

# INSPECTION REPORT

## **Claverham Community College**

**05 May 2006**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## 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 of 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 in 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.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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*

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## Claverham Community College

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Claverham Community College (the college) comprises a comprehensive school with approximately 1,100 pupils aged 11 to 16, a youth club situated at the college's community education centre in Battle, a workplace nursery for 39 children aged up to five years, a sports centre and Claverham Community Education Department (Claverham CED).
2. Claverham CED formerly provided vocational and non-vocational adult education funded by East Sussex County Council and Sussex Learning and Skills Council (LSC). In September 2005, Hastings College of Arts and Technology became the main contract holder for the non-accredited provision and subcontracted to Claverham CED became the subcontracted provider.
3. Claverham CED is led by an adult education manager with support from a senior programme co-ordinator, a part-time co-ordinator for adults with learning difficulties and/or disabilities, three administrative assistants, a Saturday assistant and two sixth-form students who work part time. Claverham CED employs between 55 and 70 part-time tutors, 80 per cent of them for only two hours a week.
4. The adult education manager is responsible for the running of the adult education programme and reports to the vice principal of the college. Day-to-day tasks including enrolments and record-keeping are carried out by the programme co-ordinator and the administrative assistants. The latter also supervise the daytime and evening classes.
5. More than 500 learners are taking courses in counselling, science and mathematics, information and communications technology (ICT), languages, gardening, sports and leisure, music, arts and craft subjects at Claverham CED. The numbers of learners on many courses are low, and some courses were not running during the inspection week, so the inspection concentrated on the two largest areas of learning which are languages, literature and culture, and arts, media and publishing.

### OVERALL EFFECTIVENESS

**Grade 4**

6. **The overall effectiveness of the provision is inadequate.** Leadership and management are inadequate, as are the arrangements for equality of opportunity and quality improvement. Provision is satisfactory in language, literacy and culture but is inadequate in arts, publishing and media.
7. **The inspection team was broadly confident in the reliability of the self-assessment process.** Self-assessment is a well-established and an inclusive process, drawing on the views of learners, staff and other stake-holders. Findings are collated and analysed. The self-assessment report is comprehensive and detailed and its findings are used by Claverham CED to plan improvements. Overall, the report is accurate in the strengths and weaknesses identified and the grades awarded in areas of learning. It over-estimates the effect of some recent improvements, and this is reflected in the leadership and

management grades.

8. **The provider has demonstrated that it has sufficient capacity to make improvements.** Claverham CED fully understands its weaknesses. Retention rates have recently improved on accredited courses. The adult education manager and staff are realistic about what needs to be done to manage and guide the service.

## KEY CHALLENGES FOR CLAVERHAM COMMUNITY COLLEGE:

- increase staff resources to manage and further develop the adult education programmes
- improve the accuracy of data and its use in management decision-making
- complete and formally monitor the implementation of the quality assurance arrangements
- further develop the assessment, planning and recording of individual learning
- manage equality of opportunity more effectively and increase provision to widen participation
- share good practice

## GRADES

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate*

Grades awarded at 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	

## ABOUT THE INSPECTION

9. The inspection reported on and graded Claverham CED's provision in arts, media and publishing, and languages, literature and culture. There were too few learners or courses

running during the inspection week to report and grade the remaining areas of learning.

Number of inspectors	4
Number of inspection days	15
Number of learners interviewed	84
Number of staff interviewed	22
Number of locations/sites/learning centres visited	5
Number of visits	1

## KEY FINDINGS

### Achievements and standards

10. **Learners on arts and craft courses develop good skills and creative awareness, and gain good social benefits.** They work in partnership with the tutor to produce great work in craft and sculpture classes.

11. The standard of **learners' work is good in most language classes.** Learners can understand and respond to questions about their daily life after four months of language classes. Tutors also promote understanding of the culture and customs of the country where the target language is spoken.

