

Claverham Community College Reinspection

Reinspection date

13 June 2007

Inspection number

301029

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Background information

Inspection judgements

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An outstanding provider should typically have leadership and management and at least half the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A good provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A satisfactory provider should have adequate or better grades in leadership and management and at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be inadequate where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- grade 1 – outstanding
- grade 2 – good
- grade 3 – satisfactory
- grade 4 – inadequate

Description of the provider

1. Claverham Community College, situated in Battle, is comprised of a comprehensive school, a youth club, a workplace nursery, an adult education department and a sports centre. It is also a specialist sports college, and a training school and head partner for the Hastings and Rother school centred initial teacher training.
2. Claverham Community Education Department (Claverham CED) delivers the adult provision for the college. The adult provision consists of accredited and non accredited adult and community learning. Claverham CED contracts directly with Sussex Learning and Skills Council (LSC) for its accredited provision and provision for adults with learning difficulties and disabilities (ALDD). The college also subcontracts from Hastings College for all non accredited provision. Only a small proportion of adult provision is funded directly from the local LSC.
3. The adult learning service consists of 47 part-time tutors, three curriculum co-ordinators and one adult and community learning manager. The manager is responsible to the principal of Claverham Community College and ultimately the board of governors. Currently, 1273 learners are attending courses at the Claverham CED, 1256 learners attended courses in 2005-06.
4. Approximately 5% of the local population are from minority ethnic groups. In the wider area of Hastings and Rother, approximately 23% of the local population are unemployed. The index of multiple deprivation places Hastings as 38th and Rother as 191st. In East Sussex an average of 41.2% of pupils achieved five or more general certificates of education at grade C and above compared with the national average of 45.8%.

Overall effectiveness

Reinspection Grade 3

5. The overall effectiveness of the provision is satisfactory. Leadership and management, including equality of opportunity and quality improvement, are now satisfactory. Provision in arts, media and publishing is also satisfactory.
6. The inspection team was broadly confident in the reliability of the self-assessment process. The grades judged at reinspection matched those in Claverham CED's updated 2005-06 self-assessment report. The self-assessment process includes the evaluation and views of many interested parties. The process is well established and reporting has improved. The post inspection action plan links well to the self-assessment report. Governors are fully aware of the key issues in the provision.
7. The provider has demonstrated that it is in a good position to make improvements. The self-assessment report is good and development action planning is effective. Claverham CED is resolving the large number of significant

weaknesses identified at the previous inspection and has made good progress. At the previous inspection data was poorly used by managers and inadequate in arts, media and publishing. It is now reliable. Retention is high for this year and course cancellations have significantly reduced. The teaching and learning observation system is effective. Some inadequate teaching was observed at the previous inspection. This has now been completed rectified and all teaching observed was at least satisfactory. The moderation of teaching and learning observations and assessment is thorough.

Grades

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

Grades awarded at previous inspection

Leadership and management		4
Contributory grades:		
Equality of opportunity		4
Quality improvement		4

Arts, media and publishing			4
Contributory areas:	Number of learners	Contributory grade	
<i>Fine arts</i>		4	
Adult and community learning	316	4	

Languages, literature and culture			3
Contributory areas:	Number of learners	Contributory grade	
<i>Other languages, literature and culture</i>		3	
Adult and community learning	139	3	

Grades awarded at reinspection

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		3

Arts, media and publishing			3
Contributory areas:	Number of learners	Contributory grade	
<i>Fine arts</i>		3	
Adult and community learning	190	3	

About the reinspection

8. Inspectors reinspected leadership and management and arts, media and publishing. Contributory grades were given for equality of opportunity and quality improvement. One overall grade was given for arts, media and publishing. Provision in languages, literature and other cultures, which was satisfactory at the previous inspection, was also considered.

Number of inspectors	3
Number of inspection days	9
Number of learners interviewed	20
Number of staff interviewed	23
Number of employers interviewed	0
Number of locations/sites/learning centres visited	2
Number of visits to the provider	3

