



**Annual monitoring inspection report on:**

**Priory College North Wales**

**Date of inspection:**

**28 and 29 April 2014**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

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## Context

Priory Coleg North Wales is an independent specialist college providing support and care for young adults aged 16 to 25 with Asperger's syndrome, autistic spectrum disorders and associated conditions. The college is adjacent to the Yale campus of Coleg Cambria. Nearly all of the Priory Coleg learners are following full time courses with Coleg Cambria and receive both in-class and additional support from Coleg Priory as required.

Learners have access to a wide range of courses provided by Coleg Cambria, across all sites, including small animal care, equine, construction and A levels.

Priory Coleg North Wales has recently revised its management structure.

## Main findings

### Strengths

#### **The college's strengths are that:**

- it has a very good, professional, working relationship with the local further education college to provide learners with a very wide range of learning opportunities;
- learner support workers know their learners well and understand their social and emotional needs; this helps the learners to engage well with main stream college provision;
- risk assessments for individual learners are thorough and detailed; and
- the college has made good progress in addressing nearly all of the recommendations from the last monitoring visit.

### Areas for development

#### **The college's areas for development are that:**

- the self-evaluation report (SER) does not focus well enough on learners and learning; there is insufficient focus on learner outcomes and achievement and no measures of standards against targets;
- the college action plan does not reflect well enough the development areas from the SER;
- although the college maintains detailed and relevant information for each of the learners in individual personal files, formal systems to record, monitor and track learner progress on vocational and academic courses are underdeveloped. This means that the college does not have an overview of learner progress and achievement or measures of trends over time;
- the links between the vocational and academic learning programmes and the

support programmes at Priory Coleg are underdeveloped. This means that Priory Coleg is not able to make best use of the vocational and academic learning programmes to enhance and support the social and educational development of learners; and

- plans for the learners to develop their independent living skills are not consistently matched well enough to the aspirations for the learners' future lives.

## **Recommendations**

- R1 Revise the self-evaluation report to include specific evaluations of outcome data, learner progress, achievement and attendance
- R2 Use the findings from the self-evaluation report to inform the development targets in the action plan
- R3 Review the learners' vocational and academic programmes to identify opportunities for staff at Priory Coleg to extend and support learners social, emotional and educational development
- R4 Establish a formal system to track and evaluate learner progress on vocational and academic courses
- R5 Make sure plans for developing learners independent living skills are relevant and appropriate to the aspirations for the learners' future lives

## **Progress in addressing recommendations from previous note of visit or inspection report**

### **Recommendation 1: Make sure the action plan reflects the areas for development identified in the SER**

This recommendation has not been addressed.

The SER has been redesigned to a useful format that is based on the common inspection framework. However, the SER is not evaluative enough to support the identified strengths and areas for development. This means that the college action plan does not reflect well enough the development areas from the SER.

### **Recommendation 2: Link the anti-bullying policy to other policies, including cyber bullying, and make sure there are clear guidelines for staff on what to do if they encounter bullying or if bullying is disclosed to them**

This recommendation has been fully addressed.

Links between policies are clear and appropriate. Bullying is well defined and cyber bullying is included appropriately. There are clear procedures for recording incidents and clear instructions for staff if they encounter bullying or if bullying is disclosed to them.

### **Recommendation 3: Make sure all policies are specific to Priory Coleg North Wales**

This recommendation has been fully addressed.

All policies have been reviewed and revised to ensure they are relevant to Priory Coleg North Wales.

### **Recommendation 4: Review to current accommodation to suit the needs of the new learners due to start in September (2013)**

This recommendation has been largely addressed.

The college accommodation is adequate for the needs of the current learners. Nearly all of these learners are able to access education at the local further education college and return to the Priory Coleg centre for support and time away from the more challenging learning environment. The college has relevant plans to acquire a new building within the Wrexham area to accommodate learners with more complex needs.

### **Recommendation 5: Make sure learners have full access to a planned PSE programme that includes sex education**

This recommendation has been fully addressed.

The college has revised the provision for personal and social education (PSE) and all learners have a timetabled PSE session each week. The PSE sessions are planned to include a detailed programme of sex education. These sessions are delivered by a specialist teacher from the local authority and learners work towards awards of credit.

**Recommendation 6: Use information from skills assessments to plan for the development of learners' literacy and numeracy skills**

This recommendation has been partly addressed.

All learners have a useful initial assessment of their skills at Priory Coleg and this information is recorded well on learner records. However, not enough use is made of learners' vocational and academic programmes to identify areas where more support may be required, where learning can be enhanced or where developing skills can be transferred to new areas of learning.

**Recommendation 7: Revise the safeguarding policy to include specific and clear steps for staff to follow in the event of an allegation or disclosure**

This recommendation has been fully addressed.

The safeguarding policy is specific and there are clear steps for staff to follow in the event of an allegation or disclosure.

**Recommendation 8: Introduce Welsh signage**

This recommendation has been largely addressed.

The college has introduced Welsh signage for all main areas.

Inspectors' judgements on this annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

## School information

<b>College</b>	Priory College North Wales
<b>College number</b>	F0006006
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	28 and 29 April 2014
<b>Proprietor</b>	Priory Education Services
<b>Staff</b>	10 x teaching assistants 1.5 x teachers
<b>Number of learners</b>	8
<b>Provision</b>	Day Only
<b>Type of special educational need (SEN) catered for by the college</b>	Asperger's syndrome, autistic spectrum disorders and associated conditions
<b>Last Section 163 inspection</b>	No Section 163 inspection to date.
<b>Last annual monitoring inspection</b>	17 and 18 April 2013
<b>Last CSSIW inspection</b>	Not applicable

## Team information

<b>Reporting Inspector</b>	Gill Sims
<b>Team Inspector</b>	Anthony Mulcahy