

Short inspection of Romney Resource 2000 Ltd

Inspection dates:

28 and 29 March 2023

Outcome

Romney Resource 2000 Ltd continues to be a good provider.

Information about this provider

Romney Resource 2000 Ltd, known as RRC, is an independent specialist provider based in Kent. It provides training and support for young people aged 16 to 24 who have previously had negative experiences in education and have often missed out on learning. RRC provides education for young people with special educational needs and/or disabilities to enable them to access education and work towards their goals for adulthood. At the time of the inspection, there were 24 students attending the provision.

What is it like to be a learner with this provider?

Students rightly feel safe and supported in a welcoming and calm learning environment. As a result, students who have not previously succeeded in educational settings improve their confidence and enjoy their learning. For example, students say that Romney Resource is the first learning environment in which they feel they can be themselves and feel accepted by staff and their peers.

Students benefit from a wide range of interesting and realistic employment opportunities due to the strong relationships that leaders have developed with a range of suitable employers. As a result, students quickly develop the independence and employability skills they need for life beyond the classroom.

Students gain from a wide and interesting range of teaching styles and resources, which helps them to stay focused on tasks and embed key skills in their long-term memory. For example, students can access their learning through use of technology, letter tiles and small whiteboards. Staff know their students well, which enables them to respond to their needs effectively.

All students benefit from improved confidence, and most students achieve their planned outcomes. Students are proud of their progress and achievements and value the opportunity to learn at their own pace.

What does the provider do well and what does it need to do better?

Leaders have adopted an ambitious curriculum for students, which successfully builds their independence in preparation for adult life. Through the curriculum, pupils' employability skills are supported, and they learn to better understand themselves. Staff individualise the programmes effectively to meet students' needs and build their knowledge, skills and behaviour over time. As a result, students re-engage with education quickly.

Staff plan the curriculum appropriately to include key topics and activities that meaningfully help students to identify their own needs and interests and work towards positive outcomes. For example, students learn about their own needs and how they can manage these effectively to prepare for their next steps.

Suitably experienced staff benefit from carefully planned training so that they develop their skills. Leaders provide inexperienced staff with valuable and relevant training to improve their pedagogical skills, as well as identifying their interests and providing training to develop these further. Staff have benefited from teaching qualifications and specific training to enable them to support students' needs effectively. For instance, training is provided for issues such as trauma and attention deficit hyperactivity disorder. As a result, students benefit from a range of specialist teaching and support, which helps them make good progress.

Teachers and support staff work together seamlessly to enable students to engage in their programmes and learn at their own pace. Consequently, students are all actively engaged and focused on their learning, and staff make the most of the time in the classroom.

Staff use assessment very well throughout the programme and use this information to develop the curriculum further. Students benefit from clear and developmental feedback, which they understand and use well to improve their work. As a result, students make good progress towards their goals, and most students now pass their qualifications in English and mathematics.

The work experience coordinator ensures that all students are prepared well for their placements. Staff support students effectively to undertake appropriate work experience. This helps them to develop the skills and behaviours they need for the future. Employers value the opportunity to review students' progress with staff so that they can support students to improve their competency quickly.

Students benefit from useful activities to prepare them for their next steps. Staff work closely with students throughout the programme to identify their planned next steps and provide them with advice and learning, such as CV writing, accessing and registering on job search websites, and exploring further education settings. Students benefit from trips to potential next placements, where they find out how they need to prepare. As a result, most students feel they are well prepared for their

next steps. However, leaders have not yet ensured that students receive impartial specialist careers advice and guidance.

Leaders use a range of appropriate methods to evaluate the quality of the provision so that they have a clear oversight of the progress that students make. They successfully identify strengths and areas for development and put in place actions that are effective in making improvements.

Trustees are suitably experienced and take the time to get to know the provision well. They understand well the overall vision of the organisation. However, they do not have sufficient understanding of the quality and impact of the provision. As a result, trustees do not provide sufficient challenge to leaders about the progress that they make in improving weaknesses.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a culture of safeguarding and care at the centre. All staff are suitably trained in the clear and appropriate policies and procedures to keep students safe. The designated safeguarding lead has ensured that processes are highly effective so that all staff have an in-depth knowledge of issues relevant to their students. As a result, the support given by leaders and managers for the oversight and monitoring of students' welfare is exceptional.

Leaders ensure that they check on students when they attend work experience placements. They check the safeguarding knowledge and policies of employers prior to placing a student with them, and they ensure that risk assessments are in place for all placements. However, leaders do not sufficiently assure themselves that all employers understand safeguarding and the signs of concern to look out for in students.

Students feel safe, both at the centre and in their work placements.

What does the provider need to do to improve?

- Leaders should ensure that all students benefit from impartial careers information, advice and guidance from qualified professionals.
- Leaders should ensure that trustees have oversight of the quality of all aspects of the provision and the progress that leaders make in improving weaknesses.
- Leaders must ensure that employers have sufficient knowledge and understanding about safeguarding and the signs of extremism so that they are assured that they can keep students safe.

Provider details

Unique reference number	58383
Address	Unit 4 Mountfield Road New Romney Kent TN28 8LH
Contact number	01797 367455
Website	www.romney-resource.co.uk
Principal, CEO or equivalent	Amanda King
Provider type	Special college
Date of previous inspection	11 to 13 October 2016
Main subcontractors	NA

Information about this inspection

The inspection was the first short inspection carried out since Romney Resource 2000 Ltd was judged to be good in October 2016.

The inspection team was assisted by the CEO, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Emma Leavey, lead inspector
Josie Grainger

His Majesty's Inspector
Ofsted Inspector

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