

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

**Name of College:** The National Centre for Young People with Epilepsy  
**Date of Visit:** 14 November 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the issues explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

### Quality of provision

#### **What progress has been made with the implementation of the framework for recording and reporting prior achievement (RARPA)?**

- Work is under way with the implementation of the RARPA framework. There has been an appropriate focus on recent staff training with regard to target setting and recording of achievement. However, it is too early to make an overall judgement on the impact of this training.
- The college has piloted information packs for learner support workers to assist them to record incidental learning and achievements against targets in lessons and across the curriculum. This enables staff to understand individual learner needs better and provides additional information to inform target setting. However, some of the targets noted were vague, insufficiently clear and not presented in ways that learners could understand.
- Staff continue to refine individual learning plans (ILPs) and all learners now have an ILP. Changes are taking place in the format of these documents. They are being developed on the new management information system (MIS). There are now two systems of ILP, one format for more able learners and the other, more detailed, for those with complex needs.
- The college is piloting a student planner which provides a good opportunity to record and reward learners' progress in behaviour.
- There appear to be improving systems for assessment, involving a multidisciplinary approach. However, the self assessment report (SAR) rightly identifies assessment processes and the slow implementation of the Skills for Life strategy as areas for improvement.

## **Do learners have improved access to a range of national awards where appropriate?**

- The college is in the process of reviewing and accrediting external awards.
- Achievement in Life Skills examinations – this is a new qualification which has been offered from April 2006 to a group of 10 learners; seven have already completed the award and await external moderation. In September 2006, 45 new learners started on this programme. There is an appropriate focus on the use of the residential settings and promoting independence as a context for delivering this programme.
- A national award in skills for working life was introduced in autumn term 2006 and covers a range of relevant vocational areas.
- Links have been developed with local general further education (FE) colleges. NCYPE learners can access a national award in health and social care at entry level and level 1. There are currently eight learners on this programme. Two are studying for this level 1 programme full time (3 days a week).

## **Leadership and management**

Leadership and management were judged to be inadequate at the re-inspection. Over the past year significant developments have taken place. Staff report feeling better supported with clearer leadership and direction. A quality improvement cycle is emerging and the college is developing links with general FE colleges. There are a range of comprehensive policies and procedures in place but the scope of the annual assessment visit does not enable a judgement to be made about the extent or effectiveness of their implementation.

## **How well has the college used the self assessment processes to bring about the required improvements?**

The college is in the early stages of further developing and expanding their self assessment processes. The governors are active and very supportive in self assessment and sign off the final report.

- The appointment of a quality manager has been agreed and recruitment will take place in early 2007. In the interim, a quality manager has been seconded to the post to provide immediate support for the principal.
- Strategic priorities were approved by the Trust Board in May 2006

- Staff have been able to contribute to the self assessment process as teams and as individuals but the college acknowledges that this is an area for further improvement.

### **What has the college done to increase the range and use of specialist resources?**

- The SAR identifies a gradual improvement and good deployment of specialist resources. Access to audio visual materials is improved. For example nine white boards, a range of appropriate reading and numeracy materials and suitable software such as 'zoom text' have recently been purchased. The library is being updated and all learners have appropriate and 'restricted' access to the internet.
- The teaching accommodation is bright and motivating for learners and their work is well displayed and celebrated around the college.

### **Have staff received suitable training to meet the demands of their post?**

- The SAR identifies staff training as being good. A comprehensive training needs analysis, linked to curriculum developments, helps to identify priorities for the college.
- A Skills for Life facilitator has been working with staff and training has been delivered to both teaching and learning support staff to facilitate the integration of literacy, numeracy and communications across the curriculum, and, since the start of term, in the residential houses.
- New staff induction is comprehensive and covers a wide range of relevant issues to prepare staff well to discharge their duties.

### **How well has the college responded to the recent DfES guidelines on safe recruitment practices and safeguarding?**

- There are comprehensive policies on child protection (CP) and the protection of vulnerable adults (POVA). These were recently separated into two separate policies in November 2006. However, the review cycle for the CP policy does not meet the recommended interval of an annual review.
- A centralised vetting and recruitment record is being developed effectively. There are comprehensive policies with regard to employee vetting and recruitment and staff have appropriate CRB checks.

### **Are risk assessments in place for all learners and activities?**

- Risk assessments are thorough and appropriately assess factors affecting learning for each learner. Learners are risk assessed individually and each area of the provision is risk assessed generically. Medical information and medicines are carried on all trips and emergency medication administered by trained staff during external visits when required. Robust accident reporting for all staff and learners is in place.

Learners' well-being is monitored by a multidisciplinary approach to individual learners' needs at least twice a year.

---

© Crown copyright 2007. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced verbatim without adaptation, and the source and date of publication are stated. Inspection reports are available on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).