12. **Learners support each other well in arts and crafts classes.** Older learners develop confidence in skills they found difficult at school. However, many learners are returning to the same courses, developing skills slowly and not progressing.

13. **Retention rates on modern foreign languages courses have improved** from 52 per cent in 2004-05 to 83 per cent in 2005-06. Achievement rates on accredited courses were satisfactory in 2004-05.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Arts, media and publishing	1	2	1	2	6
Languages, literature and culture	0	3	2	0	5
<b>Total</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>11</b>

14. **Tutors use target languages consistently and effectively** during language lessons. Language is presented at an appropriately challenging level. The tutors give helpful feedback on the learners' use of spoken language but do not provide sufficient guidance on pronunciation, stress and intonation.

15. A **good variety of activities in language classes** actively engages learners. The tutors provide a coherent sequence of interesting activities. Classes are conducted at a good pace and offer a good balance of whole-group activity as well as individual and pair work.

16. The better arts and crafts classes are generally planned well with a variety of exciting activities. Learners trust the tutors' plans, which often introduce them to new environments and ways of working they would normally not be comfortable with. Learners who were reticent about drawing or painting in front of others enthuse about the change their classes have made to their confidence and approach to painting.

17. Teaching resources and equipment for language learning are satisfactory, both at the main venue and in the community centre. The course offer is adequate to meet the needs of the learners. The introduction of termly enrolment enables learners to join classes throughout the year.

18. The advice and guidance provided is satisfactory. Course information sheets are available to learners before they join a new course. However, the sheets are not all sufficiently clear for the learners to understand the content and level of the course. If learners are not placed on the right courses, Claverham CED makes sure that they have the opportunity to join a more suitable class.

19. Information and advice is satisfactory for arts courses. Information booklets are clear and are available in many places in the local community. An open day enables learners to talk to the tutor before enrolling for a class.

20. **Assessment and planning for language learning are inadequate.** The initial assessment of language skills is unsatisfactory. Outcomes of informal assessment activity are not recorded or used to plan group and individual learning activity. The learners' own learning goals are not recorded or used in target-setting.

21. **Planning and monitoring of learning are inadequate in arts courses.** Tutors have not found ways of planning and measuring progress that learners see as relevant. Learners view the current process as additional form filling. Tutors' evaluations of sessions do not reflect what went well or could be improved. Many lesson plans do not include evaluations. In poorer classes, the planning and activities do not have sufficient direction or freshness of approach.

## **Leadership and management**

22. **Communication within Claverham CED and with external agencies is good.** Tutors meet three times a year and discuss the service provided by the management and administrative team. There is a departmental meeting once a week, and twice a term there is a more detailed evaluation and planning meeting. Tutor meetings are arranged at various times to encourage more tutors to attend. There is a newsletter for learners and staff. Claverham CED has a useful website which has recently been further developed. Managers keep learners informed about changes to courses, often contacting them by telephone. Links with local agencies such as Women in Action resulted in the department providing ICT courses on one day a week. A partnership group for learners with learning difficulties and/or disabilities meets to share best practice.

23. Some **good practical solutions have been implemented to remove barriers to learning.** A very flexible approach is taken to changing classrooms and providing additional facilities to best meet the learners' needs. Claverham CED has a well-established fee policy, which is actively used by learners to stagger their course payments, apply for fee



remission, and have access to the hardship fund. Claverham CED has a well-managed and thoroughly documented complaints procedure. Complaints are approached with sensitivity and have resulted in improvements to the provision.

**24. Recent improvements to the delivery and management of courses have been good.**

Better analysis and use of data on accredited courses have resulted in improved retention rates, better-defined progression routes and the introduction of termly enrolments. Requests for assistance with equipment and resources are met promptly. One tutor has been provided with a laptop computer and printer to enable her to create suitable materials.

**25. There are too few staff** to manage and develop the adult education programmes. Currently there is no specialist head of department for arts, media and publishing or for languages. The community education manager does not have enough time to research the needs of under-represented groups in the community. Most tutors teach part time for between one and five hours a week. A few work up to 16 hours a week.

