

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Sense East (Knapwell Resource Centre)
Date of visit: 4 October 2006

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

Does evidence in learners' plans and records, and college quality auditing indicate consistency has improved?

- The college has robust systems for planning learning and recording progress towards identified needs. These have been introduced to Sense East's newest centre that has only been open for a few weeks. There is already evidence of improved consistency in quality.

Quality of education and training

How far have plans to extend work-related learning opportunities progressed? Have they extended work-related learning?

- Development has taken place to extend opportunities for learners to experience the world of work, both as a step towards supported employment and as a contribution to broadening their experiences of their community. These developments include the purchase of a stables, use of college offices and discussion with a neighbouring business.

Support and guidance were judged outstanding in the last inspection although the college had not at that time developed a learner handbook in suitably accessible formats. What are the college's plans to address this issue?

- As identified at the last inspection, induction to the college is thorough and tailored to meet individual needs. The college has considered ways to further improve information provided to learners during this period. It is very soon to pilot the use of 'speaking' photo albums.

Leadership and management

To what extent do quality audits provide information about the impact of last year's improvement plans on learners and the basis for future planning?

- The college continues to apply its quality systems across all of its provision. Managers of centres meet every two months and documentation is shared. All staff members have monthly supervision. The college has been following Recognising and Recording Progress and Achievement (RARPA) processes. Observations of teaching and learning include peer observations. Action plans are detailed for any teachers requiring support to improve their practice. Learners' reviews are monitored across all centres, but the college has yet to put in place formal systems to monitor the quality of all of the key stages of the curriculum process. All staff are involved in the college's self assessment. The process is evaluative and shows that the college knows what it needs to do to improve. Where provision is not meeting needs it is discontinued.

How far has the implementation of the college's race relations policy been achieved and do the actions undertaken and the remainder of the action plan include necessary requirements of the Race Relations (Amendment) Act 2000?

- Staff know their learners well and are well aware of their complex and diverse communication needs. The curriculum focuses on meeting their individual needs. However, there is little explicit promotion of other aspects of equality and diversity with little reference made to it in documentation. The college has been slow to update its equalities policy. The human resources department continue to monitor staff in relation to race and ethnicity, but the college does not have appropriate action plans as required.

Does the college meet the recently published requirements concerning central recording of staff information regarding safeguarding?

- The college has rigorous systems in place to vet its staff. However, this information is not yet kept in one central file, as required by recent Department for Education and Skills guidance.