Leadership and management

Grade 3

Strengths

- Good observation of teaching and learning

Weaknesses

- No significant weaknesses identified
9. Leadership and management are satisfactory. Clear direction is driving improvements and raising standards. Governors are well appraised of, and are committed to, adult provision. Adequate systems and staff exist to support the provision. Health and safety risk assessments are now better implemented by tutors in all subject sector areas. Tutors have improved the planning and structuring of courses. More new learners are accessing classes than at the previous inspection. New partnerships are identifying possibilities for developing the adult provision.
 10. Claverham CED has improved the quality and accuracy of its management information. The previous arrangements were unsatisfactory. For example, managers could not obtain accurate or detailed course data. A new management information system now provides this information. The manager collects, collates and analyses a range of relevant data. This information is used adequately to plan the provision.
 11. Strategic and business planning are satisfactory. Development plans for the part of provision which is LSC-funded are satisfactory. Claverham CED has also produced a strategic commentary outlining key targets and strategic priorities well. Other documents outline the mission and objectives of the college. However, there is insufficient written information that incorporates new ideas and vision, or outlines the opportunities and threats for the organisation, or which builds on the successful operational action-planning. Claverham CED has not developed a skills for life strategy, a weakness at the previous inspection. However, skills for life targets are included in the strategic commentary.
 12. Resources to manage the programme were weak at the last inspection and are now satisfactory. A key partnership with a local college has secured specialist co-ordinators to support the Claverham CED manager. The manager now has a reduced teaching commitment and more time to manage the adult provision. Overall resources and accommodation are satisfactory. Staff are appropriately qualified and experienced.
 13. Information, advice and guidance are satisfactory. Learners receive the correct information about courses. This includes information they receive at open days, a clear local prospectus, and helpful administrative staff who know the provision and venue locations well. Communication within the administration team is good

and regular team meetings effectively identify and resolve course operational issues.

14. The assessment, recording and monitoring of individual learning has improved. More tutors and learners have ownership of the process of setting goals and monitoring and identifying achievement. The organisation responds well to feedback from learners and tutors. This is particularly evident in the revision the manager has made as a direct response to feedback to the forms used for monitoring and planning learning. However, it is too early to judge the effectiveness of this measure. Many tutors do not integrate the monitoring of learners' progress during teaching and learning activities.

Equality of opportunity

Contributory grade 3

15. Claverham CED is developing a range of initiatives to widen participation. The adult education manager is developing useful working partnerships to identify local needs and to create new learning opportunities at accessible community venues. Partnerships with residential homes and day centres have enabled Claverham CED to increase the range and accessibility of provision for learners with learning difficulties and disabilities. It now offers a more diverse provision with more evening and Saturday courses. The provider has exceeded its target to increase the number of male learners on programmes. However, the proportion of learners from minority ethnic groups, and learners with disabilities, remains low.
16. Claverham CED is now making satisfactory use of equality and diversity data to identify under-represented groups and monitor progress in widening participation. This was a weakness at the previous inspection. Data on learners' backgrounds is compared with the local community profile to identify under-represented groups. Postcode analysis is being used to identify locations with particularly low participation rates. The provider is beginning to use this information to plan provision. However, insufficient targets are set for the recruitment of new learners from deprived neighbourhoods. Managers are not yet using data to evaluate the success of different cultural groups.
17. Equality of opportunity policies and procedures are satisfactory. This was a weakness at the previous inspection. The organisation has also developed a disability equality scheme and action plan. However, the policy on the protection of vulnerable adults is not sufficiently detailed and does not provide appropriate guidance for staff, including managers and tutors. A simplified equal opportunities statement is included in the prospectus and the student guide and is discussed with learners at induction. The policy is promoted through training for tutors and a tutor's information pack and handbook. Insufficient training is given to tutors on developing equality and diversity practice in teaching and learning. The learner guide includes information on how to complain, details of whom to contact and response times. The complaints procedure is well managed used effectively to identify areas for improvement.

18. Access at the main site has improved for people with restricted mobility. Claverham CED has installed ramps, handrails and disabled toilet facilities and has improved signage. A lift provides access to some classrooms. Learners can access specialist equipment and adaptive technologies and tutors work well to ensure learning materials meet learners' individual needs. Where possible, accessibility and specialist equipment needs are resolved before the course starts. Access for learners with restricted mobility is not adequate at some venues. Claverham CED continues to provide appropriate support for learners. Learners are encouraged to disclose potential barriers to learning at enrolment and to discuss their individual needs. Satisfactory financial support arrangements are in place to assist learners who need it.

