



Fortune Centre of Riding Therapy

Better
education
and care

Re-inspection report

Audience
Post-sixteen

Published
TBC

Introduction

Fortune Centre of Riding Therapy (FCRT) was inspected in February 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in Literacy, Numeracy and Communication which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory Literacy, numeracy and Communication was re-inspected on 31 January and 1 February 2006. The outcomes of the re-inspection are as follows.

Curriculum area	Original grade	Re-inspection grade
Literacy, numeracy and communication	Unsatisfactory	Satisfactory

Context

Literacy, numeracy and communication are integrated into all areas of the formal and extended curriculum. All learners receive a weekly individual tutorial held by the literacy, numeracy and communication co-ordinator attached to their learning group. Learners also receive a weekly money management session to promote personal budget management. All 45 learners have literacy and numeracy as part of their timetable.

Strengths

- Very good development of communication
- Outstanding use of practical contexts to promote learning
- Effective teamwork

Areas for improvement

- Missed opportunities for learners to achieve appropriate qualifications
- Insufficient monitoring of the quality of provision

Achievement and standards

Learners develop very good levels of communication. They speak clearly and listen appropriately to their peers, staff and members of the public with many able to articulate their ideas in a range of settings. End of term reports are comprehensive, detailed and demonstrate progress. Learners have insufficient opportunities to gain appropriate qualifications although learners are developing and demonstrating good levels of skill.

Quality of provision

All learners receive individualised weekly tutorials and a separate session on money management. Sessions focus on skills to be developed to promote independence. For example, learners budget for personal shopping and plan the finances for activities later in the week. Other learners use internet banking and online booking of public transport. Through effective staff teamwork good use is made of the extended curriculum to develop skills that are captured weekly in a 'yard book'. Progress has been made in developing literacy and higher level numeracy skills through the national vocational qualification (NVQ) in horse care. A recently developed newsletter encourages learners to write articles for publication. Staff training is improving the quality of teaching and assessment of learners. However, significant numbers of staff remain unqualified. Resources have improved and staff now effectively use computers in session. Better use is made of diverse evidence through the use of video cameras, dictaphones and other relevant resources.

Leadership and management

Managers have a clear strategy for the development of literacy, numeracy and communication. Weekly staff meetings enable staff to share good practice and to contribute ideas. Effective teamwork supports the embedding of literacy and numeracy across the curriculum. However, although the strategy for development is clear insufficient attention is given to its implantation and monitoring.