

# Romney Resource 2000 Ltd

Independent learning provider

## Inspection dates

11–14 October 2016

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Requires improvement

## Summary of key findings

### This is a good provider

- Learners' needs and interests are met very well because managers have carefully devised a study programme for those who are particularly disadvantaged, have few, if any, qualifications and have low levels of confidence and self-esteem.
- Managers listen to learners', partners' and employers' views and take these seriously when making improvements.
- Managers and staff promote well an ethos of equality, respect and diversity.
- Managers do not follow up swiftly enough the actions they identify tutors need to take to improve the quality of teaching, learning and assessment.
- Learners benefit from highly individualised coaching and learning which motivates them to succeed, attend and be punctual.
- Learners receive excellent support from staff, counsellors and the special educational needs coordinator, which helps them thrive.
- A minority of learners do not see the value of English and mathematics for their future career because tutors do not teach this in a context relevant to work.
- Learners develop excellent personal and social skills preparing them well for employment.
- Learners' attendance and punctuality are good.
- The large majority of learners progress onto an apprenticeship, traineeship or further education.
- Learners achieve employability, information and communication technology (ICT) and English functional skills qualifications well.
- Learners' achievement of mathematics functional skills requires improvement.
- Managers track learners' progress while on their course thoroughly and frequently, identifying quickly those at risk of not achieving. They do not use data sufficiently to judge trends in retention and achievement.
- The arrangements for safeguarding are effective and learners feel exceptionally safe while at the training centre.
- Not all learners know how to use the internet safely, nor do they understand the potential risks and implications of online grooming and relationships or extremism.

## **Full report**

### **Information about the provider**

- Romney Resource Centre 2000 Limited (RRC) is a registered charity that offers study programmes. There are currently 14 learners. The learners' study programme includes training in employability, information communication technology (ICT), English and mathematics. Learners attend a work placement to develop their vocational skills. A traineeship programme was introduced in September 2016, and two learners are due to start this programme imminently. RRC has its head office and training centre in New Romney. The provision is similar in size to the previous inspection.
- Most learners live within the coastal and rural area of Romney Marsh, which has mainly small- and medium-sized enterprises. Almost all learners have a learning difficulty and/or disability. The majority have few, if any, previous qualifications.

### **What does the provider need to do to improve further?**

- Make English and mathematics more relevant and valuable to learners by contextualising learning into workplace activities.
- Analyse data more incisively to identify trends in retention and achievement and take swift action should performance dip, for example in functional skills mathematics in 2015/16.
- Align the observation process better with performance management to help managers check more systematically the progress that tutors are making with actions to improve their teaching practice.
- Raise all learners' awareness of the potential dangers from using the internet, including those relating to radicalisation and extremism.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Managers designed the study programme very carefully to be attractive to learners who have multiple barriers to learning while responding to the requirements of employers in Romney Marsh. They manage work placements well, have introduced them earlier in the programme and have increased the number of host employers. This year, managers introduced a traineeship, giving learners an additional opportunity to continue learning with RRC.
- Managers and tutors listen to learners' views and take these seriously when making changes. Learners were instrumental in designing the layout of classrooms and their 'home study' room. Individual learners take responsibility for projects on behalf of their group, such as revising the menu in the on-site café.
- Managers and staff promote well an ethos of equality, respect and diversity. They ensure that all learners receive fair treatment and have an equal opportunity to progress and achieve. They eliminate learners' financial barriers to learning by paying their travel costs, providing lunch and giving learners a wallet with items such as pens, stationery and sticky notes.
- Managers use good systems to track each learner's progress, attendance, retention and achievement. They identify very quickly those learners who are falling behind and instigate the support they need to continue studying. Learners' attendance, retention and achievement have all improved over the last three years.
- Managers do not analyse trends in retention and achievement data sufficiently. They have not recognised in self-assessment that mathematics functional skills achievement requires improvement. Consequently, action has not been planned to address this.
- Managers strengthened their arrangements for self-assessment, performance management and observing the quality of teaching, learning and assessment. They identify incisively most of what needs to improve and take suitable action. A trustee now carries out 'learning walks', which provides independent scrutiny and speeds up the process for purchasing new learning resources. Managers have yet to align performance management with the observation process to follow up actions to improve tutors' practice at their subsequent appraisal.

### The governance of the provider

- The trustees' strong leadership, support and vision has strengthened the curriculum, progression opportunities and support arrangements for learners.
- Trustees monitor improvements well; they scrutinise closely the progress being made with the quality improvement plan.
- Trustees do not receive sufficiently useful or timely data to challenge achievement trends.

### Safeguarding

- The arrangements for safeguarding are effective. Safeguarding is well managed and all staff receive extensive training. Managers have exceptionally productive partnerships with external specialist organisations to ensure learners' safety and refer those disclosing

safeguarding concerns. Staff take suitable action to minimise risks to learners during work placements but do not always record these in sufficient detail.

- Managers implement action in response to the 'Prevent' duty steadily, giving good consideration to their learners. For example, they display visually attractive posters in the training centre and accompany all external speakers while they are on-site.

