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National Centre for Young People with Epilepsy

Web Report

Re-inspection report

Audience	Published	Provider reference
Post-sixteen	March 2006	125453

Introduction

NCYPE was inspected in March 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in Literacy, Numeracy and Communication and Leadership and Management which were found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory CIF aspect was re-inspected on January 24th and 25th 2006. The outcomes of the re-inspection are as follows.

CIF aspect	Original grade	Re-inspection grade
Leadership and Management	4	4

Leadership and management

Leadership and Management remain unsatisfactory. A new principal took up her post in August 2005. The principal has effectively gained the support and respect of college staff, college governors and other members of the executive team of the charity. Morale in the college is improving. There have been redundancies among the teaching staff as well as an extended period of turbulence in the management of the college.

The current strategic plan covering all aspects of the provision within the national charity - NCYPE is under review by the executive team of the charity. A new overall strategic plan is in the process of being developed, but at the time of the re-inspection a separate strategic plan focussed upon the needs of the college was not available. However, the FE draft Business Plan 2005-06 clearly identifies the key priorities for the current year. The plan received approval by the board of trustees in September 2005.

Quality assurance remains unsatisfactory. The new principal has been instrumental in introducing a range of quality improvement processes but these processes have not yet had sufficient time to bring about any significant impact on improving the quality of leadership and management at the college. The new quality process provides an outline of the key improvement issues for 05-06 but lacks detail relating to review of key policies, procedures and working practices.

Perception surveys to gather the views of learners and their parents are being developed. A quality assurance audit tool has recently been introduced to determine lecturers' perceptions of programmes. This also includes comments about resource

allocation, programme design and delivery. The self-assessment report is insufficiently robust being descriptive rather than evaluative. It is not supported by quantifiable data. The skills audit conducted by the principal has identified management-training needs for senior managers at the college. It is anticipated that this training is to be completed by the end of the current academic year.

A detailed lesson observation scheme has been introduced. However it is too early to judge the impact of the outcomes of the new scheme on the quality of teaching and learning. Effective actions have been taken to address the outcomes of the disability access audit. The college is now compliant with legislative and contractual requirements. However, the different accommodation needs of young adults are not being fully met. This is recognised by the college and plans are in place to build new accommodation.

Governors' are in an improved position to monitor and judge the college performance with the establishment of a governing body separate from the school. The five members of the new governing body met for the first time in November 2005.

The less than satisfactory curriculum area of literacy, numeracy and communications was re-inspected on 24 -25 Jan 2006. The outcomes of the re-inspection are as follows.

Curriculum area	Original grade	Re-inspection grade
Literacy, numeracy and communications	4	4

Context

All learners at NCYPE receive some form of skills development for their literacy, numeracy and communications needs in both discrete classes and within the vocational areas of learning. At the time of the inspection there were no national awards available within this curriculum area. Learners work towards targets on their individual learning plans (ILP)

Strengths

- *Good development of learners' confidence*
- *Very effective development of communication skills*

Areas for improvement

- *Under-developed target setting*
- *Insufficient specialist teaching and learning resources*
- *Slow implementation of the Skills for Life strategy across the college*

Achievement and standards

Learners continue to develop good communication skills; they are able to communicate well in group situations and effectively share their views with others. Learners feel confident to express their opinions in class and are encouraged to respect each others' contributions to discussions. Where numeracy skills are being developed the learners are encouraged to use them in practical situations. However, the sharing and recording of achievement against baseline assessments across all aspects of the learners' curriculum is under-developed. Targets are too generalised so it is not possible to accurately measure learners' progress.

Quality of provision

The quality of teaching is uneven. In the better lessons tutors are using practical activities well to encourage and motivate learners. Group sizes are satisfactory and support workers are generally well managed. In the less satisfactory lessons there is insufficient differentiation to meet individual need. Some learners are involved in activities which are not age appropriate for young adults; for example cutting out pictures and pasting. Targets on ILPs do not always relate to the development of literacy and numeracy within vocational areas. Not all staff are aware of the implications of the levels indicated from the outcomes of assessment. Some targets are too generalised to offer sufficient guidance and not written in easily accessible language. There are insufficient specialist resources to meet the needs of learners. Staff within vocational areas have not received specific training in integrating literacy and numeracy.

Leadership and management

The college has been slow to implement the strategy for literacy and numeracy. A newly appointed manager has recently put a number of initiatives in place and staff have an increased awareness of the need to integrate literacy and numeracy throughout the college day. However, as yet many of the planned improvements are too recent to have had sufficient impact on learning.