**26. The use of data is inadequate.** In arts, retention and achievement, data is not accurate. Data in registers and on data sheets is not clear. Some courses are placed in the wrong areas of learning. Thirty-week courses that have been split into three separate 10-week courses are not separated administratively. Learners who leave after completing the first part of the course are not counted until all 30 weeks are finished. Data is not transferred at timely intervals to assess retention and achievement. Targets for retention and achievement rates are based on this incomplete data and set at a low level.

**27. The policies and procedures used to guide Claverham CED are inappropriate.** The policies are disorganised and difficult to enable orientation for the reader. Documents are in various formats and omit core information. The policies and procedures taken from other parts of the community college or local authority are not accompanied by explanations of how they relate to adult education, for example, the anti-bullying policy relates to school pupils and not vulnerable adults. Some policies are not being implemented.

28. Some aspects of equality of opportunity are poorly managed. Learners receive a brief copy of the equality and diversity policy in the prospectus, but some of the language used is inappropriate for learners with low literacy skills. Learners' responses to an evaluation question about how Claverham CED supports equality of opportunity show they are less satisfied than in previous years. There is insufficient useful information for the adult education manager to identify why this trend has occurred. Although new tutors receive equality of opportunity training at induction, there has been too little recent, formal training in equality and diversity for staff and tutors.

**29. There is not enough provision to effectively widen participation by under-represented groups.** Two of the community venues are not sufficiently accessible for learners with mobility difficulties, nor do they have wheelchair-accessible toilets. There are no literacy or numeracy programmes this year. Targets have been set for equality and diversity impact measures, but they are not routinely monitored. Claverham CED has few male learners, with the exception of men participating in language courses, few learners with disabilities and few learners from minority ethnic groups. These low rates have remained fairly static over the past three years.

30. **Quality assurance arrangements are poor.** There is a scheme to observe the quality of teaching and learning, and the observation reports are thorough and the evaluative statements match the grades given. Lesson observations for new staff in arts are thorough and detailed, and are useful to the tutors, but existing tutors have not been observed. The observation reports are not used effectively to improve the quality of teaching and learning and to plan staff development. Claverham CED does not meet its policy of observing its tutors every two years and prioritising the observation of new tutors.

31. Some quality assurance arrangements are poorly implemented. For example, internal verification of accredited language courses is inadequate. Risk assessments are not completed well in the arts, and good practice is not shared.

## **Leadership and management**

### **Strengths**

- good communication within Claverham CED and with external agencies
- some good practical solutions to remove barriers to learning
- good recent improvements

### **Weaknesses**

- insufficient staff resources to manage and develop the adult education programmes
- poor use of data in management decision-making
- inappropriate policies and procedures
- insufficient provision to widen participation
- poor management of some aspects of equality of opportunity
- poor quality assurance arrangements

## **Arts, media and publishing**

### *Strengths*

- good social benefits and skills development in classes

### *Weaknesses*

- inadequate planning and monitoring of learning
- inadequate data

## **Languages, literature and culture**

### *Strengths*

- very effective use of the target language
- good variety of activities

*Weaknesses*

- inadequate assessment and planning

## **WHAT LEARNERS LIKE ABOUT CLAVERHAM COMMUNITY COLLEGE:**

- it offers a challenge
- the opportunity to complete the course in a short time of 16 weeks
- being given a schedule of work for the course
- the service it offers - it is excellent compared with other local providers
- that the office staff are interested in the learners
- the quality of teaching in languages
- 'it's good to have a native speaker to teach us languages'
- 'I love going outside to paint, it's improved my confidence'

## **WHAT LEARNERS THINK CLAVERHAM COMMUNITY COLLEGE COULD IMPROVE:**

- the quality of information about course content and the opportunities to progress to higher levels
- the language tests - they get in the way and take the fun out of learning
- the computers at the Claverham CED centre
- the contact with absent students in the arts
- 'a forum for suggesting new courses'