## Quality of teaching, learning and assessment

**Good**

- Tutors inspire learners to reach their full potential through highly individualised learning programmes. Learners complete very thorough initial assessments of their abilities, strengths and difficulties within life, which tutors use to good effect when planning learning. Tutors draw on their extensive expertise and knowledge to ensure that learning meets the specific needs of their learners, who tend to be disaffected, having previously struggled to engage in education.
- Tutors use a broad range of activities to interest and motivate learners. Learners work hard in class and aspire to achieve the best they possibly can. During an English lesson, learners developed their skills in writing and evaluating descriptive text in readiness for producing their own curriculum vitae. Those returning to complete a second year show ambition, wanting to better their English and mathematics levels, for example through taking GCSEs.
- Learners receive excellent pastoral and academic support from a well-qualified and extremely knowledgeable team of staff, counsellors and the special educational needs coordinator. Staff work closely with individual learners, coaching them to develop their skills, attitudes and behaviours. Tutors have had good dyslexia training, which they use well in lessons, for example through introducing task management boards to help learners plan their work.
- Tutors do not make English and mathematics sufficiently relevant by contextualising learning into the workplace. A few learners do not appreciate why they would need good English or mathematical skills for their future career.
- Learners and tutors set clear and attainable targets which are reviewed frequently. This motivates learners to achieve and set new, more challenging, targets. Learners receive constructive feedback; they are very clear about what they need to do to improve further to reach their career aims. Staff keep parents fully informed about all aspects of learners' progress.
- Learners benefit from good-quality learning during their work placement. The work placement coordinator matches learners very carefully with employers to ensure that this is a valuable development experience. Learners write detailed diaries describing their learning and progress. They appreciate gaining experience of work and forge strong relationships with new peers and mentors.
- Tutors create a strong culture in lessons of ensuring that all young people have the opportunity to succeed. Learners benefit from a very positive and nurturing learning experience.
- Tutors do not always set sufficiently stimulating learning activities to challenge the most-able learners. As a result of this, a few learners become disinterested during the lesson and cause low-level disruption.

## Personal development, behaviour and welfare

**Good**

- Learners develop excellent levels of confidence, personal and social skills. They become respectful, courteous and polite towards each other, tutors and external visitors. This prepares them well for the world of work and being part of a team.
- During work placement, learners develop good vocational skills which help them take on new and advanced tasks. They become more proficient and confident speaking with different people, such as older citizens and customers. A learner has progressed from preparing food in the kitchen at a café to taking customers' orders, while others working at a garden centre are responsible for caring for plants in a specified polytunnel.
- Learners' attendance and punctuality are good. Learners are well motivated by RRC's 'my job' reward scheme, which encourages good attendance, behaviour and work within their group.
- Staff give learners very supportive and relevant careers advice and guidance. They devise clear and realistic career plans. Learners who are unsure of their future careers often complete useful taster sessions with different employers to inform their decision.
- Staff promote the importance of good health and fitness with learners, which helps increase their sense of well-being. Learners enjoy having the opportunity to play their chosen sport of football one afternoon each week. Learners who need it benefit from on-site access to counsellors, including those specialising in drug and alcohol abuse.
- Learners collaborate well to devise a set of expectations for themselves and tutors to adhere to. Their expectations link well to British values, making these relevant and meaningful. One group's expectations included expecting their voices to be listened to and respecting people's personal space and lives.
- Not all learners have a good understanding of how to use the internet safely, including the potential risks and implications of online grooming and relationships. Their awareness of the dangers of radicalisation and extremism requires improvement.

## Outcomes for learners

**Good**

- Progression rates are good and much improved since the previous inspection. The large majority of learners progress onto an apprenticeship, traineeship or continue their studies with RRC or a further education college. Several learners become volunteers during their learning programme to aid their chances of getting a job.
- Learners' achievement of functional skills English, ICT and employability qualifications is good. All groups of learners achieve at a similarly high level. However, learners with mental health difficulties, moderate learning difficulties and those with autism spectrum disorder achieve outstandingly. Learners' achievement of mathematics functional skills qualifications requires improvement.
- Learners make steady progress based on their starting points. Those who are not ready to start a GCSE or functional skills qualification are motivated to progress by gaining 'stepping stone' awards in topics such as money or reading complex texts. The few learners taking GCSEs in English and mathematics improve on their previous grade, but in the first year this has been offered only one has so far achieved at grade A\* to C.

- In English, learners produce a good standard of work. Learners' project work is well written and visually attractive, such as in the guide they made for parents about computer games. In all other subjects, learners' work is at a standard suitable for their level and qualification.
- Over the last three years, all female learners have stayed and completed their course but a few male learners have not. Managers know each individual learner well and their reasons for leaving, which they have used to take informed action such as introducing drug and alcohol counselling. It is too early to judge if this action has increased retention by all learners this year.

## Provider details

Unique reference number	58383
Type of provider	Independent learning provider
Age range of learners	16–18
Approximate number of all learners over the previous full contract year	19
Principal/CEO	Mrs Edna Delaney
Telephone number	01797 367455
Website	<a href="http://www.romney-resource.co.uk">www.romney-resource.co.uk</a>

## 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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	13	–	1	–	–	–	–	–
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	–							
Funding received from:	Education Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

## Information about this inspection

The inspection team was assisted by the training manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews and telephone calls to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Janet Rodgers, lead inspector

Her Majesty's Inspector

Kate Hill

Her Majesty's Inspector



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