

Evidence for the Lenehan Review of residential specialist colleges

Extracts from Ofsted reports (raw data)

Introduction

Natspec has undertaken a review of the most recent Ofsted reports of residential specialist colleges in order to identify good practice examples. We will be drawing on this data in the evidence we provide to the Lenehan Review, in answer to the questions regarding:

- Student perceptions
- Outcomes for students
- Destinations
- Skills of the workforce

Summary of residential specialist colleges judgements:

- Outstanding – 6 (12.8%)
- Good – 36 (76.6%)
- RI – 5 (10.6%)

Arden College June 2014 – Good

Students make good progress, particularly in developing their communication and social skills. They become more independent, confident at making choices and interacting with others.

Over the last three years, almost all students achieved their targets. Students make particularly good progress in developing the personal and social skills they need for their future lives.

Training and development are frequent and regular, and develop staff expertise well in most areas. Staff are particularly positive about its effectiveness in improving their skills and confidence in behaviour management and understanding and managing complex needs.

The college promotes diversity very well, especially in the community. Members of the public praise the college for the contribution its students are making to the community.

Beaumont College, Scope May 2016 - Good

Students are highly motivated and keen to develop new skills. They are enthusiastic about life at college and contribute well to college life and their communities.

Students benefit significantly from a very wide range of enrichment activities and sports that develop independent thinking, encourage decision making and significantly broaden students' life experiences.

Education, residential and therapeutic staff give considerable thought to planning activities that improve overall health, posture, core strength and diet very well.

Cambian Dilston College January 2013 - Good

Students become more independent and integrate successfully into the wider community through their regular trips to the local shops and use of leisure facilities. They gain in confidence and their behaviour improves significantly as they learn through experience what is expected of them in social situations. Some are able for the first time to travel independently on public transport.

Cambian Lufton College July 2016 - Good

During their time at college, residential learners follow a highly structured programme that helps prepare them well for adult life. Residential and education staff work together very effectively to provide opportunities and reinforce the fundamental skills that learners need.

Education and residential staff reinforce numeracy and the use of money effectively through many areas of a learner's programme, including practical activities, vocational programmes, work experience and daily living activities in the residences.

Progression particularly into independent or supported living is outstanding. The college transition team are highly innovative in developing friendship groups of learners who would like to live together and then in working with partner organisations to identify appropriate accommodation and the necessary support.

In 2015, nearly all leavers achieved their preferred housing goal. Over two thirds of the 38 leavers progressed to supported living accommodation. This was a very good increase on the 2013 figure. This improvement is despite the increasingly complex nature of the disabilities and learning difficulties of learners and some parents initially preferring their son or daughter to return home for financial reasons.

Parents are overwhelmingly positive and many report significant improvements in independence, maturity and communication as well as having a better understanding of possible options for the future. One parent described the impact of the college experience as giving her son a 'voice' for the first time in his life.

Cambian Wing College – Nov 2016 - Good

Learners often make better than expected progress in becoming independent and develop positive attitudes to learning. Parents are extremely positive about how the young people develop maturity.

Learners enjoy highly individualised programmes with substantial therapeutic input tailored to their needs and interests. Staff work hard to build, and in some cases rebuild, learners' confidence and find the right activities to develop learners' interests and knowledge. Learning programmes provide them with a good range of stimulating.

Learners gain in confidence and make steady progress in acquiring independence skills such as travelling unaccompanied or driving. All learners have an independent living skills programme and they learn successfully how to shop using a budget and prepare healthy food. Parents are extremely positive about the college and many report better than expected progress in learners' maturity, independence and attitudes to learning.

Communication Specialist College Doncaster – Nov 2014 – Good

Most students progress successfully to their chosen destinations when they leave college. Many students progress into further education and a few progress into independent and supported living arrangements, as well as employment.

A significant number of students make good progress in developing their independent travel skills which enhances their future opportunities. They gain good independence skills in everyday tasks including using money, shopping, cooking and cleaning. Students use tablet computers very well to evaluate food prices across a range of shops to enable them to budget more effectively.

Condover College – March 2014 - Good

The college makes good use of community settings to deliver the curriculum, so that learning takes place in realistic situations.

Learners make significant gains in developing their personal and independence skills. They acquire good everyday life skills such as choosing what snack they want to prepare. As they progress through the college learners gain increased independence and ability to interact with others. For some, this is a result of learning to express preferences through better eye contact or learning to press a switch. Others become able to take turns and use equipment, for example to make toast, cereals, sandwiches and drinks.

Travel training has further developed learners' skills enabling them to access wider community activities. Learners are able to travel on public buses and trains with support, demonstrating their communication and social skills in unfamiliar settings. Learners of higher ability are able to recognise coins and understand the concept of money exchange when paying for travel.