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- good communication within Claverham CED and with external agencies
- some good practical solutions to remove barriers to learning
- good recent improvements

#### Weaknesses

- insufficient staff resources to manage and develop the adult education programmes
- poor use of data in management decision-making
- inappropriate policies and procedures
- insufficient provision to widen participation
- poor management of some aspects of equality of opportunity
- poor quality assurance arrangements

32. Communication and accountability within Claverham CED is good. Strategic plans are well established, linked to the college's development plan and build on the results of the previous self-assessment report. The adult education manager and the senior programme co-ordinator are responsible for the day-to-day running of the adult education department, and they report to the vice principal responsible for community activities. They report formally to the governors twice a year and produce a full written report annually. Tutors meet three times a year to identify areas for improvement. They have open discussions on the service provided by the management and administrative team, and a learners' satisfaction and the end-of-course evaluation reports. There is a departmental meeting every week, and twice a term there is a more detailed evaluation and planning meeting. Tutors' meetings are arranged at various times to encourage more tutors to attend. A partnership group for learners with learning difficulties and/or disabilities meets to share best practice. The department has a useful website which has recently been further developed. There is good communication with learners about changes to courses, and most learners are contacted by telephone. A newsletter for tutors and learners is produced when the need arises. There is a useful open day just before the autumn term begins to inform learners of the courses available and enable them to discuss the course content. The information and advice service has achieved a recognised quality standard. The administrative staff are the first point of contact for learners, and the information and advice they offer is satisfactory. Links with local agencies such as Women in Action resulted in the department providing ICT courses on one day a week. Claverham CED works closely with the college's senior manager responsible for health and safety, and staff meet regularly to identify potential health and safety issues. The health and safety policy has been updated and contains comprehensive information about risk assessment as well as appropriate forms. However the forms are not routinely completed, and when they are completed, they are not sufficiently detailed to appropriately manage risk.

33. Claverham CED has insufficient staff to manage and develop the adult education

programmes. The adult education manager spends 85 per cent of her time managing the programme and has a teaching commitment for the remaining 15 per cent. There are no curriculum managers or course leaders to oversee specific subject areas. The adult education programme is growing and the number of learners enrolled on non-accredited courses has increased for the third year running. The community education manager is unable to devote enough time to researching how best to widen the participation of under-represented groups in the community. All full- and part-time staff in the administrative team are scheduled to have a performance management review twice a year. However the reviews are overdue and there are no reviews for teaching staff. Most tutors teach for between one and five hours a week. A few work up to 16 hours a week.

34. The use of data in management decisions, and to build an accurate picture of the service provided, is poor. Statistical information has recently begun to be collected, using a system established when Claverham CED was a subcontractor of East Sussex County Council. The system does not easily produce learner numbers for Claverham CED's provision. Some courses are placed in the wrong areas of learning and the figures produced are inaccurate. For example, catering courses were placed in arts, media and publishing course lists. The targets set for retention and achievement rates are based on this data and are low. Target retention rates for long courses are set at 65 per cent and this figure is shared with tutors through the newsletter.

35. The number of learners with disabilities increased recently when Claverham CED began to record disability on its management information system. Targets for the number of learners on accredited courses were not met. The proportion of male learners is the lowest for three years. There has also been a drop in the proportion of learners over 60 taking accredited courses.

36. Inappropriate policies and procedures are used to guide the service. The policies are disorganised and difficult for the reader to understand. Documents vary in format and omit core information. The policies and procedures that have been taken from other parts of the college or local authority do not have introductions to highlight how they relate to adult education, for example, the anti-bullying policy relates to school pupils and not vulnerable adults. Some policies, including the information policy and quality assurance policies and procedures, are not being implemented. There is no strategy for skills for life which is the government's initiative on training in literacy, numeracy and the use of language. Learners having difficulties with reading and writing are offered support if they inform tutors of their problem, but their needs are not routinely detected through initial assessment. Additional support has been arranged for learners who report a need, particularly those on academic courses.

