

# Loppington College

## Focused monitoring visit report

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**Unique reference number:** 131914

**Name of lead inspector:** Kath Smith HMI

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**Type of provider:** Independent specialist college

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## FOCUSED MONITORING VISIT: MAIN FINDINGS

### Context and focus of visit

Loppington College is a residential independent specialist college situated in the rural North Shropshire countryside. In 2007 the provision became privately owned by Active Care Partnerships Limited, a specialist division of Southern Cross Health Care. The college provides further education for 12 learners aged 19-25 years, all of whom have severe learning difficulties and/or disabilities and communication delay. Loppington House is a separate residential adult provision on the same site. Three learners attend daily.

The college was inspected in March 2008 and was judged to be satisfactory overall. A focused monitoring visit took place in January 2010. Three themes were inspected including self assessment and quality assurance, outcomes and safeguarding. The college was judged to have made reasonable progress in the first two themes since the last full inspection but insufficient progress had been made in monitoring the effectiveness of safeguarding measures.

During the past two years the college has experienced a period of instability. A new principal has been in post for nearly a year and a new deputy principal has been appointed in the last month; most of the senior management team are new to their roles. The college's mission is 'striving for independence in life work and leisure'. This report focuses on the themes explored during the visit

### Themes

#### Self-assessment and improvement planning

**How well is the college evaluating the impact of actions taken to bring about improvements to its provision, and identifying and monitoring progress?**

**Insufficient progress**

At the previous focused monitoring visit many developments had only just been made to quality improvement arrangements, planning and self assessment, and it was too early to fully evaluate their overall effectiveness. Self-assessment processes now fully involve staff, parents, carers and learners in evaluating the quality of provision and are more firmly established. The college draw together information from the staff in the form of a quality log which aims to build on information from quality assurance processes to feed in to the self- assessment report. It also identifies detailed information about actions to take to bring about improvements. However, some key actions within the log are too vague and it is unclear how these are drawn together to inform the quality improvement plan. Key performance targets were devised for 2009/10 to monitor overall college performance but these were not incorporated in the quality improvement plan to easily identify progress made and identify the impact of the actions taken on learner outcomes.

The quality assurance of teaching and learning is being carried out by the principal who is meticulous in observing staff and identifying areas of their performance that need to improve. Staff have action plans which clearly identify what they need to do to improve. The College has a comprehensive process for staff supervision and appraisal. However, staff are insufficiently involved in identifying their own performance objectives and the support and training they require to improve.

### **Outcomes for learners**

**How well is Loppington College monitoring and improving outcomes for learners? Reasonable progress**

At the previous focused monitoring visit the college was making reasonable progress in monitoring and improving outcomes for learners with robust processes in place to successfully measure the progress being made by learners. However, access to national awards was very limited. Learners' progress towards their long term destinations is still effectively tracked and recorded. As a result overall achievements have significantly improved from the previous year with 82% of all learning targets achieved by learners in 2009/10. They now have increased opportunities to have their work accredited through foundation learning qualifications. They are following appropriate courses that match their levels of ability and individual learning plans. The college currently has three learners from a minority ethnic background. Individual learners' achievements are analysed by gender and ethnicity to ensure they are achieving well. Analysis of achievements according to different disability groups, such as autism, which may be useful in evaluating the success of particular approaches or type of provision, is not carried out. Attendance is successfully monitored; attendance levels have improved and are high and in line with other similar colleges.

### **Leadership and management**

**Does the college now have robust safeguarding measures in place to comply with current requirements Reasonable progress**

At the previous monitoring visit a single staff central vetting and recruiting record had not been established. This is now in place and conforms to legislative requirements. In line with good practice, the college are undertaking renewals of CRB checks for all staff every three years, but have not yet transferred the renewal dates onto the central register. Safeguarding has been given a high priority. Incident reporting processes have improved. The reports effectively refer to individual learner's behaviour plans so that patterns of behaviour leading to incidents can be identified and actions taken to minimise inappropriate and dangerous occurrences. Learners are now involved in identifying where they feel less safe and what actions need to be taken to remedy this. They report they feel safe and well supported. Good promotion of health and safety within activities has raised learners' awareness of risks, especially when accessing community facilities in the wider community.

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