

## MONITORING VISIT: MAIN FINDINGS

Name of college: Glasshouse College

Date of visit: 15 January 2008

### Context

Glasshouse College is part of Ruskin Mill Further Education Trust (RMET) and was established as a separate college in May 2000. The college recruits from across England, and there are approximately 67 residential students and 18 day students. The college caters for students with challenging behaviour and an increasing number with Asperger's syndrome. The college's guiding principles are formed from the work of Rudolf Steiner, William Morris and John Ruskin and include a holistic approach to all aspects of education. The curriculum incorporates a wide range of learning opportunities and is primarily based on craft activities. Students progress to vocational courses after two years.

### Achievement and standards

What progress has been made in the setting of targets for learners to achieve and the quality of recording of learner progress?	Reasonable progress
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Appropriate targets are set for learners to achieve based on accurate baseline assessment in relation to their personal and social skill development. These are now being consistently embedded across all core subject skill areas. The college has provided ongoing staff training and tutors' awareness of how to set meaningful realistic targets for learners to achieve has improved. However, the college recognises that the recording of progress and achievement in relation to these targets and longer term goals is in need of further development.

## Quality of provision

How successfully are literacy, numeracy and communication skills being developed within curriculum areas?	Reasonable progress
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The college has successfully integrated communication targets for learners to achieve within all sessions and is in the process of identifying appropriate literacy and numeracy skill development within the practical craft based activities. Communication, Word and Number (CWN) tutors work closely with craft skills tutors within sessions to ensure literacy and numeracy and communication skills are being successfully integrated. However, the quality of the recording of progress in relation to CWN skills is underdeveloped.

## Leadership and management

What progress has been made in improving the college's quality assurance arrangements?	Reasonable progress
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The college has improved its quality assurance arrangements since the last inspection. Lesson observations are now undertaken on a regular basis and have a clear focus on improving the use of learning targets to plan lessons. However, improvement points for tutors resulting from observations have little reference to what they need to do to improve learning and learner progress. The quality assurance of residential provision is now underway and each residence is asked to complete a self assessment of provision. Managers now undertake formal household observation visits, based on the five key outcomes of 'Every Child Matters' and useful feedback is given to the house parents involved. It is too early to evaluate the effectiveness of these new arrangements on outcomes for learners.

Does the self assessment report contain evidence which is sufficiently robust to support judgements?	Significant progress
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The self assessment report has greatly improved and now contains more robust evidence to support judgments, linked clearly to the quality improvement plan. The college is further developing the use of appropriate data in self-assessing the quality of provision, which will also provide useful improvement targets for the college to evaluate its performance against.

Is the college compliant with updated equalities legislation and making progress with promoting equality and diversity in all aspects of college life?	Reasonable progress
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The college is fully compliant with current equalities legislation. The college's race, gender and disability equality plan is being updated to include more specific targets in relation to the actions being taken to ensure policies and procedures are implemented effectively. The newly formed equality and diversity working group meets regularly to improve and review practice to ensure equal opportunities are being effectively promoted within all aspects of college life.