

Landmarks

Inspection report

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Name of lead inspector: Margaret Hobson HMI

Last day of inspection: 25 March 2011

Type of provider: Independent specialist college

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Information about the provider

1. Landmarks is an independent specialist day land-based college located in Creswell, north east Derbyshire. Founded in 1995, Landmarks is a registered charity and company limited by guarantee. A board of trustees provide governance. The main base for the college is a 20 acre working farm with purpose built workshops. The college also has lease arrangements for additional facilities and accommodation with an adjacent farm. Since the inspection in 2007 there have been two changes of principal. The current principal and deputy principal have been in post since September 2010. The deputy principal post is an increase to the management structure.
2. In 2010/11 the college has 60 learners, 15 of whom are full-time learners funded by the Young People's Learning Agency (YPLA). Of the YPLA funded learners, 10 are male and 4 are aged 16-18 years. The remaining 45 learners are mostly funded by social services. This provision was not inspected. The general learner population ranges in age from 16 to 60 and all have a learning difficulty and/or disability. Typically, YPLA funded learners transfer to Landmarks from special schools. Learners usually live within a 25 mile radius of the college and travel on a daily basis. Landmarks offers a range of practical programmes which are tailored to meet individual needs. The curriculum includes independence skills, personal and social development, Skills for Life and information communication technology (ICT). Subject choices include horticulture and conservation, arts and crafts, large animal care, pottery, small animal care and woodwork.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: Further education (16 to18)	6 full-time learners
Provision for adult learners: Further education (19+)	14 full-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade 3
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3

Overall effectiveness

- The provision at Landmarks is satisfactory. Learner outcomes are satisfactory with most learners achieving one or more externally accredited awards. Achievement is high in vocational qualifications at entry level and level 1 for the 40% of the learners who access these awards. The standards of work in practical sessions are good. The majority of learners appear to make satisfactory or better progress in their communication and social skills and develop increased independence. However, it is difficult to judge the distance travelled by learners in these areas as many personal targets are too broad and not sufficiently broken down into smaller steps in learning. Recording against these targets does not provide an effective picture of progress. Teaching and learning are satisfactory with the practical focus of the provision motivating learners well. Work experience opportunities are now good. Good partnerships are in place with other organisations and are starting to increase the learning opportunities available to learners. Care, guidance and support are satisfactory with good support for learners with dyslexia. However, specialist communication support for learners with complex communication needs is insufficient. Leadership and management are satisfactory. The new principal and deputy principal, with support and advice from trustees, are providing good leadership and direction for the college. The new leadership team has detailed and timely plans in place to develop the management information system. While benefits to learners are already apparent, it is too early to judge the overall impact of recent change. Safeguarding arrangements are good. Promotion of equality and diversity is satisfactory overall. Landmarks strategy for involving learners is now good and their involvement is helping to promote change. Value for money is satisfactory.

Main findings

- Outcomes for learners are satisfactory. The majority of learners achieve one or more external awards. In 2009/10, achievement was high in vocational qualifications at entry level and level 1 for the 40% of the learners who access these awards. Learners develop satisfactory employability skills through their work experience and vocational programme.
- Most learners appear to make satisfactory or better progress in their communication, social skills, and independence. However, it is difficult to evaluate learners' overall progress in these areas as the targets and recording of progress are not sufficiently specific and measurable. It is not clear from the college data how far achievements are challenging for learners.
- Learners feel very safe. They make very well-informed choices about what they eat and the activities they do to remain healthy. Learners contribute well to college life through their increased involvement in the learner forum. Attendance, punctuality and retention are good. Transition into further education, voluntary work or social services provision is satisfactory.
- Teaching and learning are satisfactory. Learners contribute well and enjoy sessions. Opportunities in sessions to develop literacy, numeracy and communication are satisfactory. In some instances, targets are confused with learning activities on session plans. The recording of progress is insufficiently evaluative and does not assist in further planning. Records of the fortnightly tutorials are overly descriptive.
- The range of provision provides satisfactory opportunities to learn through practical skills that engage and motivate learners. The number of work experience opportunities has increased since last year and is now good. However, independent living skills are not sufficiently integrated across the curriculum but are overly led by the requirements of external accreditation.
- Partnerships have increased and are strong. The college has gained significant ICT funding that has enabled it to develop this area and establish good links with other project centres. Strong partnership developments provide good work experience opportunities and are extending curriculum opportunities.
- Guidance and support are satisfactory. Dyslexia support for learners is good. Support for behaviour is satisfactory. Landmarks has identified the need to develop the transition action planning process further and has clear plans in place. Specialist communication support remains insufficient to meet the needs of learners with complex communication needs.
- The strong leadership of the new principal and deputy principal, supported by the strengthened board of trustees, has improved many aspects of the provision in the last six months. Clear priorities and ambitious college goals are shared by all. While benefits to learners are already apparent, it is too early to judge the overall impact of recent change.
- Safeguarding arrangements are highly effective. Risks to learners are thoroughly evaluated and scrupulously managed. Regular and comprehensive training ensures that staff have a good understanding of their responsibilities.

