

MONITORING VISIT: MAIN FINDINGS

Name of college: Lufton College of Further Education

Date of visit: 28 November 2007

Context

At the last inspection in January 2006, Lufton's leadership and management and capacity to improve were found inadequate. Other aspects of the provision were found satisfactory.

Achievement and standards

What progress has been made in recording outcomes for learners?	Reasonable progress
---	---------------------

The college has made reasonable progress in recording outcomes for learners. Improvements have been made to the arrangements for initial and baseline assessments, which now include vocational skills and skills for life information. These changes have accompanied significant changes to the college curriculum, with an expansion of opportunities for external accreditation and a more personalised programme for learners. Review boards have been established to monitor the processes for recording achievements on non-accredited provision. The ILPS have been significantly revised with improved goal setting for each element of a learner's programme, although ILPs do not provide an indicative baseline for each area. Progress against goals is recorded after lessons. However the college is still in the process of developing its MIS so that tutors can capture progress at a weekly level. The first formal review has yet to take place, so it is not possible fully to evaluate progress, but the arrangements are likely to enable the college to capture progress across the whole of a learner's programme. The college has yet to present its headline data in a meaningful form so that progress can be reviewed annually.

Quality of provision

What progress has been made in developing systems to improve the quality of literacy and numeracy provision?	Reasonable progress
--	---------------------

The college has recognised that its provision for literacy, numeracy and communications was not satisfactory. The approach has changed so that all learners now have a discrete lesson once a week in these areas, with trained staff. Initial and baseline assessments are now in place, and staff use a range of assessment tools depending on the needs and ability of the learners. All learners have individual literacy, numeracy and communication goals that are included on the ILP. The number of learners achieving external qualifications increased significantly in 2006/2007. The college recognises that the embedding of literacy, numeracy and communication skills through the vocational areas is in the early stages of development. Audits of skills required in vocational areas are taking place. The systems for capturing progress in vocational areas are not yet in place, although this is happening in some vocational areas. Vocational tutors need more training in this area.

What progress has been made in providing specialist support and interventions?	Reasonable progress
--	---------------------

The college has made reasonable progress in this area since the last monitoring visit. Senior managers acknowledge that at the last inspection Lufton was a specialist college with no specialist team. The college is in the process of developing a specialist support team. The roles and responsibilities of the team have been clarified and lines of accountability are clear. New therapy staff includes a full time psychologist, a part time educational psychologist, and a part time music therapist. The speech and language therapy service has been extended from one day to three days. The new role of learning supporter more effectively links learners' lives in the residences to learners work in the classroom and vocational settings.

Specialist assessment has improved and all learners are now assessed in a timely manner by the speech and language therapist. A communication profile is shared with all relevant staff. However further training to support teachers, learning supporters and work placement providers to more effectively implement, review and monitor the total communication strategy is planned but yet to be implemented.

Behaviour management strategies are now integrated across the college. A shared strategy for behaviour management supported by staff development has led to an improved understanding of how behaviours are triggered. The number of recorded behavioural incidents has reduced from two hundred and thirty nine in 05-06 to ninety one in 06-07.

Leadership and management

What progress has been made in improving the management structure so that staff are more accountable?	Significant progress
---	----------------------

The management structure and the staffing base have improved significantly since the last inspection. The structure better reflects the needs of learners and staff, with clear lines of accountability, clearly defined functions, and staff with relevant knowledge and experience in key posts. The impact at a day to day level is considerable, as decision-making has improved and response to learners' concerns can be resolved swiftly. Team meetings at every level are more focused and changes can be implanted more swiftly.

What progress has been made in improving arrangements for health and safety?	Significant progress
--	----------------------

Significant progress has been made in improving arrangements for health and safety. The Mencap National College has improved arrangements for health and safety. A clear health and safety policy is in place dated September 2007, signed by the Chief Executive and Chair of Trustees. However the national college does not have a specific governor nominated to be responsible for the monitoring and strategic direction of health and safety.

The risk assessment process has been reviewed. The document now effectively links the teaching and learning activities across the college to individual learner needs. All learners are now provided with PPE Protective Personal Equipment to support effective promotion of health and safety in vocational settings

The health and safety team meet regularly to monitor the health, safety and welfare of learners and staff. The quality of health and safety training has improved and is now an integral part of induction and on-going training. However RIDDOR training requires further development.