

# Claverham Community College Education Department (CCED)

## Independent learning provider

<b>Inspection dates</b>		25–27 June 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Requires improvement-3
Outcomes for students		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for students

#### This provider is good because:

- Success rates on the vast majority of courses are high.
- Students develop very good skills during their time at CCED, many of which enhance employability or health and well-being.
- Teaching, learning and assessment are good. Teachers inspire and challenge all students to extend their knowledge, skills and understanding beyond course requirements and in ways that often exceed initial expectations.
- Many students progress to further studies, including accredited courses, within CCED or with other providers.
- The service responds very well to local needs and interests, with a flexible and relevant curriculum available in varying modes of attendance.
- Senior managers and governors have an accurate and detailed understanding of the quality of provision and the ways it may be further improved.

#### This is not yet an outstanding provider because:

- Success rates for the small number of GCSE courses are not yet exceeding national rates for similar provision year on year.
- Individual learning plans (ILPs) are not fully effective in driving progress and supporting useful reflection on students' skills development.
- The virtual learning environment (VLE) and other online resources do not yet enable students and tutors to work remotely and routinely share examples of good practice.
- Measures to establish and extend community and business links are at an early stage of development.

## Full report

### What does the provider need to do to improve further?

- Improve success rates for accredited courses, particularly GCSE English and mathematics, so that they remain above national rates for such provision.
- Enhance the effectiveness of individual learning plans by adjusting the frequency with which tutors and students complete their reflections on progress, according to the needs of each course and subject, so that stages in planning reflect natural stages in students' skills development.
- Further develop and promote the use of the virtual learning environment and other online resources so that students and tutors may have access to work outside classes, and so that tutors can share good practice more easily.
- Continue to develop community and business links to extend the range and nature of courses offered in the locality by building on the good practice established in projects to date.

### Inspection judgements

<b>Outcomes for students</b>	Good
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- Outcomes for students are good, with a very high proportion of students on the non-accredited courses that make up the bulk of provision attaining their learning goals. Success rates for accredited courses have risen rapidly, with an improvement of around 16 percentage points across the past three years. However, accredited course success rates remain at or about the national rates for similar provision.
- Students make rapid and sustained progress on many courses and develop impressive levels of skills. For many older students, particularly those from isolated rural communities, attendance at courses and engagement with their peers is important to the maintenance of their health and well-being.
- On many courses, an excellent range of additional extra-curricular activities enhances students' learning and enjoyment. Tutors have worked with students to organise visits to relevant Guild and craft bodies, to local heritage sites, and, for language classes, to restaurants and even to the countries about which they learn in classes.
- On craft and art courses, students demonstrate very high levels of accomplishment and create artefacts of which they are rightly proud. On silversmithing courses, for example, students apply very well developed skills to design and realise jewellery and other decorative objects of exceptional beauty. In woodworking and other construction craft courses, students become adept at making useful and attractive household objects from waste or discarded timber and other materials.
- On language courses, students become confident at using the language studied. They have confidence to attempt complex constructions, but are able also to make use of the vernacular as appropriate to everyday communication with others. Students also learn much about the country and culture of their chosen language. During group visits to local restaurants and on trips to other countries, tutors and students develop their skills well by communicating only in the studied language.
- On all courses, students develop practical and personal confidence and enjoy working with others. Such gains in confidence often allow them to make beneficial changes to their lives. For example, a good proportion of students who start at CCED on taster or short workshop courses progress to further learning and into higher education in connected subject areas. From craft and design courses, many students start successful businesses in their subject area.

- Over the past three years, managers and tutors have been successful in narrowing the discrepancy in success rates between male and female students on accredited courses. Both groups now attend, stay in learning, and attain at around the same rate. The number of students from minority groups who enrol on courses is low, but on par with the local demographic data. Students from minority ethnic groups succeed at broadly the same rate as the majority group of White British learners. Overall, average attendance has been good across the past three years, with similarly good overall retention.