The skills that learners develop at college prepare them well for life in the residences such as having greater control over their personal care where possible, carrying out simple domestic tasks and socialising with other residents. Links exist with local further education colleges for the small number of learners who can benefit from this progression route.

Learners practise domestic skills in their residences and learn to be more independent. Learning targets are shared across the college and residences so that learning and the development of communication skills are reinforced across the provision

Parents and carers are involved well in transition meetings; one parent who lives a considerable distance from the college spoke of the college's flexibility in the timing of meetings.

Resources to support learning have improved significantly. Improvements to accommodation and facilities include the creation of a training kitchen and high standard sensory resources. The use of modern technology to support learning is now good.

David Lewis Centre – March 2013 – Outstanding

Students with a wide range of complex and, in some cases, profound learning difficulties and/or disabilities make very good progress in developing their ability to make choices and participate in learning.

Students benefit from extensive use of the local community to provide learning opportunities that are realistic and enjoyable.

The college has invested in very good resources to support learning, including facilities for sensory based learning, and a range of high-quality realistic work environments.

A wide range of multi-disciplinary professionals collaborate effectively with teachers and support staff to provide the best possible learning experience. For example, speech and language therapists work successfully alongside teachers in modelling strategies that help to develop learners' communication skills.

Derwen College – April 2016 – Outstanding

Governors, the chief executive and senior managers have established a culture of very high expectations for all students. Staff reinforce very high standards across the college, at work and in the residences. Students greatly enjoy their learning, their work experience and the social aspects of college life. Almost all make excellent progress in the development of their personal and vocational skills, and are very well prepared for life in modern Britain.

Students are lively, enthusiastic about learning and greatly enjoy their education and training at the college. Staff tailor all programmes of learning, training and support specifically to individual needs. As students grow in skills and confidence, they become increasingly able to work independently, correct their own mistakes, and discuss their learning and plan for their future. This development equips them very well for life after college.

The college provides exceptionally good opportunities for students to develop their skills for work through a wide range of commercial ventures on campus. They use their English and mathematics skills effectively to cash up tills and do stocktaking; they provide a good and highly valued service to customers when working in the college's industry-standard restaurant, kitchen, large farm retail unit, business centre and small café.

The college works very effectively with large national businesses to support students' transition into employment in the students' home areas. For example, two students had work placements with a large supermarket chain while at college. They moved into full-time employment in branches of the chain close to home on leaving college.

Another student is on work experience as a porter at a hospital based near the college. He collects and sorts blood samples and ensures that they are despatched to the correct department. As a result of his excellent skills development, he now works as a 'bank porter' at his local hospital in the college holidays, with the aspiration to continue there when he leaves college.

Dorton College – Dec 2015 – Good

Specialist therapists, education and residential staff work together creatively and collaboratively to help students make good progress in daily living activities, education and their use of leisure time.

The excellent study support provided in the college houses enables students to achieve high standards and make good academic progress.

Leaders' strategy for training and development has a good impact on students' experiences. Of the 23 residential, learning support and education staff, nearly all have at least a level 2 qualification in maths and the vast majority have a level 2 qualification or better in English, giving them the skills and confidence to support students in developing their own skills. Specialist therapists give other staff the skills and understanding to incorporate appropriate techniques and resources into other learning activities.

Residential students make good contributions to life in the college houses. They take turns in completing communal daily chores such as cooking, cleaning and tidying and, as a result, they are more likely to progress into independent or supported living arrangements.

Students all participate in a range of activities that inspire and challenge them, and develop their organisation, planning and other work-related skills. They organise visits and other leisure activities in their locality or beyond, including trips to exhibitions and the theatre.

They demonstrate their understanding of housekeeping chores in the college houses, for example by cleaning kitchens and other communal spaces. Students know how to keep safe when using social media, and how to keep the personal data of clients safe.

Students learn about healthy eating, well-being and develop financial awareness. They understand the benefits of regular exercise and enjoy taking part in leisure and fitness activities such as using the gym, or participating in bowling, horse riding and cycling.

Therapists work closely with staff and individual students to overcome barriers to progress or provide creative solutions that develop independence and increase the pace of learning; for example, one student received intensive occupational therapy in the college house kitchen to develop strategies that enabled him to plan, prepare and cook a meal with minimal support.

ESPA College – Nov 2016 – Good

A staffing restructure has resulted in a lean workforce that is better equipped to meet the needs of students who have more complex learning needs. Good investment in premises has resulted in the significant refurbishment of the South Hill site and the acquisition of new premises and provision at Middlesbrough. In addition, a new site due to open in September 2017 is being built in Newcastle. Managers are working closely with local IT companies to provide students with the opportunity to learn at an IT centre of excellence in order to develop the commercial skills that will improve their employment prospects.

