

MONITORING VISIT: MAIN FINDINGS

Name of college: Ruskin Mill Educational trust (RMET)

Date of visit: 13 May 2008

Context

Achievement and standards

What judgements can be made about achievement in 2006/07?	Reasonable progress
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Achievements are very good. In 2006/07, 97% of learners achieved their exit plan. Although the data shows a significant number of awards achieved it is not presented in terms of success rates. No analysis is carried out of learners progress from enrolment to exit from their programme.

What information does the college hold about the destination of leavers in 2006/07?	Reasonable progress
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In 2006/07 36 learners completed their programme and left their provider. The college holds detailed information on learners' destinations. For example 44% of the leavers are studying full-time and 17% are studying part-time in further education colleges. Some 44% are in employment. Supported work accounts for 22%, 8% are in open employment and 14% in voluntary work. Of the 14 learners living at home only three are not engaged in planned activity, the other 11 are either in full- or part-time study or in employment. Although the college holds detailed data on leavers and follows them up nine months after finishing at the college, they do not systematically analyse the data for trend improvement in numbers going into employment or onto further study and improvements in learners going into independent living where appropriate.

Quality of provision

What progress has the college made in co-ordinating the development of students' literacy and numeracy skills and what has been the impact for the students?	Reasonable progress
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The college has made reasonable progress in co-ordinating the development of students' literacy and numeracy skills. The initial assessment provides information

about levels, and this is followed up with an interview to look in more depth at what type and level of support might be needed. Learners have four possible combinations of options for support: discrete lessons; individual sessions; in the houses; and in classes. The goals for learners are sufficiently broad for vocational staff to apply them to their areas. The college has six specialists who go into classes to support students. This support is very flexible and teachers can have support for specific issues where required. The college encourages all learners to take some form of accreditation during their time at the college and the numbers taking tests has increased significantly, with good results. The college recognises that more needs to be done to improve the recording of skills. Achievement data is being developed.

<p>What progress has the college made in focusing on the teaching of literacy and numeracy in lessons; the tracking of individual learning goals and the recording of outcomes in lessons; and the creation by teachers of opportunities to differentiate between students working at the three identified levels of ability?</p>	<p>Reasonable progress</p>
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The college has placed an appropriate focus on teaching and learning this year and on the three themes of teaching literacy and numeracy; the tracking of individual learning goals and the recording of outcomes in lessons; and meeting the different needs of learners. Tutors report that they get very good support from the literacy and numeracy team who work alongside the craft tutors in learning sessions to help teach literacy and numeracy. Records of lesson observations showed that literacy and numeracy is taught in some sessions but not all. The specialist team have undertaken some training with craft tutors this year but this work is still developing. The college acknowledge that there is still a lot more work to do on recognising and recording achievement in lessons. From reviewing records of observations of teaching and learning it is apparent that the different individual needs of learners are well met in lessons, but the information is not always fully recorded in lesson planning to ensure that individual identified needs are met in every session.

Leadership and management

<p>What progress has the college made in developing the process for conducting impact assessments?</p>	<p>Reasonable progress</p>
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Since the last MV the college has prepared staff and learners for implementation of the process across all sites. Senior staff had training with an external trainer and it is planned for all of those with specific policy responsibilities to attend further training. Students will also be included in the training. They have developed the documentation required for the initial and full assessments and have involved the equality and diversity group, including students, in the preliminary discussions. They have recognised that students need support in contributing and are already working productively with them in activities such as designing application forms. The college

is working in partnership with a local general Further Education college on the implementation of the assessments.