



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

Annual monitoring inspection report on
Cambian Pengwern College

Date of inspection: October 2015

by

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

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Context

Pengwern College is an independent specialist college owned by the Cambian group. It 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. Twenty-seven 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 visit, the college has built three new classrooms, to replace temporary accommodation. It has also appointed a full-time nurse.

Main findings

Strengths

The college's strengths are that:

- Learners behave very well and remain on task
- Learners have good access to work experience
- Tutors plan their sessions carefully and match the work well to learners' needs and abilities
- Staff make sure that all learners know how well they have met their targets for work and behaviour
- There is good use of symbols across the college to make sure that all learners are engaged
- Tutors and learning support assistants work very well together to support the learners
- Tutors and learners have benefited from training in assessment for learning

Areas for development

The college's areas for development are that:

- It has introduced an electronic system, developed by the company, for collecting data and monitoring performance, and is starting to analyse this data to inform planning
- The self-assessment report clearly identifies the strengths of the college, although it does not identify areas for development well enough
- The college has recognised the need to develop more effective processes for seeking the views of professionals

Recommendations

The college should:

- R1 Continue to analyse data to inform planning
- R2 Ensure that the self-assessment report focuses clearly on areas for development as well as strengths
- R3 Continue to seek the views of other professionals as part of the self-assessment process

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

Recommendation 1: Improve the achievement of male learners

This recommendation has been fully addressed.

Following an analysis of outcome data, the college identified the need to review the targets of individual learners, in particular those who attended the college on a parttime basis. It became clear that part-time learners, who were all male, had too many targets. This had an impact on the data for male learners.

Pathway leaders now set targets with the learners that accurately reflect the number of hours that learners attend the college.

Currently, the college can show that there is little difference between male and female learners' performance.

Recommendation 2: Consider the introduction of vocational qualifications for specific employment

This recommendation has been fully addressed.

Since September 2015, learners following the Exploring Work pathway have been able to choose from a range of accredited courses. These include land based studies, hospitality and catering, information technology and craft design technology.

Learners have the opportunity to take part in taster sessions, before embarking fully on the courses, to make sure that these courses meet their needs.

In addition, the college has recently introduced an accredited course in food studies and a non-accredited course in photography.

As these courses have only recently been introduced, it is too early to see whether they will lead to specific employment.

Recommendation 3: Make sure that literacy and numeracy is always included in learners' reviews

This recommendation has been fully addressed.

Every learner has six targets, including one for literacy, one for numeracy and two for communication. The college reviews these targets on a termly basis, to monitor progress and check that the targets are appropriate.

Annual reports now include appropriate information on literacy and numeracy. These reports are discussed with learners and their parents at the person centred reviews.

Recommendation 4: Focus more on assessment for learning across the college

This recommendation has been fully addressed.

The college has made very good progress in addressing this recommendation. Following the last visit, pathway leaders delivered training to all staff who then developed a range of resources for use with learners of different abilities.

The college has established robust systems for monitoring the effectiveness of assessment for learning across the college. This includes regular scrutiny of session plans and session files, as well as session observations.

The impact of this work can be seen clearly in sessions. Assessment for learning is now embedded across the college. Learners with more complex needs make very good use of symbols and tailor-made resources to rate their performance. More able learners also assess their peers, giving each other's work ratings out of ten.

Recommendation 5: Widen the consultation of stakeholders in self-evaluation

This recommendation has been largely addressed.

Since the last visit, the college has widened its consultation of stakeholders in the self-evaluation process. This has included consultation with parents, professionals and employers.

Consultation with parents has included a parent workshop to provide feedback on the Estyn key questions, an event to celebrate student success and the creation of a new parent support group. These events have enabled parents to gain a better understanding of the work of the college, and to express their views.

The college has started to collect the views of professionals through surveys and invitation to open days. However, this is at an early stage. The college has identified the need to develop more effective processes for obtaining the views of these stakeholders.

Recommendation 6: Further the use of data across the college to improve learner outcomes

This recommendation has been largely addressed.

The college now collects and analyses a greater range of data relating to individual learners as well as groups. For example, tutors have used data relating to learner perceptions to inform lesson planning and improve learner engagement.

The quality development leader has improved the quality of the data that tutors receive. Tutors use this valuable information to set learners' core targets and managers are able to monitor performance more accurately. The termly reviews have a clear focus on data, and show individual progress in literacy, numeracy and communication.

The college has recently introduced a new data system, developed by the company. This is able to show very small steps of progress across a wide range of areas. For example, engagement is broken down into transitions, attendance, participation and skills. As a result, the college can track incremental progress and intervene in a timely manner where learners are not doing as well as they could.

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

College information

College	Cambian Pengwern College
College number	F0006002
Purpose of visit	Annual monitoring inspection
Date of visit	19/10/2015
Proprietor	Cambian
Staff	12 tutors 73 learning support assistants (25-28 during the academic day)
Number of learners	53
Provision	Day, 38-week residential and 52-week residential
Type of special educational need (SEN) catered for by the college	Moderate to profound and multiple learning difficulties, physical disabilities & autistic spectrum conditions
Last full inspection	01/10/2014
Last annual monitoring inspection	01/07/2013
Last CSSIW inspection	01/03/2015

Team information

Mrs Caroline Rees	Reporting Inspector
Mrs Claire Yardley	Team Inspector