

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Landmarks
Date of visit: 27 February 2007

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

Achievement and standards

What were the standards reached and achievements made by students during 2005/06? Did leavers progress onto meaningful destinations and achieve their long term goals?

- Standards and achievements have improved. The college has changed its arrangements for external qualifications over the past two years. A significant increase in the number of units achieved is evident in all aspects of the curriculum, with 89 units achieved in land-based subjects in 2005/2006, compared with 23 in 2003/2004. In skills for life, 33 units were achieved in 2005/2006, compared with 14 in 2004/2005. Destinations have changed. The number of learners progressing into further education (FE) has increased, with five out of six students moving to other provision for three days a week in 2005/2006. However, the percentage moving into employment has dropped, with none progressing in 2005/2006.

Quality of education and training

Have assessment processes improved, including those for literacy, numeracy and communication? Do they successfully inform target setting? How well is progress made by the learner recorded?

- The processes for assessment have improved. The assessments of skills for life and life skills are now more robust.
- The strategy for skills for life has improved and is more clearly focused, and members of staff have been assigned specific responsibilities for this area. All staff are undergoing training. The targets on learning plans have an appropriate emphasis on a few achievable objectives. In vocational subjects, staff are becoming more adept at translating literacy and

numeracy targets to match their area of work, although more is to be done to ensure greater consistency. One learner, working at pre-entry level, was able to relate the skills of sequencing and identifying difference to the equipment used in horticulture. However, overuse of gluing and sticking, in order to produce evidence for portfolios, is not always age-appropriate.

- The college has introduced Information Learning Technology (ILT) as part of the Skills for Life provision, and improved access to e-learning in lessons. Where this is well done, it enables learners to develop a range of relevant skills such as using email and the internet. Staff are undergoing training and support to apply these skills in producing materials for portfolios.
- The college is developing further a system to capture learners' progress over time. Each subject tutor maintains a record in relation to the identified targets, and a system to pull these outcomes together is being piloted. It is too early to evaluate this fully. The six weekly reports summarise overall progress, and the exit reports on learners are very helpful as a source of information for any receiving organisation.

Leadership and management

Are quality assurance systems fully implemented? How effective are they in improving provision?

- Satisfactory improvements to the lesson observation systems have resulted in evaluative summaries which clearly identify strengths and areas for improvement. A newly implemented data system has the potential to provide useful information about learners' achievements. Quality assurance processes and the information they provide do not yet sufficiently inform self assessment to support judgements.

Does self assessment provide an effective and evaluative analysis of Landmark's strengths and areas for improvement?

- Self assessment has improved since the last inspection. The college has successfully identified progress and can evidence improvements made. However, the identification of strengths contained within the current draft self assessment report (SAR), relies heavily on inspection and external moderation outcomes. Weaknesses do not take into account improvements made as a result of actions taken prior to its completion.

Clear judgements are provided by the reviews of curriculum areas, although these are not supported sufficiently by robust and substantive evidence.

Does Landmarks now meet its statutory duties in relation to equalities legislation?

- Landmark's equality policy is satisfactory and was updated in January 2007. Much work has been done to improve the site and access to buildings for learners with minor physical disabilities. A Disability Equality Strategy has been devised in accordance with current legislation. The action plan includes dates for when most aspects of the strategy will be achieved. However, no date has been decided for the completion of improved access and for the completion of the audit of equipment to support disabled learners. Some areas for improvement have been appropriately identified in relation to improving the suitability of teaching resources to meet the needs of all learners within the SAR.

Are child protection, vulnerable adults and health and safety policies up to date and implemented appropriately?

- Policies with regard to child protection and vulnerable adults are up to date and staff have all received training in child protection. A central record is kept to ensure that appropriate checks are obtained for staff. However, this record does not include the documents seen to ensure the identity of individual members of staff. Risk assessments are in place for activities but are too generic. More specific information in relation to individual learners and the associated risks is insufficient and records do not identify if all staff have received the necessary information.