- Equality and diversity are satisfactorily promoted across Landmarks' provision. Staff carefully monitor and identify instances of learner behaviour that might derive from underlying prejudice or intolerance. Such incidents are rare, but staff deal with them very thoroughly and sensitively. However, the wider aspects of equality and diversity are less explicitly promoted. Staff have received recent relevant training.
- Landmarks' strategy for involving learners is now good. Learners relish the recent recognition of the importance of their contribution. The new system of learner representatives endows them with both pride and involvement.
- Self-assessment is satisfactory and the report is broadly accurate. The process is highly reflective and evaluative. However, the effectiveness of evaluation has been hindered by the incomplete management information data to measure learner progress. Comprehensive plans are in place to rectify this. Session observations are broadly accurate and sound. Value for money is satisfactory.

What does Landmarks need to do to improve further?

- Ensure that effective targets are established encompassing all aspects of learners' programmes. Ensure that the recording of progress against targets is rigorous so that distance travelled can be effectively measured.
- Review the process of capturing progress in tutorials and ensure that staff records are comprehensive, clearly identify progress made and where it is not sufficient. Provide comprehensive staff development to support the planning of appropriate challenge for individual learners.
- Review the independent living skills curriculum and ensure that learner programmes are led by the needs of individuals rather than the requirements of external accreditation.
- Implement plans to further develop the transition action planning process to ensure that actions are explicit and understood by all parties.
- Ensure that specialist communication support is extended to better meet the individual complex needs of learners. Ensure that all staff receive training to support the implementation of identified strategies.
- Review equality and diversity in the curriculum to ensure that the wider aspects of our culturally and sexually diverse society are better promoted to learners.
- Implement plans to improve the effectiveness of management information to provide better data for the evaluation of learner progress.

Summary of the views of users as confirmed by inspectors

What learners like:

- the support from staff
- the training to work with animals
- practical cookery sessions
- life skills activities

- gardening sessions.

What learners would like to see improved:

- a range of activities at leisure times
- new computers
- an increased range of games at lunchtimes and breaks
- college premises need to be bigger
- to have different work placements.

Main inspection report

Capacity to make and sustain improvement

Grade 3

4. The college has satisfactory capacity to improve. A new principal and deputy principal are in place and are providing good leadership. The expanded board of trustees has an increased focus on education. The revised management structure of the college provides a more inclusive and responsive community for learners and staff. Strong partnerships are being developed and are starting to provide learners with new learning opportunities. Session observations and self-assessment are now highly evaluative and the college is identifying more accurately its strengths and areas for development. However, the process is hindered by the underdeveloped management information system. Comprehensive plans are in place to rectify this. Recent effective staff training and the good learner engagement strategy mean that Landmarks is developing a sound foundation to make and sustain improvement. However, the insufficient specialist communication support, which was identified at the last inspection, has not yet been rectified.

Outcomes for learners

Grade 3

5. Outcomes for learners are satisfactory. Learners enjoy the practical subjects and the standards of work in practical sessions are good. In 2009/10, the majority of learners achieved certificates in life skills at entry level. In the same period, achievement was high in vocational qualifications at entry level and level 1 for the 40% of the learners who access these awards. Achievement of Skills for Life and skills for working life awards is satisfactory. There is no difference in the achievement of different groups of learners.
6. The majority of learners appear to make satisfactory or better progress in their communication and social skills and develop increased independence. However, it is difficult to evaluate the learners' overall progress in these key areas of their programme as the targets are not sufficiently specific and measurable. The recording of progress against these targets is overly descriptive and does not provide an effective picture of overall progress. It is not clear from the college data how far achievements are challenging for learners. Attendance, punctuality and retention are good. Transition into further education, voluntary work or social services provision is satisfactory.
7. Learners satisfactorily develop work-related skills through their practical subjects and the increasing work experience opportunities. A recent partnership project enables learners to develop effective work-related and money management skills in a community social enterprise.
8. Learners feel very safe at the college and have a good awareness of safe practices. Landmarks has a strong focus on supporting and enabling learners to be responsible for their own safety through involvement in relevant external

practical projects and college learning opportunities. Learners' use of the internet is well monitored.

9. Learners make very well informed choices about what they eat and the activities they do to remain healthy. All learners complete a practical healthy eating module. They grow a range of vegetables on site and use them to prepare healthy meals.
10. Learners contribute well to college life through their increased involvement in the learner forum. More recently learner representatives are involved in the equality and diversity and health and safety forums. Learners take part in a satisfactory range of community activities and charity fundraising events.

