

Calman Colaiste (Kisimul Group)

Independent specialist college

Inspection dates

27–29 March 2019

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		Not previously inspected

Summary of key findings

This is a good provider

- Students enjoy college and are keen to succeed. They make good progress and achieve well.
- Students develop good communication, personal and social skills.
- Students receive highly effective therapy support that helps them to improve their social interactions.
- Leaders and managers work very effectively with many local authorities to meet the complex needs of their students.
- Teachers, therapists and support workers make very good use of visual resources to improve students' understanding and their ability to follow instructions.
- Teachers and support workers are highly motivated and enjoy their work. They are caring and sensitive, and manage the complex needs of their students very effectively.
- Teachers and staff use effective behaviour-management strategies to help students to manage their behaviour better and participate in learning.
- Staff communicate with parents and carers extremely effectively. The information and guidance they provide is very good.
- Students take part in a wide range of enrichment and social-enterprise activities. As a result, they improve their health, well-being and confidence.
- Leaders and managers do not ensure that students and their families have access to impartial careers information, advice and guidance.
- Leaders and managers do not ensure that students have access to meaningful work-related learning and/or work experience.
- On occasion, teachers and support workers are too quick to intervene to support students and/or they do not give them sufficiently complex activities to carry out independently.

Full report

Information about the provider

- Calman Colaiste is an independent specialist college providing further education for young adults with autism spectrum disorder, learning difficulties and/or disabilities, complex needs and associated challenging behaviour. The college is part of the Kisimul Group of schools and supported-living homes. All students enrolled at the college are resident at one of the group's registered adult homes or supported-living homes. The college is based in Thorney, near Peterborough, and has satellite provision in Nottinghamshire and Lincolnshire. The college is located on a 28-acre estate. It has animal husbandry and horticultural facilities.
- Calman Colaiste opened in 2017 with 24 students. At the time of the inspection, 31 students from 10 local authorities were enrolled at the college. Students are aged between 18 and 25. All have education, health and care plans. The vast majority of students are working at pre-entry level and entry level.

What does the provider need to do to improve further?

- Leaders and managers should develop opportunities for students who are able to take part in meaningful work-related learning and/or work experience.
- Leaders and managers must provide effective and impartial careers information, advice and guidance for the students and their families.
- Teachers and support workers should give students sufficient time to process the instructions they receive so that they can attempt tasks independently.

Inspection judgements

Effectiveness of leadership and management

Good

- Board members, leaders and managers are ambitious for the organisation and for the students. They have a clear vision for the future of the college and know what they need to do to achieve it. They work successfully towards that vision. Board members, leaders and managers work effectively in partnership with a large number of local authorities to ensure that the provision meets the very specific needs of students with a diverse range of highly complex needs.
- Leaders and managers have an accurate understanding of the quality of education. They evaluate this effectively and monitor students' experience very carefully. Consequently, they have identified accurately the key areas for development and have implemented specific, measurable actions to improve them as quickly as possible.
- Leaders and managers monitor the quality of teaching, learning and assessment effectively. They provide accurate feedback and support for teachers and support staff. They set clear goals that encourage them to develop their knowledge, skills and practice continually.
- Professional development for teachers and support staff focuses on developing their knowledge and skills to meet the specific needs of the students. Staff take accredited qualifications to improve their career prospects. For example, they undertake teacher training. As a result, staff are highly motivated, enjoy their work and seek opportunities to take on greater responsibility and gain promotion.
- Leaders and managers carefully design the personalised programme of learning for students. They ensure that learning fulfils the educational outcomes identified in their education, health and care plan very effectively. As a result, students develop the knowledge, skills and understanding they need to improve their communication skills, become more independent in their everyday lives and make relevant personal choices.
- Leaders and managers have not implemented effective and impartial careers information, advice and guidance for the students and their families. Leaders are working with Kisimul's board of directors to engage a specialist adviser who understands the very specific needs of these students. However, students do have opportunities to consider their future goals as part of their reviews.
- Leaders and managers have not developed sufficient opportunities for students, for whom it would be appropriate, to take part in meaningful work-related learning and/or work experience. However, students undertake social-enterprise projects and as a result develop a range of knowledge and skills that are relevant to the world of work.

