



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

**Annual monitoring inspection report on  
National Star in Wales - Mamhilad**

**Date of inspection: September 2017**

**by**

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 29/11/2017**

## Context

National Star in Wales - Mamhilad opened in September 2016. The college provides day placements for learners with a range of complex learning difficulties, including acquired brain injuries, physical disabilities, autism spectrum disorder (ASD) and communication difficulties. The college currently has nine learners aged 19 to 22 years.

The college curriculum offers personalised learning pathways with goals for learning and independent living. The college's mission is 'to enable people with disabilities to realise their potential through personalised learning, transition and destination services'.

The college is located on the Mamhilad Park Estate, near Pontypool. The accommodation includes a general learning and sensory classroom, a kitchen for the development of cooking and life skills, and a therapy room.

National Star in Wales - Mamhilad is part of National Star Foundation and shares key functions with National Star College. These include technical services, estates management, human resources, health and safety management, staff training and development, and financial support. The head of service for the college also has responsibility for a day provision service in Hereford. Overall strategic leadership for the college is provided by National Star College.

This is the first monitoring visit of the college since it opened.

## Main findings

### Strengths

The college provides a calm and welcoming learning environment, which promotes successfully a sense of purpose and wellbeing for staff and learners.

The college has robust processes to identify learners' medical and therapeutic needs prior to entry and when they join the college. Tutors and facilitators use this information well to help learners overcome their individual difficulties and gain in confidence during their time at the college.

Tutors' planning takes effective account of learners' social and emotional needs. This enables learners to engage productively in their learning and make suitable progress against their targets.

Learners benefit from a wide range of specialist interventions to meet their needs and requirements. This includes regular support from a speech and language therapist, an occupational therapist and a behaviour specialist. The college's provision for specialist therapeutic support makes a significant contribution to the progress learners make while at the college.

The relationship with National Star College provides the college with strong direction, a shared vision and highly effective support in a range of key functions. Staff have suitable opportunities to observe and share good practice and ways of working. This has enabled managers to establish and expand the college's provision within a very short period of time.

The college is developing useful links with the community, which enhance the learning experiences on offer. These include a work experience placement with a business carrying out office duties and opportunities for learners to sell their products at the local market. These experiences make a valuable contribution to learners' social and personal development.

### **Areas for development**

The information gained from previous providers and the college's own assessments do not provide sufficient information about learners' literacy and numeracy abilities when they join the college. In addition, the college does not plan well enough to develop learners' skills in literacy and numeracy.

There is a wide range of detailed policies and procedures in place. These are clear and well written. However, they apply to the organisation as a whole and are not specific to the needs of the college in Wales.

Self-assessment and improvement planning processes are at a very early stage of development.

Although designated safeguarding officers at National Star College have responsibility for National Star in Wales - Mamhilad, there is not a designated safeguarding officer permanently on site.

### **Recommendations**

R1 Improve the assessment of and planning for learners' literacy and numeracy skills

R2 Make sure that there is a designated safeguarding officer on site at the college at all times

R3 Develop robust self-assessment processes and use these to inform improvement planning

R4 Ensure that all policies and procedures are specific to National Star in Wales - Mamhilad

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

This is the first annual monitoring inspection for National Star in Wales - Mamhilad. Inspectors' judgements on this annual monitoring inspection should not prejudice the findings of a future full inspection.

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

## College information

<b>College</b>	National Star in Wales - Mamhilad
<b>College number</b>	F0006007
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	28/09/2017
<b>Proprietor</b>	National Star Foundation
<b>Staff</b>	1 service manager, 1 programme co-ordinator, 2 tutors, 6 education and care facilitators (includes 3 part-time), 1 occupational therapist, 1 physiotherapist, 1 speech and language therapist, 1 behaviour specialist (all part-time)
<b>Number of learners</b>	9 (includes 1 social care placement)
<b>Provision</b>	Day (36 weeks)
<b>Type of special educational need (SEN) catered for by the college</b>	Physical disabilities, learning difficulties, sensory and communication impairments, profound and multiple disabilities
<b>Last full inspection</b>	Insert text
<b>Last annual monitoring inspection</b>	N/A
<b>Last CSSIW inspection</b>	N/A