



St John College

Independent specialist college

Inspection dates

16 ~~to~~ 18 October 2018

| Overall effectiveness | | Good | |
|--|------|--|------|
| Effectiveness of leadership and management | Good | Provision for learners with high needs | Good |
| Quality of teaching, learning and assessment | Good | | |
| Personal development, behaviour and welfare | Good | | |
| Outcomes for learners | Good | | |

Overall effectiveness at previous inspection

Summary of key findin



Full report

Information about the provider

- „ St John’s College is an independent specialist college of further education in Brighton, for young people aged 19 to 25, that offers residential and day provision. It is part of St John’s School and College. At the time of this inspection, 76 students, from 27 local authorities, studied at the college.
- „ The majority of the learners have complex learning disabilities, including difficulties with learning because of social, emotional and mental health needs, autistic spectrum disorder, Asperger’s syndrome and Down’s syndrome, pathological demand avoidance and other co-morbid conditions. The overwhelming majority of learners work at or below level 1 and over half are residential.

What does the provider need to do to improve further?

„



Inspection judgements

Effectiveness of leadership and management

Good

- „ Governors, leaders and managers are ambitious for the organisation and for all its learners. They have a clear vision for the future and know what they need to do to achieve it. Working in partnership with many local authorities, leaders make sure that the provision meets the very specific needs of learners who have a diverse range of highly complex needs. The curriculum is vocationally focused and gives many learners the chance to gain jobs and develop independence.
- „ Governors' appointments of a new chief executive officer and principal have given the college leadership team the determination and impetus to drive improvement in the quality of teaching, learning and assessment and to sustain learners' outcomes at a high level. Leaders and managers effectively evaluate the quality of the provision and the learner experience. They accurately identify the key areas for improvement. They put in place specific and measurable actions to secure improvements promptly.
- „ Leaders and managers have improved the process by which they evaluate the quality of teaching, learning and assessment. As a result, feedback and support for teachers are more developmental and encourage



of learners and raise their aspirations. Most learners, for whom it is appropriate, benefit from a range of work experience placements and work-related learning, which align well with their interests or career aims. For example, learners who wish to work in the performing arts take placements at the local theatre and those interested in working in hospitality work in customer-facing and food preparation roles.

- „ Staff promote diversity effectively. As a result, learners demonstrate mutual respect and tolerance. Behaviour is very good. Activities for learners promote a good understanding of their responsibilities and contribution to society. Staff and learners model the college’s values and behaviours well.
- „ Leaders and managers give high priority to developing learners’ English and mathematical skills. Managers have improved the baseline assessment, so that it accurately informs the individual targets that learners receive. All learners take an accredited programme in English and mathematics at a level appropriate to their ability. Leaders and managers have accurately identified that learners’ English skills improve faster than their mathematical skills, which continue to require development.
- „ Leaders have improved college systems and processes to support teachers to teach and learners to learn. However, not all staff are fully confident in the use of these systems. For example, staff are just beginning to see the benefits and applications of some of the new ICT equipment that leaders have purchased to support learning.

The governance of the provider

- „ Governors know the college well and understand its strengths and weaknesses. Since the previous inspection, they have appointed a new senior leadership team and supported the restructure of the middle management team. As a result, the leadership is strong and strategic and has a clear focus on placing the learner at the centre of all deQq56.64 271.3



„ Staff recruitment procedures are effective and include a comprehensive scrutiny of the suitability of candidates. Staff receive safeguarding training and regular updates appropriate to their role. Health and safety arrangements are effective in the college and for off-site activities and work placements.

Quality of teaching, learning and assessment **Good**

„ The quality of teaching, learning and assessment has improved since the previous inspection and is now good. Teachers know their learners well and gather a broad range of information to assess their starting points effectively. They identify each learner’s knowledge, skills and understanding. They then set suitable learning goals for each



inspection, six learners attended courses in digital media, art and design, land-based studies and professional cookery. Their attendance on these programmes stretches them academically and vocationally and extends their personal and social development.

However, tutors at St John's do not share learners' targets in English, mathematics and ICT routinely with college tutors.

„ Staff inform learners and their parents and carers well of the progress that learners make. They all take an active role in setting targets through the robust annual review process. Parents and carers receive frequent updates through daily handover books, email and telephone communication, termly consultation meetings and end-of-year reports. Parents and carers praise the highly effective communication they receive and value the formal and informal channels that are open to them.

Personal development, behaviour and welfare

Good

„



community. As a result, learners develop confidence to take part in group activities with a range of people and to attend different settings, including workplaces and social events.

„ Spe6



Provider details

| | |
|---|--|
| Unique reference number | 132016 |
| Type of provider | Independent specialist college |
| Age range of learners | 19+ |
| Approximate number of all learners over the previous full contract year | 90 |
| Principal | Karen Grist |
| Telephone number | 01273 244000 |
| Website | www.st-johns.co.uk |

Provider information at the time of the inspection

| Main course or learning programme level | Level 1 or below | | Level 2 | | Level 3 | | Level 4 or above | |
|--|------------------|-----|---------|-----|---------|-----|------------------|-----|
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ |
| Total number of learners (excluding apprenticeships) | - | 71 | | | | | | |





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