

# Dame Hannah Rogers Trust Post-19 Unit

## Inspection report

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## Background information

## Inspection judgements

### Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management.

## Description of the provider

1. The Dame Hannah Rogers Trust Post-19 Unit is a newly established, residential, independent specialist college for learners with severe physical disabilities and learning difficulties. The unit is based in a suite of rooms at the Trust's school in Ivybridge, Plymouth. The unit currently has 12 LSC funded learners and 2 separately funded learners. The majority of learners have progressed from the post-16 provision in the school. The Trust's multi-disciplinary team of therapists, which provides physiotherapy, speech and language support and occupational therapy, services the unit. The curriculum is about choice, building independence and experiencing a variety of interesting and motivating activities. The college's mission statement is: 'Potential to Achievement: a quality provision where individuals matter'. This is the first Ofsted inspection of the college provision.

## Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Inadequate: Grade 4
Achievement and standards	Inadequate: Grade 4
Quality of provision	Inadequate: Grade 4
Leadership and management	Inadequate: Grade 4
<i>Equality of opportunity</i>	<i>Inadequate: Contributory Grade 4</i>

## Overall judgement

### Effectiveness of provision

Inadequate: Grade 4

2. Achievement and standards are inadequate. The college has been late in developing an individual baseline for each learner and in implementing systems that adequately monitor the progress of learners. Standards of work are poor, with too little opportunity for learners to demonstrate their skills.
3. Teaching and learning are inadequate. Learners were not given sufficient opportunity in lessons to meet their targets. Learning support staff were not provided with sufficient guidance about ways of assisting learners to develop their skills. In most observed situations staff did not fully comply with expectations in relation to health and safety and in some cases did not demonstrate respect for learners.
4. The response to social and education inclusion is inadequate. Good attention is paid to providing specialist technological support to enable learners to access the curriculum. However, learners do not always have the opportunity to practise using the equipment in lessons. The college has been very late in making a decision about the detail of the curriculum, which is still in the process of development. It is not yet clear how it will enable progression over three years. The extended curriculum is very limited. The student council has not yet met and learners have not had sufficient opportunity to feedback about their experiences. Learners' dignity and privacy is not always sufficiently respected.
5. Support and guidance are satisfactory. The interventions provided by the multi-disciplinary therapy team are particularly good, with rigorous assessments, good training for staff in manual handling, and constant updating of progress. Arrangements to review learners' educational and overall progress are cumbersome and transition reports from the Connexions service were not available at the time of inspection.
6. Leadership and management are inadequate. The Trust has a clear 10 year strategic plan, which includes the post-19 unit. However, the implementation of plans to establish the unit has been poor, with insufficient training for staff and insufficient monitoring of the quality of the provision. Health and safety arrangements have failed to identify significant weaknesses. Despite very recent action taken, the college does not yet fully meet safeguarding and equalities requirements. There are too few teachers involved in the delivery of the educational programme.

### Capacity to improve

Inadequate: Grade 4

7. The college's capacity to improve is inadequate. The progress made at this stage in the college's development is insufficient. The self-assessment report identified few of the weaknesses and was over-optimistic in judging the quality of most of the provision. The process did not include the views of the learning

support staff and key workers, who have most contact with the learners. The quality assurance processes are in the early stages of implementation. The provision has not been adequately monitored and managers have been unaware of some significant shortfalls in meeting the Trust's expectations of respect for learners and for their safety. Internal teaching observations are not scheduled until the end of the academic year and there are no formal observations of the support staff who work on a one-to-one basis with the learners.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

8. This is the first inspection of the post-19 unit. The college has taken steps to implement changes following a quality monitoring visit which highlighted significant weaknesses in safeguarding, in the baseline and in the curriculum. Most staff have now received safeguarding training and an action plan is in place which includes training for managers in health and safety. However, these actions have not yet all been fully implemented and have not had sufficient impact on the provision. The health and safety of learners in the classroom remains a significant weakness. A baseline for individual learners has been developed, but the curriculum needs further development to provide opportunities for learning and to demonstrate progression.

Key strengths

- good multi-disciplinary support for learners.

