

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Henshaws College  
Date of visit: 17 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

What progress has been made with the implementation of RARPA?

- A useful strategy for monitoring and recording achievement was introduced in September 2006 but this is at an early stage of development and the college agrees that the impact has yet to be fully evaluated. Learners are now set lesson targets as well as termly curriculum targets and Star goals (soft skills) but some of these targets require further development. For each lesson, the learner has an individual target related to the Henshaws level of achievement (HAL), achievement of this is recorded on the back of the register along with attendance and punctuality. A summary sheet of weekly attainment for each learner is provided for tutors to enable them to better identify progress and those learners who are at risk of underachievement.
- The self-assessment report (SAR) indicates that the use of the HALs in each curriculum area is well-established and inspectors agreed with this judgement. More recently, the HAL levels have been mapped to the national qualifications framework as well as linked to the national curriculum. The SAR accurately states that the college has developed a range of performance measures related to quality issues and learner achievement. This development is at an early stage but will be used to measure performance over time.

### Quality of education and training

How effective have been the interventions to strengthen and develop literacy and numeracy throughout the curriculum?

- The SAR accurately identifies the restructuring and management of the Skills for Life curriculum. The staff team in this area now appropriately support the integration of this aspect across the vocational, independence and extended curriculum and offer practical advice and support to staff. These changes have recently been introduced and so

the impact has yet to be fully evaluated. The Skills for Life team also plan to introduce ESB awards so that learners' communication skills can be further recognised and celebrated. Formal plans are being developed to increase and develop staff expertise.

How have the range of vocational opportunities been increased?

- The college is in the process of developing four pre-vocational pathways; retail, horticulture, catering and business admin. Currently, external accreditation is offered at Entry Level 2 and 3 in horticulture and retail. Strong links have been developed in partnership with the Henhaws Arts & Crafts Centre just 1 mile away in Knaresborough. Links now include work in horticulture but in the future will also include retail. There are also effective links with Barnardos (Dr.B's) to offer NVQ Level 1 in office administration. Clear vocational pathways are being well established.

How well has the college improved its transition planning?

- The SAR highlights accurately that a new policy, procedure and differentiated curriculum have been established to improve this area. The college acknowledges that these developments are very recent although detailed plans and systems are firmly in place. Initial indications are that they should bring about the required improvement. All learners are now helped to develop their own transitions passport (file) that will monitor and record developments throughout their individual programme. This is clearly linked to their choice of vocational pathway, and the development of the learner's transition action plan. This will be used in reviews to promote the learners voice. Other developments include more effective tracking of learner destinations.

## Leadership and management

How well has the college developed its self assessment process?

- The SAR accurately identifies that the college has established a set of performance indicators and benchmarks for improvement. The SAR report is much more focussed and user friendly and appropriately includes an overall summary.

What improvements have been made to the process of risk assessments?

- Health and safety processes are developing well across all aspects of the learner programme. The concept of the safe learner is well

established. The SAR acknowledges that the risk assessment formats have not yet been standardised across the college but inspectors were made aware of a new risk assessment process which was very recently introduced. The aim is to monitor and improve consistency. A paper copy of all signed risk assessments will be submitted to the vice principal for approval and central storage prior to being published on the college intranet. For all new learners and those with complex needs the college has begun to introduce a pro-forma which summarises individual learner needs, hazards and control measures. The above development will be reviewed at the start of next term.

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

- The college has made a good start on maintaining a centralised record but further work needs to be done. All staff are appropriately CRB checked.

Have staff development opportunities sufficiently supported recent changes?

- The links between performance management targets and development planning are not sufficiently clear. However, staff report that they feel enabled and all are fully committed to the changes and understand what the college is trying to achieve.

How well have management information systems (MIS) been improved?

- A formal and coherent system is yet to be developed to record all learner achievements across students' programmes.