Students make good progress in developing their personal, communication and independence skills; they learn to manage their behaviour effectively and develop their ability to interact appropriately with each other and the wider community

Staff have high expectations of their students and instil a culture of perseverance and resilience in them. Students speak openly about topics such as disability, discrimination, bullying and equality. Students who have had negative experiences of education in the past speak positively about staff and their time at ESPA; they describe themselves as having more confidence and improved self-esteem.

Students develop their confidence, and social and independent learning skills very well during their time at the college. For example, students who lack confidence and are unable to talk to other students on entry to the college are supported well and are now able to work successfully in a number of different learning settings, including local further education colleges and in the community.

Exeter Royal Academy for Deaf Education – May 2014 – Good

Students are prepared very well for life after college, developing the skills and confidence to live more independent lives on leaving college. However, the restricted availability of appropriate support and accommodation, in some parts of the country, results in too many students having to return home following their time at college.

Students are excellent ambassadors for the college and are effective advocates for other young deaf people at conferences, visits to the Houses of Parliament and other events. A group of students recently advised local police on how to work with deaf people.

Parents and carers value the college provision at the academy, with many seeing levels of independence and achievement they had not believed possible. Communication between the college and parents is frequent, regular and productive.

The vast majority of students make at least good progress, regardless of their level of disability or other barriers to success, because of the personalised curriculum, good use of resources and strong collaborative approach from therapeutic, education and support staff.

Fairfield Farm College – Oct 2015 – Good

Learners develop good employability skills through a wide range of activities, which also enable them to make informed choices about study and work options after college. Learners develop very good communication and interpersonal skills through working at the college reception, café and farm shop.

Learners leaving college make good progress into paid and voluntary employment, higher qualifications and supported or independent living arrangements.

Learners benefit from the very good range of vocational opportunities on offer. In addition to farming, equestrian, engineering, small animal care and horticulture activities, learners have increased contact with members of the public through the well-supported café and farm shop.

Learners have good practical support in daily living, both as residential and day learners. As a result, they are more likely to progress into independent or supported living arrangements.

They learn to housekeep in the college houses, for example understanding the importance of keeping fridge doors closed and cleaning work surfaces properly. Learners become better equipped to live successfully in the local community.

In the last two years, the vast majority of learners progressed onto work-based training, a higher-level qualification at another college or onto voluntary work. In 2015, one learner started an apprenticeship at a riding stables and another started paid employment with a national restaurant chain.

Farleigh FE College, Frome – Short inspection Dec 2015 – Good

The sustained destinations of learners remain good, with college staff working very effectively with local authorities to ensure a smooth transition into work, supported accommodation, further or higher education or their local community.

Learners can clearly describe, in many cases passionately, how tutors have helped improve their confidence, self-esteem and social skills. Many learners form friendship groups for the first time.

The dedicated room for therapeutic activities together with the improved integration of therapists, education and residential staff has resulted in a more coordinated approach to

meeting the needs of learners and staff developing skills and techniques that make learning more effective.

Due to the good sharing of the notes from the therapy team's weekly meetings, all teaching, support and residential staff understand each learner's progress and development needs, as well as barriers to their involvement and learning.

Fortune Centre of Riding Therapy – short inspection May 2016 – Good

Students' outcomes remain good, with nearly all achieving their predicted outcomes and making good progress into employment or further training. Students' achievement of literacy and numeracy qualifications is particularly good. Students make good progress into their intended and more independent living arrangements.

Senior managers have maintained and further developed strong links with the local community and a wide range of employers. Through these, the students are able to take up a range of external work experience placements, which enable them to make sustained progress into paid or voluntary employment.

Students say that they feel very safe at FCRT.

Students develop new skills and confidence well because tutors explain what they have to do and learn in the context of their environment such as the working stable yard.

Foxes Academy May 2013 – Outstanding

Learners make excellent progress in developing their independence and communication skills, enabling them to be confident members of their community.

The academy achieves great success in enabling learners to move on into a range of independent living environments.

The realistic work environment, excellent use of the wider community and the diverse curriculum provide a wide range of learning opportunities to develop employability and independence.

The academy has an outstanding record in preparing its learners to move on into more independent living environments. In the last year 95% of learners progressed to living semi-independently after living with parents or in 'looked after' accommodation when starting at the academy.

Teaching and residential staff are highly skilled. They have a very well-informed, detailed understanding of learners' skills and needs. They set wholly appropriate individualised targets and devise excellent learning activities that increase learners' abilities.

Learners take part in a wide variety of very stimulating activities, sports and visits in addition to their working days. They frequently enter national and local competitions and events. Learners are involved in charity work, performances and celebrations that all develop their skills further and help them plan for life after the academy.

