

## MONITORING VISIT: MAIN FINDINGS

Name of college: Loppington House  
 Date of visit: 25 September 2007

### Context

Loppington House is a residential independent specialist college situated in North Shropshire. It provides further education for learners aged 18-25 years with severe learning difficulties and disabilities. There are 12 learners funded by the Learning and Skills Council. It was inspected in March 2007 and was judged to be inadequate overall. Effectiveness of provision, capacity to improve, and leadership and management were judged to be inadequate. Achievements and standards, and quality of provision were judged to be satisfactory.

### Achievement and standards

What progress has been made in providing opportunities for learners to gain workplace skills?	Reasonable progress
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The appointment of a work place co-ordinator has led to an increase in the numbers of learners gaining work experience since the last inspection. The newly introduced curriculum framework provides for more opportunities for learners to develop work-related skills. It is too early to evaluate if the work placements found for individual learners are effective and appropriate in enabling them to achieve their long term goals.

What progress has been made in the process of target setting for learners and the recording of achievements?	Reasonable progress
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Initial and diagnostic assessments have improved since the last inspection, leading to better target-setting. Learners now have appropriate long, medium and short term targets clearly identified within individual learning plans (ILPs), and subject specific targets are set for each learner. These are integrated well within lesson planning and progress is effectively recorded. However, targets set for learners to enable their personal development are less well integrated within lesson planning. There are plans to incorporate these into all curriculum activities so that progress against these targets is appropriately recorded.

## Quality of provision

What progress has been made in improving transition arrangements for learners leaving college?	Reasonable progress
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Transition arrangements have improved for learners leaving college and relevant agencies are included in all formal annual reviews much earlier than before. There is now better liaison with agencies within individual learners' home areas. This will enable more learners, where appropriate, to fulfil their long term goal on leaving college of living more independently within suitable supported housing arrangements. The newly introduced curriculum framework has the potential to provide better progression routes for learners through its greater emphasis on the development of work-related skills and community based activities.

## Leadership and management

What progress has been made in improving self assessment leading to improvement planning?	Insufficient progress
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Self-assessment processes have improved since the last inspection. All staff are now involved in the self-assessment of provision and managers and staff have received training in the development of the self assessment report (SAR) due for completion in December 2007. It is too early to evaluate the effectiveness of the improved procedures on improvement planning. Areas for improvement contained within the current improvement plan cover those identified within the last inspection report, and appropriate actions are being taken. However, the college's accommodation does not provide appropriate or well-maintained learning environments to ensure the effective implementation of the new curriculum framework. This is not identified as an area for improvement and very little has been done to ensure the accommodation is fit for purpose.

What progress has been made to improve the rigour of quality assurance arrangements?	Reasonable progress
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The college takes a more rigorous approach to assuring the quality of the learners' experience. The college has developed a quality assurance manual containing comprehensive procedures appropriately linked to learners' individual learning programmes. Teaching and learning observations require college observers to focus more on the learning evident within lessons. Early indications are that these procedures will enable the college to have a better understanding of what improvements need to be made to improve further.

What progress has been made to address the issue of strategic planning?	No discernible progress
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Strategic planning is underdeveloped. There are imminent plans for the college to be sold to a national provider. Strategic planning cannot take place until the future leadership and management of the college is ascertained.

What progress has been made in the effective promotion of equality and diversity?	Insufficient progress
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The college has drawn up an equality scheme and plans are in place to further promote equality and diversity by arranging more activities and events. The college is now collating information on gender and ethnicity but has not yet analysed this information. Not all staff have received basic awareness training in equality and diversity.

What progress has been made in gathering the views of learners to improve provision?	Reasonable progress
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The learners' personal aspirations and views in relation to the activities and skills they wish to develop are being more actively sought. Learners are more involved in evaluating their own progress and achievements. The speech and language therapists have been active in devising methods to improve the ability of learners with communication difficulties to express their views and opinions. There is also a weekly timetabled lesson to provide a vehicle for the learners' voice to be heard.