

## MONITORING VISIT: MAIN FINDINGS

Name of college: Glasshouse College

Date of visit: 26 February 2009

### 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 has approximately 90 learners. Two thirds have residential placements and the other third comprise day learners from the local area. All are funded by the Learning and Skills Council. The main Glasshouse College site is situated in a former glassworks at Stourbridge. The college caters for learners with a variety of complex needs associated with learning difficulties and/or difficulties, including those who have challenging or extremely vulnerable behaviour. 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 college incorporates a wide range of learning opportunities, primarily based on craft activities.

### Achievement and standards

What progress has been made in improving learners' achievements since the previous inspection?	Significant progress
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Destination outcomes for learners have shown significant improvement. In 2007/08 the vast majority of leavers progressed into work, training, mainstream college or voluntary work, compared with 58% in 2007/08 and 45% in 2005/06. Learners are very successful at gaining placements in line with their future aspirations and long-term goals. For example, one student achieved a university place and four progressed onto mainstream college courses. Approximately one third of learners secured voluntary or supported employment.

What progress has been made in improving the consistency and quality of the recording of learners' progress?	Reasonable progress
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Overall the recording of progress against learning targets has improved. Rigorous monitoring of the quality of recording has identified that progress reports completed by tutors are steadily improving. Tutors are becoming more successful at identifying overall progress by linking short term targets to longer term goals. They are receiving substantial support and ongoing training to improve their skills and there are many more examples of good practice. Individual learning plans contain destination statements, orientation course goals, annual goals, basic skills aims and personal goals. These try to identify the student's journey towards a destination goal. However, there is a lack of clarity as to how these all link together to provide a clear pathway for learners to follow towards their medium and long-term goals. Also

a few of the learning goals within individual learning plans are insufficiently precise to enable progress to be measured accurately. In some cases learning goals are not personalised well enough to match the needs of individual learners.

## Quality of provision

Does quality assurance lead to an increased focus on learning within sessions?	Reasonable progress
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The college's lesson observation process is very thorough and has played an important role in improving the proportion of good and or better sessions from 64% in 2006/07 to 74% in 2007/08. College observations indicate that literacy, numeracy and communication skills are being much more consistently embedded in lessons. Lesson observation documents completed by college observers are now providing more detail about how well learners are learning and making progress within sessions. However, actions for tutors to take to improve the focus in sessions on learning are insufficiently identified. The college recognises that this is in need of further development.

## Leadership and management

Are quality assurance processes providing the necessary information to ensure the college continues to improve its provision?	Reasonable progress
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The college has more robust quality assurance processes in place and rigorously monitors the quality of key teaching and learning processes, such as target setting, and teaching and learning. Supported by robust evidence provided by careful monitoring and evaluation of provision, the college is successfully identifying areas for improvement. The college recognises where further work needs to be done, including in evaluating the quality of training being undertaken and the embedding of literacy, numeracy and communication skills within residences.

How successful is the college in promoting equality and diversity?	Reasonable progress
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The college promotes issues related to equality and diversity through a wide variety of activities. There are comprehensive policies and procedures which meet the requirements of equalities legislation. Impact assessments are being rolled out and action plans have been devised although these are in need of updating. The college recognises the need to involve learners more in the promotion and monitoring of equality and diversity.