The governance of the provider

- Kisimul's board of directors provides effective governance. The head of college provides comprehensive reports to the board on the performance of the college and the progress of students. Directors use this information to direct resources effectively and challenge and support leaders to make improvements and maintain standards.
- Directors make regular visits to the college to check on the quality of the provision. They

ensure that it continues to meet the needs of the students. They have put in place a comprehensive plan for the expansion of the college. Directors have focused correctly on a phased approach to these developments to make sure that the standards of provision and the quality of the students' experience do not deteriorate.

Safeguarding

- The arrangements for safeguarding are effective.
- Students feel safe and know to whom they can go if they are worried about anything. Students can express their concerns using a range of communication methods appropriate to their needs and level of understanding. Students take part in activities that focus on key safeguarding themes. These raise their awareness and understanding of potential risks and threats. For example, students have taken part in a session focused on staying safe online and as a result know how to keep themselves safe from online threats.
- Leaders, managers and staff respond effectively to any safeguarding concerns raised. They work closely with external agencies and with staff in the care homes where students live, to report and refer these concerns as necessary. Leaders assess risk appropriately. They implement suitable arrangements to mitigate any risks identified and to protect students and staff from harm.
- Leaders' and managers' safer recruitment procedures are effective. They assess candidates very carefully to judge their suitability to work with children and vulnerable adults. All staff receive safeguarding training and frequent updates that are appropriate to their role and level of responsibility and know what to do if they have concerns.
- Leaders and managers have implemented the requirements of the 'Prevent' duty. The vast majority of staff demonstrate a good understanding of their responsibilities. Consequently, British values are well-embedded into the values of the college and students and staff demonstrate them throughout the college.

Quality of teaching, learning and assessment

Good

- Staff ensure that the curriculum effectively supports students to develop their practical, creative and independent living skills. Students make good progress with their communication, personal and social development. They develop their functional English, mathematics and information and communication technology (ICT) knowledge and skills and can apply these appropriately in a range of situations.
- Students develop new knowledge and skills. Their programmes are designed carefully so they can combine different parts of the curriculum effectively. For example, students learn how to plant seeds, nurture plants and grow vegetables in their horticultural lessons. They then learn to prepare and cook them in their catering lessons, so they can be eaten. Tutors and support staff are enthusiastic. They make good use of their knowledge of the students to support them effectively in their learning.
- Students develop good mathematical knowledge and skills. Teachers embed numeracy into practical subjects effectively. For example, in catering students learn how to use metric scales to weigh ingredients to make hot cross buns.
- Students develop good literacy and ICT knowledge and skills. They receive good support

to develop effective communication skills. Teachers, therapists and support workers provide a wide range of visual resources to support communication and to aid students' understanding and their ability to follow instructions. For example, students are encouraged to come to the front of the class to use interactive boards to express their opinions.

- Staff promote equality and raise awareness of diversity through effective teaching and learning activities. Student relationships are harmonious. Students learn how to be tolerant of one another's needs and they are encouraged to consider the feelings of their peers through the effective use of 'emotions boards'.
- The vast majority of staff plan teaching and lessons effectively and students' participation is good. Staff make good use of technology to aid learning. In a few lessons, students work on group activities that rely too heavily on completing the same task. As a result, those students who can complete more complex tasks or work at a faster pace are insufficiently challenged.
- Most students receive high levels of appropriate support in classrooms and outside lessons. However, a small minority of tutors and support staff are too quick to intervene to help students. They do not give them sufficient time to process the instructions they are given, and they do not allow them to work independently.
- Assessment processes are effective. School staff provide comprehensive information at the start of the programme. College staff carry out further assessments to identify accurately the starting points of students from which they can monitor their progress over time.
- Students work towards their own individual aims. However, for a minority of students these do not focus sufficiently on the knowledge, skills and understanding that they need to develop in each vocational area. As a result, the monitoring of students' development of knowledge, skills and understanding is not comprehensive.
- In a few cases, staff make spelling errors when they mark students' work. They do not therefore enable students to develop their English skills as effectively as they could.

