

Greater Brighton Metropolitan College

Monitoring visit report

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Name of lead inspector: Richard Pemble HMI

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Type of provider: General further education college

Address: Littlehampton Road
Worthing
West Sussex
BN12 6NU

Monitoring visit: main findings

Context and focus of visit

Greater Brighton Metropolitan College was inspected in October 2019. Inspectors found that teachers who taught students who have high needs, especially on courses at levels 2 and 3, did not have sufficient skills, knowledge or information to be able to meet the learning and support needs of these students.

College leaders and managers had devised and implemented an action plan of training, monitoring and evaluation to improve teachers' skills rapidly. The focus of the monitoring visit was to evaluate the progress and impact of these actions.

Themes

What progress have leaders and managers made in training teachers, especially those who teach students at levels 2 and 3, to develop the skills necessary to support students who have high needs? Significant progress

Since the inspection in October 2019, leaders have taken swift and decisive action to improve teachers' skills to teach students who have high needs. They have provided mandatory training for teachers, so they know what types of support students with high needs may require and how to go about providing these in their teaching. Teachers speak with confidence about the support they give students in lessons and tutorials.

Teachers have improved their communication with the learning support assistants (LSAs) who are allocated to help students who have high needs. LSAs now plan well the support they will give to their students, as they know in advance of the lesson what the lesson is about and what activities will be taking place.

LSAs are valued members of teaching teams. They value that teachers seek their opinions and expertise about the best ways to help students with high needs make progress with their knowledge, skills and personal development.

Students are very positive about the support they now receive with their learning. One said: 'I get exactly what I need.' As a result of the support they receive, students who have high needs are developing their confidence with assessments, reading and organising their work.

Leaders and managers are evaluating frequently the impact of the training and support teachers have received. They are using the information they gain from lesson observations, learning walks and feedback from teachers to plan further relevant training and support for teachers.

Leaders are developing more cohesive systems in time for the start of the new academic year to ensure a more effective start to the year for students who have

high needs. They are leading a change in culture about the importance of meeting the learning and support requirements of students who have high needs.

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