

## MONITORING VISIT: MAIN FINDINGS

Name of college: Nash College

Date of visit: 9 March 2009

### Context

Nash College is an independent specialist college providing residential and day further education currently for 63 young people aged from 18 to 25. The college is situated in Hayes on the outskirts of the London Borough of Bromley. The college provides for learners with profound and complex needs. Nash College is one of two colleges and a school run by Livability, a Christian charity, which offers a continuum of care, housing and education. The merger of two major charities into Livability was formally launched in April 2008. Nash College is registered as a care home which includes nursing provision. Nash College was last inspected in May 2006 where it was judged to be satisfactory overall.

### Achievement and standards

How successful has the college implemented the new tracking system for recording learners' achievements?	Reasonable progress
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The college has made reasonable progress in tracking and recording learners' achievements. Major changes to the way that learners' progress is tracked and recorded have been implemented over the past year. A new learner log file and tracking sheet was introduced in July 2008. An evaluation of its effectiveness highlighted the need to change the way that residential staff were involved with recording progress. Management introduced a new structure whereby learners are formed into residential groups. A multi-disciplinary team works very effectively with these groups and sets their core targets. Regular reviews of learners' progress enable this team to have a clear understanding of overall progress being made. All learners have their own individual personal log files that records targets set across all areas of their programme and daily progress against them. All staff are involved in updating these records. Regular weekly reviews of progress are carried out by learners' tutors. A section of the personal log focuses on recording incidental or unplanned learning and achievements. Whilst the college has provided training for staff relating to the recording of these achievements, this is still an area that requires further development.

## Quality of provision

How successfully is information learning technology (ILT) and specialist equipment used across the curriculum?	Significant progress
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Over the past four years, the college has made a significant commitment to funding ILT and specialist equipment for use across the curriculum. Interactive whiteboards are used extensively. Computers are plentiful and readily accessible by learners. A wide range of specialist hardware and software equipment is available to support learners' development. Learners who have an identified need for specific aids and adaptations receive them. Arrangements for obtaining funding for purchasing specific equipment for individual learners is successfully well established. Professional development for staff is extensive through formal planned training days and dissemination of information obtained from training events. The informal sharing of information and skills happens regularly.

What progress has been made to improve transition planning for when learners leave the college?	Insufficient progress
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The college has made insufficient progress in planning its transition arrangements for learners for when they leave college. The organisation of its transition and work experience programmes are not cohesive. A new senior post has been established this year to focus on developing transition and support arrangements and one member of staff is designated as the main link for external agencies, such as learners' local social services and Connexions organisations. All learners have access to some type of internal and external work placements or enrichment opportunities through community learning placements for learners where work experience would not be appropriate. However, whilst there are extensive arrangements in place to prepare learners for the internal work within the college's café, there is insufficient attention given to preparing learners for external work placements. Approximately one third of the current year three learners are timetabled for a weekly 'moving on' session to help them prepare for their final review in the third year and to plan their next step when they leave the college. The scheme of work is insufficiently detailed to demonstrate what is included in the programme. Other learners receive an alternative transition programme within their tutor group sessions.

## Leadership and management

How successfully do the views of learners, parents/carers and governors inform the college's self-assessment process?	Reasonable progress
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The college has made reasonable progress in ensuring that the views of learners, parents/carers and governors are obtained and included within its self-assessment process. Satisfactory formal arrangements are in place to obtain feedback from learners. These include the use of questionnaires, learner reviews and tutorials. Learners are also actively involved in an established student union. A student representative attends Governors' meetings. The views of parents and carers are actively sought and acted upon. For example, changes were made to arrangements for the transition into the college and improved communications between themselves and residential unit staff have been better established. After consultation with parents/carers about the length of time between reviews and the receipt of a written report, the college set themselves strict targets for the production and dissemination of records of reviews. Changes to the way that governors involve themselves specifically with focussed areas of the college are well established. Sections of the self-assessment report are disseminated to the appropriate governor for consultation.