### **Equality of opportunity**

### **Contributory grade 4**

37. Tutors discuss with learners' their potential barriers to learning and identify particularly effective practical solutions. Learners are encouraged to contact the adult education manager to discuss their individual needs. Claverham CED takes a very flexible approach to changing classrooms and providing additional facilities to best meet the learners' needs. The provider has a well-established fee policy, which is actively used by learners to stagger their course payments, apply for fee remission, and access the hardship fund. Some learners taking general certificates of secondary education and counselling courses receive beneficial extra tutoring support, especially with structuring their work. Learners are supported well by tutors, who sometimes give out their e-mail addresses to facilitate

contact and ongoing support between learning sessions. Learners can access sufficient support, including adaptive technology and equipment, crèche facilities and a counselling service. Claverham CED has a well-managed and thoroughly documented complaints procedure. Learners' have a reasonable awareness of what their rights are. When learners have complained, they have been given an appropriate range of solutions, so they can select the option that most meets their needs. Complaints are approached with sensitivity and have resulted in improvements to the provision. However, managers tend to be reactive in approaching some of these issues. Claverham CED has a very practical equal opportunities policy that is linked appropriately to tutor and staff roles.

38. The adult education manager has made some effective links with disability, learning and women's groups. Claverham CED shares tutors, resources and accommodation with these groups to develop new learning opportunities. Claverham CED has targets to increase the number of community venues, and is making appropriate contact with local parish councils and the parents of the college's students to identify new venues. However, the range of partnerships and contacts is not sufficient to diversify the provision and venues.

39. Claverham CED has improved its data collection and analysis, but this is not yet being used effectively to plan and monitor the diversity of the provision. Targets have been set for equality and diversity impact measures, but these are not routinely monitored. Claverham CED has few male learners, except in language courses, few learners with disabilities and few learners from minority ethnic groups. These low rates have remained fairly static over the past three years, and too few courses have been identified and targeted at these under-represented groups. None of the courses offered in community venues is taught in the evening or at weekends. Following a disability audit, some adaptations have been made to the main college site to enhance access for learners who have mobility difficulties. Two of the community venues are not sufficiently accessible for learners with mobility difficulties, nor do they have wheelchair-accessible toilets. These two venues account for 19 per cent of the total enrolments this year, which is approximately 74 per cent of the daytime enrolments. Although the adult education manager recognises the need for literacy and numeracy courses in rural Rother, they are not being run this year. Work has started to promote literacy and numeracy courses during adult learners' week in May 2006.

40. Some aspects of equality of opportunity are poorly managed. Learners receive a brief summary of the equality and diversity policy in their prospectus, but some of the language used is inappropriate for learners with weak literacy skills. The prospectus is available in a number of formats, media and languages, but this is not well advertised and the other formats have never been requested. Claverham CED supplements its own equality and diversity policies with the college's and East Sussex County Council's policies. Some of the college's policies, and its response to the requirements of the Special Educational Needs and Disability Act 2001 and Race Relations (Amendment) Act 2000, have not been amended to be relevant to adult learners. Learners' responses to an evaluation question about how Claverham CED supports equality of opportunity show that they are less satisfied than in previous years. There is insufficient useful information for the adult education manager to identify why this trend has occurred. Although new tutors receive equality of opportunity training at induction, there has been too little recent, formal training in equality and diversity for existing tutors and staff.

