



**Self-Assessment Report
2014-15
and
Quality Improvement Plan
2015-16**

Grade Summary		
	2014-2015	2013-2014
Overall Effectiveness	1	2
Outcomes for Learners	1	1
Quality of teaching, learning and assessment	1	2
Effectiveness of leadership and management	1	1
Key: 1 – Outstanding / 2 – Good / 3 – Requires Improvement / 4 - Inadequate		

Contents

Foreword.....	3
Summary of key strengths and priorities.....	4
Overall Effectiveness	5
Outcomes for Learners	6
Quality of Teaching, Learning and Assessment.....	9
Effectiveness of Leadership and Management.....	15



Foreword

The production of the Derwen College self-assessment report (SAR) has been co-ordinated and led by the deputy CEO and Head of College, Meryl Green. The process included self-assessment panel meetings to validate each curriculum area and College activity SAR. The panels were chaired by Meryl Green and consisted of Governors, external partners and College staff. I would like to express my grateful thanks to those involved for their input into this valuable process. Thank you.

The College's Board of Governors has discussed the self-assessment report to review the content, consider the issues and offer critical evaluation and support. All comments have been considered throughout the drafting process to ensure that this report is representative of the majority view and based on evidence about our strengths, limitations and priorities for the ongoing development of the College's provision in terms of the quality of its teaching and learning and residential elements.

As the College continues to face unparalleled challenges we strive to maintain and improve on standards of excellence in teaching and learning. All this at a time when funding constraints are both tighter and more unpredictable than ever before. Staff have worked tirelessly to ensure that the challenges and changes have not had a negative impact for the students and for the College. Indeed this has been another successful year for students and for the College. Achievements include Student Union of the Year Award (National Union of Students – NUS), successes in the Welsh Culinary Association Table Laying competition, Visual Merchandising national competition, Bird Box Building national competition, Head of Creative and Performing Arts awarded MBE for Services to Education and the Healthy Workplace Award. The transition outcomes for students leaving us to move into independent and supported living and in to employment and further education are excellent. Nationally we are continuing to develop our partnership links with employers and communities to ensure the students have the best possible opportunities. This year the College has been re-accredited with the Matrix Standard for advice and guidance and has attained the Fair Train Gold Standard Award for work experience.

Our mission and vision for 2016 and beyond...

Mission: 'To provide inspirational learning, development and care and enable the achievement of aspirations.'

Vision: 'With strong leadership and national recognition the College will continue to create an enriched learning environment that enables students to transform their lives for the better.'

Chief Executive
Derwen College

Summary of key strengths and priorities

Strengths:

Outcomes for Learners are outstanding

- Excellent progress of students in relation to their vocational, independence and personal targets
- Highly effective integrated curriculum where all strands combine to support the maximum development of independence for each individual
- Outstanding opportunities for students and trainees to develop their vocational knowledge and skills in relevant, real work environments
- Excellent range and quality of external work experience opportunities including links to national chains
- Highly influential Learner Voice with students making an excellent contribution to the College and the wider community
- Clear progression routes for students and trainees with increasingly wide ranging and successful post-college outcomes

Teaching, learning and assessment are outstanding

- Outstanding teaching, learning and assessment with 93.6% of sessions graded good or better during 2014-15
- Consistently high quality delivery across accredited and RARPA based learning
- Opportunities to embed functional skills in vocational areas maximised
- Highly effective communication support including the use of Makaton and communication aids
- Very good Care and Independence support and Personal Development guidance
- Excellent provision of information, advice and guidance
- Comprehensive and highly successful programme of competition activity
- Good promotion of equality and diversity across the curriculum

Leadership and management are outstanding

- Demanding ethos, mission and culture of the College set and monitored by Governors
- Highly proactive leadership team that is well-structured into Directorates with clear areas of responsibility
- Staff have very high aspirations for and expectations of students
- Highly effective self-assessment throughout the organisation to inform and develop challenging quality improvement plans
- Outstanding continuing professional development programme resulting in highly qualified and skilled staff
- Outstanding teaching and learning resources
- Excellent promotion of health and safety, safeguarding and robust risk assessment

Priorities:

- To continue to focus on outstanding teaching, learning and assessment
- To implement the demanding action plans for care and clinical services
- To continue to review and adapt admissions and pre-entry assessment processes to ensure that systems and provision are responsive to evolving need
- To continue to refine processes for capturing, monitoring and analysing student progress across the whole curriculum
- To continue to review and refine provision, curriculum and programme offer to ensure relevance and sustainability at all sites in the context of a changing environment
- To continue to strengthen transition links with employers and Local Authorities

Overall Effectiveness

1. The overall effectiveness of the College is outstanding. The College is clear about the areas which require improvement and the actions that need to be taken to achieve the targets identified. The challenges for 2015-16 and for the future remain considerable. They include increasing demands from local authorities, the Educational Funding Agency and the Skills Funding Agency requiring specialist residential colleges like Derwen to develop new ways of working and to have an exceptional grasp of national issues. The implementation of the Children and Families Act and the SEND Code of Practice have resulted in devolved responsibility to Local Authorities and significantly increased the administrative demands on the College.
2. The College's specialism and its strength are to teach students with learning disabilities and difficulties (LDD) through a range of vocational programmes that provide real experiences of work, rather than merely training for work. The College provides excellent services and facilities to members of the public which give students extensive opportunities to learn skills for the world beyond College. The whole learning experience, whether students are residential or day attendees, is planned to prepare them to live as independently as possible in the wider community. Student work is of a very high standard. The destinations of students are carefully monitored and used to inform curriculum planning.
3. Teaching, learning and assessment are very good. The results of the 2014-15 Teaching Learning and Assessment Observation (OTLA) Programme show that 93.6% of staff observed achieved a Grade 1 (outstanding) or 2 (good). This is a significant improvement on the previous cycle when, combined, the figure achieving 'good or better' was 84.2%. The number of staff achieving a grade 1 has also improved slightly to 29.5% compared to 26.7% during the previous cycle.
4. Social and educational inclusion at the College is outstanding. Graduated levels of support take account of students' diverse and changing needs. The promotion of equality and diversity and equality of opportunity is outstanding and underpins College activity. The College supports extensive networking opportunities across the UK ensuring students have a voice enabling them to be influential in developing an inclusive future.
5. The provision of Information, Advice and Guidance is excellent. The Employability Overview provides a clear framework for delivery and sets out the various strands of the programme. All students have regular individual personal tutorials providing high quality curriculum support leading to good progress within their individual programmes. In addition, support is provided by Shropshire Council's Careers' Service through a Careers' Advisor at key times in the students' programme.
6. Care and Independence support are good. Care staff training ensures staff have knowledge to give effective care. Care Plans are detailed, highly personalised and effective. Healthy eating diets are in place and the management of specialist diets is extremely well developed. Innovative approaches to behaviour management ensure that access to learning is maximised for all students.
7. The opportunities afforded students and the progress they make continue to be outstanding. The focus of the College's organisation and operation is unequivocally the students and each student is valued as an individual. This is apparent in the way in which the 'Vocational and Employability' and 'Independence, Health and Well-being' areas of the curriculum work together, supported by input from clinical services and therapies, to provide highly enriched, challenging and enabling programmes. This holistic approach results in excellent coherence of each student's experience. The provision for students is underpinned by an

exceptional range of very high quality, up to date commercial outlets providing opportunities for students to work with members of the public on and off site. The College continues to be responsive to the needs of its students, parents, employers and stakeholders. Engagement and partnership with local businesses and community groups are outstanding. The College enjoys an established reputation for high quality provision and responsiveness regionally and nationally.

8. Leadership and management are outstanding. The culture of promoting vision and ambition for all is exceptional. The governors and staff are committed to providing opportunities of the highest quality for young people with learning difficulties and disabilities. Governors and managers respond quickly and appropriately to feedback from stakeholders. The College was assessed as outstanding by Ofsted in March 2012 and has Beacon Status. The Care Quality Commission Inspection in September 2014 provided the College with very positive feedback and confirms that Derwen College continues to provide a 'Good' service.

Outcomes for Learners

1. **All learners achieve and make progress relative to their starting points and learning goals**
9. Students make excellent progress in relation to their vocational, independence and personal targets. Thorough initial assessment processes result in achievable but aspirational programme aims. Rigorous and regular review of targets ensure that programmes remain challenging. Success rates have been high for the past three years in the majority of both accredited and non-accredited programmes (Appendix 3a and 3b). Of the 95% respondents to the Social and Progress Destination questionnaires sent to students who left during 2011/12, 2012/13, and 2013/14, 60% of students move onto a mix of supported independent, independent and residential living arrangements. Whilst a number of students have found paid work, a significant number of students continue with their studies and training (Appendix 2a and 2b). One student says: *"Wouldn't have made it to Ceredigion College without three years at Derwen. Horticulture was an excellent course"*. Another student said he enjoyed his time at Derwen College and says *"Derwen College helped to gain work experience & confidence...I am looking forward to being able to live independently and put into practice the skills I learnt at Derwen"*. And again another student said she benefitted: *"The skills I gained at Derwen have enabled me to cope more confidently and work in a team at my work/volunteering placement"*. (Destination Questionnaire 2015).
10. The achievement of accreditation by leavers remains outstanding with achievement of full and unit awards at 96.4% (target 93%) (Appendix 3a). There is excellent achievement of functional skills accreditation with an overall pass rate of 95.8% at Entry Level and 60% at Level 1. 74% of students achieved the full award at Entry Level in English and 92.9% in Maths. Results are consistently outstanding across the wide range of accredited qualifications and levels. For example, leavers from Hospitality and Retail and Catering have maintained 100% pass rate for the Level 1 RSPH and Level 1 People1st Certificate of Food Safety. Equally, students achieved 100% in the English Tourist Board Welcome Host Award as well as students undertaking the Agored Cymru Window into Wales's qualification.
11. Students benefit from a comprehensive programme of competition activity and individual successes have continued to be impressive throughout 2014-15 as in previous years. Derwen College entered 40 competitors across five events (Futures, North Warwickshire

and Hinckley College, North Shropshire College, Dudley College, Derwen College). The achievements were: Four 1st places in table laying, land based, restaurant service and sandwich making; Six 2nd places in catering, creative arts, land based and restaurant service and Eight 3rd places in catering, creative arts, land based and functional skills. In all, 45% of competitors from Derwen College who entered competitions were placed 1st to 3rd.

12. The results of the Student Survey (Appendix 4a) remain impressive showing that 97% of students feel they gain the skills they need to get a job and 93% enjoy their vocational programme. Students enjoy and value their time at college. They respond positively to questions regarding their experiences. 94% of students stated that they are learning things that help when they leave college and 93% are learning things to help them be more independent. As a result attendance and punctuality remain high at 97.9% and 98.3% respectively. To attempt to streamline the recording and monitoring of student attendance and punctuality an electronic system was piloted during 2014-15, however, the administration work linked to the process proved to be unsustainable and alternative systems are being investigated. The outcomes of the recent Parent and Carer Survey (Appendix 4b) indicate that there has been an improvement in keeping parents informed of student progress.

13. The Apprenticeship provision is currently small but outcomes for candidates are very good with 100% achievement.

2. Achievement gaps are narrowing between different groups of Learners

14. The College continues to monitor student attainment effectively by level, gender, age, ethnicity and disability. Analysis of these data sets continues to reveal no significant variations between the different groups of students. Work will continue on the refinement of data processes to reflect and support the College's evolving student cohort and the full range of programmes offered.

15. Exceptional cross-college support, including emotional, behavioural, communication, medical, care and pastoral services ensure overall attendance remains high with measurable outcomes, giving students the maximum opportunity to benefit from the curriculum. Progression towards achievement of learning goals is closely monitored through regular tracking, review and adjustment of behaviour support plans.

