

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Langdon College

Date of visit: 2 May 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

How well have the principles of RARPA (Recognising and Recording Progress and Achievement) been implemented?

- The setting of programme aims, assessment processes and challenging targets have improved. RARPA is becoming well established across the college, although staff recognise that it is less firmly embedded in the residential provision; steps are being taken to improve this situation.
- Initial assessment processes have been extended and now cover three days. Initiatives, such as the college's involvement with a local independent specialist college peer referencing group and a more focussed approach to the setting of individual learner programmes have brought about improvements and an increase in achievements on national awards. As identified at the last inspection the quality assurance of the RARPA framework continues to be underdeveloped.

### Quality of provision

What developments have taken place to improve teaching regarding personal and gender issues?

- The college is fully aware that teaching regarding personal and gender issues still remains an area of weakness. The quality improvement plan 2006/07 stated that by March 2007 a member of Langdon staff would be trained to provide teaching in the area of sexual health but this has not happened.
- College curriculum documentation, however, does indicate that various opportunities are provided to cover topics such as relationships, friendship, emotions, behaviour, rights and responsibilities. Currently this area is addressed through group tutorials or in one to one sessions with key workers and personal tutors. Whilst acknowledging that each learner may require an individualised approach the college hopes to significantly develop the teaching of personal, health and social education within the context of the Jewish faith. Managers are aware that this aspect of the curriculum has yet to be formalised or given a place within every learners' timetable.

What progress has the college made with improvements to pre-entry specialist assessments? Are therapists effectively involved in learner reviews?

- The college has recently appointed a part-time speech and language therapist for two days each week. She is now very involved with the initial and ongoing assessment processes and her expertise is highly valued and well used throughout the college. The speech and language therapist identifies the communication needs of all learners on assessment visits and makes a significant contribution to staff understanding with regard to communication issues.
- Therapists are now more routinely involved with learner reviews as appropriate.

How effective is staff training in the use of assistive and augmentative communication?

- Professional development activities are well planned to meet the needs identified by individuals, often through appraisal, and mandatory training requirements. The Langdon staff training schedule 2006/07 highlights training in the use of communication aids and the opportunity for all staff to attend signing courses. An outcome in the quality improvement plan for July 2007 was that two members of staff would be trained in signing to an advanced level but managers indicate/stated that this is unlikely to be fulfilled. It also states that all staff will be trained in the use of signing and plans are well under way to achieve this target.

## Leadership and management

What progress has been made with regard to the college becoming fully compliant with recent equalities legislation?

- An action plan for the Race Relations Amendment Act (RR(A)A) (2000) is in place but it has still not been approved by the governors. The action plan is scheduled to be approved at the next governors meeting on 16 May when governor training on this legislation is also planned.
- The monitoring of applications and recruitment of employees since September 2006 is now in place.
- In accordance with the Disability Discrimination Act 2005 the college now has a Disability Equality Scheme and associated action plan although these developments have not yet included contributions from people with disabilities external to the college. Many actions resulting from this process have yet to be implemented and monitored, such as the requirement for impact assessments.

- Access for learners with restricted mobility remains limited although the college has now received the report relating to the disability discrimination audit of the college's buildings. Actions and estimates to install a lift are being considered with the aim of building work commencing this summer.

Have arrangements for assuring the quality of the provision improved?

- Whilst the college has made progress in addressing most of the issues raised at the last inspection systematic quality assurance procedures continues to lack coherence. There is no overall action plan to address the areas for development identified at the last inspection. There is a 2006/07 SAR quality assurance action plan, dated September 2006, but it is not comprehensive nor has it been rigorously reviewed or effectively updated since the inspection.
- The college does have a number of action plans for various areas, such as curriculum development and health and safety issues, but these documents are not effectively linked or adequately reviewed.
- Arrangements for the observation and monitoring of teaching and learning are good. A robust system has been developed which is bringing about improvements and which is supportive of staff.

Do staff have regular access to staff appraisal. Is the process effectively linked to the teaching observation scheme?

- Staff now have regular access to appraisal processes. These are used to identify areas for improvement and are being linked to performance management. There is an expectation that all staff will further develop their knowledge and experience by completing additional qualifications as appropriate. Governors are very supportive of these expectations and opportunities to develop staff knowledge and expertise.

Any themes from the pre-visit analysis not explored during the visit:

None

Any other observations from the visit not identified in the pre-visit analysis:

None