

St John s College

Independent specialist college

Inspection dates 24 26 January 2017

Overall effectiveness





Inspection judgements

Effectiveness of leadership and management

Requires improvement

Managers have not provided newly appointed or promoted staff with sufficient guidance, support and mentoring to enable them to deliver good-quality teaching, learning and assessment. The numbers of staff have increased significantly to meet the needs of increasing numbers of learners, but the teaching strategies they employ are ineffective in too many cases.

The strategic priority given to English and mathematics has not yet resulted in a coordinated focus on improving learners skills in these areas. Staff do not yet have the skills to fully embed these subjects appropriately in sessions.

Managers are not effectively reporting the progress of learners, so that it is difficult to see what they have learned over time. Insufficient information is currently collected about learners outcomes. A new system to collect data has brought some improvements, but all staff do not yet use it and it is too soon to see the impact.

Leaders and managers have worked hard to make the best possible use of the hilly college site. However, the physical layout of the college reduces the opportunity for people with mobility difficulties to access learning. For example, corridors are narrow and ramps have a steep gradient.

The curriculum is broad and focuses well on the development of employability skills. A wide range of resources, including a professional music studio, a shop, a café, performing arts theatre and outside gym area, are used well to meet learners interests and develop valuable skills.

Managers provide staff with good supervision and staff are encouraged to develop new initiatives. All staff are inspired by their work and report they are listened to and valued. New staff complete comprehensive induction training before commencing duties, including safeguarding and management of behaviour.

Managers develop good partnerships with colleges, employers, voluntary organisations and community groups that benefit learners by providing different activities and good work experiences.

All staff are aware of the potential vulnerability of learners and all have had training in the Prevent

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The governance of the provider

The governors and trustees know the college well, but during the recent period when the numbers of learners and staff have increased significantly, they have not monitored the provision effectively and, as a result, the overall effectiveness has declined.

Governors hold high aspirations for learners, staff and the college. The governors have appointed a new principal and promoted continuity well by ap

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delivery of vegan sushi to a local vegan supermarket.

Learners have good awareness of how to develop healthy lifestyles and effective behaviour management skills. However, areas of the college space are too cramped with too many learners using the space and learners report they would like to be out and about more.

Staff provide good information, advice and guidance and start transition planning from the beginning of learners programmes, so that learners are well prepared for their next steps.

Attendance in classes is good. Learners are supported to be punctual, taking verbal cues from their teachers and support assistants.

All learners benefit from the work of the behaviour support team which includes the college counsellor. A minority of learners have a valuable Positive Behavioural Support Plan. For these learners, the plans have made a difference in enabling them to take greater responsibility for their own behaviour leading to better conduct and a reduction in the number of incidents that cause concern recorded throughout the year.

Learners improve their behaviour, calm down and become ready to learn. Learners appreciate the weekly yoga and relaxation classes. Personal and social skills and understanding are well developed through a Pay it Forward club where learners learn



Most learners achieve English and mathematics qualifications over time, and all achieve themed entry level awards. Learners acquire good vocational and practical skills by working in departments of the college such as maintenance, grounds and administration. Level 3 learners achieve very high standards of artwork, using a range of media.

Learners become more i



3	Level 4 or above			
19+	16 18	19+		
N/A	N/A	N/A		



Information about this inspection