3. Learners develop personal, social and employability skills

16. Students continue to have a voice and are highly successful at influencing change and decision making at Derwen College, within the local community and at a national level. Excellent links with external organisations in England and Wales have been maintained and students have participated in conferences, campaigns and meetings. During 2014-15 the College Learner Voice Practitioner won the NUS Simpson/King Staff achievement award.

17. Students are skilfully encouraged to participate in society through a range of activities. Ongoing participation in democratic processes both internally and externally enables meaningful experience towards citizenship. Four prospective MPs visited the college to speak to student representatives and more than 100 students and trainees were transported and supported/enabled to vote in the General Election 2015. Students continue to be extremely confident in their roles and understand their responsibilities with regard to representing their peers and Derwen College. Student Council members lobbied MPs at Westminster for A Right not a Fight Campaign, met by Owen Paterson, local MP in June 2015. Continued affiliation to, and outstanding collaborative practice with, the NUS ensures

that learners have maintained their presence at a national level and remain at the forefront of driving forward change for people with learning difficulties and disabilities. In May 2015, Derwen College won the NUS Disabled Students' Campaign's Student Union of the Year (FE) Award. Students have been involved in a joint film project involving Network Rail/Arriva Trains Wales and Cambrian Partnership to promote travelling on the rail network for people with disabilities.

18. The Sport and Leisure Programme is excellent, providing a range of both internal and external sporting and exercise opportunities for all students including cycling, canoeing, football, Zumba, badminton, tennis, Boccia and rounders. Participation is very good and improving, particularly with regard to female students. The percentage of students with sport and exercise sessions on their timetable has increased from 75.6% in summer 2014 to 90.7% in summer 2015. Females with sport and exercise sessions on timetable has increased from 72% to 93.2%. 14 female students have football timetabled and 8 students have represented the college football team. Students competed in the Special Olympics West Midlands Ski Competition and achieved first, second and third places. The College is a member of many national and local sports associations. College teams compete against clubs in the local community in football, basketball, and water polo. The wide ranging enrichment programme enhances the curriculum enabling students to explore a range of leisure options with a view to learning how to fill their leisure time creatively, enjoyably and productively. In the 2015 Student Survey, 93% of students agreed that there is a wide range of leisure, social and club activities (Appendix 4a).
 19. The curriculum is highly innovative and inclusive and has a strong and relevant focus on vocational skills. Teaching through the vocational medium develops 'work ready' skills for students by linking their learning to relevant and real work contexts. Destination data shows that the skills developed in a particular vocational area in College are transferrable as students often go on to access post-college work opportunities in different vocational areas. Extremely effective monitoring of student programmes and interests ensure 98% of student leavers accessed an external placement of half a day or more. 98.5% of all students /trainees feel their external placement is helping them to prepare for work after college.
 20. All student programmes include English and Mathematics. These are successfully embedded into curriculum sessions and are also taught discretely according to individual student requirements and students make very good progress in relation to their starting points. (Appendix 3a).
 21. The College is working systematically to strengthen links between local employers and the vocational curriculum. There are outstanding relationships with work experience providers where 82% consider the External Work Experience programme as outstanding, the remaining 18% rate the programme as good. The range of work experience opportunities is extensive and continues to be developed through employer partnerships. Work Placements are very well co-ordinated and where appropriate include liaison with work experience contacts arranged during the holidays in students' home areas. Work experience placements include national chains such as Tesco, the Co-op and Premier Inn. Building on the lessons learnt from the innovative Premier Inn partnership the Tesco relationship has been developed to include staff and student training in till work, rumbling, shelf stacking and .com internet shopping across 3 local stores. Plans are in place to create a Tesco training room on campus together with a number of future opportunities for Derwen College students.
- 4. Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs**

22. There is a robust process for establishing positive long-term outcomes for each student. Destinations (Appendix 2a and 2b) are monitored comprehensively against curriculum areas to enable accurate analysis of outcomes by vocational area. The resulting information informs the strategic direction of curriculum development. The Industry Champion role is effective and students have benefited from increased teacher knowledge and the introduction of industry standard methods such as Ecolab cleaning. There is potential to develop the Industry Champion role further to provide support with a wider range of employability skills and to ensure the curriculum continues to match employer need as closely as possible.
23. Students and trainees are provided with excellent real work opportunities within the *dc Shopping and Leisure* commercial outlets on the college perimeter; the focus being on developing customer-facing and other transferrable skills. This enables them to develop their confidence and social interaction with members of the public which significantly enhances their employability and independence skills. In addition to on-campus activities students have the opportunity to collaborate with external organisations. Students are involved in the process of “seed to sale” e.g. planting, harvesting, preparing, cooking, packaging, selling produce in the *dc Shopping and Leisure* commercial outlets and local farmers’ markets. The impact on the local community has been two fold; the local community have praised the work while improving their awareness of what people with learning difficulties and disabilities can achieve.
24. There are clear progression routes and students’ post-college outcomes are wide ranging. Students have very good opportunities to gain vocational, functional and personal development skills and qualifications in line with their aspirations, future employment prospects and independent living opportunities. This results in students progressing to employment opportunities as well as higher level courses at local colleges. One very successful student gained national recognition in The Guardian August 2015, where her achievements were recognised in the following article: <http://www.theguardian.com/society/2015/aug/04/hotel-training-learning-disabled-people-premier-inn>

Quality of Teaching, Learning and Assessment

1. **Learners benefit from high expectations, engagement, care support, and motivation from staff.**
25. Development of Work Preparation Skills is very strong and students and trainees are expected to participate effectively in a range of real work situations. There is high demand for external horticultural services with LBS students, trainees and staff involved in contracts in landscape development, summer and winter planters and basket production for town and rural councils, pubs and shops. This provides real work and allows students opportunities to produce quality products and services to high and competitive standards. The service provided by Hospitality and Catering Studies students at Gobowen station café has recently been broadened to better meet customers’ needs. Severn Dee Travel are keen to develop the partnership further. Bread-making in the Food Production Centre now takes place early in the morning in response to realistic sales needs of the Farm Shop. However, high expectations and product demand can impact on teaching and learning and there is a need to ensure cohesion between curriculum and commercial demands across college.
26. Residential care is good, supported by detailed care and independence planning and monitoring by well-qualified professionals. In September 2014 the Care Quality

Commission confirmed that Derwen College provides a 'Good' service and their report stated that "people received support as and when they needed it to meet their individual needs". The Personal and Social Development (PSD) curriculum provided good opportunities for students to learn the skills to live as independently as possible after leaving college and this work was supported by the Care Team identifying and developing informal learning opportunities within residences. At the end of 2014-15 a robust review of the PSD curriculum and care support provision resulted in the formation of a more joined-up 'Independence Health and Wellbeing Curriculum' and the fine-tuning of processes to support this new structure is a priority for 2015-16. In the 2015 destination questionnaire, a former student stated that being at Derwen College had given him the *"independence and confidence to carry on with my life after college"*. Another former student's parents said *"I'm not sure xxx would be living in supported living within the community without the skills he gained at Derwen. He developed so much in his time with you, to give him (and us!) the confidence for the next step"*.

27. The College provides an extensive range of support for students that includes student liaison, clinical services, speech and language therapy, physiotherapy, counselling and psychology, including support for those with mental health needs. This ensures that attendance, progression and achievement within the curriculum are enabled. For example, speech and language therapy assess students for dysphagia and provide training for staff to support individuals accordingly. Students are increasingly enabled to manage their own support needs. For example, the Behaviour Therapy programme piloted a community based project designed to reach those students who might not yet be ready for the more structured learning environment.
28. There is an excellent range of enrichment opportunities to motivate and engage students through the 'Choices' and 'Sports and Leisure' programmes. In addition an extensive range of evening and weekend activities including clubs, trips and events is provided. Many changes are made in response to student requests. The leisure programme has been developed this year to include the Duke of Edinburgh Awards which have been very successfully piloted with around 20 students at both Gold and Bronze award level. However, the co-ordination of the different aspects of the Sport and Leisure Programme has been undertaken by different members of staff and there is a need to structure this provision to ensure a cohesive approach to timetabling and progress reporting linking to the Care and Independence Plans.
29. Students benefit from a thriving programme of competition activity. This is now consistently embedded across the whole curriculum. Students have achieved remarkable standards winning the highest accolades across the skills areas whilst competing against students from other specialist provision as well as mainstream colleges. This has allowed students to be thoroughly challenged and has increased confidence and aspiration immensely. For example, students in Land Based Studies won 1st Prizes in externally held competitions in bird box building and planting containers. In addition they came joint 2nd in the recycling competition hosted by Derwen College. The Personal and Social Development department also made good use of competition within the curriculum to motivate and challenge learners including the Healthy Picnic competition and Come Dine with Us.

2. Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

30. Teaching, learning and assessment are very good. All teaching and learning staff have a graded and an ungraded observation. The results of the 2014-15 Teaching Learning and Assessment Observation Programme show that 93.6% of staff observed achieved a Grade 1 or 2. This shows a significant improvement from the previous cycle when it was 84.2%.

29.5% of staff achieved a Grade 1 during 2014-15 compared with 26.7% during the previous cycle. See Appendix 5a for the summary of common 'Strengths' and 'Areas for Improvement' identified during the 2014-15 cycle.

31. Staff support for improvement is constructive and effective. To ensure that the observation process is positive and developmental a CPD Action Plan is embedded within the appraisal process; following observation all staff work with their line manager to agree tailored teaching and learning objectives to meet their individual development needs. Feedback from Programme Managers has identified the need to further consolidate the link between observation, appraisal and CPD to ensure that staff support is as timely and effective as possible, including support for staff achieving grade 1 and 2 at observation, and refinement of these processes continues.
32. The commitment of staff to their professional development remains excellent. Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards. An extensive range of CPD courses are well-attended by staff. The College has actively encouraged staff to deliver CPD to peers and an increase in staff confidence has seen additional staff join the CPD delivery team. Mandatory training such as safeguarding continues to have a high priority; it is tracked on the CPD database and individuals are informed and monitored to ensure they undertake or update training as required.
33. Teaching and Learning staff in vocational departments are increasingly committed to ensuring their industry knowledge remains current. Industry training has been undertaken with work experience providers and working relationships with industry champions are growing to ensure the curriculum remains relevant. For example, Premier Inn, Bidvest and Tesco have played an increasing part in staff training and development, competition judging and improved student opportunities. The development and implementation of the Premier Inn Training Room has had a significant impact on the curriculum, student learning, currency of staff skills and the greater community status of the college. As a result of these closer working relationships, staff have been able to identify and make changes to improve the relevance of the curriculum. For example, the table setting used in the Orangery Restaurant now matches that used by Premier Inn to enable students to practice using it prior to their subsequent placements; The College's current colour coded system for cleaning now needs to be brought in line with standardised industry requirements.
34. Apprentices benefit from a highly personalised approach to their learning with 1-1 support from their Subject Assessor.

3. Staff initially assess Learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all Learners

35. Comprehensive pre-entry and initial assessment processes successfully inform detailed individual learning plans. A series of graded attainment assessments further enhance an understanding of individual ability and support requirements. Observation of Pre-Entry Assessment identified that very good quality literacy and numeracy workbooks are used to assess levels and provide an accurate indication of what level a learner is working at. 100% of parents of prospective students stated that assessment visits were a positive experience, they were happy with the Information, Advice and Guidance they received and it helped them to make a decision to apply for a place (Appendix 4c). However, it is understood that pre-entry assessment processes must keep pace with changing external requirements, remain fit for purpose in terms of the evolving student and trainee populations and take account of all aspects of provision.