**Quality improvement****Contributory grade 4**

41. Claverham CED has made many good, constructive improvements to courses in the past year. The quality of the data about accredited courses has improved and Claverham CED has identified retention difficulties in some subjects. The adult education manager uses this information effectively to see which tutors need to be observed and to monitor concerns. Shorter courses are being offered in arts and languages to reflect more appropriately the needs of learners. There is now a greater range of courses with clear progression routes. These include an examination-based qualification in information technology. New ICT resources have been purchased and Claverham CED has increased the number of laptop computers available to tutors both in the classroom and for use at home. Three rooms on the college's site have projectors and whiteboards, and the ICT suite at the Battle community education centre now has an interactive whiteboard and projector. Tutors use a digital camera in practical classes such as pottery and woodcarving to record learners' progress and achievements. In addition, the adult education manager has worked closely with other community education managers who offer similar provision, to share good practice. Claverham CED intends to use its partnership with Hasting College of Art and Technology to improve progression routes for accredited learning. A first celebration evening is planned for this term.

42. The current quality assurance arrangements are poor. The policies and procedures are not systematically implemented or applied to all staff. There is a well-established lesson observation scheme but only 13 observations of teaching and learning have been completed this year. All new tutors are required to be observed by a trained observer and graded against a seven-point scale. This has not happened for new language tutors. The observer feeds back to the tutor, agrees targets, and produces a written report. A copy of the report is given to the tutor and one is kept on file. The grade awarded is shared with the adult education manager and then fed back to the tutor. Observations of teaching and learning are moderated with other providers operating the same scheme. The action plans created after an observation of teaching and learning are not always followed up and are not used in staff development and training. The evaluation of lessons in languages and arts is poor. Tutors have little awareness of quality assurance arrangements and there is very little sharing of good practice. The tutors do not all implement key policies such as carrying out initial assessments or maintaining continuous assessment in non-accredited courses. There is no internal verification policy or internal verification activities to moderate assessment of learners' work. There is good monitoring of attendance on accredited courses. The administrative team make telephone calls to learners who have missed two consecutive classes to determine whether this is a direct result of a problem with the course, tutor or facilities. This initiative is not applied to attendance on courses at off-site venues. Tutors' evaluations of courses are discussed by the adult education manager and the tutor, and improvements are made where necessary. The outreach provision is not routinely subject to quality assurance.

43. The self-assessment report is produced by the adult education manager and the strengths and weaknesses identified accurately reflect the quality of provision. Some tutors and learners are involved in the process through questionnaires and tutor meetings. However not all tutors are aware of the report or the grades awarded.



## AREAS OF LEARNING

### Arts, media and publishing

### Grade 4

Contributory areas:	Number of learners	Contributory grade
<i>Fine arts</i> Adult and community learning	316	<b>4</b> 4

44. Claverham CED offers 76 arts, media and publishing courses. Currently 316 learners attend courses at four sites. Courses are one or two hours long, and take place in the evenings, daytime, weekdays, and weekends. They run for one, 10 or 30 weeks. Twenty-six part-time tutors are responsible directly to the adult education manager. There is no arts, media and publishing head of department.

#### *Strengths*

- good social benefits and skills development in classes

#### *Weaknesses*

- inadequate planning and monitoring of learning
- inadequate data

### **Achievement and standards**

45. Learners develop good skills in arts and crafts and gain good social benefits. In the best classes, learners who started recently with no relevant experience or skills produce art that shows significant development. Learners produce work in a variety of media and genres and are aware of historical and contemporary artistic figures. They are motivated to work outside class, use their sketchbooks well or go out together on art expeditions without the tutor. Learners develop good technical skills and creative awareness, and work in partnership with the tutor to produce great work in craft and sculpture classes. Wood sculptures are well designed, carefully conceived and technically well produced. Learners support each other well in classes. Some live alone and the class stimulates, challenges and gives them a focus in their life. Older learners develop confidence in skills they were put off from developing at school. In some classes, finished products are of a high standard but are not displayed or exhibited publicly. A celebration event is planned this year for the first time.

