

## MONITORING VISIT: MAIN FINDINGS

Name of college: Landmarks  
Date of visit: 21 April 2009

### Context

Landmarks is a specialist day college for learners with moderate learning difficulties and/or disabilities with some having additional behavioural, emotional and communication needs. It is situated just outside Creswell, in North East Derbyshire. The college facilities include a 20-acre farm, purpose built workshops, an adjacent farm, as well as additional facilities and accommodation within local further education colleges and social services resources. There are 70 learners in total with 20 of these funded by the Learning Skills Council. Programmes are primarily land based with traditional crafts. Core skills are integrated into curriculum activities and include literacy, numeracy, communication and personal skill development. In addition, where appropriate, learners undertake information communication technology, independent living skills and leisure and social development programmes.

At the previous inspection in May 2007, the college's overall effectiveness was judged to be satisfactory overall, as were key aspects of the college's provision.

### Achievement and standards

Has the quality of target setting improved? Are learners sufficiently involved in the setting of targets and evaluation of progress?	Reasonable progress
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Short term targets for learners to achieve are more precise and user friendly. They relate effectively to the core skills identified for learners to achieve in relation to their personal, communication, literacy and numeracy skill development. Vocational tutors identify relevant subject specific targets aligned to nationally accredited courses in practical skill areas. Learners are more involved in target setting through monthly personal tutorials held to discuss and agree progress against individual targets. Short term targets for learners are discussed and integrated into all sessions and progress against these is successfully evaluated. Long and medium term targets are less well identified which results in longer term progress and distance travelled being insufficiently identified.

## Quality of provision

What progress has been made in developing communication skills provision? What impact is this having on learners' achievements?	Reasonable progress
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The college is more focused on the development of communication skills which are now successfully embedded into all subject areas. Communication skill achievements are more accurately recorded and contribute greatly to learners' progress across core skill and vocational skills development. Learners' ability to communicate effectively and the impact this has on their behaviour is being successfully identified and strategies are being implemented to ensure learners' needs are met. However, for a minority of learners with more complex communication needs the level of specialist support is insufficient to enable programmes to be implemented and evaluated well enough. The college recognise this and intend to secure more specialist communication support in the near future.

What progress has been made in developing a curriculum to meet the needs and interests of all learners?	Reasonable progress
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The curriculum has been further enhanced and provides a large number of relevant opportunities for learning in appropriate settings. The independent living skills curriculum has been developed to include an off-site facility where learners can shop and cook for themselves. The range of enrichment and extended activities has increased with more opportunities for learners to take part in residential trips and social events. The provision for personal, social and health education is still developing with plans to extend the range of activities introduced during the pilot phase to incorporate more relationship and citizenship elements.

## Leadership and management

Are quality assurance processes now rigorously applied and leading to improved learner outcomes?	Reasonable progress
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Quality assurance processes are continuing to develop. Lesson observations undertaken are now subject to more rigorous external moderation by peer review through regional partnership arrangements with other independent specialist colleges. The overall analysis of lesson observation outcomes for 2007/08 identifies clear areas for improvement closely linked to quality improvement planning. There are a series of quality checks to ensure the accurate recording of the progress and achievements made by learners. Much more attention is paid to learners' views in the evaluation of provision. Progress made in relation to actions identified within quality improvement planning is closely monitored by senior tutors through regular meetings. Although trustees receive regular reports they are insufficiently involved in the monitoring and evaluation of the quality of provision or self-assessment. Self-assessment provides a broadly accurate picture of Landmarks' strengths and areas for improvement. However, information gained from the monitoring and evaluation

of provision is not always used to substantiate judgements within the 2007/08 self-assessment report or to demonstrate the impact of improvements made to provision on learner outcomes.

Does the college promote equality and diversity effectively?	Insufficient progress
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The promotion of equality of opportunity was judged to be satisfactory at the previous inspection. Learners have improved opportunities to practice independence skills but there is still insufficient specialist support for learners with complex communication difficulties. There is a general increased awareness of equality and diversity issues amongst staff and learners. There is an extensive programme of events planned for learners to gain more insight into different cultures and religions. However, Landmarks is not up to date with current guidance in relation to equalities legislation. For example, action plans are underdeveloped and impact assessments to ascertain how well policies and procedures are being implemented have not been undertaken.