36. Recognising and recording progress and achievement (RARPA) is excellent. The use of initial assessment information as a starting point for each programme aim, medium term target and short term objective is extremely thorough. These targets are comprehensively tracked and monitored throughout a student's individual learning programme. The RARPA process is quality assured through Standardisation Meetings and external audits to ensure systems are robust and reliable. Feedback from the recent Parents/Carers Stakeholder Survey (Appendix 4b) indicates that 95% are satisfied their son/daughter is making good progress.

4. Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

37. Feedback on assessment is thorough and timely. Staff discuss with students the progress they have made towards their targets and also help them to identify what they need to do next to progress further. Students acknowledge this in the Student Survey with 89% agreeing that staff talk to them about how they are getting on and what they need to do to improve. Student feedback processes are creative and very well developed. They are carried out on a termly basis in the vocational departments to capture students' aspirations and views about their programmes and the information captured is used to inform future planning of their Individual Learning Programmes. Students work closely with care staff to agree and review their Care Plan outcomes. 82% of students agreed that their care plans work for them (Appendix 4a). Work will continue to improve students' understanding and contribution to their Care and Independence Plans as their use within the curriculum and the progress review system is developed.

38. A very well established tutorial system ensures students are given good opportunities to reflect on their progress across their whole programme. The Personal Tutors' thorough knowledge of each individual guarantees that student aspirations and transition planning are sensitively and realistically managed. Student views on their own progress are captured well through progress reports and tutorial logs which bring together all aspects of their Individual Learning Programme. Clear guidelines for all aspects of the Personal Tutor role have been provided through the re-launch of the Personal Tutor Handbook. Personal Tutors have had direct training to update them on the latest reporting procedures across all aspects of the provision.

5. Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

39. The delivery of and support for functional skills remains excellent. English, mathematics and ICT continue to be naturally embedded throughout the whole curriculum. Specialist functional skills staff, together with Functional Skills Links within each curriculum area, ensure high quality delivery and support to all students. For example, strengths observed during the learning walk on Embedded Functional Skills were '*excellent range of opportunities used to embed Functional Skills*' and '*very good resources used to support naturally embedded Functional Skills*'. To build on this further, awareness and embedding of functional skills needs to be improved across the Independence, Health and Wellbeing curriculum.

40. A programme of targeted discrete sessions enhance the work across the curriculum where English, mathematics and ICT are embedded. Discrete provision is delivered to meet specific need identified at diagnostic assessment and in response to requests from vocational departments and individual learners. The range of discrete groups currently available is: Library group; Advanced English (E2/E3 & L1); Literacy Boost (E2); English Skills Build 1:1 (E3); Maths Boost (E1 & E2); Speak, Sign, Symbol, Maths (M7 & M8);

Preparing for Maths Accreditation (E1); Advanced Maths (E2/E3 & L1); Reading and Phonics (M8).

41. ICT is used well across College. The Wi-Fi access across college allows staff, students and visitors to use wireless devices supporting the use of the Bring Your Own Device (BOYD) agenda as well as the use of a broader range of communication technologies and tablet applications. For example, communication grids have been set up on students' devices (BOYD) to support learning. These include Duke of Edinburgh vocabulary, Makaton for maths, cooking in residences, safeguarding and personal tutorials. An animated display screen is now operating in a prominent position in the Garden Centre shop, advertising new plants in stock, seasonal offers and general information about the garden centre experience including the walled garden. Its content is student-led and contributes to their embedded ICT personal targets. In Hospitality, the ordering and payment system now installed in the Orangery Restaurant has provided a more realistic experience for learners of touch-screen technology. Maximising opportunities to use technology creatively across all curriculum areas remains a focus. The strengthening of the skills and purpose of the Digital Practitioner role is a priority.

6. Appropriate and timely information, advice and guidance supports learning effectively

42. In May 2015 the College undertook an accreditation review in the Matrix standard for information, advice and guidance. The standard was, once again, achieved and the report stated *"Information, advice and guidance is seen by staff as fundamental to the way in which students are helped to engage in learning, work experience and social/personal skills development. The College embodies the ethos of the Matrix standard in that it provides a needs-led, student-focussed service."*
43. Personal Tutors have a very good understanding of individual needs and are proactive in ensuring that support is appropriate and effective. This support is acknowledged by the vast majority of students with 94% agreeing they get the support they need to plan what happens after college (Student Survey - Appendix 4a).
44. Much of the information, advice and guidance is provided through the Employability Skills Programme which is embedded constructively within the curriculum and is integral to students' learning programmes. In addition, support is provided by Shropshire Council's careers service through a Careers Advisor who supports second year students to understand interview requirements. An example of outstanding practice in the provision of information, advice and guidance was the 'Family Fun Day' in March 2015 hosted by Derwen College where the Admissions Team organised a variety of skills activities to help prospective students and their families familiarise themselves with the college and their prospective courses.
45. Careful monitoring and guidance enables students to use a wide range of technologies, including social networking sites, confidently, safely and independently. Reinforcement of e-safety is outstanding and introduced at every opportunity. The good use of video-linking (Skype and video conferencing), and widespread access to Wi-Fi, ensures that communication is accessible for all students and trainees. The effective use of technology to improve job and career searches includes use of iPads to assist students' access to information and the use of software to convert text into Makaton symbols.
46. Support and advice for transition planning is impressive. The Industry Champion role is having an impact and students have benefited from task processes which are linked to industry standards. The work experience programme is broad with 98% of student leavers

accessing a relevant and challenging external placement. 98.5% of all students and trainees feel their external placement is helping them to prepare for work after college. Communication and liaison with parents facilitates the setting up of placements enabling students to access work in their home area. For example, placements have been set up in the Premier Inn in Marlow, Worcester, West Sussex and in Tesco Solihull. Exceptional links have been created with Whitbread Investing in Skills and Employment team (WISE) to create national links with Premier Inn. It is acknowledged that in order to provide effective transition support to the large numbers of the leaver cohort the College needs to work increasingly closely with families and their local authorities through the review meetings system. In the 2015 destination questionnaire, a former student stated that her time at the College has helped her to be *“aware that I have choices and am better at making decisions”*. It is also recognised that transition support can be further developed for trainees, particularly those on the 37 week Living and Work Programme who are preparing to return to their home area, to support understanding of tenancies, the rights of a landlord, the rights of a tenant, etc.

7. Equality and diversity are promoted through teaching and learning

47. The college is highly responsive in its planning to ensure its provision is available to all students and trainees. For example, in AMBS the performance schedule was reviewed to ensure a more inclusive approach across the department – Business Administration focused students were involved in the development and printing of the invitations and show programmes, technical support, and took part in a promotional video to be shown as part of the show schedule. In Sport and Leisure, a women’s football team has been established providing opportunities for participation in internal and external matches. Inconsistency in kitchen facilities in staffed male residences has resulted in refurbishment of facilities in Junior Middle College to include lower-level work surfaces, wider doorways and increased wheelchair access to increase opportunities for independence activities for male students.
48. There is proactive and very sound promotion of equality and diversity in the curriculum through a series of weekly themes and events. The Personal Development curriculum raises awareness of the rights and responsibilities of learners to live as equal citizens in society. Learners are encouraged to understand concepts of fairness, dignity, respect and inclusion. Learners from a discrete reading group were taken to the theatre to see ‘The Curious Incident of the Dog in the Night Time’ to support reading of the book whilst raising awareness of autism. The Admissions Team have received an increasing number of enquiries about sensory approaches to learning and this has become an area of investigation for future provision within Creative and Performing Arts.
49. Key signs and notices around the College are in English and Welsh as well as Makaton symbol. The Welsh curriculum is promoted through access to ‘Window on Wales’ accreditation for Welsh Students and future plans involve its delivery being linked to the satellite centre in Wales at Ashdale House. All Welsh funded students have a Personal Tutor with an understanding of and respect for Welsh culture. Welsh speaking students are encouraged to attend the weekly Welsh speakers club to use their national language and celebrate the country and its traditions.
50. Resources are produced specifically to meet the range of communication needs of students with a variety of learning difficulties and disabilities. Staff place great emphasis on supporting students to understand information which is available in a range of formats including text, sign and picture and can be supported by Makaton symbol.

Effectiveness of Leadership and Management

1. Leaders and managers demonstrate an ambitious vision, have high expectations for what all Learners can achieve, and attain high standards of quality performance

51. Leadership and management of the College is outstanding. Following the May 2015 Matrix re-accreditation the Matrix Assessor likened the College to '*a well conducted orchestra*'. Under the Executive Principal, the leadership team is structured into 5 directorates with clear areas of responsibility and reporting lines supporting effective communication across the whole organisation. Programme Managers continue to be accountable for curriculum and quality improvements and structure their teams effectively to support this process.

2. Leaders and managers recognise that ongoing review and quality improvement is essential to ensure that the provision remains relevant and sustainable.

52. The governance of the College remains consistently good and is at times outstanding. All governors are strongly committed to the specific benefits residential specialist colleges can offer to a significant but small number of young people with learning difficulties and disabilities. In fulfilling their role as charity trustees and company directors they ensure a professional, up to date and high quality educational and care service underpinned by this commitment and extended by appropriate, strategic diversification. Governors bring a broad range and depth of expertise to the operation of the College. They offer rigorous support and challenge and give the culture of continuous improvement and the identification of under-performance very high priority. Between them, they ensure very good oversight of all aspects of the College's operations. They are fully involved in the self-assessment process, quality improvement planning and monitoring, thus enabling them to probe and challenge much more effectively and constructively. In 2014-15 care provision was made a priority focus for governors. The College now has greater expertise on the Governing Board and Governors are increasingly conscious of the need to be aware of new legislation and changes in Ofsted and Care Quality Commission frameworks. The four committees enable governors to focus on distinct areas of the operation of the College and issues are debated and explored in depth at these committees before being presented at the main Board.

53. Student Council representatives report on their activities to each meeting of the Board. Individual governors accept responsibility for and give time for safeguarding, equality and diversity, attendance at Student Council and appeal panels. Good attendance at College events is clear evidence of governors' interest and commitment. The reporting and scrutiny of all serious incidents and complaints is now a standard Board agenda item.

54. Governors have discussed the need to support as well as challenge and are purposefully seeking to clarify their role and that of management, aware of shifting expectations from outside bodies and inspection regimes. The essential need for high quality management to drive the culture of continuous improvement and to address areas identified as under-performing has been discussed and probed at Board level, within committees, and during the SAR moderation panels. Governors have undertaken training on teaching and learning, strategic planning and governance during 2014-15 as well as attended briefings on the Care Quality Commission inspection framework, Prevent Duty and the new Ofsted Common Inspection Framework.