### **The quality of provision**

46. Tutors do not plan and monitor learning adequately. The best classes are generally well planned. Tutors complete risk assessments and plan a variety of exciting activities. They carefully consider the design of handouts. Learners trust the tutors' plans, which often introduce them to new environments and ways of working they would normally not be comfortable with. For example, learners who were reticent about drawing or painting in public places where people might observe or comment about their work, enthuse about the change this activity has made to their confidence and approach to painting. Even in the

better classes, however, some aspects of planning and progress monitoring are inadequate. Tutors on non-accredited courses have not found ways of planning and measuring progress which learners see as relevant. Learners view the current process as additional form filling. Tutors' evaluations of sessions focus on the activity rather than on reflecting on what went well or could be improved. Many evaluation sections on lesson plans are not completed at all. In poorer classes, the planning and activities have too little direction and the tutors' approaches are dull. Learners attend all their classes in the same environment and do not work on their skills between classes. Risk assessments are not completed well. Teachers do not believe that learners will want to experience new environments, and do not try to formally help them set goals or measure progress. Some learners have been coming to the same class for some considerable time and new learners find it difficult to get access to the class. Some classes are more like clubs than teaching and learning sessions. Tutors do not carry out formal initial assessments for all learners.

47. A number of courses are now shorter and provide good progression opportunities for learners. Some however are not available at higher levels. Some learners travel some distance to locally unique classes. Courses are flexible enough to give local people the chance to attend, but many learners are returning to the same courses, developing skills slowly and not progressing.

48. Information and advice are satisfactory. Information booklets are clear and available in many places in the local community. An open day enables learners to talk to the tutor before enrolling for a class, and this has worked well for some learners and tutors. However, others attended and found the tutor was not there or the class was already full. Support in classes is generally satisfactory. Most learners are enrolled on the right course and level.

### **Leadership and management**

49. There is no specialist head of department for arts, media and publishing. Tutors are suitably qualified and experienced in their subject areas and are careful about practical health and safety in the classroom. Resources are satisfactory overall. The self-assessment process is satisfactory. The 2004-05 report broadly reflects the inspection findings. Self-assessment is identifying some pertinent issues, but the quality improvement plan makes little reference to arts, media and publishing. Lesson observations that are completed for new staff are thorough, detailed and useful to tutors, although existing tutors have not been observed and good practice is not shared. Learners and tutors treat each other with mutual respect. Tutors value the support they receive from administrators. Most centres used for arts classes are not easily accessible by people with restricted mobility. Tutors have not received training in equality and diversity. Men are under-represented in classes.

50. Claverham CED's collection and use of data is inadequate. Data on retention is inaccurate. Data in registers and data sheets is not clear. Some courses are placed in the wrong areas of learning. Thirty-week courses that are now split into three separate 10-week courses are not separated administratively. Learners who leave after completing the first 10 weeks of the course are not counted until the end of the next two 10-week units. Data is not transferred at timely intervals to assess retention and achievement. In some classes, the data to determine the appropriate number of learners is inadequate, and there are too many learners of differing abilities for the capacity of the work spaces and the level of the course. Some courses are extended without being updated on data sheets.

None of the classes has a system for measuring achievement on non-accredited courses. The achievement rates on the central database include all the learners who have completed the course, although they have not necessarily achieved their learning goals.

**Languages, literature and culture****Grade 3**

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

51. Claverham CED offers 15 modern foreign language courses, in French, Italian, Spanish and German, of which 14 are externally accredited. French and Spanish are taught from beginner to advanced level, Italian at beginner and intermediate level, and German at beginner level. One hundred and thirty-nine learners are enrolled on language courses. Classes are between one and a half and two hours long, and are delivered in three blocks of 10 weeks a year. Most of the provision is offered at the main teaching centre, but there are three classes at one outreach centre. Fifty per cent of the classes are offered in the evening. Thirty-four per cent of the learners are men. There are five modern foreign languages tutors, all native speakers, who are managed by the adult education manager.

*Strengths*

- very effective use of the target language
- good variety of activities

*Weaknesses*

- inadequate assessment and planning

**Achievement and standards**

52. The retention rate on modern foreign languages programmes for 2005-06 is 83 per cent, which is satisfactory. This is a substantial increase compared with 2004-05, when the retention rate was 52 per cent for accredited and 58 per cent for non-accredited provision. The attendance rate during the inspection was 83 per cent. Achievement rates on accredited courses were satisfactory in 2004-05.