Residential accommodation is good and the use of bedsits within the supported accommodation is particularly effective in developing confidence and independent living skills.

Progress in recruiting learners from black and minority ethnic groups is excellent, with nearly a fifth of learners recruited for 2013/14 coming from this group compared with none in 2008.

Freeman College June 2016 – Good

The majority of its 50 students attend daily. Thirteen are residential students, most of whom live with local families.

Partnership working with the local community is very strong. The excellent use of the café, gallery and theatre as a learning environment results in the public having very positive relations with the college's community.

Parents identify significant, and in some cases life changing, developments in their son/daughter as a result of attending the college. For example, learners are less anxious in social situations and as a result their families are able to have meals in restaurants, visit friends, or take part in activities without the fear of the young person becoming distressed or behaving inappropriately.

Glasshouse College May 2016 – Good

Most students make great improvement in their levels of independence and in improving and managing their behaviour.

Currently, 69 day students and 29 residential students live with their peers or with families in the local community. During their programme students can progress to training-flat placements, where they have the opportunity to take greater responsibility for themselves.

Students take pride in their life and work at the college. All students access vocational programmes, learning in well-equipped and industry-standard settings. They develop a wide range of transferable employability skills and benefit from work experience placements.

Students and their parents are actively engaged in the planning for their transfer on entry to the college and when they have completed their courses. This is to ensure that the individual needs of the student are met effectively.

Students enjoy a range of enrichment activities at weekends and evenings, with a strong focus on student choice and a link to their personal interests. These activities include regular gym sessions, mountain biking, 'open mic' nights, bingo and fishing. One student regularly visits a small, local airfield cafe. This builds his confidence, social skills and improves his knowledge of aeroplanes.

Students make good progress in their daily-living skills and receive good support to move out of supported housing into more independent living accommodation, which prepares them for life after college.

Students' achievement of accredited qualifications is good. The large majority achieve their vocational qualifications, and their functional skills qualifications in information and communications technology, English and mathematics.

Homefield College November 2013 – Good

Learners make good progress in developing their confidence and independence skills. They become more able to travel independently, make choices and direct their lives.

Independent living skills are developed well and help prepare learners to progress to supported living in the community. Learners take turns very well to propose a meal in a session to plan menus for the following week. They show great respect for each other asking if other residents liked the meal.

Teachers use the college's enterprises and general community facilities well to develop learners' skills. Much of the curriculum takes place in real life environments such as shops,

leisure centres, cafes, banks and the post office and enables learners to interact well with members of the public and to cope with a variety of different settings.

Linkage College Short inspection Dec 2016 – Good

Staff and managers have high expectations of what students can do and many students, including those diagnosed with more complex autism spectrum disorders, make notable gains in self-confidence and social interaction.

Students benefit from a good range of wrap-around support. For example, specialist support enables students to manage their own conduct and be aware of their own behavioural triggers. The proportion of incidents and accidents is relatively low and they are mostly minor.

Mount Camphill Community July 2014 – Good

Co-workers support students very well and the support plans they write provide strong evidence of the progress students have made in the residences.

All students show good progress in developing independent living skills, particularly in the residences. They grow in self-confidence, supported well by the co-workers who provide a calming environment in which students can flourish and improve their skills of social interaction.

Students enjoy their programmes and can identify what they can now do that they were unable to do before they started at the college.

Students are supported well to achieve high standards of finished work and are encouraged to challenge themselves and develop strong independent living and learning skills

Nash College July 2016 – Good

The vast majority of students progress at levels expected and enjoy their lessons. Lecturers have good subject expertise and various specialisms related to autism and profound and multiple needs.

Teaching and learning in the workplace are particularly effective in developing a range of work and independence skills such as problem-solving. For example, students understand the need to ensure that small animal pens are kept clean, the animals are comfortable and waste is removed safely.

All students work towards qualifications and non-accredited goals. All students make very good progress towards individual targets for independence and communication; they are supported particularly well by the therapy team who work closely with lecturers to plan and provide specialist programmes. Students develop their confidence and skills in mobility, for example by learning to propel their own wheelchairs; others learn to operate switches to access computer programs and improve the clarity of their speech.

National Star College June 2012 – Outstanding

The progress made by students from the time they start at the college until they make the transition to their chosen destination is outstanding. The contribution that students make to the college and the community is exceptionally good.

Students enjoy their time at college, and the college is highly effective in preparing them for future life and encouraging them to lead healthy and safe lifestyles. The quality of provision

is outstanding because of the exceptionally good specialist care and support that students receive to enable them to participate in learning.