Areas for improvement

*The college should address:*

- the assessment and recording of learners' progress
- the quality of teaching and learning
- the opportunities for learners in the extended curriculum
- the delay in developing an appropriate curriculum
- the failure to identify areas for improvement
- the failure to ensure the safety of learners
- the failure to comply with equality and diversity requirements.

## Main findings

### Achievement and standards

Inadequate: Grade 4

9. Achievement and standards are inadequate. The recognition and recording of progress and achievement (RARPA) is in its infancy. It has not been possible to measure adequately the progress of the learners. Clear criteria for assessment have recently been established and a system to record the achievement of targets in the lessons introduced. However, it is too early to evaluate the impact of these improvements.
10. During the inspection, the college collected data to show that 82% of learners' targets were achieved for the period from September 2007 until March 2008. However, these targets were set before the baseline had been established and the quality of the targets has not been monitored. The internal three monthly review of learners' progress makes no reference to these targets and consists largely of statements of intent. Targets are worked on during the extended curriculum, but as yet there are no formal processes in place to record achievement or progress adequately. The college is now exploring ways of involving learners in the target setting process. It recognises the need for a more timely and co-ordinated approach to target setting and recording achievement across all sections of the college. No learners have achieved accredited qualifications, although there are plans to accredit achievement where appropriate.
11. Learners' standards of work are poor. The majority of learners made no progress in achieving their targets during the sessions observed, as opportunities to achieve them were not provided. Attendance and retention rates are high and in line with other independent specialist colleges.

### Quality of provision

Inadequate: Grade 4

12. Teaching and learning are inadequate. A significant proportion of learners do not progress well in lessons. Activities are not sufficiently well matched to learners' requirements and do not provide a suitable level of challenge. Little learning occurs. In two lessons observed, the learners were not enabled to use the specialist communication devices which are an integral part of their life and which provide them with a 'voice'. Manual handling guidance and basic health and safety practices are not always observed in lessons. In one lesson, an occupied wheelchair was left on a slope unattended, without the brakes on, until a member of staff observing the lesson intervened. In another lesson, the teacher disregarded the fact that learners were asleep and tried inappropriately to engage them in the activity, without following the protocols for handling and waking them. In one case this included painting the learner's hand while she was asleep. In the majority of lessons the learning support assistants lacked appropriate guidance and learners were not encouraged to make genuine and meaningful choices.



13. Educational assessment is unsatisfactory. The initial assessment, prior to the learners starting their programme, does not routinely include input from an educational psychologist and neither does the recently developed baseline, although two new learners had a report included as part of their initial assessment. The college plans to include this for all learners in future. The assessment of therapeutic interventions is well documented by the multi-disciplinary team.
14. Teaching accommodation is satisfactory overall, but it is sometimes too cramped and unsafe for the number of learners using it, particularly for activities such as cookery. In one observed lesson, in a kitchen area that was too small for the number of people present, a member of staff moved a hot pan from the hob and held it over the knees of a learner in a wheelchair, so that the contents could be observed. The opportunity to use information and communication technology (ICT) in teaching and learning is insufficient. The college recognises the need to update and adapt the ICT resources for learning activities.
15. Staff qualifications are satisfactory. Teaching staff are all qualified teachers. The majority of learning support staff are working towards NVQs. However, a significant number do not have literacy and numeracy qualifications at level 2. No-one has an adequate background or training for teaching post-19 learners. Currently the college is involved in a project working with other specialist colleges to develop appropriate training for support workers. Arrangements for the observation of teaching staff have not identified significant areas of weakness and do not focus sufficiently on learning. Learning support staff are not observed.
16. The provision does not adequately meet the needs and interests of learners. The college has been slow in developing the curriculum, which has very recently been updated to include three main strands and underpinning skills. However, key principles such as advocacy are not adequately addressed and there are no clear progression routes. The college provides enterprises such as sandwich and card making. However, practical tasks are not always directed by learners but completed by support staff with little genuine involvement of learners. The school holds various activities, such as an annual 'World of Work' week to which college learners are invited. One learner currently attends a non-accredited ICT course in a local college and further collaboration is being planned.
17. The extended curriculum is inadequate. This was not identified in the self-assessment report. Learners do not have a structured personalised plan of enrichment activities. Some of the activities in the residences are inappropriate and not adult focused. The working care plans that staff use in the waking hours have not been effectively monitored, nor do they contain the most recent and relevant reports. Behaviour protocols in the residences are not always respectful of young adults, using terms such as 'naughty' in relation to instances of incontinence. Training for care staff is inadequate and cover staff have not received training in working with adults. A new manager for adult care

had just started at the time of inspection but had not had time to impact on the quality of provision.