Personal development, behaviour and welfare

Good

- Staff promote diversity effectively and students demonstrate mutual respect and tolerance towards each other. Students' behaviour is very good. Staff provide activities and events for students that help them to understand their responsibilities and contribution to society.
- Students are keen to succeed. Students take pride in their work. They present their portfolio work neatly using a wide range of symbols. They enjoy college life and receive good support from caring and sensitive staff who manage their complex needs effectively. As a result, students learn how to manage their own behaviours. They take time out of lessons when they need to and make good progress in developing their self-esteem and confidence.
- Staff make effective use of students' detailed positive-behaviour support plans. These plans provide staff with useful information on students' behavioural 'triggers'. They also

provide suggested coping strategies to help students to manage their behaviour effectively. As a result, students with significant anxieties demonstrate improvements in behaviour and tolerance skills.

- Students benefit considerably from the therapeutic support they receive. The speech and language therapists use their expertise to support staff to make effective use of visual resources and signing skills. Students benefit greatly from therapy-led communication sessions. Consequently, they develop their communication skills successfully. They improve their social interactions and their ability to speak out in small groups to offer their opinion.
- Students benefit from a well-equipped sensory room which provides a break-out space for those with anxieties. Students also make good progress in their ability to relax through the introduction of an aromatherapist who works individually with them.
- Staff communicate with parents and carers extremely effectively. The information and guidance they receive from college staff is very good. Parents and carers are sent a detailed weekly report on the progress their young person is making, which they value highly. Staff share the same report with the managers at the students' residential home to ensure a consistent approach to the students' learning experience and support.
- Leaders and managers provide good resources at the college to promote health and well-being for the students. Outside areas provide plenty of space for students' physical and social activities. Students have a variety of animals to care for and horticultural areas provide good social-enterprise opportunities. For example, students grow tomatoes and spices to make chutney that is then sold to members of the public at the college fayre.
- Students take part in a good range of social-enterprise opportunities. However, opportunities for students to develop their employability skills require improvement. Managers are beginning to build relationships with local employers so that a minority of students, for whom it is appropriate, can benefit from external work experience. They are also exploring opportunities for other students to participate in structured internal work experience. However, it is too early to judge the impact of these developments.
- Most students have good attendance at college. Managers track students' attendance carefully and have correctly identified that the attendance of a minority of students requires improvement. Managers recognise that for students with significant and complex needs moving into a college environment is particularly challenging. During times when students are unable to attend college, they receive support from the outreach team to participate in independent living skills activities in their residential home.
- Staff successfully help students to understand and promote British values. For example, in their tutorial students use interactive technologies to exercise their right to vote for their chosen Easter-egg design. The student council also actively contributes to decisions made within the college and as a result they can influence change.
- Students regularly take part in enrichment activities that support their health and well-being. For example, students participate enthusiastically in swimming, equine therapy, rebound therapy and stable management.

Outcomes for learners

Good

- Students enjoy their learning and are proud of the new knowledge, skills and

understanding they develop. These enable them to progress towards greater independence in their lives. Students' achievements are celebrated appropriately. For example, each group nominates a 'star of the week' student and their name is displayed on classroom notice boards.

- Students make good progress from their individual starting points. Accreditation is used effectively to reward and recognise the new knowledge, skills and understanding students develop in a range of vocational areas and through their independent-living programme. The large majority of those who undertake accredited learning modules achieve them.
- Students' achievements in personal, social and emotional development are good. These reflect the effective support that students receive from tutors, therapists and support workers. Students' behaviour is good. Many students' behaviour has significantly improved since they began to attend the college.
- Students develop their English, mathematical and ICT knowledge and skills effectively. They develop these as part of their vocational and independent-living skills curriculum and for their accredited learning modules, where appropriate.

Provider details

Unique reference number	144791
Type of provider	Independent specialist college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	24
Principal/CEO	Ann Spowart
Telephone number	01733 271326
Website	www.kisimul.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)	-	31	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	31							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the assistant director of education, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners, parents and carers, and staff; these views are reflected within the report. They observed lessons, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Judy Lye-Forster, lead inspector

Her Majesty's Inspector

Helen Bramley

Ofsted Inspector

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