Outcomes are now outstanding. Recent training has successfully concentrated on increasing staff specialist expertise to prepare them to work with the increasing numbers of students with very high levels of need. The substantially improved facilities enable the college to provide significant therapeutic interventions and also enable students to develop their independence skills in realistic settings.

Partners include schools, churches, colleges, businesses, the police and a local theatre. These links provide good opportunities to enrich students' social interaction and participation in the community. They have a significant impact on their ability to make choices. Students improve their self-esteem, extend their experiences and skills, and increase their independence and confidence to communicate and interact.

Multi-disciplinary care, guidance and support are outstanding. Students benefit greatly from the extensive range of therapeutic and nursing support, which contributes significantly to the outstanding outcomes. Facilitators have received high-quality specific training to provide additional support for students, enabling them to use their communication aids. Highly effective personal learning mentors act as 'super tutors', planning students' individualised programmes and monitoring their progression. The college provides a range of highly effective support and training programmes for the parents' and carers' forum. Students are fully involved in their transition planning.

Oakwood Court College Nov 2015- Good

Learners develop good employability skills and confidence through participation in external work placements. They make good progress into employment, further training and supported or independent living.

Teachers plan a good range of learning activities and successfully promote learners' independence. Learners become more confident and skilled in managing their own money and shopping for everyday items. They gain confidence in using a range of public transport including buses, ferries and trains. Consequently, learners are better prepared to live more independently in the future.

Well-qualified and expert support staff provide an excellent range of support, resulting in substantial improvements in learners' lives. Staff are very sensitive to learners' needs and work closely together, ensuring that the support strategies mirror the current needs of learners.

The range of enrichment activities taking place at the weekends and in the evening is outstanding, with an excellent focus on learner choice. Learners participate in a wide range of sporting and social activities including attending local youth and social groups. Consequently, they substantially improve their social skills in unfamiliar situations.

Progression into employment or further training is good. Staff encourage learners' individual interests and learners are keen to develop their careers further. In the last three years most students progressed onto some type of employment, voluntary work, further education or supported living.

Pennine Camphill Community May 2014 – Good

Learners make good progress in developing the skills they need to become more independent and to achieve their long-term goals. These include developing confidence, making choices, interacting with others, improving independent living skills, managing their behaviour and gaining relevant qualifications.

Learners make outstanding progress in developing practical and employability skills. The college campus comprising farm, stable, market garden, and arts facilities provides real work activities for learners to use industry-standard equipment such as strimmers, power tools and looms.

The development of learners' personal and independence skills is good. The residential houses provide good opportunities for learners to gain everyday life skills such as cooking and cleaning. These houses provide a secure base for learners as they progress through the college and gain increased independence and the ability to interact with others.

Learners progress into supported living, day services and colleges at the end of their programmes of study. The skills that learners develop prepare them well for life after college.

Percy Hedley College Short Inspection March 2016 – Good

All programmes meet students' identified needs and provide extensive work experience opportunities.

Outcomes for students are good. Students are successful in achieving a wide range of qualifications.

Well-trained staff and the designated safeguarding officers create good links between the college, residential staff and relevant agencies.

Resources, therapy and support are very good. The team of 11 highly experienced and enthusiastic therapists support students and teachers well. The team provides physiotherapy, occupational and speech and language therapies and nursing support.

Students' work in local businesses is promoting positive attitudes about people who have disability in the wider community. One employer commented that having a student on placement has taught him to be less judgemental. A member of the public took the time to tell inspectors how much students working in a local café had improved and grown in confidence over time.

Students have increased personal ambition because of work placements, social enterprise and community activities. They are positive about their improved life chances in getting work, volunteering, living with more independence and contributing to their local community.

Portland College March 2014 – Good

Students make good progress in developing the skills they need to become more independent and to achieve their long-term goals. These include developing confidence, independent living skills, managing their behaviour and gaining relevant qualifications.

Students enjoy and fully engage in their learning and college life. A good proportion of students achieve their long-term goals and progress to their chosen destinations.

Specialist multi-disciplinary working to implement individual communication and behaviour strategies is very effective. The majority of teachers and support staff are highly skilled and enthusiastic, with high expectations of what students can achieve.

The very good multi-disciplinary support provides a wide range of assistance both in and out of the classroom.

The use of signing, symbols, specialist software and, where appropriate, voice output devices supports students very well in lessons. A specialist counselling team, with experience of young people with learning difficulties and/or disabilities, provides a good emotional support.

Priory College Swindon Nov 2016 – Good

Students increase their independence and improve their daily living skills because education and residential staff work together very successfully.

Tutors, learning support and residential staff promote fundamental British values well through a range of activities in classes and wider enrichment activities.

