

## MONITORING VISIT: MAIN FINDINGS

Name of college: Fairfield Farm College

Date of visit: 26 February 2008

### Context

Fairfield Farm College (FFC) is an independent specialist college for young people with learning disabilities, offering residential and day provision for learners aged 16–25 years. The college forms the major part of Fairfield Opportunity Farm (Dilton) Ltd., which is a limited company with charitable status. The college offers one course that covers personal safety, social and independence training and pre-vocational training in a range of subjects. The college has ten female students and twenty-one male students. It was judged to be satisfactory at the last inspection.

### Achievement and standards

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| What progress has been made in preparing learners for transition from the college and how has this impacted on their destinations? | Reasonable progress |
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FFC has made reasonable progress in preparing learners for transition from the college. During the final year of their course action is taken to ensure that learners' progression routes are explored. Possible colleges and supported living venues are visited, working with relevant local agencies. The achievement of external qualifications has improved. No learners achieved external qualifications in 2005/06. In 2006/07 13% of learners achieved an external qualification in literacy and numeracy. Three learners attended NVO level 1 provision at a local college. Learners are achieving more units of the college's vocational training scheme. Learners progress mainly into supported living environments on leaving the college.

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| What progress has been made in developing and monitoring the stages of the recognition and recording of progression and achievement (RARPA) process? | Reasonable progress |
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The college has made reasonable progress in developing and implementing the stages of the RARPA process. A detailed baseline assessment process has been introduced. All curriculum areas are assessed. Using the information gained, the college sets meaningful targets for each learner. The learners are part of this process and negotiate the most suitable targets. These targets are recorded in 'RARPA' files and collectively worked on across the college by all staff and learners. All staff have had training in how to recognise and capture achievement. The targets are reviewed every term. A team of people is involved in deciding upon the targets, but the college does not internally verify the quality of the target-setting.

### Quality of provision

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| What progress has been made in developing the curriculum to prepare learners for the next stages of their lives? | Significant progress |
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FFC has made significant progress in developing its curriculum. The college has re-positioned its provision in line with the expectations that learners will become more independent and find some form of employment where appropriate. External work experience opportunities continue to expand with more than three quarters of learners currently participating, some for up to three days a week. The process of embedding literacy and numeracy has improved and is now reported upon in all areas of the curriculum. The staff have recognized the need to develop skills of independence more systematically and learners have been involved in developing a curriculum to prepare them for living in an environment where they will need to be more independent. These changes are already having a positive impact on learners' skills of independence and preparation for employment.

### Leadership and management

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| What progress has been made in the rigour of the observation of teaching and learning? | Insufficient progress |
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Insufficient progress has been made in making the observation of teaching and learning more rigorous. The college has accurately identified this as an area for development in their self-assessment report. All teachers and learning support staff have an annual observation. However, the outcomes

from these observations are not critically analysed to identify trends. This aspect of quality assurance is in its infancy. For the last cycle of teaching and learning observations in 2006/07, the college did not do any joint observations. The observation records show some over-grading and provide insufficient information about learning. The college has yet to agree a protocol for observations in partner colleges.

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| What progress has been made in ensuring the safety of each learner? | Reasonable progress |
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Reasonable progress has been made in ensuring the safety of each learner. The college is compliant with safeguarding legislation. All staff receive annual child protection training and the college has two named child protection officers. The college produces detailed location and activity risk assessments. These are quality assured by the curriculum manager. Each learner has an individual risk assessment that is reviewed and updated regularly. The college has recently appointed a health and safety co-ordinator who will be responsible for formalising the quality assurance processes for health and safety.

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| What progress has been made in promoting equality and diversity through the curriculum? | Reasonable progress |
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The college has made reasonable progress in promoting equality and diversity through the curriculum, particularly in relation to disability. The learners are encouraged to understand the implications of their disability and to advocate for themselves. The college fosters a climate of respect throughout the organisation, and learners follow a personal development programme that includes aspects of discrimination, bullying and harassment. Outside speakers are invited to talk to learners about their own experiences, which include, for example, homophobic discrimination. However, the college has yet to ensure that aspects of race are more explicitly explored, so that learners are better prepared for moving on to more diverse communities.