

MONITORING VISIT: MAIN FINDINGS

Name of college: Treloar College
Date of visit: 11 October 2007

Treloar College was created in 1995 as an independent specialist College of Further Education for young people aged 16+ with physical disabilities and/or learning difficulties and is situated close to the market town of Alton in North-east Hampshire. The college was last inspected in May 2004, where leadership and management were judged to be outstanding. Three of the curriculum areas were also judged to be outstanding, two areas good and one as satisfactory. The college received its last annual assessment visit in October 2006.

Achievement and standards

What progress has been made in identifying and improving the literacy and numeracy skills of students, particularly for those attending the local further education college?	Reasonable progress
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The college has continued to improve the integration of literacy and numeracy within students' timetabled and independent living skills activities. Students have opportunities to achieve external accredited units for literacy and numeracy. In 2006/07 the pass rates for students in literacy was 90% and numeracy 96%. Team teaching activities have been implemented with Treloar College based student groups. All students are initially assessed during induction and diagnostic testing is undertaken if appropriate. Literacy and numeracy support for local college based students has improved. Literacy support appears well planned and numeracy workshops are available each week for this group of students. A useful questionnaire is used to determine students' information needs relating to a range of financial topics and students are encouraged to attend the financial capability workshops which are now mandatory for all vocational students to improve their knowledge. A basic numeracy workshop is also available for those students who need it.

Quality of provision

What progress has been made in improving the links with employers and work related activities for students?	Reasonable progress
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The college has made reasonable progress over the past year in improving opportunities for students to practice work related skills. The college is aware however that it needs to continue to improve external work experience opportunities. Eighteen students were placed with local employers in 2006/07, and 10 were helped by the college and their local connexions partnerships to obtain placements within their local home areas during holiday periods. A further 17 students undertook campus based or supported work experience. A work-related learning co-coordinator now sees all students during enrolment to identify and record any previous work related activities and future aims. The college has recently secured funding for a 'Working Ways' employer engagement project to develop the range and numbers of students' work placements.

How successful is the new management structure in improving the strategic direction of the college?	Reasonable progress
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The new management structure is successful in enabling the college to monitor the progress of individual students, and to focus on responding to the requirements of the external environment. An assistant principal (learning) has recently been appointed to focus on the internal processes, such as the development of the RARPA processes, and an assistant principal (residential) appointed in September 2006 focuses on the development of independent living skills. The post of director of education of the Trust (appointed in July 2006) includes the role of overseeing the closer collaboration with Treloar school, and the college works with other providers as part of the East Hampshire local 14-19 consortium. The Principal focuses on developing external collaborative work and funded projects have started with other specialist colleges to share specialist knowledge and facilities. Treloar continues to provide specialist assessments for students in Hampshire and the south east. Further afield, the college is working collaboratively with two London colleges, to provide residential opportunities for students and to explore work-based learning possibilities. The college is well aware of the need to build employability and independent living skills into all programmes

and is taking steps to do that. The college is also aware that more needs to be done to increase employer engagement for those students for whom it is appropriate.

What progress has been made in developing the management information system and how well is information being used?	Reasonable progress
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The college is in the process of implementing a long-term plan for the phased development of a management information system that they hope will be responsive to the requirements of individual students. More information is now available on-line which is accessed by staff. The college has already developed a bank of pre-set targets for care plans, which are being used, and is piloting a system with five students to track their progress and achievements. The college is working with other specialist colleges to share developments in management information systems.

What progress has been made in developing the quality assurance procedures for the independent living skills curriculum?	Reasonable progress
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The college has introduced teaching observations and peer observations into its independent living skills (ILS) provision. Findings to date confirm that these sessions are relevant, student focused and enable students to meet their goals. Occupational therapy targets are included on individual learning plans (ILP). New posts of occupational therapy assistants are to be introduced in each house to support students to develop these skills. The main mechanism for determining whether goals are met is an ILP meeting, which includes staff and the learner. The newly appointed assistant principal (learning) takes on the role of sampling ILPs to monitor them. The college uses feedback from students, and although this is positive, the college is aware that the question on the student perception survey asked about ILS is too broad.