The quality of provision

Grade 3

11. The quality of provision is satisfactory. Teaching and learning are satisfactory. Learning resources meet learners' needs well. Tutors and learning support workers understand learners' needs. Most sessions are appropriately paced and focus on practical activities. Learners contribute well and enjoy sessions. Opportunities in sessions to develop literacy, numeracy and communication are satisfactory. The use of information communication technologies (ICT) in teaching and learning is effective.
12. Initial assessment is satisfactory. Staff use this information effectively to develop an appropriate individual learning plan (ILP). However, despite actions by the new leadership team, too many personal targets are not sufficiently specific and measurable. In some instances, targets are confused with learning activities on session plans. The recording of progress is insufficiently evaluative and does not assist in further planning to challenge individual learners. Records of the fortnightly tutorials are overly descriptive.
13. The range of provision provides satisfactory opportunities to learn through practical skills that engage and motivate learners. Learners have access to a range of relevant programmes. However, independent living skills are not sufficiently integrated across the curriculum but are overly led by the requirements of external accreditation. An effective travel training programme is provided for learners when appropriate. The number of work experience opportunities has increased since last year and is now good. Enrichment activities and vocational visits offer an effective range of additional experiences for learners.
14. Partnerships are strong. Partnerships with local businesses provide good opportunities for work experience. Very clear plans are in place through school partnerships to extend curriculum opportunities. Landmarks has gained significant ICT funding that is enabling it to establish good links with other project centres. Productive partnerships with higher education enable Landmarks to offer work placements for occupational therapy or social work students that adds to the learners' experience. Very well-established

partnerships are in place with regional specialist colleges to develop reciprocal quality assurance procedures.

15. Care, support and guidance for learners are satisfactory. Dyslexia support for learners is good. An in-depth dyslexia assessment is carried out and provides detailed information. The dyslexia specialist tutor and the literacy tutor work well together to integrate support. The occupational therapist provides effective support for learners to manage their behaviours. Learning support in sessions is satisfactory. Transition planning is effective in identifying required support. However, Landmarks is aware of the need to develop the transition action planning process further and has clear plans in place. As at the last inspection, specialist communication support remains insufficient to meet the needs of learners with complex communication needs. Sixty percent of current learners have communication support needs.

Leadership and management

Grade 3

16. Leadership and management are satisfactory overall. The strong leadership of the new principal and deputy principal has improved many aspects of the college provision since their arrival six months ago. Clear priorities are set for continued development and the ambitious college goals are shared by all. A new management structure has distributed responsibility very well and established high expectations. The strong leadership is successfully guiding the college in a new direction. While many benefits to learners are already apparent, it is too early to judge the overall impact of this on learner outcomes.
17. The trustees make an effective contribution to the work of the college. Their strengthened composition, including the addition of a staff trustee, enables them to scrutinise the educational performance of the college with more rigour. They fulfil their statutory duties diligently. The trustees' prudent financial management and effective strategic planning provides the college with a sound basis for its future under the new leadership team.
18. Safeguarding arrangements are highly effective. Risks to learners are thoroughly evaluated and scrupulously managed. Processes for staff recruitment are rigorous and detailed records are held on a central register and meticulously maintained. Regular and comprehensive training ensures that staff have good understanding of their responsibilities.
19. Equality and diversity are satisfactorily promoted. There are no discernible differences between the outcomes achieved by different groups of learners. Both learner and staff populations remain largely White British, reflecting the composition of the local population. Staff carefully monitor and identify instances of learner behaviour that might derive from underlying prejudice or intolerance. Such incidents are rare, but are dealt with very thoroughly and sensitively. However, the wider aspects of equality and diversity are less explicitly promoted through the curriculum. Equality and diversity policies and

action plans have been revised and are up-to-date. Satisfactory training on recent legislative changes has been provided for staff.

20. Landmarks' strategy for involving learners is now good. Learners relish the recent recognition of the importance of their contribution. The new system of learner representatives endows them with both pride and involvement. Good examples of changes that have come about as a result of their involvement include the safer control of traffic around the college entrance and the design and construction of storage units. Surveys of the views of learners and parents indicate high levels of satisfaction.
21. Self-assessment is satisfactory. The process is highly reflective and evaluative. All staff are now involved in looking analytically at what they do, how they do it and the impact it has on learners. The report is self-critical and broadly accurate. However, the effectiveness of the process has been hindered by the incomplete management information. The new leadership team has comprehensive plans in place to develop the system and provide more effective data to monitor learner progress. Much work has been done to improve the focus and impact of quality assurance activities. Session observations are broadly accurate and sound. The actions that follow are starting to improve the practice of many tutors.
22. The college has many good resources, both physical and human. Clear plans are in place to increase access to an increasingly wide range of facilities and learning activities through the development of strong partnerships. The main building is a flexible resource that is very well used, but it becomes crowded at times. Tutors are well qualified and benefit from a detailed plan for further training and development. Both outcomes for learners and financial management are satisfactory, as is value for money.

Information about the inspection

23. Two of Her Majesty's Inspectors (HMI), assisted by the college's deputy principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
24. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the college. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Landmarks

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners			
Full-time learners	15	4	11
Part-time learners	0	0	0
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	2		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	2		
<i>How well do learners make a positive contribution to the community?*</i>	3		
Quality of provision	3	3	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	3		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
Leadership and management	3		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

*where applicable to the type of provision

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