Tutors make very effective use of the local community to develop social, travel and independence skills. Strong partnerships with the local further education colleges and sixth-form college enable the most able learners to attend academic or vocational courses successfully.

Therapists work well with education and residential staff to develop creative approaches to challenging behaviour, high levels of anxiety or relationship difficulties.

All students are motivated to learn; they increase their independence and social skills well. As they progress through college, they become more confident in the workplace, classroom and community, developing strategies to adapt their behaviour to different situations. They increase their independence as a result of steadily reducing levels of support.

Residential students select and access a suitable range of enrichment activities that enable them to develop a wide range of personal and social skills. Activities cover both physical and mental well-being and include horse riding, swimming, cinema visits, use of the local gym and the local urban activities centre.

All students develop a good range of relevant independence skills including travel training and managing new situations. These skills enable students to access the community and take part in leisure activities in the local area.

Residential staff support the progression from college to supported or independent living accommodation very well. The highly structured approach enables students to experience a good range of the day-to-day activities necessary for students to be successful after college. Students learn to cook for themselves and for others in the residences, planning and producing healthy meals to a high standard. They take responsibility for cleaning their rooms and communal areas as well as managing personal budgets.

Queen Alexandra College Short Inspection June 2016 – Good

All staff promote a positive, caring, friendly and tolerant culture. Students behave well in the wide range of learning settings and in college communal areas. They respect each other, college staff and the members of the general public they come into contact with in the college café and the gym.

Students make good progress from their starting points in managing their anxieties, maximising their abilities, cooperating with fellow students and communicating in speech, by signing or by eye-pointing. They progress well on vocational courses, on employment programmes, on preparation for life courses and on work placements.

Students progress very well after leaving the college, and many achieve the personal, social, employment and educational destinations they have identified as their goals.

Students study on a good range of courses, including motor vehicle, media, performing arts, art and design, trades such as tiling and plastering, health and social care, ICT and hospitality. Good residential provision ensures that students unable to travel daily can also attend college.

Students' transitions into and out of college are well managed and sensitively handled by staff. As a result, students settle in with as little anxiety as possible on joining the college. They are well prepared for whatever they decide to do on leaving.

Students' attendance at placements is regular. The placements last long enough to enable them to develop further their skills and confidence. Travel training and job coaching ensure that students become appropriately independent on their placements. Supported internships with local and national employers for a few students prepare them particularly well for future employment.

RNIB College Loughborough November 2013 – Good

Students make good progress in the skills they need to become more independent and to achieve their long-term goals. These include developing confidence, independent living skills, managing their behaviour, gaining relevant qualifications and experience of work.

Students develop good personal and social skills. They demonstrate improved social skills and the ability to make choices since attending college. Many are able to carry out living skills more independently, such as using a vacuum cleaner, sorting laundry and preparing drinks. The large majority of students learn to manage their own behaviour more effectively which impacts positively on their lives.

In the well-established residential programme, students develop appropriate life skills effectively in realistic settings. They gain life skills very well through the enterprise programme with well-planned opportunities for developing laundry, cooking, cleaning and food preparation skills. In a minority of lessons tutors and support assistants develop skills less effectively as plans are too focused on meeting the qualification evidence requirements rather than promoting individual learning.

Robert Owen Communities College October 2016 – Good

Learners are prepared very effectively for life after college through taking part in a good work experience programme and interesting work-related activities.

Communication with parents is good. They know the progress their sons or daughters make and feel involved in their development. They value the care and attention given to learners. Parents particularly appreciate the high expectations for their children and learners and the excellent use made of community involvement to promote the independence of learners.

In places of work and in the community, learners show very good awareness of personal safety. Where appropriate, learners quickly develop skills to use public transport independently or with minimal support. They become confident users of community facilities

and enjoy new experiences such as visiting museums, art galleries, gyms, local places of interest and the surrounding countryside.

Learners who arrive at college with a history of disruptive or inappropriate behaviour respond very quickly to the calm, firm and sensitive approach taken by team leaders and 'learning guides'. As a result, they settle well.

Royal College Manchester - Seashell Trust July 2013 - Outstanding

Students with a range of complex and profound learning difficulties and/or disabilities make outstanding progress in developing their communication skills and their ability to stay calm and better manage their own behaviour.

Teaching, learning and assessment are outstanding and ensure that students make significant progress towards achieving their learning goals. Teachers, therapists and support staff are highly skilled and very enthusiastic.

Teachers, learning support assistants and therapists encourage and enable students to make increasingly complex choices that provide them with some control over their immediate environment.

Thorough assessment of students' needs form the basis for some imaginative and very effective specialist programmes. Therapists work alongside teachers to integrate strategies and therapy resources so enhancing students' skills very well. Following an extensive therapeutic programme across the education and care setting one student is now able to stand upright for the first time in eight years.

