

# Sheiling College

## Independent specialist college

<b>Inspection dates</b>		2–3 December 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Not previously inspected
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- learners make very good progress in developing their daily living and communication skills and in the way they relate to each other and the local community
- staff make excellent use of the college environment and other resources to support learning
- well-integrated specialist therapeutic support combined with very effective behaviour management helps learners with very complex barriers to learning take a full part in the life of the college
- learners develop good English, mathematics and communications skills by using them in a wide range of practical and relevant situations during the college day, both in the residences and during their leisure time
- the Principal, head of college and trustees have a clear and realistic development plan for the college that builds on the successful start already made, and have continuously improved the experiences of the learners since the college provision started
- college staff, parents, carers and other partners work together very well to help learners become more independent and develop their personal and social skills.

#### This is not yet an outstanding provider because:

- when learners start at college too little attention is paid to what they will do and where they will go when they complete their course
- the process for recording learners' progress and setting objectives is too complicated to be easily understood by everyone who uses it
- self-assessment and quality improvement arrangements do not focus strongly enough on the impact of past actions and future plans on learners' experience and progress.

## Full report

### What does the provider need to do to improve further?

- Increase the emphasis on destination planning and start discussing options and opportunities with learners and their parents and carers at an earlier stage so that learners' long-term goals relate more closely to their intended post-college placement.
- Ensure that the assessment and recording process is easy to use, comprehensible to parents, carers and other stakeholders and accurately measures the progress learners make over time.
- Strengthen and streamline the self-assessment and quality improvement arrangements so they clearly reflect the key strengths of the provision and its areas for improvement and leads to the development of ambitious, measurable targets that have a clear impact on the experience of the learner.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Sheiling College was established in 2012. It offers education and care provision for learners with severe, complex and moderate learning difficulties and with autistic-spectrum conditions in a therapeutic community setting. The college curriculum includes estate skills, horticulture, traditional woodworking crafts, weaving and pottery. Inspectors observed activities across the whole of the provision and awarded one overall grade.
- Learners make good progress during their time at the college. Over the last two years all learners have successfully gained an entry-level qualification on the accredited Life and Living Skills programme.
- Learners make very good progress towards achieving and exceeding their planned learning and independence goals. Since the college opened, all learners have achieved a high percentage of their personal targets. Targets are suitably challenging and cover all aspects of the learners' experience at the college. They undertake willingly the daily independent living skills tasks associated with residential provision. Learners adjust well to each other's needs and learn how to live in a community.
- The progress made by learners in improving and managing their behaviour when in class or moving around the campus is very good. Many learners join the college displaying various levels of challenging behaviours. Highly personalised and well-judged behaviour support plans are very effective in providing learners with the strategies and individual support needed to reduce or minimise the occurrence of these behaviours. One second year learner made great progress in engaging in learning, having previously been barely able to participate in any activities.
- Learners make appropriate progress in their understanding of the world of work, which mostly occurs on the college site or the Sheiling Trust-owned farm and café, although not all learners who might benefit undertake work experience outside the college.
- No learners have yet left the college, but destination and transition planning does not sufficiently focus on what residential, educational or vocational opportunities learners should be able to progress to after college.
- Attendance is good, despite over half of the learners having significant medical conditions. Learners adjust well to the challenges of life in college. They enjoy the range of activities presented to them and are learning to make choices that affect their daily lives.
- The college collates and analyses the performance of all learners at the end of each year. Information gathered clearly shows that there are no significant variations in achievement between different groups of learners by different levels or when considering their disability or gender.

**The quality of teaching, learning and assessment**

Good

- Teaching, learning and assessment are good and contribute well to the substantial progress made by learners. Staff have high expectations of what learners can achieve and provide strong individualised support to enable them to succeed.
- Staff know their learners very well. The planning of learning takes good account of the complex needs of learners. It makes effective use of specialists who provide staff with the confidence and strategies to manage challenging behaviour. Teachers create a safe atmosphere in which to learn. All staff make good use of the college's quiet, rural setting to develop learners', independence, communication and vocational skills through practical activities such as working with animals or traditional crafts. These activities help calm and focus learners at moments of tension.
- Learners respond well to the range of activities used to support their learning objectives such as managing their own behaviour, completing a task or maintaining eye contact when holding a conversation. All learners improve their communication and team working skills and their ability to follow instructions through undertaking essential, routine tasks around the campus.
- Practical resources and specialised technology enrich learning. Classrooms and workshops offer functional, modern facilities. Extensive investment in information and communication technology (ICT) ensures learners have good access to all the college's resources throughout the campus including the residences. The very good use of symbols supports learners with complex communication needs and the input of therapy teams is evident in lessons, in residences and, where appropriate, when liaising with parents or carers. For example, the speech and language therapist provided very effective support to a learner through a period of emotional distress.
- Comprehensive, wide ranging assessment information helps to inform teaching strategies. However, the process for recording assessment judgements is too descriptive and learners are set more objectives than they can focus on effectively. This makes the measurement of learners' progress over time complicated and time consuming. The college has recognised this and a new tracking system is under development which will improve and simplify recording and assessment processes.
- Education, residential and therapy staff communicate effectively. All staff contribute to a single document that assesses the daily progress each learner makes in their behaviour and skills development and how well each is adapting to new or more demanding challenges.
- Teachers make good use of practical and relevant activities across the curriculum to improve learners' English and mathematics skills. Learners work towards individual targets during cookery, horticulture and craft sessions. For example, students developed sequencing and measuring skills when making biscuits and planting seeds at the correct depth and distance apart. Learners who are reluctant communicators become able to contribute to class discussions, tell other people how they feel and make choices.
- Frequent, constructive comments from tutors and support staff help learners make progress in lessons. Feedback is precise and easy to understand and learners are clear about what they need to do to improve. Accredited qualifications in life and skills, provide a structure to develop their social, personal and communication skills and to demonstrate achievement.
- Learners benefit from good advice and guidance. The majority of learners have clear ideas of where they would like to go after college and what they would like to do. However, the range of work experience opportunities offered by the college requires further improvement to meet the growing and diverse needs of current and future learners. The planned development of a college shop and café will provide learners with more opportunities to develop their employability skills.

