

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Kisharon College  
Date of visit: 29 September 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

How effectively has the college addressed the setting of clear, appropriate and measurable targets?

- The college has made adequate progress in identifying short, medium and long term targets for learners. Most of the targets reviewed by inspectors on this visit were clear and focused on individual learners' needs. However, it is too early to evaluate fully the effectiveness of this process.

How effective have been the interventions to strengthen and develop the assessment process and link this to learners individual targets?

- There have been no new learners for the past eighteen months so it is not possible to evaluate the quality of pre-placement assessments. However, on-going assessment has improved and now includes multi-disciplinary contributions from a speech and language therapist (SaLT) and Occupational Therapist (OT). Both have been able to influence the setting of targets and learners' programmes such as those for relaxation techniques and improvements in gross and fine motor control.

What has the college done to address the analysis of learners overall progress?

- Whilst individuals' progress against targets is being recorded in most lessons the college is still in the process of developing a system to record overall progress over time. Some improvements have been made for learners' personal development, social skills and behaviour, especially those with autistic spectrum disorders (ASD) and severe learning difficulties. The achievements of all learners are well celebrated and displays around college testify to learners' enjoyment and progress. Learners, where appropriate, are now encouraged to set and take responsibility for their targets for a session, week and term.

### Quality of education and training

What impact have the new individual learner plans (ILPs) had on learners' programmes? Are they now more adult focussed? How well do staff use the information in the ILPs?

- Individual learner plans have been further developed since the last annual assessment visit (AAV) and are now more useful for staff as a basis for lesson planning. Whilst identifying long and short term targets they also identify strategies to enable learners to achieve these targets. The self-assessment report (SAR) identifies that communication plans and appropriate goals are set for learners. Inspectors found that target-setting in general was appropriate for the type of learners, but they were not able to evaluate the quality of targets for individual learners. Staff are better briefed on developing strategies to support all learners; this is accomplished through staff training. The SaLT and OT now work within the classroom and help to set ILPs and share expertise. The limited observation of teaching during this AAV indicates that staff-learner interactions are now more adult focussed.
  
- The SAR accurately identifies that lesson planning remains an area for further development. However, there have been significant improvements. Staff now use a consistent format throughout the college, although some staff remain unclear about the distinction between subject targets and individual medium term goals. Support and training have been provided for staff to enable them to improve their practice. At the start of this year the college introduced a system to check lesson plans and the impact of this development led to the re-grouping of learners in order to meet their needs more effectively. Classes are now based around individual levels of need.
  
- Staff relate that learners have been able to give their opinion on issues such as likes and dislikes of food types on offer at lunchtimes. The resulting information has been acted upon by offering what was requested.

How has the college improved transition arrangements?

- Most of the current learners are due to complete their programmes this academic year. The planning process for their transition began at their last review. Connexions personal advisors and social workers are now more closely involved and long term goals are being refined. Plans are in place to identify the next stage for each leaver. For example, staff have been accompanying one learner on a number of external community visits to better prepare him for transition to independent living. The SAR states that there are now good opportunities to participate in social and cultural enrichment, community inclusion and extra-curricular activities and this view was supported by inspectors.

Have access to and use of specialist resources improved?

- The college has now made available a wider range of low and high tec specialist resources. These include the use of Makaton signs, symbols, symbol software, digital cameras, objects of reference, PECS principles, switch

technology, touch screens and increased numbers of computers. The college rightly recognises that use of these resources needs to be accompanied by staff training and plans are in place to bring this about.

- In addition to specialist resources some new teaching staff have been appointed. There are now four personal tutors and three specialist tutors for the 17 college learners. This represents a considerable improvement since the last AAV.
- The building has been improved and classrooms have been enlarged but the college acknowledges that more needs to be done in this area. The entrances to the tutor bases for these groups are colour coded to facilitate easy recognition by the learners. Counselling support has been offered for two learners and the services of a masseuse for learners with challenging behaviour and ASD is to be secured. These interventions are very new and so it is too early to evaluate fully their effectiveness.

## Leadership and management

The SAR is not comprehensive; it is insufficiently evaluative and lacks appropriate detail. The SAR is highly critical of leadership and management.

- The process of self-assessment is rigorous but the completed report does not adequately reflect the improvements in place, especially in leadership and management. Developments include:
  - Change in management structure. Kisharon College now operates separately from the day services and staff responsible for each area have more defined roles and responsibilities.
  - There has been an increased awareness and improved participation of governors within the College. Some governors have taken opportunity to take part in the training that has been planned for them.
  - There have been improved opportunities for CPD for all staff.
- The college has assessed the overall effectiveness of its provision as remaining inadequate and have rightly acknowledged that developments are very recent and it is too early to judge their effectiveness. Managers are hopeful that recent improvements, over time, will bring about the required positive impact on the quality of provision.

How have quality assurance arrangements improved?

- The post inspection action plan from last year has been discontinued in favour of an overall quality improvement plans. This document was not scrutinised by inspectors at this visit. Teacher observations have now been introduced and

the college is now beginning to monitor the quality and effectiveness of lesson plans and ILPs.

How have management information systems been improved?

- College has designed its own MIS suited to their purposes. Intranet has been established and staff have better access to a range of information about the learners.

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

- Staff have been appropriately vetted and significant work has taken place to bring together a central recruitment and checking record. The college is well placed to identify gaps in these procedures as requested by the DfES.
- The College is still not fully compliant with the Race Relations (Amendment) Act (RR(A)A) 2000. This area for improvement was not identified in the SAR.

How well has the college put in place plans to meet its duties under the Disability Equality Scheme (DES)?

- Work is planned but has not yet taken place.