53. The standard of learners' work is good in most classes. For example, in one beginners' class, the learners can understand and respond to questions about daily routines in their lives after four months of language classes. Most learners attend foreign language provision for reasons of tourism, because they own property abroad or because they wish to keep their minds active in retirement. The lessons meet these needs by giving the learners an opportunity to learn useful language. They also promote understanding of the culture and customs of the country where the target language is spoken.

**The quality of provision**

54. The tutors use the target language consistently and effectively during lessons, for example when giving instructions, explaining grammar, giving feedback and in general conversation with the learners. Language is presented at an appropriately challenging level. The tutors give helpful feedback on the learners' use of spoken language and provide good support with vocabulary and grammar. However, they do not give enough feedback on pronunciation, stress and intonation. The tutors use their understanding of the

language skills of their learners to judge when a switch to English is appropriate to explain complex aspects of the language. However, in some lessons tutors do not use the target language when explaining simple instructions.

55. The learners are actively engaged in class. The tutors provide them with a coherent sequence of interesting activities that help them develop new language skills and to practise language they have learnt previously. The lessons are conducted at a good pace and offer a good balance of whole-group activity, individual and pair work. For example, in one class the learners practise asking questions about people's hobbies while the tutor provides support with grammar and pronunciation. The learners then practise these questions on each other and collect answers as they go around the group.

56. Assessment and planning for language learning is inadequate. The initial assessment of language skills is unsatisfactory and all classes have learners with a wide range of language skills and needs. Outcomes of informal assessment activity are not recorded or used to plan group and individual learning activity. The learners' own learning goals are not recorded, nor are they used in target-setting. These shortcomings are identified in the self-assessment report. The organisation's standard lesson plan document does not include space to record how the tutor will meet the needs of individual learners. However, in some of the lessons observed, this was dealt with by varying the complexity of their questions. Written work is marked but tutors do not give feedback on the quality of work, or advice on learning points. Lesson evaluations are not used effectively to reflect on learning and to plan for the future.

57. Teaching resources and equipment are satisfactory, both at the main venue and in the community centre. The course offer is adequate to meet the needs of the learners. The introduction of termly enrolment enables learners to join classes throughout the year. The advice and guidance provided are satisfactory. Course information sheets are available to learners before they join a new course but these are not all sufficiently clear about the contents and level of the course. If learners are not placed on the right courses, Claverham CED makes sure that they have the opportunity to join one that is more suitable.

### **Leadership and management**

58. There have been recent improvements in the analysis and use of data on accredited courses. This has led to termly enrolments, improved retention rates and better defined progression routes.

59. Claverham CED has a scheme for the observation of teaching and learning. The observation reports are thorough and the evaluative statements match the grades given. However, the focus of the reports is on teaching rather than learning. Some of the weaknesses identified in the text of observation reports are not dealt with in the action plans, for example the need to carry out initial assessment and to plan for individual learning needs. The observation reports are not used effectively to improve the quality of teaching and learning and to plan staff development. Claverham CED does not achieve its policy of observing its tutors every two years and prioritising the observation of new tutors.

60. All tutors are native speakers of the foreign language and have a teaching qualification. They receive good day-to-day support from the adult education manager. Requests for assistance with equipment and resources are met promptly. One tutor has been provided with a laptop computer and printer to enable her to create suitable learning materials. Staff

## CLAVERHAM COMMUNITY COLLEGE

meetings are held every term and the manager is in regular contact with the tutors. There is insufficient subject-specific training and sharing of good practice. The languages department does not have sufficient expertise to manage the quality of language teaching and learning effectively. The internal verification arrangements for accredited courses are inadequate. The self-assessment report accurately reflects the quality of the provision.