**The effectiveness of leadership and management**

Good

- In the short time since the college opened, leaders and managers have developed a clear strategic direction, successfully establishing good provision that responds very effectively to the complex needs of learners and prepares them well for the next stage in their lives. The growth in learner numbers in the college is being managed carefully to ensure that further developments build on the college's successful start.
- The head of college sets very high standards for all staff; he is relentless in his determination to improve the quality of teaching and learning across the college. Following observations of learning, staff benefit from a detailed professional discussion that highlights effective practice, offers practical steps to develop their skills further and helps increase further their ability to design effective learning programmes.
- The well-qualified staff benefit from extensive training that keeps them up to date and develops their skills in working with learners with challenging behaviour. Recent appointees are bringing a good range of experience, expertise and understanding of disability to the team. All staff approach their work with enthusiasm and a strong commitment to improving the lives of the young people with whom they work.
- Trustees play an increasingly effective role in the development of the college. They challenge and support the work of senior leaders, using their knowledge and experience effectively to scrutinise reports, set realistic targets and provide good professional advice.
- Managers have evaluated the quality of provision using self-assessment thoroughly since the college opened. However, too much of the self-assessment report is overly descriptive and fails to record the strong impact of much of the good work that has taken place. Too few judgements relate to the impact of actions on, and the experience of, learners, for example how well college staff increase learners' independence, improve their communication and develop their personal and social skills.
- Good curriculum design and delivery are meeting the complex and diverse needs of learners, increasing their ability to make a positive contribution to college life and beyond. Staff focus strongly on overcoming learners' inappropriate behaviour and enabling them to function in a range of familiar and unfamiliar situations. Learning programmes are well structured and all staff support learners to achieve their fundamental learning goals. Staff are flexible and adaptable; they respond with resourcefulness and sensitivity to learners' fluctuating and varied needs.
- Resources for supporting learning are very good. Teachers' very effective use of the wide range of ICT equipment in the classroom encourages communication, reinforces learning and improves learners' confidence. The wider learning environment provides excellent opportunities for learners to develop their personal, social and work skills using safe, but realistic, activities.
- Partnership working between college staff, parents or carers is outstanding. Strategies to ensure they are all involved in the planning and reviewing of learning are very successful. Sheiling College responds quickly and appropriately when suggestions or proposals are made that will improve the learners' experience.
- The broad skills, backgrounds and life experiences of the staff team, and its international links, enrich the lives of learners, providing experiences of cultural diversity and, where appropriate, raising their awareness and understanding of other aspects of equality and diversity.
- Safeguarding arrangements for learners are good. Staff receive good quality safeguarding training which helps protect these vulnerable learners from harm and exploitation. The health, safety and welfare needs of learners are a very high priority for all staff. Learners are very clear about the staff they should talk to if they have any concerns. Very thorough and practical risk assessments cover all elements of learners' lives. A comprehensive whole college approach to behaviour management and support is reducing the frequency of incidents. Professional development is highly effective in giving staff the confidence and strategies to deal with difficult and challenging situations. Incident recording identifies actions that may have triggered the incident, the responses for staff and learners and possible options for reducing the likelihood of inappropriate behaviour in future. The behaviour support coordinator identifies trends, recognises where further or more specialised training is required and where particular strategies have been successful.

## Record of Main Findings (RMF)

### Sheiling College

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
<b>Overall effectiveness</b>	<b>2</b>	-	-	-	-	2	-	-	-
Outcomes for learners	<b>2</b>	-	-	-	-	2	-	-	-
The quality of teaching, learning and assessment	<b>2</b>	-	-	-	-	2	-	-	-
The effectiveness of leadership and management	<b>2</b>	-	-	-	-	2	-	-	-

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Independent living and leisure skills</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Independent specialist college							
<b>Age range of learners</b>	19+							
<b>Approximate number of all learners over the previous full contract year</b>	12							
<b>Principal/CEO</b>	Corine van Barnevald							
<b>Date of previous inspection</b>	Not previously inspected							
<b>Website address</b>	<a href="http://www.thesheilingringwood.co.uk/the-sheiling-college">http://www.thesheilingringwood.co.uk/the-sheiling-college</a>							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	22	-	-	-	-	-	-
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	-							
<b>Part-time</b>	-							
<b>Number of community learners</b>	-							
<b>Number of employability learners</b>	-							
<b>Funding received from</b>	Education Funding Agency (EFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ None</li> </ul>							

## Contextual information

Established in 2012, Sheiling College offers education and care provision for learners with moderate, severe and complex learning difficulties and with autistic-spectrum conditions in a therapeutic community setting. The Sheiling Special Education Trust is the charitable trust responsible for the governance of Sheiling College and the attached school. The college is based on a 50 acre site on the Dorset and Hampshire border. Its curriculum includes estate skills, horticulture, traditional woodwork crafts, weaving and pottery. Half of the learners are resident. The college also uses the local community farm, a nearby public café, a restaurant and the surrounding towns for learning activities.

## Information about this inspection

<b>Lead inspector</b>	Nigel Evans HMI
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One of Her Majesty's Inspectors (HMI), one associate inspector and one additional inspector, assisted by the head of college as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors also used data on learners' achievements over the last two years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and parents; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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