



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

**A report on**

**Coleg Elidyr**

**Date of inspection: July 2024**

**by**

**Estyn, His Majesty's Inspectorate for Education**

**and Training in Wales**

## About Coleg Elidyr

Coleg Elidyr is a residential independent specialist college for young people aged 19 to 25 years. It is administered by Elidyr Communities Trust, a charitable company.

The college is located in a rural setting near Llandovery within an estate that extends to 180 acres and includes a kitchen garden, farmland and woodlands.

There are currently 19 learners at the college, all of whom live in one of the six residential houses on the site. Learners at the college have a range of learning difficulties and disabilities. The majority of learners come from Wales.

The head of education and training has been in post since 2021 and is supported by a deputy head.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 77 inspection.

## Main findings

### Strengths

Coleg Elidyr is a purposeful and nurturing learning community. Learners at the college are welcoming to visitors and are proud to talk about their achievements.

Staff develop highly positive working relationships with learners. They know how to support learners' needs extremely well. As a result, staff effectively support learners to become more independent and make progress in the development of life skills over their time at the college. Furthermore, the highly effective use of a range of communication strategies is integrated seamlessly into all aspects of college life. This is a notable strength of the college.

The college uses a range of high-quality additional activities to enrich the curriculum. For example, the college encourages learners to participate in local and national vocational skill-building competitions. Learners are successful in demonstrating their skills with few learners winning gold and silver medals at national level. Additionally, a few learners achieve gold for the Duke of Edinburgh Award and the Young Leader Award having demonstrated leadership abilities and successfully completing a four-day expedition. Nearly all learners participate in relevant work experience placements, around half support learners to integrate in the local community. For example, placements in National Trust estates, museums, horse stables and local businesses.

Learners participating in 'Clwb Clonc' show positive attitudes towards the Welsh language and culture. They engage well with activities the college has developed to improve their Welsh language skills. Where possible, most fluent Welsh speakers naturally converse with their tutors and peers in one-to-one conversations using Welsh.

There has been significant investment in the site funded through National Lottery grants and fundraising through the Parents' Association. As a result, high quality facilities promote opportunities for collaboration, independence and improved social interaction.

College leaders are caring and ambitious. They strive for continuous improvement and set high expectations and aspirations for what can be achieved. Leaders have developed a collaborative and engaged staff team who are responsive to the needs of the learners.

On this visit, the team did not identify any significant areas for development and make no recommendations. Leaders have a clear understanding of the college's strengths and appropriate plans for its further improvement.

## **Progress in addressing recommendations from previous visit or inspection report**

### **R1 Ensure that the college's quality assurance arrangements focus suitably on the impact of teaching on learner standards, progress and attitudes to learning**

Leaders have made strong progress against this recommendation. They closely monitor the college's work successfully through a wide range of worthwhile activities.

The college has detailed and robust processes in place for quality assurance. These clearly aid the identification of priorities for improvement in the quality improvement plan (QIP) and suitably focus and evaluate the impact of teaching on learner progress. Leaders gather a range of helpful first-hand evidence as part of quality assurance activities, for example through learning walks, questionnaires and focus groups.

Leaders have established a highly collaborative approach to implementing and developing mechanisms to record, monitor and track learner progress. For example, systems at the college allow all staff to carefully monitor individual progress of learners against their targets. The college has created a 'five step progression ladder', which provides a consistent approach to the setting of targets and monitoring progression. Where appropriate, learners actively participate in recording their own progress, using the digital platform the college has created.

The college has significantly invested in resources to aid in the effective quality assurance processes. Leaders have a strong understanding of the strengths and areas for development in the college, which feeds into their five-year strategic plan.

## Copies of the report

Copies of this report are available from the provider and from the Estyn website (<https://www.estyn.gov.wales>)

The report was produced in accordance with Section 77 of the Learning and Skills Act 2000.

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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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