3. Leaders and managers improve teaching and learning through rigorous performance management and appropriate professional development

55. Leaders, managers and governors recognise the need to prioritise teaching, learning and assessment and care and independence. This has been a priority for Governors and whilst

the Standards and Effectiveness Committee has operated successfully, the Link Governor Scheme has been reviewed and a new 'Governor Contact Record' has been introduced. The impact of this change and the effective capture of individual Governor Involvement at curriculum level continues to be monitored, analysed and acted upon e.g. Learning Walks

56. The College recognises that high quality learning is dependent upon high quality teaching and the importance of all staff achieving and maintaining high standards of performance in their roles is vital. The updated staff appraisal system ensures a greater focus on line managers accountability for their team's performance management.
57. The percentage of sessions graded good or better has increased from 84.2% during 2013-14 to 93.6% during 2014-15. This represents a very positive grade profile for the College. Staff continue to be observed annually with an emphasis on sharing professional practice across the curriculum. Observation records are moderated to provide targeted feedback for each observer. Learning Mentors continue to support staff with a variety of 1-1 and team interventions, workshops and formal CPD sessions.
58. Continuing Professional Development success rates are outstanding. The College CPD programme is extremely well planned, the quality of CPD is excellent and continues to evolve in line with external and internal requirements. The quality assurance of the CPD programme is effective and feedback from participants is consistently very good. A number of staff deliver courses appropriate to the needs of the College. This, together with the increased provision of distance learning courses has resulted in a more cost-effective and efficient method of delivery across College with specific target groups of staff being identified and courses delivered flexibly. The College values the wellbeing of staff and has won a "Healthy place to work" award.
59. Resources for learning are outstanding and leaders and managers regularly review and update provision across the curriculum. Staff are highly skilled in maximising the use of the College environments, facilities and technology to support learning. Students learn within the real working environments of the commercial enterprises across the campus. A high emphasis is placed on customer facing aspects where students are encouraged to prepare for further employability prospects. Many students have had Welcome Host training, 82% of the external work experience providers consider the External Work Experience programme as outstanding and our relationships with Premier Inn and Tesco where students receive input from industry champions are exceptional. Effective monitoring of student programmes and interests resulted in 98% of student leavers accessing an external placement of half a day or more.
- 4. Leaders and managers evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement**
60. Self-Assessment involves all staff in a staged process throughout the academic year. This process is very effective in gaining input not only from staff but also students and the community and is an integral part of the College's quality cycle. External moderation and validation ensures that self-assessment remains rigorous and robust. Following self-assessment, Quality Improvement Plans (QIPs) are produced outlining challenging targets and key actions which are closely monitored throughout the year. Governors have a firm grasp of the College's strengths and weaknesses as a result of their participation in the SAR process and subsequent monitoring of QIPs at Committee level. Leaders, Managers and Governors manage the monitoring of risk very well. The Risk Monitoring Register is discussed and updated termly at Leadership Team and Board level.

61. Following specific training for Governors a key component of the strategic planning process this year was a combined session for Governors, the Leadership Team and key managers focused on outcomes of self-assessment, analysis of legislative frameworks and trends. To address the Government and Local Authority requirements to provide more local provision, a satellite hub in Wales and two further hubs in Shropshire have been established as day provisions. A key strategic focus for 2015-16 will be the development and integration of this external provision balanced carefully against the maintenance of quality across the existing areas of the organisation. New business has already been generated at each site with further prospective students currently at enquiry / pre-entry admissions stage.
62. The setting of demanding targets across the College, together with an expectation of high standards, is a priority for all leaders. Rigorous analysis of outcomes data and stakeholder feedback underpins the planning for and constant development of the curriculum to meet the needs and interest of students and respond to national and local priorities. Work continues on the refinement of data processes to reflect and support the College's evolving student cohort and the full range of programmes offered.
63. The College is committed to maintaining a high level quality provision in education and care, despite continuing financial constraints. Although the balance sheet is strong, we need to improve thorough planning and financial controls throughout the College. The current Strategic Plan includes a target of ensuring that expenditure does not exceed income and this is being rigorously actioned and monitored.
- 5. Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interest of learners, employers and the local and national community**
64. Study Programmes are well established across all programme areas and all accreditation and RARPA based provision have been reviewed throughout 2014-15 to ensure their continuing relevance and value. The Living and Work Programmes have been further refined during 2014-15 and the needs and interests of this group will remain a focus for 2015-16. The College has been planning for the implementation of Supported Internships and these will be piloted during 2015-16. Apprenticeship provision has been refined with a planned emphasis on Health and Social Care for the future.
65. Students' and Trainees' views are routinely collected and analysed, in the Learner Survey, 93% of students stated that they were enjoying being at College and 94% agreed that they were learning things that will help them when they leave. Students have the opportunity to develop employability skills in a variety of settings within College and in the community. For example Qube and North Shropshire College are regular customers of the Print Centre, the Hospitality and Retail department has introduced a new ordering and till system to ensure that learners progress and use equipment similar to that used in external work areas. The Land Based Studies department has carried out work to the gardens at Shrewsbury Abbey, planters and baskets in Gobowen, Llangollen and Oswestry as well as making links with the National Trust and The Alpaca Society.
66. Whilst remaining mindful of its national catchment area the College has been proactive in ascertaining the educational requirements of the neighbouring local authorities and this has resulted in a variety of flexible programmes being developed. Existing partnerships with local special schools and with the local colleges of general further education have been significantly enhanced. The College has successfully run a family day to help and inform potential students and parents and a careers day which was supported by some of our industry champions. The College is participating in more competitions and gaining excellent recognition in inclusive skills competitions, including hosting competitions at the College.

Places have been won in Gift of the Gab, Come Dine with Me, Work Processing, Healthy Picnic, Table Laying, Visual Merchandising, Restaurant Service, Bird Box Building, Planting Containers, Recycling and Write a Postcard Competitions which all help raise the profile of the College.

67. Partnerships developed to support the work experience programme are of primary importance and feedback from providers indicates high levels of satisfaction with regard to partnership arrangements. New working opportunities have been introduced for students to participate both locally and in their home areas. Work placement opportunities with national companies such as Premier Inn, Tesco and The Co-op are now well established. The ultimate aim, where appropriate, is for students to gain employment in their home area as a result of these placements and we have been successful at both Premier Inn and Tesco with two of our leaver cohort in July 2015. The ongoing development of existing partnerships and exploration into potential links with further national chains remains a priority for 2015-16.

68. In order to influence policy at both regional and national level leaders and managers continue to represent the College on a number of associations and committees. This not only ensures that the College has a voice but also provides excellent CPD for managers. Senior staff are involved at a senior level in Natspec as Vice-Chair (with responsibility for Welsh colleges) and as Company Secretary. The Executive Principal is secretary to the West Midlands ISC/Natspec Forum and the Welsh Natspec Forum; member of World Skills Portfolio Group and of the EFA/SFA Advisory Group.

6. Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap

69. The reputation of the College both locally and nationally is exceptionally high; the involvement of the College in various local projects has done much to reinforce the College's reputation as a key player and an important partner within the local community. The filming and screening in summer 2015, of an hour-long documentary depicting the last few weeks of term at Derwen College for six students as they prepared to graduate and enter the real world was part of BBC3's "Defying the Label" series on disability. The programme was very positively received by the viewing public, many of whom were not previously aware of Derwen College and the work we do – *The programme illustrates some of the particular challenges facing young people with learning difficulties, but is also good at implying how entering "the real world" is pretty tough for everyone. Julia Raeside Guardian TV Pick of the Day.* An email from someone unconnected with college stated: *"excellent programme and Derwen looked a very special place, that was well resourced. I also felt that the staff came across as caring, considerate and extremely patient"*.

70. Students at College have also been involved in an exciting project involving Network Rail and Arriva Trains Wales and funded by the Cambrian Partnership. The project made a film planned by and starring our students and two learners from Coleg Ceredigion and details topics such as rail safety, planning and booking a journey and where and who to ask for help. The film is a guide to confident travel for people with learning difficulties and disabilities and will be available nationally as an educational tool for specialist providers and also for railway employees as part of their training programmes. The project and film have recently gained endorsement from Lord Dafydd Elis Thomas (AM for Meirionnydd and Member of the House of Lords)

71. The Strategic Plan sets out the College's commitment to "view diversity as a reason for celebration and strive to ensure this is achieved in all aspects of college life". This commitment is supported by a number of key policies and procedures, for example, the

Single Equality Scheme and the College Code of Conduct. All policies are reviewed and impact assessed, with the outcomes clearly recorded. Diversity is promoted well in all areas of the College and a regular audit ensures that the curriculum remains relevant and stimulating. The College's Equality and Diversity Working Group meets termly. It is made up of representation from the College community and chaired by the Director Student Services. A review of all key College meetings is planned during 2015-16 where this meeting will be impact assessed to ensure its' continuing relevance.

- 72. The promotion of disability awareness is well integrated into the curriculum and enables students to develop an excellent awareness of their own disabilities and to appreciate others' differences. As a result students are courteous and compassionate towards their peers and show a very good grasp of what is right and fair.
- 73. The College has a zero tolerance of bullying and any incidents are dealt with swiftly and appropriately. If it does occur, students are urged to voice their grievance in the secure knowledge that incidents will be dealt with promptly and effectively. College is committed to providing a supportive, friendly, safe and positive environment free from offensive behaviour, to help all students achieve their learning goals and get the most out of the experience of College life. Governors have a standard agenda item for all Board meetings to review any serious incidents and complaints.

7. Leaders and managers safeguard all learners

- 74. The high priority given to health and safety and safeguarding results in the provision and maintenance of an exceptionally safe environment for students. Appropriate supervision, continual health and safety monitoring and training, maintenance of equipment and the campus, all contribute to the outstanding safeguarding arrangements. The Campus Manager has been trained to carry out in-house fire audits. The College Governing Board receives a termly safeguarding report. All incidents are recorded and confidential files are stored securely.
- 75. The College's spacious campus is open to visitors and customers in the public areas and is imaginatively and purposefully managed to enable students to interact with staff and members of the public appropriately and safely. However, with the evolving needs of the student group, it has been recognised that additional security measures are required to ensure student safeguarding and additional fencing, gates and CCTV cameras are planned.
- 76. In the recent Student Survey, 93% of students agreed with the statement "*Do you feel safe at college*" and 93% agreed with "*Do you get the support you need from staff*".
- 77. Individual student's risk assessments are robust and support the management of risk across all areas of the College. They have been reviewed during 2014-15 to match headings in the Education and Health Care Plans (EHCP) and this strengthens the link to student's individual care plans. Risk assessments are reviewed on a 6-9 monthly basis as well as immediately following an incident or identified issue. There is also, now, a greater link to student's behaviour reports.
- 78. Risk assessment across external placement provision is extremely rigorous and comprehensive. Arrangements for safeguarding students on employers' premises are effective and thorough through the production of the Health, Safety and Welfare Assessment Record.
- 79. The College provides a safe and supportive environment for students to access the internet, including social networking sites. The e-safety co-ordinator and ICT Team continue to

support and monitor students in the safe use of social media and their hand held devices. The majority of e safety cases in 2014-15 have been issues of contact between current and former students. Working closely with the Student Liaison and Safeguarding Teams all these cases have been successfully resolved. The police have also been involved where necessary and College has a very good relationship with West Mercia Police Vulnerable Adult Unit. The College was actively involved in Safer Internet Day – Feb 2015 with activities including a safe selfie booth, airing dirty laundry in public and new resources created to support students.

80. The e-Learning landscape is constantly changing and today's acquired technical skills may soon become obsolete. It is therefore essential to build staff and students confidence in exploring new technologies so that they are able to use technology to gain knowledge, expertise and augment their learning. Staff provide support in the safe use of personal technology, such as mobile phones and tablets, but it is essential that staff maintain their awareness of this evolving landscape. The College also recognises the need for Governors, Leaders, Managers and staff to keep pace with cyber security in order to continue to ensure effective data protection across all its systems.
81. A new statutory duty to have regard to preventing people being drawn into terrorism was introduced as part of the Counter-Terrorism and Security Act 2015. Online radicalisation, either through accessing inflammatory material or through online grooming, is an increasing danger and whilst the College is in remote rural Shropshire, our students come from a national intake and their individual disabilities and difficulties also increase their vulnerability to extremism. Consolidation of the College's Prevent Strategy and Policy including staff and governor training and student involvement is a priority.
82. Staff training in health and safety and safeguarding continues to be prioritised and completion of the LSIS Level 2 on-line Safeguarding Assessment is mandatory for all staff and governors. In addition to recruitment screening, the current three year cyclical update of the Disclosure Barring Service check continues to exceed statutory requirements.