Quality improvement

Contributory grade 3

19. Claverham CED has implemented a good observation of teaching and learning system. It was already established at the previous inspection but the programme of observations is now extensive and thorough. The process is fair, supportive and useful for tutors. The quality of recorded information is good. Most tutors have been observed since inspection. There are now eight trained observers. Action plans are completed with tutors and followed up well. Moderation is used well to share good practice and skilfully identifies where grades are unsubstantiated. The manager has good information to evaluate the effectiveness of teaching and learning for non accredited and accredited provision. Only a small amount of provision for adults with learning difficulties and disabilities has not been observed.
20. Quality improvement is satisfactory overall. Since the previous inspection all of the key challenges identified that were also leadership and management weaknesses have been resolved. Some improvements are more established than others. Quality assurance policies and procedures were judged to be inappropriate at the previous inspection. A much better quality framework is now in use. Management of equality of opportunity to increase widening participation has improved. The assessment, planning and recording of individual learning is better. Good practice is being identified in moderation meetings. However, there is still insufficient sharing of good practice in some subject sector areas. Satisfactory arrangements and resources exist for managing the adult provision. High numbers of learners are staying on courses in the current year.
21. The self-assessment report is good. It shows a good understanding of the appropriate information necessary for evaluating adult and community learning. Managers are using information better to make decisions about the quality of provision. The provision is evaluated well and the grades matched those judged at inspection. Good judgements are made and are used well to plan provision. Implementation of the post inspection action plan is satisfactory, with some results exceeding expectations and targets. Self-assessment and development planning is used well for quality improvement.

Areas of learning

Arts, media and publishing

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Fine arts</i>		3
Adult and community learning	190	3

22. Currently, 190 learners attend 11 non accredited arts and music courses offered in the four venues of the main college site, a youth and community centre and two village halls. Most classes are held weekly for 10 weeks and are usually two hours long. Approximately 50% of classes run during the daytime. There are occasional Saturday taster courses and specialist jewellery and silversmith workshops. Fifteen part-time tutors and a specialist co-ordinator are responsible to the manager for adult provision.

Fine arts

Strengths

- Good skills development
- Excellent teaching of clarinet

Weaknesses

- Ineffective use of individual learning plans

Achievement and standards

23. Learners develop good creative skills. In portrait and water colour painting sessions, learners develop good observational drawing and colour mixing skills. In music sessions, learners perform a variety of pieces with confidence and enthusiasm. One learner of a miniature painting class was a recent prize winner in a national competition. The standard of learners work is satisfactory. However, learners' skills are better now than those evident in the initial drawing and paintings they completed at the start of the year. Retention on completed courses is high. Attendance and punctuality are satisfactory.

The quality of provision

24. The teaching of clarinet is excellent. In a clarinet session for beginners, skilful critical appraisal was given along with praise and encouragement. This was a challenging session where learners met the high expectations of the tutor. The

tutor mixed expert demonstration with a variety of stimulating teaching and learning activities.

25. All teaching observed was judged to be at least satisfactory. Individual teaching helps learners work towards achieving individual aims and tutors use a variety of methods to record this. Tutors, many of whom are current practitioners, use their experience well in the classroom to provide particularly relevant, creative and inspiring demonstrations. Most learning sessions are well planned. Tutors promote productive working relationships and in many classes learners work very well on the activities set. However, in some art classes, there is too much reliance on the tutor to provide the stimulus and learners are not always encouraged to work independently.
26. The range of provision is satisfactory. The proportion of new learners has risen to 42%. In 2006-07 a number of new courses have been introduced, including blues and rock guitar. In response to positive feedback from learners this and other courses will be held more frequently next year. However, curriculum development is driven mainly by historical demand. Some learners return to the same courses they have been attending for many years.
27. Initial advice, guidance and support are generally satisfactory. Administration staff respond well to queries from learners and provide appropriate guidance. Pre-course information sheets are detailed and useful.
28. The use of individual learning plans is ineffective. Although there has been some improvement since the previous inspection, insufficient planning and monitoring of individual learning takes place. Not all tutors or learners understand the role of individual learning plans. For these learners in particular, the planning of learning is sometimes ineffective, and they are insufficiently challenged in learning sessions. Although most tutors now comply with the current system, some generally regard it as unnecessary paperwork. There is some recording of progress using digital photographs, but little use is made of sketchbooks or reflective notebooks as a method of planning and recording ideas and progress.

Leadership and management

29. Leadership and management are satisfactory. Effective action has been taken to improve the collection and use of data. Weekly monitoring of attendance records ensures prompt follow-up of non attendance. A specialist co-ordinator for creative arts subjects has been appointed and will take up their post shortly. Part of their remit is to continue to develop the recording and monitoring of learners' progress.
30. Observations of teaching and learning take place regularly. New tutors are observed during their first term of teaching and other tutors once every two years. Judgements of observations made by the centre are broadly in line with those made during inspection. This has improved since the previous inspection. Staff development is provided in response to issues identified in observations.

31. Tutors are offered a range of staff development opportunities. However, take up is low as is attendance at meetings. Individual meetings are sometimes arranged to communicate essential information. The newly reviewed policy for equal opportunities was circulated to tutors with their contract to ensure they received it. Resources are satisfactory. Tutors have good access to computer rooms and rooms with electronic whiteboards. However, there is little use of information learning technology. There is a booking system for laptop computers for tutors and learners.

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