

Short inspection of Community Learning in Partnership (CLIP) CIC

Inspection dates:

18 and 19 June 2024

Outcome

Community Learning in Partnership (CLIP) CIC continues to be a good provider.

Information about this provider

Leaders are highly focused on the key role that they play in their local community. They provide opportunities for learners with previous low attainment to thrive and progress to mainstream education or into employment. Community Learning in Partnership (CLIP), a community interest company, (CIC) joined the housing charity Acis Group in 2022.

Leaders currently have 67 learners. At the time of the inspection, almost all were 16 to 18. Courses are taught at Gainsborough, Mablethorpe and at a subcontractor, Abbey Access Training, based in Lincoln.

Learners study a curriculum that is individualised to their specific starting points. Their courses combine English and mathematics functional skills from entry level 2 up to level 2 or GCSE, and an accredited award in employability skills. Learners also undertake a range of enrichment and personal development opportunities. Learners studying at the subcontractor study 'get into' courses. These courses intend to progress learners swiftly into employment. Courses are individualised and include the construction skills certification (CSCS) Green Labourer Card or introduction to customer service certificate at level 1 or 2, in addition to personal development opportunities.

CLIP was last inspected in 2017 and graded good.

What is it like to be a learner with this provider?

Leaders provide learners with highly personalised courses. They know the starting points of their learners well and tailor the courses to support their individual goals and aspirations. Learners make noteworthy progress, often from very low starting points.

Learners take part in enriching activities, such as work with professional theatre companies to create community plays. They write plays and undertake event

management roles, such as marshals. Learners swiftly develop team working and leadership skills. They grow in confidence.

Staff create a highly supportive environment. Learners benefit from small class sizes and staff know them very well. This enables learners to enjoy learning and make good progress that has often evaded them previously. Learners are prepared well and progress into mainstream further education or employment.

Learners feel safe in their learning environment. They learn about safeguarding and wider topics relating to their safety and well-being, such as mental health, self-harm and the risks of smoking.

What does the provider do well and what does it need to do better?

Teachers are highly skilled in the way that they work with learners who have previously had negative experiences of education. They give them time to settle at the start of classes, then work with them individually to effectively facilitate learning.

Teachers help learners to understand key topics well and revisit subjects frequently. They plan suitable tasks that increase in difficulty and give focus to topics that learners typically find most challenging. In mathematics, for example, teachers often revisit percentage calculations. This helps learners to gradually build their fluency and confidence in the topic.

Learners, including those who have special educational needs and/or disabilities, benefit from small classes and a calm environment. Teachers spend extra time with learners who require additional guidance, and they provide tailored resources, such as coloured overlays and enlarged font, to those who need them.

Staff provide personalised support to help learners to make informed career choices. Staff organise useful visits to employer premises and learners undertake helpful work experience at local organisations, such as the Seal Sanctuary and the Aqua-Park. Learners develop their employability skills and career aspirations because of these experiences.

Leaders have suitable procedures in place to action individual absence and provide support for learners. However, they do not have sufficient oversight of attendance. Leaders have plans in place to integrate a new system for the coming academic year to improve this and enable them to spot emerging patterns quickly.

Leaders have a positive relationship with their subcontractor and there is a clear rationale for the difference in the curriculum that they offer. However, leaders are aware that there is work to do to ensure parity with the quality assurance processes at the main sites. There are sensible plans in place, but it is too early to judge the impact of these.

Teachers benefit from well-planned professional development that focuses on key

priorities such as safeguarding. They complete autism awareness and de-escalation training to develop their skills and to help them to best support their learners. Staff rightly appreciate this and are well prepared for their roles.

Leaders recognise that previous achievement data was too low. However, learners consistently make positive progress from their starting points and successfully move on to their next steps. Learners on construction courses achieve their CSCS Green Labourer Card and progress into employment quickly. Learners recognise how much they know and are proud of the progress that they make on their courses.

Staff have high expectations for their learners. Leaders take swift and appropriate action when needed and address issues quickly. Leaders successfully introduce new systems to provide additional oversight of key management information. This is having a positive impact on the quality of their teaching and achievement of their learners.

Governance is effective and there is suitable external scrutiny in place. Governors receive training around conducting learning walks and lesson visits and apply the 'notice and wonder' approach when visiting the sites. Governors are committed to visiting their sites at least once a year and are well informed and familiar with the organisation as a result.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Fully establish new attendance monitoring and reporting systems.
- Align the quality assurance processes at subcontractors to those of the main sites.

Provider details

Unique reference number	51097
Address	Acis House Bridge street Gainsborough DN21 1GG
Contact number	07764 205 021
Website	www.clipearning.com
Principal, CEO or equivalent	Greg Bacon
Provider type	Independent learning provider
Date of previous inspection	October 2017
Main subcontractors	Abbey Access Training

Information about this inspection

The inspection was the second short inspection carried out since Community Learning in Partnership (CLIP) CIC was judged to be good in March 2014.

The inspection team was assisted by the head of business development, education and skills, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Sarah Houghton, lead inspector

His Majesty's Inspector

Vicki Locke

His Majesty's Inspector

Matthew Newbould

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024