Quality Improvement Plan for 2015-16		
Effectiveness of leadership and management		
Target LM1:	Lead Responsibility	Current RAG Rating
To continue to review and develop the provision, curriculum and programme offer to ensure ongoing relevance and sustainability	Director: Learning and Quality	
Planned Actions	By Who?	By When?
LM1.1: Ongoing development of Ashdale House provision, curriculum and programme offer	D: L&Q Programme Co-ordinators	
LM1.2: Ongoing development of Derwen@Walford provision, curriculum and programme offer	D: L&Q Programme Co-ordinator	
LM1.3: Ongoing development of Craven Arms provision, curriculum and programme offer	D: L&Q Programme Co-ordinator	
LM1.4: Continue to review and develop the curriculum and programme offer for students at main campus (including Supported Internships)	D: L&Q Curriculum Manager Programme Managers	
LM1.5: Continue to review and develop the Living and Work Programme provision for Trainees	D: L&Q Curriculum Manager Programme Co-ordinators	
LM1.6: Development of Health and Social Care Apprenticeship provision	D: L&Q Curriculum Manager IHW Manager	
Evaluation of improvement activity / Impact		
Target LM2:	Lead Responsibility	Current RAG Rating
To implement the demanding action plans for care and clinical services	Director: Student Services Social Care Manager	
Planned Actions	Lead Responsibility	Current RAG Rating
LM2.1: Appointment of Clinical lead and review of key communication routes	Director: Student Services Director: HR	
LM2.2: Consolidate new care plans to include independence, communications and behaviour	IHW Manager Residence Managers / staff	
LM2.3: To review staffing levels and implementing outcomes of staff consultation process	Director: Student Services Director: HR	
LM2.4: Introduce a revised system of audits to drive continuous improvements to include Care, Independence, and Clinical services	Director: Student Services Social Care Manager	
Evaluation of improvement activity / Impact		
Target LM3:	Lead Responsibility	Current RAG Rating
To review and impact assess all key College meetings to ensure ongoing purpose and sustainability	Leadership Team	

Planned Actions	By Who?	By When?
LM3.1: Identification and mapping of all key meetings and communication routes	Leadership Team Key College staff	
LM3.2: Review of remit / attendees / impact of key meetings e.g. Equality and Diversity, Sustainability	Leadership Team Key College staff	
LM3.3: Dependent upon outcome of review possible rationalisation of meetings schedule / review of remit / attendees	Leadership Team Key College staff	
LM3.4: Production of Meetings Communication flow chart	Leadership Team	
LM3.5: Review and capture of cross college attendance at external networks / meetings	Director: HR	
Evaluation of improvement activity / Impact		
Target LM4:	Lead Responsibility	Current RAG Rating
Continue to equip Governors to fulfil their function to an outstanding level	Executive Principal Leadership Team Chair / Vice Chair of Governors	
Planned Actions	By Who?	By When?
LM4.1: Continue to work towards 'smarter' Board and Committee meetings	Chair / Vice Chair of Governors	
LM4.2: Collate and analyse the data generated via the 'Governor Involvement Record' and formulate actions	Chair / Vice Chair of Governors Director: Learning and Quality	
LM4.3: Ensure that relevant Governors have opportunities to participate in Learning Walks as part of the OTLA programme	Quality Manager	
LM4.4: Facilitate more regular, timely and robust Governor review of QIP throughout academic year (including investigating electronic solutions)	Director: Learning and Quality	
Evaluation of improvement activity / Impact		
Target LM5:	Lead Responsibility	Current RAG Rating
To ensure that all planning and processes contribute towards a significant reduction in the deficit	Director: Finance	
Planned Actions	By Who?	By When?
LM5.1: Continue to devolve budgetary responsibility to area managers including involvement in budget calculation and termly review	Director: Finance Area Managers	
LM5.2: Strengthen processes to deal with non-budgeted expenditure to ensure more timely reporting	Director: Finance	
LM5.3: Continue to refine fee calculator to ensure ongoing suitability for purpose	Director: Finance	
LM5.4: Continue to seek opportunities to maximise commercial income	Director: Finance Director: Corporate Services	

LM5.5: Consolidate accommodation maintenance plan and align with budgetary planning		Director: Finance CEF Manager	
Evaluation of improvement activity / Impact			
Target LM6:		Lead Responsibility	Current RAG Rating
To ensure that all ICT systems continue to meet data protection standards		Director: Finance Technology Development Manager	
Planned Actions		By Who?	By When?
LM6.1: Review College Technology Policy to ensure that is remains fit for purpose		Technology Development Manager	
LM6.2: Ensure that all staff and Governors are aware of current issues regarding cyber security		Technology Development Manager	
LM6.3: Review processes for encryption as requested by Local Authorities and formulate approach		Technology Development Manager	
Evaluation of improvement activity / Impact			
Quality of teaching, learning and assessment			
Target TLA1:		Lead Responsibility	Current RAG Rating
To continue to focus on outstanding teaching, learning and assessment		Director: Learning and Quality	
Planned Actions		By Who?	By When?
TLA1.1: Aim to achieve 100% 'Good or better' graded observations		Quality and Compliance Manager FS and Professional Development Manager	
TLA1.2: Improve cohesion between the curriculum and commercial demands within the college		Director: Learning and Quality Director: Corporate Services Programme Managers	
TLA1.3: Implementation of re-focused Learning Mentor Team		FS and Professional Development	
TLA1.4: Development of closer links between observation, appraisal and CPD including maximising peer sharing opportunities		Quality and Compliance Manager FS and Professional Development Manager	
TLA1.5: Maximise collaboration between curriculum support teams (Learning Mentors, Digital Practitioners, Makaton Tutors and FS Links)		FS and Professional Development Manager Team Leaders	
TLA1.6: Raise awareness of embedding functional skills across the Independence, Health and Wellbeing curriculum		FS and Professional Development Manager IHW Manager	
Evaluation of improvement activity / Impact			

Target TLA2	Lead Responsibility	Current RAG Rating
To ensure that pre-entry assessment processes keep pace with changing external requirements, remain fit for purpose in terms of the evolving student and trainee populations and take account of all aspects of provision	Director: Corporate Services Director: Learning and Quality	
Planned Actions	By Who?	By When?
TLA2.1: Consolidate link between outcomes set by LA on EHCP and programme development	Admissions Team Programme Managers	
TLA2.2: Improve planning of progression routes to ensure that 'Expected Outcomes' identified at Pre-Entry Assessment are closely matched to 'Destination Data'	Programme Managers	
TLA2.3: Develop clear assessment processes for identifying support needs and clear admissions procedures for satellite centres	Admissions Manager Satellite Co-ordinators	
Evaluation of improvement activity / Impact		
Target TLA3	Lead Responsibility	Current RAG Rating
To ensure that every opportunity is taken to use technology effectively and creatively across the whole curriculum	Director: Learning and Quality Technology Development Manager	
Planned Actions	By Who?	By When?
TLA3.1: Develop the skills of the technology team to maximise effective use of existing technology	Technology Development Manager	
TLA3.2: Develop the skills of the Digital Practitioner Team to better support staff across the curriculum	Technology Development Manager	
TLA3.3: Continue to explore opportunities for participation in IT focused project work	Technology Development Manager Programme Managers	
TLA3.4: Continue to support all staff in the use of communication technologies and tablet applications	Technology Development Manager SALT	
Evaluation of improvement activity / Impact		
Personal development, behaviour and welfare of learners		
Target PBW1:	Lead Responsibility	Current RAG Rating
Consolidate relevant strands of provision to ensure that the Colleges' capture of evidence to support the new Ofsted Key Judgement is consistently robust	Leadership Team Quality and Compliance Manager	
Planned Actions	By Who?	By When?
PBW1.1: Provision and completion of Prevent Training for all staff and Governors	Director: HR	

PBW1.2: Ensure that the College's policy and range of approaches to behavioural management are clear and understood by all staff and Governors	Director: Student Services	
PBW1.3: Completion of Matrix Action Plan developed following re-accreditation	Quality and Compliance Manager	
PBW1.4: Ongoing development of work experience and transition programme	Work Experience and Transition Manager	
PBW1.5: Ongoing review and development of PD programme	PD Co-ordinator	
PBW1.6: Monitor and evaluate the updated 4pm-7pm programme	Sports and Leisure Co-ordinator Programme Managers	
Evaluation of improvement activity / Impact		

Outcomes for learners		
Target OC1:	Lead Responsibility	Current RAG Rating
Continue to develop transition links with employers and Local Authorities	Director: Learning and Quality Director: Corporate Services Work Experience and Transition Manager	
Planned Actions	By Who?	By When?
OC1.1: Development of partnership with Tesco	Work Experience and Transition Manager	
OC1.2: Research other opportunities for national chain links including relevant link for LBS	Work Experience and Transition Manager	
OC1.3: Development of the Industry Champion role to maximise benefits for each Programme Area	Work Experience and Transition Manager Programme Managers	
OC1.4: Provision of more individualised 'work transition' support for every student	Work Experience and Transition Manager	
OC1.5: Further development of transition support for Trainees, particularly those on the 37 week Living and Work Programme to support understanding of tenancies and related rights and responsibilities	Curriculum Manager Work Experience and Transition Manager	
Evaluation of improvement activity / Impact		
Target OC2:	Lead Responsibility	Current RAG Rating
To continue to refine processes for capturing, monitoring and analysing student and trainee progress across the whole curriculum	Director: Learning and Quality Director: Student Services	
Planned Actions	By Who?	By When?
OC2.1: Improve students understanding of and contribution to their own Care and Independence Plans	IHW Manager Residence Managers / staff	

OC2.2: Pilot and review Independence, Health and Well Being (IHW) representation at Review Meetings	Review Team IHW Manager	
OC2.3: Consolidate reporting of different strands of the IHW curriculum	Quality and Compliance Manager IHW Manager	
OC2.4: Explore options to link RARPA database more directly to reporting processes	Technology Development Manager Quality and Compliance Manager	
Evaluation of improvement activity / Impact		
Target OC3:	Lead Responsibility	Current RAG Rating
Continue to review and utilise curriculum data to support evolving internal and external demands	Director: Learning and Quality Data & Exams Manager Quality and Compliance Manager	
Planned Actions	By Who?	By When?
OC3.1: Continue to support Programme Managers and other key cross college staff to engage meaningfully with relevant data	Quality and Compliance Manager	
OC3.2: Maximise the use of curriculum data for marketing purposes including Destination success stories	Marketing Team	
OC3.3: Continue to explore options for an electronic attendance and punctuality solution	Technology Development Manager Data & Exams Manager	
Evaluation of improvement activity / Impact		
RAG Rating Key: Green – Progress towards target is as or better than planned Amber – Progress towards target is less than planned but remains within an acceptable range Red – Progress towards target is less than planned and is outside an acceptable range Each QIP target to be checked and updated by person with lead responsibility a minimum of 6 times during academic year – half term and full term points with final ‘sign off’ on target by last day of October 2016		

Appendices – for 2014-15 College SAR

1 Curriculum Data Analysis Table showing 2014-15 data and targets set for 2015-16

Destinations Data (based on 2012-2014 leavers)

2a Social Destinations

2b Progress Destinations

Achievements Data (based on 2014-15 leavers)

3a Accreditation

3b RARPA (programme aims)

Surveys Data (2014-15)

4a Student and Trainee

4b Parents and Carers

4c Prospective Students

4d Professional Partners

4e Employers

Quality Data (2014-15)

