



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

**Annual monitoring inspection report on  
Beechwood College**

**Date of inspection: October 2016**

**by**

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

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## Context

Beechwood College is an independent specialist college and care home, situated in Sully in the Vale of Glamorgan. It is owned by Beechwood Court Ltd, which is part of Ludlow Street Healthcare.

The college offers day and residential placements to learners aged 16 years of age and over who have learning disabilities and/or autism and who may have needs associated with the autistic spectrum condition.

The head of education leads a team of tutors and learning support assistants and has responsibility for the provision and delivery of all education programmes. The college's senior management team includes the director for education, head of education, the care home manager and the clinical lead.

There are currently 66 learners on the roll of the college, of whom 55 are young men and 11 are young women. Learners come to the college from a wide range of local authorities across England and Wales.

The current head of education took up post in December 2013. The college's last core inspection was in April 2014. In April 2015 the college opened a new vocational centre in the college grounds. The college has recently added a new classroom, learner common room and visitor centre to its existing premises. Since the last monitoring visit in May 2015, the college has appointed a deputy head of education and a deputy head of care to support the work of the senior management team.

## Main findings

### Strengths

Many learners behave well in lessons and engage with their work effectively.

They respond positively to encouragement from tutors and learning support assistants, who understand the social and emotional needs of learners well.

The college has continued to develop opportunities for learners to participate in work-related learning through a range of relevant internal and external work experience placements.

The college has established robust procedures for monitoring attendance, physical interventions, learners' files and the achievement of learners' targets.

The college's multi-disciplinary team includes an occupational therapist, clinical psychologist, speech and language therapist and dietician. The team provides useful support in assessing learners' additional learning needs and puts in place a range of

appropriate interventions to enable learners to access learning.  
The college campus provides a calm and secure learning environment, which helps learners feel safe at the college.

### **Areas for development**

Targets on learners' individual learning plans do not take sufficient account of the range of skills learners will need in their future lives. As a result, the college is unable to evaluate whether learners make sufficient progress in developing the skills they need to lead more independent lives.

The education team meet regularly to discuss issues relating to staffing, operational matters, and the safety and welfare of learners. However, meetings do not focus sufficiently on learner outcomes and progress, or the sharing of good practice.

Although the college carries out regular lesson observations, these do not focus enough on standards and progress of learners. Managers do not use the information from these observations well enough to improve practice across the college.

The college carries out regular audits of learners' files, to make sure that they include all the required information about each learner. However, they do not carry out formal scrutiny of learners' work to ensure that teaching enables all learners to make appropriate progress.

### **Recommendations**

R1 Ensure that targets on individual learning plans address the full range of skills that learners will need in their future lives

R2 Use the information gained from lesson observations and work scrutiny to improve the quality of teaching and learning

R3 Ensure that staff meetings focus appropriately on learners' progress

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

### **Recommendation 1: Improve the attendance of a minority of learners who are persistently late or absent**

This recommendation has been largely addressed.

Overall attendance at the college has increased from 75% at the time of the inspection in 2014 to 84.56% in 2014-2015 and 88.67% in 2015-2016. The college has robust systems in place for monitoring the attendance and punctuality of individual learners. Managers use this information effectively to identify learners with attendance issues and to introduce a range of strategies, for example changes to individual programmes and morning routines. Education and care staff work well together to implement these strategies, which are reviewed at regular multi-disciplinary team meetings. This has resulted in improved attendance for many learners.

### **Recommendation 2: Increase opportunities for lecturers to share good practice**

This recommendation has not been addressed.

The college carries out regular lesson observations. This helps managers to identify strengths and areas for development in relation to teaching. However, it does not have systems in place for lecturers to observe and share good practice in teaching within the college. In 2015, managers introduced peer observations. However, this has not had a significant impact on provision or outcomes.

Staff carry out visits to other providers, including schools and colleges in England and Wales, as part of the assessment process for new students. However, they do not make the most of these links to identify and share good practice.

### **Recommendation 3: Extend the procedures for measuring learners' progress to all areas of the curriculum**

This recommendation has been partly addressed.

The college has effective procedures to track the progress that learners make against the targets on their individual learning plans. The college has reviewed its target setting to ensure that targets for literacy, numeracy and personal and social education are more specific and capture the small steps of progress that learners make. However, overall, targets on learners' individual learning plans do not cover all areas of the curriculum or reflect the full range of skills that learners will need in their future lives.

Since the last visit, the college has introduced subject specific targets to track the progress learners make in the options they follow on their afternoon timetable. The college reviews learners' progress against these targets on a termly basis. However, many of these targets are not specific enough or do not provide suitable challenge.

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

### College information

<b>College</b>	Beechwood College
<b>College number</b>	F0006003
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	10/10/2016
<b>Proprietor</b>	Beechwood Court, Ludlow Street Health Care
<b>Staff</b>	13 lecturers ,1 multi-skills lecturer ,14 full-time LSAs, 2 part-time LSAs, 59 support workers (residential)
<b>Number of learners</b>	66
<b>Provision</b>	Day, weekly boarder (Mon to Friday), 38 week term-time, 38 week plus respite, 52 week
<b>Type of special educational need (SEN) catered for by the college</b>	Students who have learning disabilities and/or autism and who may have needs associated with autistic spectrum disorder
<b>Last full inspection</b>	07/04/2014
<b>Last annual monitoring inspection</b>	04/05/2015
<b>Last CSSIW inspection</b>	01/08/2016

### Team information

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