<b>The quality of teaching, learning and assessment</b>	Good
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- The quality of teaching, learning and assessment is good, as reflected in the good outcomes for students. They make good progress in developing a range of language, counselling and practical skills while gaining confidence to progress on to higher-level courses or start small businesses using the skills developed on courses.
- Managers and tutors have high expectations of all students and, as a result, students are encouraged and motivated to attend, engage, and progress. The college is particularly responsive in meeting the needs and interests of local residents by running a flexible programme of workshops, taster days, short courses, as well as longer accredited courses. For example, an 'explore your sewing machine' class was set up in response to increased interest in sewing and stitching arising from a popular television series. Students from this class have now progressed on to an advanced programme where they further developed their skills and are now making tailored jackets.
- Care and support for students are particularly good. The college staff team takes great care to identify any specific needs students may have and responds in a sensitive and practical manner. The team makes flexible arrangements concerning payment, transport or materials acquisition. If, on rare occasions, students find they have enrolled on a course for which they are not suited, they quickly receive advice about alternatives, with fee refunds or transfers handled sensitively and rapidly.
- Tutors plan lessons well and often involve students in negotiating project tasks. In the silversmith classes, for example, students have designed new projects, for example the making of a ring, by creatively reusing a silver spoon or other object they had at home. Tutors structure lessons with a good range of interesting and relevant learning activities that build on prior learning and extend students' knowledge and skills well.
- Students have fun taking part in stimulating activities that help them to develop their language skills. Many practical lessons are very industrious, with students achieving much during their time at the college. Tutors are experienced and skilled in their subjects, and language tutors are native speakers who use the target language very effectively in almost all classroom instruction and other communication.
- Tutors demonstrate how to make good use of existing resources and materials, helping to keep the cost of materials low for students. For example, the woodwork tutor runs a one-day course in making loungers, tables and other items of furniture for the home from recycled industrial pallets.
- Tutors now use ILT effectively to enhance learning in visual arts and language lessons, for the presentation of new vocabulary or language structures or to develop listening skills through use of video clips. Tutors encourage independent study and research by providing students with links to online resources and materials. The VLE is, however, at an early stage of development, although in modern and foreign languages a pilot programme is now in place to encourage tutors to share resources and materials.
- Tutors sensitively identify students' starting points to ensure students join in a class at the correct level and that appropriate support is in place to sustain their learning. However, not all tutors use the results of initial assessments effectively to plan lessons or to adapt learning programmes to meet all students' needs in, for example, GCSE English. The current weekly review required for every student's ILP means that tutors and students do not always have

sufficient time to discuss and re-negotiate individual learning targets. The discussion of these targets does not always come at a point that is meaningful for the students, for example when a skill is mastered or an object made. Currently, tutors do not make sufficiently wide use of sound recordings, photographs or other audio-visual records to inform reviews of learning and progress at meaningful points in the learning programme.

- Tutors monitor progress well during lessons and guide students effectively in using specific tools, techniques, or approaches. They give students constructive and detailed feedback on their work. Students also benefit widely from peer support. In language lessons, tutors take every opportunity to improve students' pronunciation through repetition, correction and listening to, for example, news clips and songs. Students' homework is promptly marked and returned with helpful comments.
- Information, advice and guidance meet students' needs adequately. Managers publicise comprehensive course information widely across the locality and respond promptly to enquiries by offering individual information and advice. Tutors and administrative staff encourage students to progress on to further learning and signpost them to specialist organisations and colleges for specific advice on, for example, how to set up a small business.
- Tutors and managers promote equality and diversity well in an inclusive environment. Tutors engage all students in lessons and all staff model the values of openness and inclusivity that are central to the college's ethos. Staff make very good, personalised arrangements for students with learning difficulties and disabilities who do not wish to attend the discrete classes, to attend the mainstream cookery classes. Such flexibility has increased students' independence and their ability to play a fuller part in their family and community life. Students' experiences and contributions are valued in lessons and the college celebrates students' achievements and successes through whole community events.