5a OTLA Summary

DC – Data Analysis

				2012-13	2013-14	2014-15			2015-16		
				All Programmes	All Programmes	Study Programme	Living & Work Programmes	Apprenticeships	Study Programme	Living & Work Programmes	Apprenticeships
Surveys Data	Students & Trainees Survey (Tutorial/Mentor administrator)	Q1. Do you enjoy being at DC?	DC Target						95%	95%	
			DC Actual (overall average)	97%	98%	93%	100%				
		Survey response rate	DC Target						90%	90%	
			DC Actual (overall average)			78%	40%				
	Prospective Students Survey (Admissions Team)	Q20. Happy with IAG received considering place	DC Target						98%	98%	
			DC Actual (overall average)	100%	100%	100%					
		Survey response rate	Target						75%	75%	
			DC Actual (overall average)			70% (35 of 50)					
	Parents & Carers Survey (Student Liaison Team)	Q37. The College meets my son/daughter's needs	DC Target						96%	96%	
			DC Actual (overall average)	100%	98%	95%					
		Survey response rate	DC Target						50%	50%	
			DC Actual (overall average)			43%					
	Professional Partners Survey (Corporate Services Team)	Q12. Service and support received from the College is good: Local Authorities Other colleges Local businesses Suppliers Visiting groups	DC Target						?		
			DC Actual (overall average)	100%	95%	93%					
			by category from 2015-16								
		Survey response rate	DC Target						40%		
			DC Actual (overall average)			30%					
	Employers Survey (Work Experience Team)	Overall score: employers who rated DC's work with their organisation in setting up and maintaining work placements as 1 = Outstanding	DC Target						85%		
			DC Actual (overall average)	82% (9 of 11)	69% (9 of 13)	82% (9 of 11)					
			Natspec Benchmark			71%					
		Survey response rate	DC Target						65%		
			DC Actual (overall average)	58% (11 of 19)	54% (13 of 24)	61% (11 of 18)					

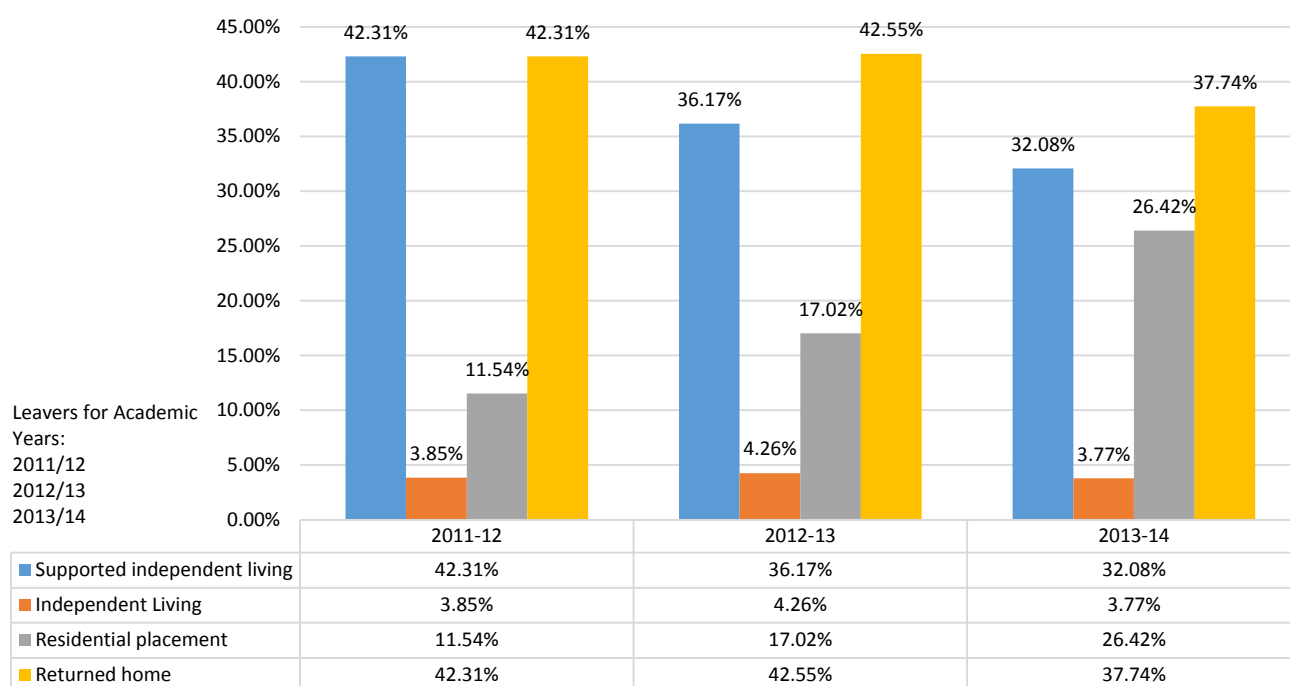
DC – Data Analysis				2012-13	2013-14	2014-15			2015-16		
				All Programmes	All Programmes	Study Programme	Living & Work Programmes	Apprenticeships	Study Programme	Living & Work Programmes	Apprenticeships
Achievements Data	A & P	Attendance	DC Target		98%	98%			98%	-	
			DC Actual (overall average)	98.29%	97.78%	97.9%					
		Punctuality	DC Target		96%	96%			96%	-	
			DC Actual (overall average)	98.26%	96.98%	98.3%					
	Accreditation	Full and partial Vocational awards Entry Level Level 1 Level 2	DC Target						96%		100%
			DC Actual (overall average)	97.8%	97.1%	96.2%		-			
					98.3%	90%		-			
				-	-	-		100%			
		Full and partial Functional Skills awards Entry Level Level 1 Level 2	DC Target						96%		100%
			DC Actual (overall average)	95.6%	94.1%	95.8%					
				100%	50%	60%					
				-	-	-					
	RARPA	Programme Aim 1: Vocational & Employability skills	DC Target						100%		
			DC Actual (overall average)			97%					
		Programme Aim 2: Practical Experience of Supported Employment	DC Target						100%		
			DC Actual (overall average)			-					
		Programme Aim 3: Functional English and Maths Skills	DC Target						100%		
			DC Actual (overall average)			83%					
		Programme Aim 4: Care and Independence Skills [Aim: Personal & Social Development 14/15]	DC Target						100%		
			DC Actual (overall average)			100%					
	Work Experience	Number of leavers who access external placements for half a day a week (for a minimum of one term)	DC Target						98%	-	
			DC Actual (overall average)			98%					
		Number of leavers who access external placements for half a day a week or more (for a minimum of one term)	DC Target						20%	-	
			DC Actual (overall average)			13%					
		Number of leavers who access external placements for half a day a week or more (for a minimum of one year)	DC Target						-	-	
			DC Actual (overall average)								

DC – Data Analysis				2012-13	2013-14	2014-15			2015-16		
				All Programmes	All Programmes	Study Programme	Living & Work Programmes	Apprenticeships	Study Programme	Living & Work Programmes	Apprenticeships
Destinations Data	Progress (Work outcomes)	Employed more than 16 hours a week	Overall average	2%	5%	-	-	100%			
		Employed less than 16 hours a week	Overall average	9%	1%	5.81%	16.67%	-			
		Voluntary work	Overall average	23%	12%	18.6%	-	-			
		Traineeship	Overall average								
		Apprenticeship	Overall average								
		Supported Internship	Overall average								
		Other FE (full time)	Overall average	-	32%	38.37%	66.67%	-			
		Other FE (part time)	Overall average	60%	-	-	-	-			
		Other outcome – not reported	Overall average	-	50%	37.21%	16.67%	-			
	Social (Living outcomes)	Supported Independent Living	Overall average	16%	8.3%	25.38%	50%				
		Independent Living	Overall average	2%	1.2%	2.65%	-				
		Learner returning home	Overall average	35%	17.9%	27.65%	50%				
		Long term residential placement	Overall average	47%	23.8%	11.74%	-				
		Other outcome – not listed	Overall average	-	-	-	-				
		Other - not reported	Overall average	-	48.8%	32.58%	-				
	Destination Survey	Survey response rate	DC Target						60%	60%	100%
			DC Actual (overall average)								

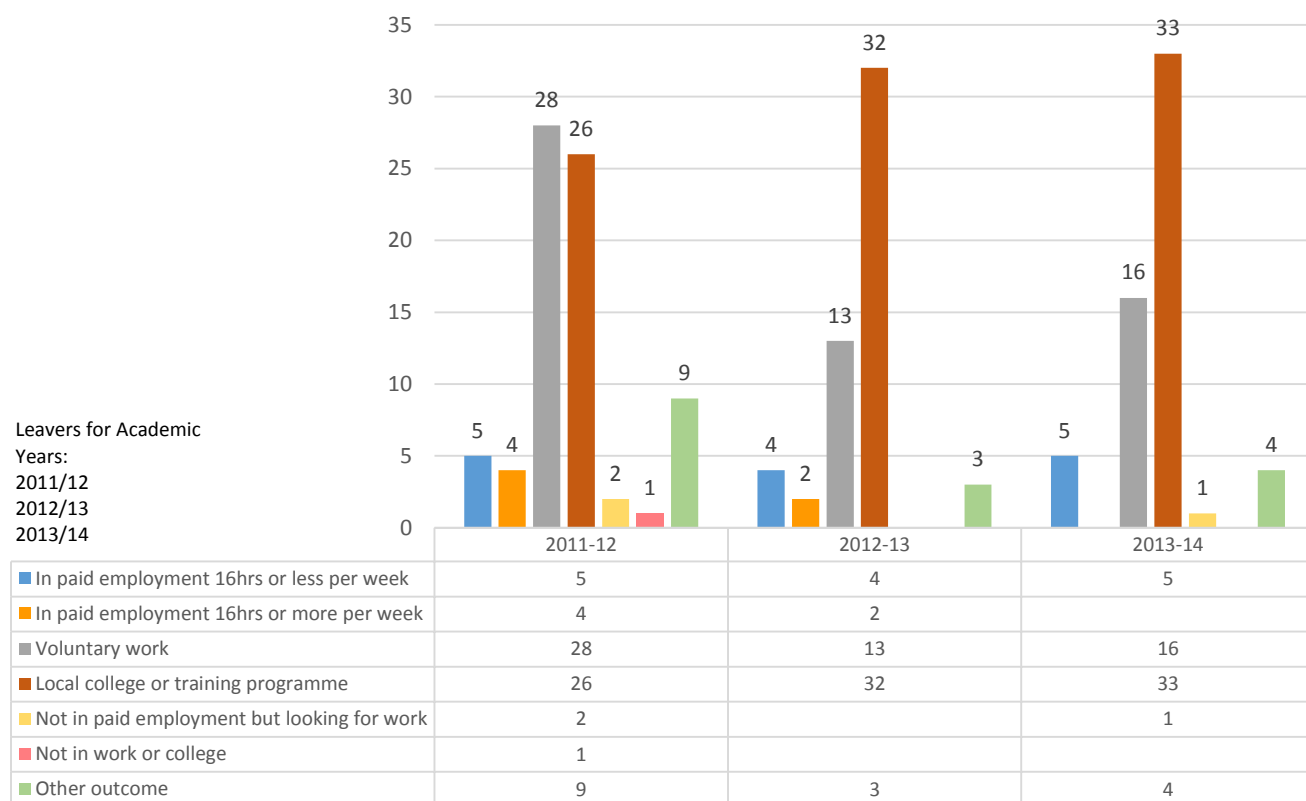
	2012-13	2013-14	2014-15	2015-16
--	---------	---------	---------	---------

DC – Data Analysis				All Programmes	All Programmes	All Programmes		All Programmes	
Quality Data	TLA observation grades	Grade 1 Outstanding	Target: 100%	30%	23.5%	29.5%	93.6%		
		Grade 2 Good		59%	57.8%	64.1%			
		Grade 3 Requires Improvement	Target: 0%	11%	18.7%	5.1%	6.4%		
		Grade 4 Inadequate		0%	0%	1.3%			
	SAR grades	Overall effectiveness	Target: 1	1	2				
		Effectiveness of leadership and management	Target: 1	1	1				
		Quality of teaching, learning and assessment	Target: 1	1	2				
		Personal development, behaviour and welfare	Target: 1						
		Outcomes for learners	Target: 1	1	1				

