

Quality of provision

What support is given to teachers to improve the proportion of good or better teaching?	Significant progress
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There is a strong commitment and a high level of staff enthusiasm to improving the learner experience. A clear structure of regular briefings, management and staff meetings is now established and staff are kept well informed. A thorough process of observation of teaching and learning clearly identifies areas for improvement. Observers have undertaken training to ensure that feedback is accurate and comprehensive. Individual supervision sessions for staff have been introduced to monitor their targets as well as the outcomes of the classroom observation scheme. Teachers have a supervision meeting with their line manager every half term. Opportunities for staff development are good. Further training on setting goals was provided recently for teaching staff. The subject tutors' handbook clearly defines staff responsibilities.

Teachers have appropriate experience and skills to work effectively with learners. Learning support staff have a clearly defined role to support both teachers and learners. Student support is monitored closely through the observation scheme but the college is aware that it varies in quality. All support staff have good access to a range of training which is relevant to learner needs. The college has established two foundation degrees in liaison with the University of Cumbria which have a clear focus on effective practice in supporting learners. Some 29 student support workers are currently registered on these programmes. Staff development has been provided for support staff which involves reviewing practice in working with learners and identifying key issues for effective support.

What progress has the college made in developing the curriculum to further match the complex needs of the learners?	Significant progress
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All learners are now involved in the creative curriculum which has been significantly developed over the last two years. Core targets are integrated fully into the creative arts curriculum and include literacy, numeracy and communication, as well as social behavioural and sensory goals. Progress is monitored rigorously in the weekly interdisciplinary project forum meetings. Subject teacher's work closely with therapists to integrate physiotherapy targets and to ensure equipment is used appropriately. This is supported by the standing harnesses and tracking systems that have been fitted in many creative arts class rooms. A detailed sexuality and personal relationships policy and guidance have been provided for staff to help deliver this aspect of the curriculum.

The creative arts curriculum is structured to enable all learners to participate at an appropriate level. It is implemented through well-planned projects including learner presentations and evaluations and includes an integrated project on equality and diversity. Good links have been established with the community to enable learners to work alongside their peers in the university and in local high schools. For the past two years the college's arts festival has enabled learners to exhibit their projects both in the college environment and in local community settings. The college operates a system of projects involving artists in residence which enhance the learners' opportunities in a range of creative media including dance, film, fine art, poetry and creative writing. Some learners develop their skills with disc jockeys in a local club. Access to the creative arts curriculum for learners with more complex needs and severe communication difficulties is enhanced through the use of an intensive interaction and multi-sensory approach. This is planned and managed by an experienced team of interdisciplinary staff.

Leadership and Management

How well has the college responded to its legislative requirements with regard to equality and diversity legislation?	Significant progress
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The college has responded well to its legislative requirements with regard to equality and diversity and is now compliant. There has been effective staff training in equality and diversity. The staff working group has increased the confidence of some staff in identifying their own support needs, for example in dyslexia screening, which have subsequently been addressed. Learners have been involved in identifying areas for improvement and this has ensured that their independence is maintained.

The college's improved response to equality and diversity issues has had a significant impact on the development of the curriculum. This has enabled learners to have a wider involvement with college issues and heightened their awareness of cultural matters.

Safeguarding arrangements are comprehensive and there is a single central vetting and recruitment record. Governors have received training in equality and diversity and in safeguarding.

What new recent developments have taken place to strengthen the college's capacity to improve?	Significant progress
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The college's capacity to improve is good. Senior managers have taken the college forward with clear vision and strategic purpose. All key weaknesses identified at the last inspection have largely been remedied, particularly in governance, strategy, finance and physical

environment. The robust five year strategic plan is now in its third year of operation and the college is on track to meet the targets it contains. Plans for co-location with the University of Cumbria are well advanced but are yet to receive final approval. Recent key management appointments have contributed to improvements. College data indicates that the quality of teaching and learning has been continuously improving. Curriculum management is effective. Middle managers are gaining in confidence and are successfully leading curriculum development. SCOPE trustees are well informed about the college's performance and have recently spent in excess of £1.5 million on refurbishment and equipment. Capital improvement has been timely and well managed. Governance is strong. Governors are well qualified and are linked to key areas of college activity through nominated managers.



Beaumont College

Re-inspection report

Introduction

Beaumont College was inspected in October 2005. Inspectors 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 inadequate. Ofsted is responsible for re-inspecting all provision that is inadequate.

The less than satisfactory leadership and management were re-inspected on September 25 and 26 2007. The outcomes of the re-inspection are as follows.

CIF aspect	Original grade	Re-inspection grade
Leadership and management	4	2

Context

Beaumont College is owned by SCOPE, a national charity focussing on the needs of people with cerebral palsy. Beaumont provides for learners aged 16 to 25 with physical difficulties and/or complex learning difficulties. The college offers both residential and non-residential programmes for 77 young people, all of whom are between the ages of 16 to 25 years.

Strengths

- clarity of vision and strategic purpose
- rigour of quality improvement processes
- good support and commitment from the parent charity, SCOPE
- strong governance.

Areas for improvement

- the management information systems
- the quality of the residential accommodation.

Leadership and management

Leadership and management are now good. Senior managers, with full support and commitment from the parent charity SCOPE, have taken the college forward with clear vision and strategic purpose. A focus of continuous improvement permeates the college. Significant progress has been made in addressing the weaknesses identified at the previous inspection. Senior and middle managers have clear areas of responsibility and targets for improvement which are rigorously monitored by the principal. Additional oversight is provided by both the governing body and SCOPE senior management.

The standard of teaching accommodation and learning resources are much improved and this has had a positive impact on the learners' experience. Classrooms have been refurbished to enable learners to participate more fully in a range of activities. Residential accommodation is satisfactory, although the college recognises that there is scope for improvement. There is a co-location project to move and rebuild the college to a higher education campus; negotiations and planning with the University of Cumbria are well under way. Curriculum planning is effective and successfully promotes the importance of students as active participants in their learning. Self-assessment processes and quality assurance procedures have been strengthened and are more robust. The college is aware of the need to improve management information systems and staff training is scheduled for this term, prior to the full implementation of an electronic system.

The five year costed strategic plan, with key performance indicators, provides an effective overall framework and is updated annually using the outcomes of self assessment. As part of the revised approach to action planning the college has implemented a comprehensive and rigorously reviewed series of operating statements that link in well with performance review, self assessment and the strategic plan. Beaumont is now compliant with recent equalities legislation. Financial planning is effective and a climate of increased accountability has been established. Governance is strong. The college demonstrates good capacity to improve.