### **The effectiveness of leadership and management**

Good

- Leadership and management are good. Managers and staff are well known to students and are strong advocates for the benefits the provision brings to the community. School leaders and governors are highly knowledgeable about, and supportive of, adult education. Students and tutors are appreciative of the strong team spirit that characterises the management of provision.
- Governors are well known to the CCED staff team and play an effective role in moving the provision forward. A link governor spends a good amount of time meeting staff and students, and is a member of the college performance management team. Governors receive and discuss carefully a termly report on learners' progress from the adult learning manager. The governing body also carefully reviews learners' feedback at timely intervals.
- Strategic planning is good. Managers are adept at deriving maximum value and benefit to students from available funding. Partnership arrangements with a local college will result in CCED becoming a community learning subcontractor to the college from autumn 2014. These arrangements have been thoughtfully developed to preserve a local community offer and ensure that rural communities retain access to learning.
- Managers have made significant and sustained progress against almost all areas for improvement identified at the previous inspection. Measures to monitor and enhance the quality of teaching, learning and assessment are effective, well understood, and very well supported by tutors. Observations of teaching and learning are frequent, and tutors receive clear guidance about ways to engage students and enhance teaching and learning. In key areas, such as in modern and foreign languages, observers are subject specialists for the classes they observe.
- Data collection and analysis have improved significantly since the previous inspection, and are now good. Managers and tutors now have a good understanding of success, achievement, retention and attendance figures for all courses. They review these frequently and take effective action to support students in danger of leaving courses.

- Tutors are closely, but supportively, managed. Individual action plans are in place to improve performance and support professional development. Tutors must complete at least six hours of continuing professional development activity annually in order to work at CCED. Tutors under-achieving are given time and support to improve. Where support is not effective and managers identify clear recurrent performance difficulties, sessional tutors are not re-employed.
- Self-assessment, quality improvement planning and quality review are much improved since the previous inspection. The current college self-assessment report is suitably self-critical and analytical. Managers make good use of self-assessment at course and college levels to plan for improvement and shape provision to meet local needs. Data are robustly analysed and organisational targets are realistic but challenging.
- Managers and staff work successfully to create a welcoming and inclusive environment for adults who have often been away from learning for many years. Student satisfaction levels are very high and many students, once engaged with courses, progress through levels and across subjects until they are ready to make the next step into further learning elsewhere.
- Arrangements to provide bespoke training for local businesses are at a relatively early stage of development, although a number of early projects have been very successful. During the past two years, for example, managers at a French-owned local mining company have benefited from a business French course to improve their communication skills when dealing with their French counterparts.
- CCED meets its statutory obligations for the safeguarding of students. It employs appropriate arrangements to ensure the health and safety of staff and students. Measures to engage with and safeguard students with learning difficulties and/or disabilities are good, including an additional support programme, adapted accommodation, and carefully managed specialist resources.

## Record of Main Findings (RMF)

### Claverham Community College

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate									
	<b>Overall</b>	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
<b>Overall effectiveness</b>	<b>2</b>	-	-	-	-	-	-	-	2
Outcomes for students	<b>2</b>	-	-	-	-	-	-	-	2
The quality of teaching, learning and assessment	<b>2</b>	-	-	-	-	-	-	-	2
The effectiveness of leadership and management	<b>2</b>	-	-	-	-	-	-	-	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Community learning	<b>2</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of students</b>	19+							
<b>Approximate number of all students over the previous full contract year</b>	729							
<b>Principal/CEO</b>	Mr Paul Swatton							
<b>Date of previous inspection</b>	February 2013							
<b>Website address</b>	www.claverham-education.co.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of students (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	101	-	16	-	-	-	-
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of students aged 14-16</b>								
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community students</b>	101							
<b>Number of employability students</b>	N/A							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of the inspection the provider contracts with the following main subcontractors:</b>	N/A							

## Contextual information

Claverham Community College is situated on the outskirts of Battle in the Rother area of East Sussex. The college provides adult and community learning provision for the rural communities of East Sussex. Most training takes place in the college or in local community venues.

Claverham Community College holds a small contract with the Skills Funding Agency for the provision of learning for qualifications. Programmes include English, mathematics and core science at GCSE, and various courses in modern foreign languages, British sign language, basic cookery and food hygiene. All students are aged 19 or over, with the exception of a small number who attend the courses for adults with learning difficulties and disabilities. Around one third of all students are over 60.

## Information about this inspection

<b>Lead inspector</b>	Richard Beynon HMI
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One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the Adult Education 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 students' achievements over the past three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students 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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