

Farleigh Further Education College (Frome)

Monitoring visit report

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Name of lead inspector: Margaret Swift HMI

Last day of inspection: 6 November 2013

Type of provider: Independent specialist college

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Monitoring Visit: Main Findings

Context and focus of visit

The purpose of this focused monitoring visit (FMV) is to report on the recommendations made at the full inspection of Farleigh Further Education College (Frome) in March 2013, as leadership and management were graded as requiring improvement, and to investigate elements of a complaint from a parent received by Ofsted.

Themes

How much progress has the college made in ensuring that all learners are successful in achieving their learning and personal goals? **Reasonable progress**

In 2012/13, overall success rates were good. The success rates for students aged over 19 and those on level 2 courses were identified as requiring improvement at the last inspection in March 2013 and both have improved. However, success rates for students on academic courses have declined. Managers recognised that the dip in performance was linked to the speaking element of the General Certificate of Secondary Education (GCSE) in English and have made amendments to the programme. They have also used the information from their initial assessments of students more effectively to ensure students are placed on the appropriate level of programme.

How much progress has the college made on improving the quality of teaching and learning to ensure that a larger proportion of lessons are good or better? **Reasonable progress**

At the last inspection teaching and learning were judged to be good, but not enough lessons were outstanding and not enough use was made of the information gained from observing lessons to help further improve teaching and learning. Since the inspection, the college has put in place a new scheme for observing teaching and senior staff have had external training in observing teaching and learning. Plans to use their experience to bring more rigour to their observations of teaching are well developed. Simultaneously, a new performance management scheme has been put in place and senior managers have used it well to tackle underperformance in teaching and learning.

How much progress has the college made in implementing plans to improve accommodation and resources to better meet the needs of all learners? **Reasonable progress**

At the last inspection, senior managers had been slow to implement plans to improve the resources and accommodation for the students on the Farleigh Further Education College site. The college has made reasonable progress in developing its

accommodation. It has acquired a new, modern workshop on an industrial estate. Students on construction and arts and media courses have their lessons in the new workshop and plans are in place to teach music courses there by the end of this term. The use of the new workshop has meant that more accommodation is available for lessons on the main college site and has improved access to the art therapy room. However, the poor quality accommodation on the main college site is still used extensively. The long-term plan is to remove the poor quality learning centre and to bring all accommodation up to the high standard of the new workshop. Wi-Fi has been installed in two of the student residential houses and was in the process of being installed at the main college site and all other residential houses at the time of the FMV.

How much progress has the college made in analysing recorded incidents to identify better trends and patterns in students' behaviour and in managing students' behaviour?

Insufficient progress

A recommendation at the last inspection was for managers to analyse recorded incidents so they could identify trends and patterns in students' behaviour and put in place appropriate measures to improve behaviour. The care team regularly reviews the incident and safeguarding logs to identify any emerging patterns or trends in the behaviour of individual students and put in place appropriate support when issues are identified.

Inspectors reviewed the incident and safeguarding log for the period between September 2013 and the FMV and they noted that there had been a high number of serious incidents. All incidents are comprehensively logged and appropriately reported to social services or the police, but inspectors judged that better management of students' behaviour could reduce the number and seriousness of the incidents. Inspectors also noted that only one member of staff is on duty at lunchtime in the main dining and sitting room areas, which form one large room. The member of staff on duty can call on other staff if incidents with students occur, but this would entail leaving the area in order to alert other staff to the problem.

Senior staff have had received good training in managing and supporting students with challenging behaviour, but this has not yet been disseminated to all teaching staff. Individual teachers have benefited from the training as senior staff provide coaching and support in helping them to address behaviour management concerns as they arise.

Residential support staff have benefited from a range of training opportunities including behaviour management training with a psychologist, level 2 training in supporting students with mental health issues, and training on Asperger's spectrum. However, not all support staff have had sufficient training to enable them to understand the whole range of disabilities of students and their differing needs. Senior staff have received good training in managing and supporting students with challenging behaviour, but this has not yet been disseminated to all teaching staff.

Individual teachers have benefited from the training as senior staff provide coaching and support in helping them to address behaviour management concerns as they arise.

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