18. Support and guidance are satisfactory. The therapeutic interventions provided by the physiotherapy and speech and language teams are exceptionally good, with rigorous assessments, comprehensive guidance for staff in manual handling, and constant updating of progress. Learners' communication aids are adapted to enable them to control their environment. However, the teaching staff do not promote the use of assistive and adaptive technology effectively, and do not always observe the manual handling guidelines.
19. Arrangements for reviewing learners' educational progress are cumbersome. The college does not provide adequate tutorial opportunities for learners to discuss their educational progress on a regular, individual basis. In an observed weekly meeting with 15 members of staff and four learners, the learners' progress was publicly discussed in front of them, without seeking their involvement. Careers guidance is provided by the Connexions service, but at the time of inspection no transition plans were available for learners. The long-term targets for learners all specify long-term supported placements and it is not clear how the college programme will constitute progression for the learners. These areas for development were not identified in the self-assessment report.

Leadership and management

Inadequate: Grade 4

*Contributory grade:*

*Equality of opportunity*

*Inadequate: Grade 4*

20. Leadership and management are inadequate. The Trust has a clear vision for the college, well supported by a regularly monitored business plan. The establishment of the post-19 unit is included in the Trust's business planning. However, although the vision is clear, its implementation over the year has been slow. The staff have not been adequately prepared for teaching in adult provision. Adult policies have not been developed for the residential provision, staff have not received sufficient training in working in an adult environment, and too much of the educational provision was still in the developmental stage six months after the start of the programme.
21. Quality improvement procedures are inadequate. The college has not yet implemented processes to monitor the quality of the provision. The quality of the individual learning plans and targets has not been effectively monitored. The teaching staff are not scheduled for an internal monitoring of their teaching and learning until the end of the summer term. The results of external moderation of teaching and learning have not been effective in raising the quality of teaching and learning. Performance management arrangements are satisfactory, but the supervision records of learning support assistants have insufficient guidance on how to improve in the classroom. Serious lapses in adherence to protocols in working with learners have not been identified. The

self-assessment report is over-optimistic in its grading and lacks rigour in its judgements.

22. The college has been slow in complying with safeguarding and health and safety. Most staff only received training in adult protection shortly before inspection and, at the time of inspection, governors and a few care staff had not received the required training. No manager, or other member of staff, has had adequate training in health and safety. The college has an action plan, which is being implemented, to meet the requirements. Risk assessments for individual learners are satisfactorily completed, but are not always readily available in different sections of the college. In all of the observed lessons, weaknesses were found in observance of health and safety expectations, with potential danger to vulnerable learners.
23. The college's response to equality and diversity is inadequate. It has not met the requirements of the Race Relations Amendment Act 2000 or the Disability Discrimination Act 2005. A database of staff by race, gender and disability is not maintained or formally monitored. The processes to review policies do not include the involvement of anyone with a disability. The college has a good accessibility policy, encourages all learners to participate in activities, and some staff have had training in relation to the Mental Capacity Act 2005. However, staff do not always observe the protocols of respect when working with learners. The college does not explicitly promote other aspects of equality and diversity, although learners are invited to cultural events in the school. The college does not have an adult policy in relation to sexuality and personal relationships. Language used by staff is not always appropriate for adult learners.
24. Governance of the post-19 unit is still developing and its first meeting was held in November 2007. Governors, all of whom are trustees, are supportive of the college and bring a wealth of relevant experience, but they have not ensured that the unit complies with its contractual responsibilities. Not all adult learners are housed in post-19 accommodation and the residential accommodation has not been fully adapted to enable learners to develop skills of environmental control. The Trust has well advanced plans to provide upgraded accommodation for the college that would support learners in developing these independence skills. The Trust has sound financial management, but the ratio of teaching staff to learners is not adequate for the complexity of learners' needs. Too much reliance is placed on learning support assistants, with insufficient timetabled opportunity for support staff and teaching staff to plan effectively for learning. The college provides inadequate value for money.