



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: March 2018

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 lecturers and learning support assistants and has responsibility for the provision and delivery of all education programmes. The college's strategic leadership team includes the director for education and care, head of education, deputy head of education, the care home manager and the clinical lead.

There are currently 63 learners on the roll of the college, of whom 49 are young men and 14 are young women. Learners come to the college from a wide range of local authorities across England and Wales. Funding for a minority of learners is through education services.

A new director of education and care joined the college in July 2017.

The college's last core inspection was in April 2014

Main findings

Strengths

The college has made strong progress in addressing the recommendations from the previous monitoring visit.

Many learners make beneficial progress during their time at the college. They have positive attitudes to learning. Lecturers and support staff know the needs of learners well and establish positive and productive working relationships with them.

The new director of education has implemented effective systems and structures to support improvement. These include a system for tracking learner progress and an appropriate structure of delegated leadership with clear roles and responsibilities.

Senior leaders and managers have a clear understanding of what they need to do to improve the college. They work well together and have a clear focus on improving outcomes for learners.

Areas for development

The college has introduced a number of valuable adaptations to its curriculum to support the development of learners' independence skills. For example, it has created a life skills area and a café, and is beginning to develop a broader range of

opportunities for learners to access work experience. However, overall, lecturers' planning does not provide sufficient opportunities for learners to practise and develop the skills identified in their individual learning plans.

Since the last visit, attendance has fallen and is currently too low. A few learners do not arrive punctually and ready to learn.

Recommendations

R1 Ensure that learning experiences enable learners to practise and develop the skills identified in their individual learning plans

R2 Improve attendance and punctuality

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

Recommendation 1: Ensure that targets on individual learning plans address the full range of skills that learners will need in their future lives

This recommendation has been largely addressed.

The college has reviewed individual learning plans to ensure that they address a broad range of skills that learners need in their future lives. These include targets to develop learners' vocational independence, health and wellbeing and social skills, as well as their literacy, numeracy and information and communication technology (ICT) skills.

Purposeful short and medium-term targets link well to learners' long-term destination and placement goals. These goals are informed suitably by the college's multidisciplinary team and link well to learners' education and health care plans or learning support plans.

The college reviews learners' progress against their targets on a regular basis. Learners have appropriate opportunities to contribute to their targets and review the progress they make.

Recommendation 2: Use the information gained from lesson observations and work scrutiny to improve the quality of teaching and learning

This recommendation has been largely addressed.

Senior leaders use the information from lesson observations and work scrutiny well to help staff improve their teaching. They make constructive use of an observation feedback record that includes the steps required to improve practice. However, they give insufficient focus in observations to the standards that learners achieve.

An effective system for performance management is now in place. As a result, lecturers have appropriate targets to improve the quality of teaching that they work towards during the academic year.

A system of peer observations is developing well and is beginning to have a positive impact on practice. For example, lecturers are beginning to try out new approaches, seek advice, and provide support for colleagues in the use of ICT.

Recommendation 3: Ensure that staff meetings focus appropriately on learners' progress

This recommendation has been largely addressed.

A series of regular staff meetings focus appropriately on learners' progress. The information from these meetings helps to inform the tracking of learner progress and identify appropriate targets for improvement. For example, weekly education meetings have a key focus on teaching and learning and weekly multi-disciplinary core group meetings focus on the progress of learners with high levels of need. Weekly response meetings provide valuable opportunities for staff to evaluate the management of challenging behaviour.

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

College information

College	Beechwood College
College number	F0006003
Purpose of visit	Annual monitoring inspection
Date of visit	14/03/2018
Proprietor	Beechwood Court, Ludlow Street Healthcare
Staff	1 deputy head of education, 12.1 lecturers FTE (3 part-time lecturers), 12.6 learning support assistants FTE (1 part-time), 69 support workers (residential)
Number of learners	63
Provision	Day learners and weekly boarders (Monday to Friday term time), 38 week term time, 38 week plus respite, 52 week
Type of special educational need (SEN) catered for by the college	Students who have learning disabilities and/or autism and who may have needs associated with the autistic spectrum condition
Last full inspection	07/04/2014
Last annual monitoring inspection	03/10/2016
Last CSSIW inspection	06/11/2017