



Callow Park College
(Alderwasley Hall School)

Re-inspection report

Audience Post-sixteen	Published [add date]	Provider reference [add number]
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Introduction

Callow Park College, part of Alderwasley Hall School, was inspected in February 2005. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in leadership and management which were found to be less than satisfactory. This inspection evaluated the provision for those students funded by the Learning and Skills Council (LSC). At the time of re-inspection there were two LSC funded students. Inspection of provision for the college's other students, funded by their local authorities, takes place as part of the inspection of Alderwasley Hall School. A copy of this separate report may be found on the Ofsted website.

Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory leadership and management were re-inspected on 14-15 March 2007. The outcomes of the re-inspection are as follows.

Common inspection framework aspect	Original grade	Re-inspection grade
Leadership and management	4	4

While there have been some developments since the last inspection a number of the areas for improvement identified at that time have still to be addressed effectively. Leadership and management remain inadequate.

There has been too little progress in improving quality assurance processes and procedures and these continue to be unsatisfactory. The college still does not monitor the most important aspects of the provision with sufficient regularity and rigour. Leaders and managers do not have, therefore, the necessary information to ensure the college's improvement plans are well directed. The college self-assessment report is unsatisfactory. It is not based on sufficient evidence and does not include some of the weaknesses identified by inspectors. Whilst some data is now more readily available, systems for identifying students' progress, including the targets in their individual learning plans and their rate of progress over time, are not sufficiently rigorous. Available information is not analysed effectively enough, nor used to set targets to bring about further improvements.

All teaching staff are now routinely observed. However, information from these observations is not routinely collated, in order to provide an accurate picture of the overall quality, and analysed to inform target setting for improvement. Procedures to assure the quality of the provision in partner further education colleges, where students spend part of their time, also continue to be inadequate. This issue has been raised in previous inspection visits to the college. Service level agreements with these colleges are not in place. This weakness has contributed to the dissatisfaction of some students and the failure of their placements. This issue was not identified in the self-assessment report.

The views of families, students and stakeholders are now sought. The college addresses individual matters that arise; however, the information is not used at a whole college level to monitor trends or to bring about improvements.

The health and safety policy and procedures are comprehensive. The college is aware that its accident reporting system does not yet include appropriate reporting processes for Learning and Skills Council (LSC) funded students and has made interim arrangements pending a full review of its policy.

The college's response to the Race Relations (Amendment) Act 2000 continues to be slow. There is now an action plan to implement the race equality policy and staff have received training as required. However the implementation of the action plan is not being monitored, nor are the effects of any improvements made.

The staff handbook is comprehensive and is used throughout the school.

The quality of provision is monitored by the directors and trustees of the owning SENAD group. A recently appointed senior manager within SENAD has the responsibility to undertake this monitoring as part of the broader work of Alderwasley Hall School. This monitoring has not yet included the post-16 provision at the college.

Scrutiny of individual learner schedules demonstrates that the programme requirements of the LSC are met. However, the college is not able to identify how funding received from the LSC is used solely for these students. This is a requirement of the college's annual contract with the LSC.

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Callow Park College (Alderwasley Hall School)

Date of visit: 14-15 March 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

Are there clear and comprehensive records of the progress made by students?

- Students' performance in nationally recognised awards is recorded in accordance with the requirements of the awarding bodies. Broader aspects of students' progress are monitored against their targets on individual learning plans (ILPs) and other plans. However, records of targets do not demonstrate that they have all been reviewed and, where they have not been met, carried forward to the next plan. Consequently there are not comprehensive records of the progress made by individual students.

College reports results above national averages in key skills. How well are students' assessments linked to their programmes to ensure they achieve as well as they can?

- Results for all post-16 students, including the small number funded by the Learning and Skills Council (LSC), are above national success levels for key skills. However, it is not possible to adequately judge the extent to which these achievements prepare students for their next placements due to weaknesses of recording such purposes and goals on ILPs.

Quality of education and training

The self assessment report (SAR) states that termly teaching and learning observations are in place, although no data is included in the report. Do the records of these indicate support for the self assessment judgements and is there evidence that they are used to promote improvements, for example, in the use of individual students' targets?

- All teaching staff have been observed through the lesson observation process and receive feedback. However, the observation information is not routinely analysed at a college level, as a basis for the self assessment judgements and used to inform target setting for improvement.

Is the college able to demonstrate the improvement it has made in the effective use of individual learning plans (ILPs)? How effective is the link between initial assessment and ILP, and individual programmes, and individual learner schedules (ILS) requirements?

- Information from initial assessments about communication skills and social relationships, in particular, are used within ILPs and target setting. Overall, however, these plans do not provide a sufficient guide to students' learning whilst at the college. Students' likely next placements and their aspirations are not recorded on the ILPs. The recording of objectives for the placement is not adequate, and in one case not completed. Consequently, it is not possible to use the ILP to monitor whether the targets are appropriate. Staff use the ILP targets in teaching and learning sessions, although the ILP does not provide an adequate ongoing record of the progress made towards achieving the targets that have been set. The college meets its contractual requirements with the LSC, as detailed in individual learner schedules.

The provision of speech and language therapy and other specialist support is identified by the college as an area of excellence. What is the evidence of the impact of this work on students' progress?

- The arrangements for the provision of specialist support are comprehensive, and continue to be a strength of the college. Progress in relation to interventions is recorded, and a useful leaver's report is provided for receiving organisations.

How effective have developments been in increasing student involvement, including contributing to their own ILPs and targets, and in the development of the college?

- Students contribute to their ILPs and the targets set within these plans. The views of families, students and stakeholders are now sought, however, they are not yet used collectively to monitor trends or to bring about improvements. The college has recently formed a student council, although this has not yet had time to provide feedback and influence college developments.

Leadership and management

Have the developments in addressing equality and diversity issues, raised at the last annual assessment visit (AAV) been sufficient to fulfil statutory responsibilities under the Disability Discrimination Act (DDA) and Race Relations Act?

- Since the last AAV, the accessibility adjustments identified in the 2004 DDA audit have substantially been completed. All members of staff have participated in an awareness raising training event and an action plan has been developed in relation to equality and diversity. The action plan identifies the need to establish an equality and diversity group to monitor the plan. This group has not yet met and the plan has not been monitored. The equalities data is not routinely analysed in relation to application and outcomes, and the college does not have an action plan to improve the representation of students of minority ethnic heritage.

Does the college fulfil the most recent DfES requirements for safeguarding children and vulnerable adults, in terms of the maintaining a single central register of all vetting and checking information?

- The college meets safeguarding requirements, and is aware of the need for a central register of information regarding current staff by April 2007.