Leaders are strong in their vision for the college to be outstanding and are supported well by staff. The day-to-day management of the college is excellent and the quality of provision is outstanding.

The well-supported student council participates in staff recruitment and selection of resources, and helps to shape the curriculum and onsite health and safety practice.

Royal National College for the Blind Hereford October 2013 – Good

The specialist support services are outstanding. They respond very well to students' medical and therapeutic needs. They enable students to identify their most effective working medium and to develop the mobility skills they need in order to achieve greater independence.

Students make very good progress in developing the confidence and skills they need to become more independent as learners and to prepare for the world of work.

Students benefit from the increasing range of internal and external work placements and most students now have work placements. The college is further developing its commercial enterprises to provide real work opportunities, and to link with the wider community. These include sports and arts-based projects, as well as a conference and business facility.

The teaching of daily living skills, mobility and travel skills is exceptionally good and contributes significantly to students' independence.

Students learn to use a wide range of adaptive technologies. The increase in the use of smart phones supports their independence. Timetabled hydrotherapy, Alexander Technique and massage sessions help students to manage their medical conditions. The college has established good links with students' home areas to work collaboratively in planning for transition.

The advice and guidance provided to students are good overall, and those applying to university are well supported, with significant levels of liaison between the college and the prospective university to ensure continuing technological support. Guidance on personal issues by staff who know the students extremely well is particularly good.

Ruskin Mill College May 2015 – Good

Students continue to make good progress since the last inspection in the development of personal, social and independence skills. They learn to manage their anxieties and behaviour and cooperate successfully with their peers; their communication skills improve significantly and they become able to speak with greater confidence in different situations and with unfamiliar people.

The large majority of students develop the necessary skills to progress to the next level of study or into employment. The increased number of substantial work experience placements internally to the college and in the wider community, as well the varied practical skills courses within college, provide students with a wide range of opportunities to build confidence and to try new ways of working and problem solving.

Transition planning starts early and is integral to students' study programmes. Work experience opportunities, which have greatly increased, are firmly based on students' interests and future career choices.

Sheiling College December 2014 – Good

Learners make very good progress towards achieving and exceeding their planned learning and independence goals. Since the college opened, all learners have achieved a high percentage of their personal targets. Targets are suitably challenging and cover all aspects of the learners' experience at the college. They undertake willingly the daily independent living skills tasks associated with residential provision. Learners adjust well to each other's needs and learn how to live in a community.

Many learners join the college displaying various levels of challenging behaviours. Highly personalised and well-judged behaviour support plans are very effective in providing learners with the strategies and individual support needed to reduce or minimise the occurrence of these behaviours. One second year learner made great progress in engaging in learning, having previously been barely able to participate in any activities.

Extensive investment in information and communication technology (ICT) ensures learners have good access to all the college's resources throughout the campus including the residences.

Education, residential and therapy staff communicate effectively. All staff contribute to a single document that assesses the daily progress each learner makes in their behaviour and skills development and how well each is adapting to new or more demanding challenges.

St John's School & College October 2012 – Good

Good teaching, learning and assessment ensure that all learners make substantial progress. Teachers, therapists and support staff are highly motivated to support and develop learners' skills and understanding, and have very high expectations of what learners can achieve.

Teaching resources are excellent. The teaching spaces have been refurbished to a high standard, and all have ICT facilities. Learners make good use of industry-standard resources such as the music recording studios and the newly-opened printing retail outlet to develop vocational skills and related qualifications.

St Martin's Centre (St Rose's School) December 2016 - Good

Very experienced specialist therapists work closely with teachers to ensure that students get highly effective support and treatment to manage their complex physical needs.

Skilled and knowledgeable teachers have high expectations of students. Specialist therapists and teachers jointly establish students' starting points from which to measure progress. Detailed and thorough assessments provide a clear picture of students' needs that are used well to build on what they have achieved and set challenging learning goals. Staff communicate well with parents and value their involvement in supporting students' learning.

Education staff make very good use of specialist technology. Students with severely restricted physical movement learn, in some cases for the first time, to give information and hold discussions using an eye-gaze system that enables students to control their computers using only their eyes.

Students gain confidence in staying away from home overnight, become reliably continent overnight and enjoy a residential activity week with staff from college. They become confident enough to spend time away from home and as a result a few students are able to move into supported housing with confidence.

Most students become more independent in their everyday lives and become less reliant on parents for their personal care. Students gain skills such as learning how to make drinks, dress and undress themselves.

Strathmore College March 2015 – Good

Students' destinations are good. Last year every student moved on to their preferred destination, which includes further study at local colleges, volunteering and community and social enterprises. Several students successfully maintained the work placements they had started at college and one student secured a shop-fitting apprenticeship on leaving Strathmore.

