



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

Annual monitoring inspection report on

Coleg Elidyr Camphill Communities

Date of inspection: May 2017

by

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

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Context

Coleg Elidyr is a residential independent specialist college for young people with moderate to severe learning difficulties aged 18 to 30 years.

Estyn inspects the provision for learners who are funded for education. There are currently 19 of these learners at the college, all of whom live on site in one of the six residential houses. The majority of these learners come from Wales. The others come from England. Thirteen learners are male and six are female. All are aged between 19 and 22.

The college's work is influenced by the Camphill philosophy, which emphasises experiential, practical learning. The curriculum includes land-based, vocational and craft subjects designed to help learners develop the skills that they need for a more independent life. The college estate includes a working farm, kitchen garden and woodlands.

The college is led by a leadership team, responsible to a board of trustees.

Since the last annual monitoring visit, the college has refurbished its garden classroom, resourced a small fitness suite and introduced alpacas to the working farm.

Main findings

Strengths

Learners have a positive attitude to their learning. They engage well, participating with interest and enthusiasm. Nearly all learners sustain their concentration during tasks and show pride in their work.

Education staff have very good professional relationships with the learners. This helps the learners to manage their work effectively and to develop their confidence and self-esteem.

The college has developed a strong culture of professional learning for all staff. In addition to the successful internal professional learning groups, there is a wide range of other opportunities for staff to develop their professional skills. These include visits to and from similar providers, peer observations and opportunities to gain further qualifications.

The extensive facilities offer valuable opportunities for learners to develop their skills in real life situations.

Areas for development

The college collects initial and ongoing data on standardised and externally verified assessments. However, this data is not used well enough to evaluate and demonstrate the overall progress of learners during their time at the college and to inform self-assessment processes.

Although the college has a detailed quality improvement plan and self-assessment report, these focus too much on provision and not enough on outcomes.

Recommendations

R1 Make effective use of standardised and externally verified assessment data to evaluate and demonstrate the progress of learners

R2 Ensure that the college's self-assessment report and quality improvement plan have an appropriate focus on outcomes

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

Recommendation 1: Make further use of the valuable data that the college collects to analyse and evaluate the standards of groups learners

This recommendation has been largely addressed.

The college has revised its processes for collecting and analysing individual learner progress in relation to their targets and now uses this data to analyse the progress made by groups of learners. These groups include learner characteristics such as type of learning need and gender. Although this analysis shows that there is no notable difference between groups of learners, staff now have a greater understanding of how data can be used to track and monitor performance.

The college has also used this data to evaluate the impact of training on the progress made by learners, particularly those with autistic spectrum disorder, in developing their independent learning skills.

Recommendation 2: Make sure that all staff encourage learners to work independently wherever possible

This recommendation has been largely addressed.

Since the last annual monitoring visit, the college has established an effective professional learning group focusing on ways to support learners to develop their independence. All education staff participate in the group's activities, which include projects to trial best practice. Staff have identified a range of effective strategies, for example modelling, mirroring and stepping back. These strategies are now being used routinely across the curriculum. Staff and learners have also developed a greater understanding of the importance of developing independence skills.

All learners have specific individual targets for improving their independence and these are reinforced across all learning activities. The college has also extended opportunities for learners to develop independence through the Duke of Edinburgh's Award Scheme.

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

College information

College	Coleg Elidyr Camphill Communities
College number	F0006001
Purpose of visit	Annual monitoring inspection
Date of visit	08/05/2017
Proprietor	David Sibbons
Staff	1 vice principal 1 head of education, 1 head of trainees & transition programme, 7 co-ordinators, 1 tutor/craft champion, 10 tutors, 3 higher level learning support assistants, 7 learning support assistants
Number of learners	19
Provision	52 week residential
Type of special educational need (SEN) catered for by the college	Moderate to severe learning disabilities
Last full inspection	02/06/2014
Last annual monitoring inspection	02/05/2016
Last CSSIW inspection	06/03/2017

Team information

Mrs Caroline Rees	Reporting Inspector
Ms Denise Wade	Team Inspector