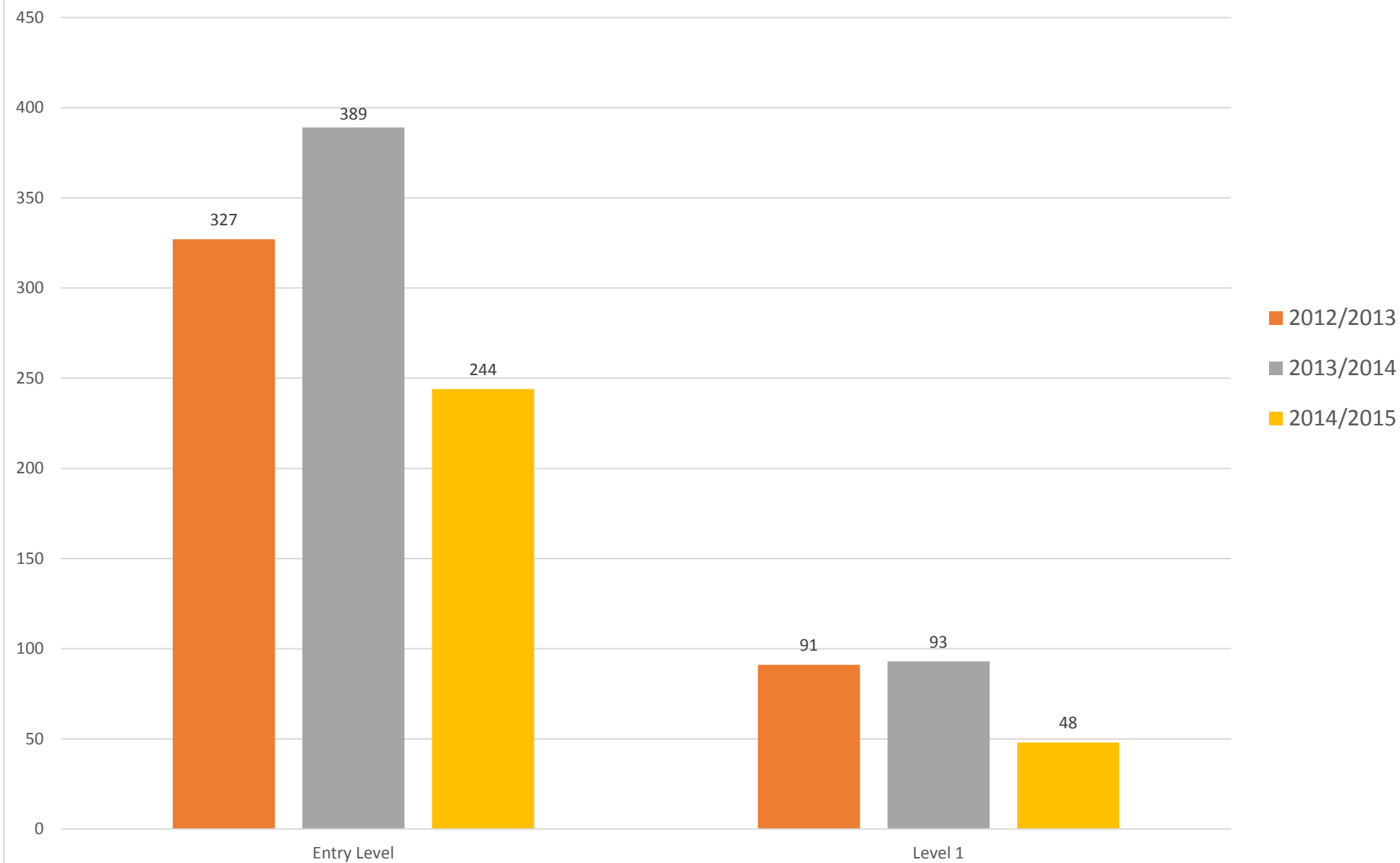
Destinations: Social 2014-2015
at 21 July 2015
Study Programme: College 3 Years Overview



Destinations: Progress 2014-2015
at 21 July 2015
Study Programme: College 3 Years Overview

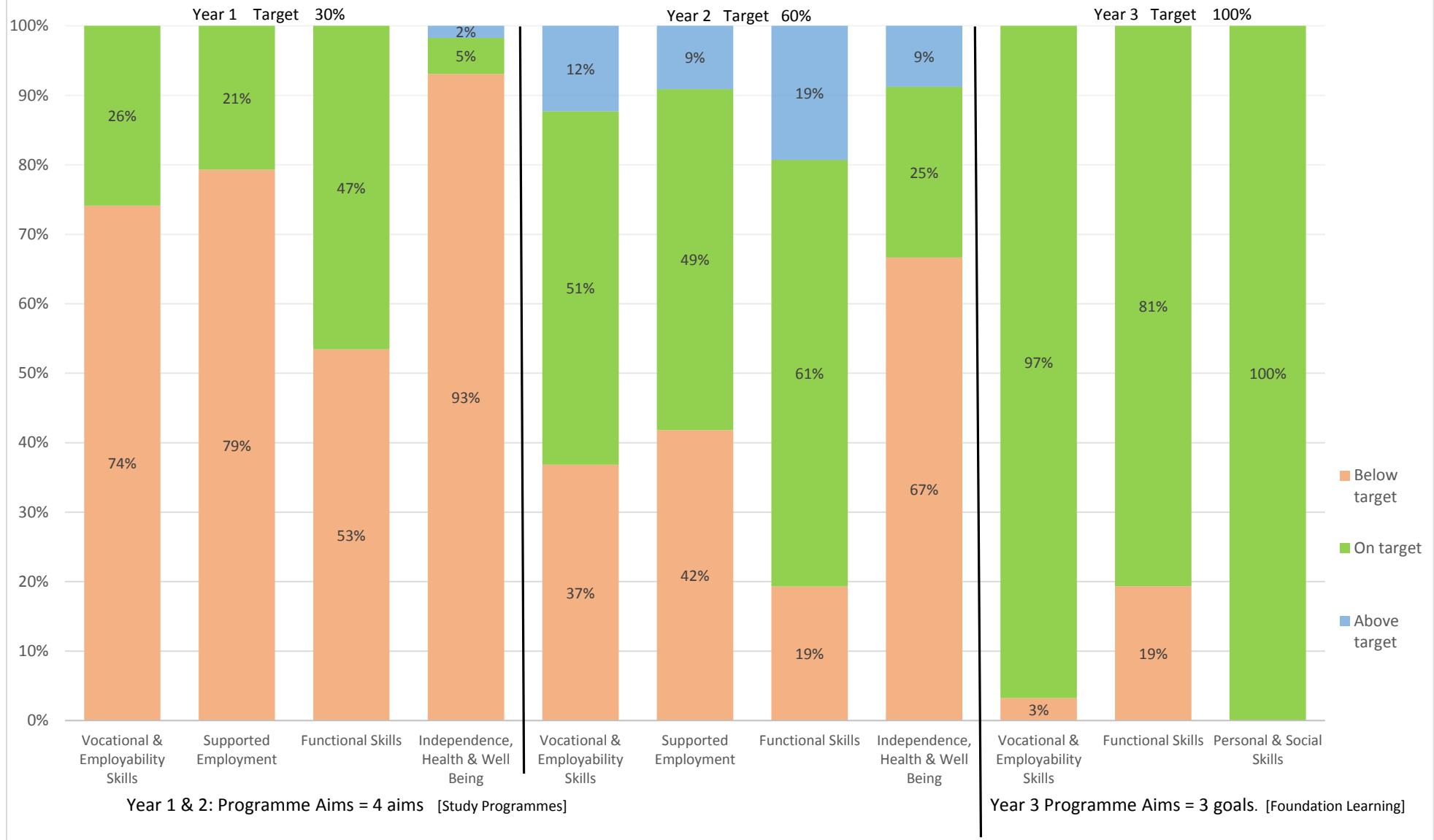


Student Accreditation 2014-2015



RARPA

Progress towards Programme Aims 2014-2015



No. of responses expected 173
 No. of responses received 135 78%

Derwen College – Student Survey – Summer 2015

Question				Yes	Not Sure	No		Yes	Not Sure	No
Nat Spec Survey										
N1	1	Do you enjoy being at college?		126	6	3	135	93%	4%	2%
N2	2	Do you feel safe at college?		126	7	2	135	93%	5%	1%
N3	9	Do you get the support you need from staff?		126	6	3	135	93%	4%	2%
N4	21	Are you learning things that will help you to be more independent?		126	8	1	135	93%	6%	1%
N5	3	Are you learning things that will help you when you leave College?		127	8	0	135	94%	6%	0%
N6	5	Are you asked what you think about college?		122	12	1	135	90%	9%	1%
N7	6	Does the college listen and act on your views?		123	11	1	135	91%	8%	1%
N8	4	Is there good technology (IT) when you need it to help you to learn?		126	9	0	135	93%	7%	0%
N9	10	Do you know what to do if you have a problem about college?		128	2	5	135	95%	1%	4%
N10a	11	Did you get the help you needed to settle into college?		45	4	0	49	92%	8%	0%
N10b	12	Are you getting the help you need to plan what happens after college?		47	3	0	50	94%	6%	0%
College Survey								Yes	Not Sure	No
	1	Do you enjoy being at college?		126	6	3	135	93%	4%	2%
	2	Do you feel safe at college?		126	7	2	135	93%	5%	1%
	3	Are you learning things that will help you when you leave College?		127	8	0	135	94%	6%	0%
	4	Is there good technology (IT) when you need it to help you to learn?		126	9	0	135	93%	7%	0%
	7	Are you treated fairly and with respect by staff?		124	8	3	135	92%	6%	2%
	8	Are you treated fairly and with respect by other students and trainees?		118	12	5	135	87%	9%	4%
Safeguarding								Yes	Not Sure	No
	2	Do you feel safe at college?		126	7	2	135	93%	5%	1%
Question	%									

Learner Voice						<table><tr><th>Yes</th><th>Not Sure</th><th>No</th></tr></table>			Yes	Not Sure	No
Yes	Not Sure	No									
6	Does the college listen and act on your views?		123	11	1	135	91%	8%	1%		
FS – ICT						<table><tr><th>Yes</th><th>Not Sure</th><th>No</th></tr></table>			Yes	Not Sure	No
Yes	Not Sure	No									
4	Is there good technology (IT) when you need it to help you to learn?		126	9	0	135	93%	7%	0%		
Vocational Departments: AMBS						<table><tr><th>Yes</th><th>Not Sure</th><th>No</th></tr></table>			Yes	Not Sure	No
Yes	Not Sure	No									
13	Are you enjoying your course/programme?	AMBS	24	2	0	26	92%	8%	0%		
	Do staff talk to you about how you are getting on and what you need to do to										
14	improve?	AMBS	23	3	0	26	88%	12%	0%		
15	Are you happy that your timetable/programme meets your needs?	AMBS	25	1	0	26	96%	4%	0%		
16	Are you enjoying your internal work experience within the college campus?	AMBS	23	2	1	26	88%	8%	4%		
19	Are your placements helping to prepare you for work after college?	AMBS	9	1	0	10	90%	10%	0%		
Vocational Departments: CS						<table><tr><th>Yes</th><th>Not Sure</th><th>No</th></tr></table>			Yes	Not Sure	No
Yes	Not Sure	No									
13	Are you enjoying your course/programme?	CS	11	0	0	11	100%	0%	0%		
	Do staff talk to you about how you are getting on and what you need to do to										
14	improve?	CS	10	1	0	11	91%	9%	0%		
15	Are you happy that your timetable/programme meets your needs?	CS	10	1	0	11	91%	9%	0%		
16	Are you enjoying your internal work experience within the college campus?	CS	7	3	1	11	64%	27%	9%		
19	Are your placements helping to prepare you for work after college?	CS	4	0	0	4	100%	0%	0%		
Vocational Departments: HRS						<table><tr><th>Yes</th><th>Not Sure</th><th>No</th></tr></table>			Yes	Not Sure	No
Yes	Not Sure	No									
13	Are you enjoying your course/programme?	HRS	18	2	0	20	90%	10%	0%		
	Do staff talk to you about how you are getting on and what you need to do to										
14	improve?	HRS	17	3	0	20	85%	15%	0%		
15	Are you happy that your timetable/programme meets your needs?	HRS	17	3	0	20	85%	15%	0%		
16	Are you enjoying your internal work experience within the college campus?	HRS	20	0	0	20	100%	0%	0%		
19	Are your placements helping to prepare you for work after college?	HRS	12	0	0	12	100%	0%	0%		

