

Short inspection of Sheiling College

Inspection dates:

9 and 10 May 2024

Outcome

Sheiling College continues to be a good provider.

Information about this provider

Sheiling College is an independent specialist college. It was established in 2012 to provide learning programmes for young people aged 19 to 25 who have autism, communication difficulties and complex learning disabilities and behaviours. The college aims to prepare learners for the next stage of their life.

At the time of inspection, 35 learners were studying at the college in Ringwood, Hampshire.

What is it like to be a learner with this provider?

Learners enjoy studying at the college and value how their achievements are celebrated by staff, for example teachers recognise learners' achievements by providing them with weekly certificates of achievement. Learners appreciate how their interests are used by teachers to make lessons interesting.

Learners take part in the many opportunities to learn about, and prepare for, the world of work. For example, they work each week at a local railway station and learn about the importance of timekeeping and how to work safely. Learners gain new skills, such as preparing and painting woodwork and planting flowerbeds when making improvements to the local environment.

Learners develop the knowledge and skills they need to prepare for their next steps because of the good-quality teaching they receive. Those learners aiming to transition into supported residential accommodation study a carefully planned programme that builds their confidence and teaches them important skills for adulthood, such as shopping for groceries, and handling money when working in the college café.

Learners feel safe studying at the college.

What does the provider do well and what does it need to do better?

Leaders are ambitious for their learners. They ensure that learners follow an individualised study programme so that they develop the knowledge and skills they need to achieve their planned outcome when they leave college. Most learners who study for a qualification, achieve. Almost all learners progress to a positive destination when they leave college.

Trustees use their knowledge and expertise to support and challenge leaders well. For example, trustees with experience in quality assurance support leaders and managers to implement largely effective learning walks and observations of teaching and learning. As a result, leaders now know how well teachers and support staff monitor the progress learners make in achieving their targets. Trustees visit the college regularly; they attend lessons and staff development activities and speak with learners. As a result, trustees have a good knowledge of the curriculums learners are studying.

Leaders ensure that learners receive helpful impartial career education, information, and guidance. They make good use of external career specialists to help learners identify the most appropriate work or voluntary activity, and the steps they need to take to achieve this. As a result, most learners secure purposeful and fulfilling activities after they leave college.

Leaders have taken effective actions to increase the range and quality of work experience opportunities available to learners. As a result, most learners take part in well-planned and purposeful activities. For example, a few learners work on a farm and learn about animal management and livestock care, other have been involved in the upgrading of a sensory garden, which has included developing new horticultural construction skills when working on projects, such as creating raised flower beds.

Leaders have implemented new systems for teachers to set learners targets and monitor the progress made towards achieving their goals. Teachers use information about what learners can already do to set them more challenging targets. Most learners make good progress from their starting points. However, teachers do not have high enough expectations of a few learners who are capable of working at a higher level. As a result, these learners do not gain the knowledge and skills they need to prepare them well enough for transition to further education college courses.

Teachers use learners' interests to design individualised curriculums that help to motivate them to improve what they know and can do over time. For example, learners who are skilled at drawing apply their talents well by illustrating articles in the college's newspaper. A few learners collaborate effectively as part of a business enterprise group, where they make soaps and sell them in shopping centres and community settings. As a result, they learn how to work together, communicate with the members of the community, calculate and use money and grow in confidence.

However, teachers do not plan teaching well enough to ensure that learners gain valuable social skills when working as part of a group.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Improve curriculum planning so that learners who are most able can study above entry level and are better prepared for transition to further education.
- Improve the planning of teaching and learning so that learners have more opportunities to work collectively to develop their social skills and increase their independence.

Provider details

Unique reference number	139249
Address	Horton Road Ashley Ringwood, Hants Hampshire BH24 2EB
Contact number	441425477488
Website	www.thesheilingringwood.co.uk
Principal, CEO or equivalent	Corine van Barneveld
Provider type	Independent Specialist College
Date of previous inspection	7 and 8 February 2018
Main subcontractors	None

Information about this inspection

The inspection was the first short inspection carried out since Sheiling College was judged to be good in February 2018.

The inspection team was assisted by the Deputy Head of College, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Cliff Shaw, lead inspector

His Majesty's Inspector

Louise Rowley

Ofsted Inspector

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