



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Annual monitoring inspection report on
Pengwern College**

Date of inspection: December 2017

by

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

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Context

Cambian Pengwern College is an independent specialist college owned by the Cambian group. The college provides education for up to 75 learners aged 16 to 25 with moderate to profound and multiple learning difficulties, physical difficulties and autistic spectrum disorder. Learners can access placements for up to three years. There are currently 53 learners. Just under half attend on a daily basis. The rest have residential placements.

The college is situated in a rural location in Rhuddlan, north Wales and hosts within its 23-acre environment a small farm and forest school.

Since the last monitoring visit, the college has appointed a new head of education. She has been in post since September 2017

Main findings

Strengths

- Learners develop positive attitudes to learning during their time at the college. They attend college regularly and sustain their interest and engagement successfully in lessons. This helps them to make effective progress in their learning.
- Learners develop their communication and social skills well. They behave well in sessions and at less structured times of the day.
- There are strong working relationships between tutors, learning support assistants (LSAs) and learners. All staff promote an inclusive ethos which encourages learners to succeed and celebrates their individual achievements.
- Tutors' planning has a strong focus on addressing learners' targets. They share these well with learners and ensure learners have regular opportunities to assess their progress against their targets.
- Tutors and LSAs use questioning effectively to develop learners' verbal communication skills. They use symbols and communication aids well to support learners' understanding and to help them to express their needs and wishes.
- The college's curriculum provides a diverse range of learning experiences that are matched closely to learners' individual needs and abilities. These include valuable opportunities to participate in work experience with a wide range of local and national employers.
- The college has made good progress in addressing recommendations from the previous monitoring visit.

Areas for development

- The college has suitable processes to evaluate the quality of teaching. However, these do not focus well enough on the progress learners make in lessons or areas for development in teaching and assessment. Tutors' planning does not promote sufficiently opportunities for learners to become more independent in relation to their individual needs and abilities.
- Learners' individual learning plans (ILPs) identify suitable long and medium term goals that generally relate closely to learners' likely destinations. However, the quality of short-term target setting is too variable. In a minority of cases, short-term targets do not address learners' specific needs or relate to learners' long-term goals clearly enough.
- The college has recently re-structured the leadership team for education to ensure greater consistency across learning pathways. The head of education and assistant head of education have been in post since September 2017.

Recommendations

- R1 Ensure that tutors' planning promotes learners' independence skills wherever possible
- R2 Strengthen the quality and consistency of target setting so that targets are more specific and relevant to learners' needs and destinations
- R3 Support and challenge the new leadership team for education so that they are successful in their roles
- R4 Ensure that lesson observations have sufficient focus on the progress learners make in lessons

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

Recommendation 1: Continue to analyse data to inform planning

This recommendation has been largely addressed.

Since the previous monitoring visit, the college has introduced a useful quality cycle which includes regular data capture points. Leaders are beginning to use this information to inform their self-evaluation report and college development plan. Leaders analyse data on learners' behaviour and attendance well to track learners' attitudes to learning and engagement. This analysis supports leaders to identify key areas that require immediate action. For example, the recent analysis of trends in behaviour incidents has led to changes to the college timetable. It also ensures that learners who require additional support from the multi-disciplinary team are referred in a timely fashion.

The college collects and analyses useful data on learners' progress against their ILP targets. However, they do not use this information well enough to evaluate the overall progress learners make during their time in the college.

Recommendation 2: Ensure that the self-assessment report focuses clearly on areas for development as well as strengths

This recommendation has been largely addressed.

The college's self-assessment report provides a detailed and comprehensive account of the college's work which cross-references well to Estyn's common inspection framework. This includes a useful summary of the college's strengths and areas for development in relation to each inspection area. Areas for development link closely to priorities identified in the college's development plan.

However, the report does not include sufficient evaluation of learners' achievements and progress, or of the standards of teaching at the college. This means that it is difficult for leaders to identify accurately areas for development in these two areas to inform their planning.

Recommendation 3: Continue to seek the views of other professionals as part of the self-assessment process

This recommendation has been largely addressed.

The college has secure arrangements to gather the views of a suitable range of stakeholders to inform its self-assessment, including those of learners, staff, parents and professionals. For example, it has implemented appropriate processes to gather feedback from social workers, careers advisors and health workers immediately following learners' person-centred reviews. This provides leaders with helpful views from these professionals on the outcomes, provision and leadership and management at the college.

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

College information

College	Pengwern College
College number	F0006002
Purpose of visit	Annual monitoring inspection
Date of visit	13/12/2017
Proprietor	The Cambian Group
Staff	1 principal, 1 head of education, 1 assistant head of education, 13 tutors, 94 learning support staff, 1 funding and transition manager, 1 admissions officer, 1 admin manager 1 head of care, 8 deputy care managers, 1 nurse, 1 health care assistant, 1 speech and language therapist, 1 speech and language assistant, 1.5 occupational therapists, 4 drivers, 1 data auditor, 1 ICT officer, 2 administrators, 1.5 cooks, 2 maintenance operators, 1.5 cleaners, 0.5 vehicle technician, 1 farm technician
Number of learners	53
Provision	26 day placements, 27 residential placements
Type of special educational need (SEN) catered for by the college	Moderate to profound and multiple additional learning needs, physical disabilities and autistic spectrum conditions
Last full inspection	06/10/2014
Last annual monitoring inspection	12/10/2015
Last CSSIW inspection	04/09/2017