

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Glasshouse College

Date of visit: 13 June 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 do students achieve in relation to their targets? Is target setting focused on individuals' needs and interests? Is progress being made in the recording of progress made by individual students?

- Students produce items in a range of vocational and craft based activities to a good standard. They successfully learn the skills required in making glassware, jewellery, and other artefacts. Many make items of a good enough quality to sell and to exhibit. Students are set core personal and social targets to achieve during curriculum activities as well as communication, word and number (CWN) core targets. The college has evaluated how effectively students' progress is monitored and has recognised that target setting needs further development. Targets are not yet sufficiently well developed within subject areas. They do not clearly identify progression through the development of the skills which need to be learned to achieve the finished article or project. There is insufficient analysis of whether personal and social skills targets are being achieved well enough across all curriculum activities to ensure that appropriate and relevant activities are provided which closely match individual needs. Students' progress is recorded each week and checked against core targets by personal tutors. This information is collated at the end of each term to produce summative reports. The quality of the information recorded within records of progress is inconsistent.

## Quality of education and training

Are literacy, numeracy and communication skills fully embedded within curriculum activities?

- The college's principles and purpose in providing learning opportunities for students within real working environments clearly underpins the CWN provision. CWN targets are identified within students' individual learning plans (ILPs) for tutors to embed into subjects in a natural and meaningful way. Basic skills' tutors are working more closely with subject tutors in identifying and recognising the CWN skills being developed within work shop training sessions. However, the specific CWN skills required to complete a particular task are not clearly identified and so progress in relation to these skills is not yet fully captured.

What progress has been made in securing specialist support to meet the mental health needs of students? Do behaviour plans exist for those students with challenging behaviour where appropriate, and are they implemented effectively?

The college has become more successful at accessing specialist support for students with mental health needs. Where appropriate the college has arranged for psychological assessments to be undertaken and detailed behaviour plans are drawn up. Useful information is provided within ILPs about the impact of the students' disability on learning and the strategies for tutors to deploy during sessions.

## Leadership and management

Are quality assurance processes firmly established and successful in identifying the college's strengths and areas for improvement?

- The college has made effective progress in establishing quality assurance arrangements. All teachers are now observed and assessed in sessions twice a year and they all receive feedback on their performance. Managers take action where issues are identified, but records of teaching observations do not provide sufficient evaluation of the learning and action points contain insufficient comment to improve the teachers'

performance. The college recognises that the observation scheme does not adequately extend to its residential provision.

- The college has a thorough approach to self assessment. It involves all managers and staff and focuses closely and effectively on the key questions from the common inspection framework. The self-assessment report is informative and judgemental. It clearly and precisely indicates strengths and areas for improvement with clear reference to the evidence felt to underpin them. Although relevant in some instances, this evidence is not sufficiently robust. The self-assessment report includes a clearly written quality improvement plan designed to maintain strengths and address areas for improvements. The plan is appropriately detailed containing objectives, actions, target dates, responsibilities and commentary on progress.

Does the college have up to date policies and procedures in place in relation to current equalities and safeguarding legislation and good practice? Are they being successfully implemented and monitored?

- The college has an effective race equality policy and action plan. These are regularly updated and monitored by managers. Managers analyse enrolments, retention and achievements of learners and the proportion of staff from different ethnic groups. The results of the analysis are reported to the college's Trust. The college has effective arrangements for those with physical disabilities. Comprehensive policies and procedures include making reasonable adjustments to accommodation and equipment to provide access for those with mobility difficulties and a disability equality action plan. However, some target dates in the plan are too vague to ensure they are achieved in a timely way. The college has appropriate arrangements for safeguarding young people and vulnerable adults, including a central register of the checks undertaken on staff.