

# Cambian Dilston College

Reinspection monitoring visit report

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<b>Name of lead inspector:</b>	Jacque Brown, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent specialist college
<b>Address:</b>	Dilston Hall Corbridge Northumberland NE45 5RJ

## Monitoring visit: main findings

### Context and focus of visit

This is the second reinspection monitoring visit to Cambian Dilston College following publication of the inspection report on 11 November 2021 which found the provider to be inadequate overall.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

### Themes

**To what extent have leaders and managers implemented an ambitious and inclusive curriculum that meets all learners' needs, prepares them for adulthood and promotes positive behaviours and high expectations?**

**Reasonable progress**

Leaders and managers have provided useful training to improve tutors' understanding of how to develop an individual curriculum for learners. As a result, most tutors now teach a curriculum that enables learners to develop the knowledge, skills and behaviours identified in their education, health and care plans. For example, learners improve their independent living skills, such as cooking and travelling, without support, and they develop vocational skills, such as making focaccia bread and checking the pressure of car tyres. However, a few tutors do not plan a curriculum that is personalised enough to meet the needs of learners based on their starting points. As a result, these learners do not make the progress of which they are capable.

Staff ensure that most learners attend valuable internal or external work placements or work-related activities which are tailored to their personal interests and long-term goals. Consequently, learners develop their social interaction and communication skills and improve their confidence, resilience and team-working skills.

Leaders and managers have implemented 'dear time' (drop everything and read) which supports learners to improve their reading and comprehension skills. Learners are encouraged to read materials that interest them. However, a few tutors provide resources that are not age-appropriate.

Leaders and managers recognise the need to develop the curriculum further and plan to introduce a 'Quality of Life Curriculum' in September. They have scheduled training for staff before the end of this term. This curriculum includes important topics such as developing social skills, building relationships, understanding physical changes and expressing sexuality. It is intended that the curriculum will enable learners to develop transferable skills that equip them for life beyond college.

**To what extent have leaders and managers improved the attendance of learners and the monitoring of attendance at college and in lessons? To what extent do they ensure that learners catch up quickly on any learning that they miss?**

**Reasonable progress**

Leaders and managers have implemented effective processes to monitor the attendance of learners. The newly appointed attendance officer carefully monitors attendance, and most tutors provide useful information about learners' attendance on the electronic learning platform. However, a few tutors do not record sufficiently detailed information to enable residential staff to support learners with attendance issues as well as they could. Leaders and managers rightly recognise the need to ensure that all staff are clear about their roles and responsibilities in monitoring and improving learners' attendance.

Residential staff and tutors work closely together to support learners to catch up on their learning when they miss sessions. Staff also work with specialist services to support learners with complex needs to improve their attendance and focus in sessions. For example, tutors work with the speech and language therapy team to develop strategies for learners who have difficulties regulating their emotions, which can impact their attendance and learning. This support enables learners to regulate their emotions better so that they can spend longer periods of time concentrating on activities without needing to leave a session.

**To what extent have leaders and managers ensured that learners receive relevant careers information, advice and guidance so that they can make well-informed decisions about their next steps, either independently or with support?**

**Reasonable progress**

Leaders and managers have ensured that relevant careers information, advice and guidance is given to learners, including those with complex needs. The transition officer and job coach work closely with a specialist careers adviser to ensure that learners receive useful information and advice to enable them to plan their next steps. Staff produce an individual careers education action plan for each learner which identifies careers activities to support learners in working towards their long-term goals. Leaders and managers understand the need to increase the amount of time that the specialist careers adviser can spend with learners, and they have secured additional time from September.

Leaders and managers ensure that learners undertake useful work experience or work-related activities. For example, learners attend internal work placements in catering and reception duties and attend external work placements such as working in cafes, shops and gardens. However, leaders and managers rightly recognise the need to broaden these opportunities further to respond to learners' personal interests and aspirations.

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