appropriate financial priorities. However, they do not use their expertise well to evaluate routinely the performance of the senior manager. Business planning is effective and meets the needs of this small organisation. However, the current management structure is not resilient enough to secure the long-term business success.
- The management of staff performance has been very productive; the senior manager routinely monitors the work of all teaching staff, and evaluates accurately the quality of teaching. Outcomes from individual lesson observations are linked closely to professional development

and performance management reviews. Staff whose practice requires improvement have a thorough range of improvement actions. The senior manager reviews staffs' performance on a monthly basis and because of this, staff are keen to improve their practice swiftly and know accurately what they need to do to improve their performance.

- New staff have brought a wealth of experiences, a good range of skills and different ideas to the organisation. A well thought out and comprehensive professional training strategy has resulted in staff having a clear and unrelenting focus on improving teaching, learning and assessment. Since April 2013, the pace of improvements has been good and as a result, significant areas of underperformance at the previous inspection are eliminated. One immediately evident improvement is the good teaching in English.
- The small team of programme tutors manage the curriculum well. The senior manager has ensured that all staff contribute fully to the success of CLIP in ways which best suit their abilities and areas of expertise. Staff have an exceptionally good understanding of their learners' individual personal circumstances, training needs and their progress. They are determined to improve learners' opportunities and the skills that learners need in future employment or training. However, the arrangements to improve attendance have not resulted in consistent and sustained improvements.
- Planning to modify the provision to better meets learners' needs is good because staff have a highly effectively understanding of local employment opportunities, communities needs and they use this information well to adjust the training. Learners enjoy being at CLIP because staff make good use of group discussions to gather the views of learners. They respond swiftly to feedback from learners and work well to act on their recommendations and to resolve their concerns. For example, when a group of learners asked for training in basic painting and decorating, staff acted promptly to introduce an enjoyable short practical painting and decorating course.
- The provider's evaluation of their own provision has improved and is now effective. Since the previous inspection, managers and staff have rightly focused on actions to address the recommendations from the previous inspection. Programme tutors meet every two weeks to evaluate performance carefully, to review progress and to agree useful improvement actions. As a result, improvements are now well underway. The evidence within the self-assessment report is not sufficiently thorough; encouragingly, staff recognise the need to strengthen self-assessment reporting further.
- The sharing of good practice across the organisation requires improvement. Staff do not fully exploit and utilise proven good practice from each centre. For example, recent partnership working with employers to secure excellent work placement for learners at the Gainsborough centre is particularly strong but this is not yet replicated across the other centres. Similarly, the very good planning for English lessons at Market Rasen has not been used widely within the organisation.
- Actions to maximise the opportunities for all learners are good and integral to the values of the organisation. Staff promote equality and diversity highly effectively through their own behaviour and actions. Because of this, learners benefit from a very strong culture of mutual respect. All relevant staff have recently received appropriate training in equality and diversity. Managers frequently review learner achievement data to ensure that no achievement gaps exist between identifiable groups of learners.
- The company meets its statutory requirements for safeguarding learners. However, managers do not have in place suitable arrangements to check on a few learners whereabouts and safety when they are absent from the centre. Staff have good plans in place to improve swiftly this area for improvement.

Record of Main Findings (RMF)

Community Learning in Partnership (CLIP) CIC

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| <p>Inspection grades are based on a provider’s performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p> | Overall | 16-19 study programmes |
| Overall effectiveness | 2 | 2 |
| Outcomes for learners | 2 | 2 |
| The quality of teaching, learning and assessment | 2 | 2 |
| The effectiveness of leadership and management | 2 | 2 |

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
|--|--------------|
| Employability Training | 2 |

Provider details

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|---|--|-----|-----------------|-----|----------------|-----|--------------------------|-----|
| Type of provider | Not for profit organisation | | | | | | | |
| Age range of learners | 16+ | | | | | | | |
| Approximate number of all learners over the previous full contract year | Full-time: 88 | | | | | | | |
| | Part-time: NA | | | | | | | |
| Principal/CEO | Janet Farr | | | | | | | |
| Date of previous inspection | September 2012 | | | | | | | |
| Website address | www.cliplearning.com | | | | | | | |
| 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 | |
| Total number of learners (excluding apprenticeships) | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ |
| Full-time | 58 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Part-time | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Number of traineeships | 16-19 | | 19+ | | Total | | | |
| | N/A | | N/A | | N/A | | | |
| Number of apprentices by Apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | | |
| | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Number of learners aged 14-16 | N/A | | | | | | | |
| Full-time | N/A | | | | | | | |
| Part-time | N/A | | | | | | | |
| Number of community learners | N/A | | | | | | | |
| Number of employability learners | N/A | | | | | | | |
| Funding received from | Education Funding Agency (EFA) | | | | | | | |
| At the time of inspection the provider contracts with the following main subcontractors: | <ul style="list-style-type: none"> ▪ N/A. | | | | | | | |

Contextual information

The provider offers the study programme for entry-level learners in the north of Lincolnshire from centres based in Gainsborough, Market Rasen and Mablethorpe. It also acts as a subcontractor for the Lincolnshire County Council to provide training for adults. The subcontracted adult provision was not inspected or reported upon during this inspection.

Lincolnshire is a large rural county with a population approaching 700,000. The number of secondary school pupils attaining five GCSEs at grade A*-C varies between and within locations but is comparatively low in East Lindsey where Mablethorpe is located. Unemployment levels are similar to national averages though wage levels are generally low and often involve part-time work patterns.

Information about this inspection

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| Lead inspector | Victor Shafiee HMI |
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One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the senior manager 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 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 relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject area 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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