Partnership work is effective at ensuring learners have access to a range of learning opportunities within the community. Work placements are of a high quality and managers ensure that the progress learners make during placement is monitored well. Managers take into account priorities within the local enterprise partnership. This has helped them to identify employment sectors where they plan to strengthen further their links with employers.

Treloar College December 2016 – Outstanding

Almost all students make exceptional progress in developing their communication skills and in improving the skills they need to live and/or work more independently.

On leaving the college, a high proportion of students move into employment, further or higher education, voluntary work or training. In addition, many of these students are able to live independently or in a supported living environment. Many students sustain these destinations over time.

Governors, along with leaders, are fervent and proactive in improving the life chances of students. For example, they have recently instigated an additional six- and 10-year review of students' destinations so that they can accurately measure the impact of Treloar College and how they might even better support students' preparation for progression.

College staff very effectively reinforce skills for independence in the student residences. For example, several students are now able to take full control of their day-to-day schedules and

confidently make their own decisions about when and where they may need support, what they want to eat or want to wear.

The use of assistive technology to improve students' communication is very good and often innovative. For example, students with highly complex communication needs worked with a support assistant to read a GCSE English text on genetics. The assistive technology enabled students to communicate their answers clearly. Managers work with specialist support teams to devise bespoke technology for students, such as developing a simple adapted tool to enable students to send messages using social media for the first time independently.

The vast majority of students make excellent progress over the duration of their college programme. Most make significant gains in developing their communication skills. As a result, students are able to make their own decisions and choices and participate more fully in social and academic activities, including those following the entry 1 and pre-entry programmes.

WESC Foundation - The Specialist Centre for Visual Impairment September 2015 – Good

Students develop good personal, social and employability skills in a wide range of formal and informal situations on the college campus and in the wider community.

Progression routes for students who are work-ready are very good; they include apprenticeships, supported internships, voluntary and paid work.

WESC now provides a good range of supported living accommodation for seven ex-students, providing them with high-quality, adapted accommodation. This enables them to have good access to the local community, regular social contact with peers and further support where necessary from the extended visual impairment specialist services team.

Teachers are well qualified and many have achieved specialist qualifications in educating visually impaired students. Teachers benefit from regular professional development and have had to develop skills to teach a rapidly changing group of students.

The vast majority of students participate in work-related learning. This includes work at WESC's retail outlets where students improve their employability skills, including social and communication skills developed through meeting adults from the wider community

The good practical support provided helps students progress towards independent living. The college supports students in identifying options they wish to pursue after leaving college. A number of students progress toward independent living options provided by WESC as well as options for voluntary work and supported internships in the local area. Students are positive about these moves and about the practical support that is offered to those in the wider community.

The good standard of mobility training supports independent travel and enhances students' access to and involvement in the wider community.

William Morris College Short Inspection June 2016 – Good

Students' outcomes remain good. Students achieve their targets and make good progress, where appropriate, onto further training or employment. They also make good progress onto their intended living arrangements, with many able to live more independently.

The range of external work experience opportunities has increased significantly and students benefit from taking part in more than one work placement linked to their interests and career aspirations.

The good range of leisure and therapeutic activities identified at the previous inspection has been maintained. Students attend music, dance and astronomy courses at a local general further education (GFE) college and all students attend a range of community engagement activities.

Young Epilepsy St Piers College (The National Centre for Young People with Epilepsy) Jan 2014 – Good

The highly effective joint working between education, residential, therapy and medical staff helps learners achieve challenging learning goals.

Good accommodation and excellent resources lead to a high quality educational experience for learners, stimulating and motivating them to succeed.

Young Epilepsy transforms the lives of many learners by helping them to develop their independence, manage and modify their behaviour, and become more sociable

The promotion and development of employability skills is good. By the time they leave college all learners take part in work experience that builds on their interests and aspirations.

The development of shared objectives between therapeutic, education, health and residential staff results in all staff being clearer about their role in enabling learners to achieve their goals. Learners are most successful when representatives from local authorities attend every review, engage with parents and carers and work with learners and families to establish appropriate accommodation, support and, where appropriate, employment, making good use of the detailed information provided by the college.

Staff use incidental and naturally occurring opportunities in the college, residences and local community to reinforce mathematics and English development.

Learners contribute to decision making as well as influencing the educational curriculum and activities that take place in the residences.

Teaching and support staff know and understand the learners well, and interact with them very well, whether in the residences, the classrooms, the internal work placements, the farm, the horticulture area or in the community. This means that, in effect, the curriculum is 24 hours per day for the majority of learners, as staff in the residences reinforce learning as well as support learners' well-being and enjoyment.