Question						%			
Vocational Departments: LBS						Yes	Not Sure	No	
13	Are you enjoying your course/programme?	LBS	20	2	0	22	91%	9%	0%
	Do staff talk to you about how you are getting on and what you need to do to								
14	improve?	LBS	20	2	0	22	91%	9%	0%
15	Are you happy that your timetable/programme meets your needs?	LBS	20	2	0	22	91%	9%	0%
16	Are you enjoying your internal work experience within the college campus?	LBS	19	3	0	22	86%	14%	0%
19	Are your placements helping to prepare you for work after college?	LBS	10	0	0	10	100%	0%	0%
Work Experience Survey						Yes	Not Sure	No	
17	Are you enjoying your external work experience placement?		34	1	1	36	94%	3%	3%
18	Do you feel safe at your external placements?		36	0	0	36	100%	0%	0%
19	Are your placements helping to prepare you for work after college?		35	1	0	36	97%	3%	0%
Sports & Leisure						Yes	Not Sure	No	
20	Is there a wide range of leisure, social and club activities?		125	7	3	135	93%	5%	2%
Care						Yes	Not Sure	No	
23	Is your care plan working for you?		111	21	3	135	82%	16%	2%
ILS						Yes	Not Sure	No	
21	Are you learning things that will help you to be more independent?		126	8	1	135	93%	6%	1%
22	Are you able to access the local community?		118	13	4	135	87%	10%	3%

No. of responses expected:

80

No. of responses received:

32 40%

Derwen College – Trainee [LWP] Survey – Summer 2015

Question				Yes	Not Sure	No	No. of responses	Yes	Not Sure	No
Nat Spec Survey										
N1	1	Do you enjoy being at college?		32	0	0	32	100%	0%	0%
N2	2	Do you feel safe at college?		31	1	0	32	97%	3%	0%
N3	9	Do you get the support you need from staff?		30	1	1	32	94%	3%	3%
N4	21	Are you learning things that will help you to be more independent?		31	1	0	32	97%	3%	0%
N5	3	Are you learning things that will help you when you leave College?		31	1	0	32	97%	3%	0%
N6	5	Are you asked what you think about college?		26	6	0	32	81%	19%	0%
N7	6	Does the college listen and act on your views?		29	3	0	32	91%	9%	0%
N8	4	Is there good technology (IT) when you need it to help you to learn?		29	3	0	32	91%	9%	0%
N9	10	Do you know what to do if you have a problem about college?		28	3	1	32	88%	9%	3%
N10a	11	Did you get the help you needed to settle into college?		13	1	2	16	81%	6%	13%
N10b	12	Are you getting the help you need to plan what happens after college?		16	0	0	16	100%	0%	0%
College Survey										
	1	Do you enjoy being at college?		32	0	0	32	100%	0%	0%
	2	Do you feel safe at college?		31	1	0	32	97%	3%	0%
	3	Are you learning things that will help you when you leave College?		31	1	0	32	97%	3%	0%
	4	Is there good technology (IT) when you need it to help you to learn?		29	3	0	32	91%	9%	0%
	7	Are you treated fairly and with respect by staff?		30	1	1	32	94%	3%	3%
	8	Are you treated fairly and with respect by other students and trainees?		29	1	2	32	91%	3%	6%
Safeguarding										
	2	Do you feel safe at college?		31	1	0	32	97%	3%	0%
Question										

Learner Voice						<div>YesNot SureNo</div>			
6	Does the college listen and act on your views?		29	3	0	32	91%	9%	0%
FS – ICT						<div>YesNot SureNo</div>			
4	Is there good technology (IT) when you need it to help you to learn?		29	3	0	32	91%	9%	0%
Vocational Departments: AMBS						<div>YesNot SureNo</div>			
13	Are you enjoying your course/programme?	AMBS	7	0	0	7	100%	0%	0%
	Do staff talk to you about how you are getting on and what you need to do to								
14	improve?	AMBS	7	0	0	7	100%	0%	0%
15	Are you happy that your timetable/programme meets your needs?	AMBS	6	1	0	7	86%	14%	0%
16	Are you enjoying your internal work experience within the college campus?	AMBS	6	0	1	7	86%	0%	14%
19	Are your placements helping to prepare you for work after college?	AMBS	4	0	0	4	100%	0%	0%
Vocational Departments: CS						<div>YesNot SureNo</div>			
13	Are you enjoying your course/programme?	CS	6	0	0	6	100%	0%	0%
	Do staff talk to you about how you are getting on and what you need to do to								
14	improve?	CS	6	0	0	6	100%	0%	0%
15	Are you happy that your timetable/programme meets your needs?	CS	6	0	0	6	100%	0%	0%
16	Are you enjoying your internal work experience within the college campus?	CS	6	0	0	6	100%	0%	0%
19	Are your placements helping to prepare you for work after college?	CS	5	0	0	5	100%	0%	0%
Vocational Departments: HRS						<div>YesNot SureNo</div>			
13	Are you enjoying your course/programme?	HRS	4	0	0	4	100%	0%	0%
	Do staff talk to you about how you are getting on and what you need to do to								
14	improve?	HRS	4	0	0	4	100%	0%	0%
15	Are you happy that your timetable/programme meets your needs?	HRS	4	0	0	4	100%	0%	0%
16	Are you enjoying your internal work experience within the college campus?	HRS	4	0	0	4	100%	0%	0%
19	Are your placements helping to prepare you for work after college?	HRS	2	0	0	2	100%	0%	0%

Question						%			
Vocational Departments: LBS						Yes	Not Sure	No	
13	Are you enjoying your course/programme?	LBS	1	0	0	1	100%	0%	0%
14	Do staff talk to you about how you are getting on and what you need to do to improve?	LBS	1	0	0	1	100%	0%	0%
15	Are you happy that your timetable/programme meets your needs?	LBS	1	0	0	1	100%	0%	0%
16	Are you enjoying your internal work experience within the college campus?	LBS	1	0	0	1	100%	0%	0%
19	Are your placements helping to prepare you for work after college?	LBS	1	0	0	1	100%	0%	0%
Work Experience Survey						Yes	Not Sure	No	
17	Are you enjoying your external work experience placement?		12	0	0	12	100%	0%	0%
18	Do you feel safe at your external placements?		11	0	1	12	92%	0%	8%
19	Are your placements helping to prepare you for work after college?		12	0	0	12	100%	0%	0%
Sports & Leisure						Yes	Not Sure	No	
20	Is there a wide range of leisure, social and club activities?		28	3	1	32	88%	9%	3%
Care						Yes	Not Sure	No	
23	Is your care plan working for you?		27	2	3	32	84%	6%	9%
ILS						Yes	Not Sure	No	
21	Are you learning things that will help you to be more independent?		31	1	0	32	97%	3%	0%
22	Are you able to access the local community?		27	4	1	32	84%	13%	3%

Parent/Carer Survey

Analysed by QDP Services

on 10/10/2013

on 18/12/2014

on 22/06/2015

		August 2013 Total no. of respondents =34		November 2014 Total no. of respondents =59		May 2015 Total no. of respondents = 43	
		No of responses	Agree%	No of responses	Agree%	No of responses	Agree%
Before Your Son/Daughter Started Programme							
1	College publicity was easy to access	33	97	58	97	43	95
2	College publicity was clear and helpful	33	100	58	97	43	93
3	My first contact was positive and professional	34	100	58	100	43	98
4	Aware of the range/type programmes offered	34	100	57	91	42	90
5	Received sufficient info about sons/daughters programme	34	97	58	88	43	84
6	Fully informed how programme would be delivered	33	91	56	86	41	80
7	Had enough opportunities to visit before started	34	97	58	98	43	86
8	Visits were well organised and informative	34	100	58	100	43	93
The College and its Ethos							
9	I have found staff friendly and welcoming	34	100	58	98	43	100
10	Found staff to be professional in their approach	34	100	58	98	43	100
11	I know who to contact with queries	34	97	58	84	43	79
12	Impressed with facilities College is able to offer	34	100	58	100	43	100
13	College provides high quality learning opportunities	34	100	58	100	43	100
14	College seeks the views of parents/carers	34	85	57	75	43	77
15	Takes account of suggestions and concerns	33	100	57	88	43	81
16	Accommodation and resources are good	33	100	58	100	42	98
Wellbeing							
17	Know the name of Son/Daughter's Counsellor	34	97	58	84	43	84
18	Son/daughter safe & well supported at College	34	100	58	97	43	95
19	Deals effectively with unacceptable behaviour	29	97	53	92	39	100
20	Son/daughter encourage to adopt a healthy lifestyle	34	91	57	82	41	85
21	Helps son/daughter manage feelings/be resilient	34	97	55	89	42	95
22	Son/daughter feels very safe and secure	34	97	57	100	42	100
23	Son/daughter knows who approach if concern	34	97	52	90	40	98
24	My son/daughter enjoys College very much	33	97	57	98	43	95
25	Provides good range of additional activities	32	100	56	96	42	98
26	Opportunities to make positive contribution to local community	32	100	53	89	41	85
27	College helps different backgrounds to get on well	32	100	56	96	39	95
Teaching and Learning							
28	Know name of son's/daughter's Personal Tutor	34	97	57	84	43	95
29	Well informed about sons/daughter's progress	34	100	58	74	43	84
30	Know how son/daughter progress on programme	34	100	56	75	43	88
31	I have received progress reports	34	97	57	82	43	93
32	Progress Review Meeting positive experience	34	100	56	91	43	91
33	Know what son/daughter has to do be success	34	94	55	76	43	84
34	Encouraged to become mature & independent	34	100	58	98	43	98
35	Gaining new skills that will help in the future	34	97	57	98	43	95
36	Well supported plan their transition from College	27	100	51	82	35	77
Overall Satisfaction							
37	The College meets my son/daughter's needs	34	100	58	98	43	95
38	My son/daughter is making good progress	34	94	57	98	43	95
39	I am satisfied with the choice of this College	34	100	57	100	43	98
40	I would recommend the College to a friend	34	100	56	100	43	98

Prospective Students Survey



Analysed by QDP Services

on 10/10/2013

on 18/12/2014

on 22/06/15

August 2013

November 2014

May 2015

Total no. of respondents =12

Total no. of respondents =28

Total no. of respondents =18

College Publicity		No. of responses	Agree%	No. of responses	Agree%	No. of responses	Agree%
2	College publicity was easy to find	12	100	27	93	18	94
3	College publicity was easy to access	12	100	27	100	18	94
4	Brochures and flyers were clear and helpful	12	100	28	93	18	94
5	The College website was clear and helpful	11	91	25	96	18	94
6	Helped make a decision to contact College info	12	83	25	84	18	78
Contacting the College		No. of responses	Agree%	No. of responses	Agree%	No. of responses	Agree%
7	My first contact was positive and professional	12	100	28	96	18	100
8	Contact telephone query dealt with efficiently	12	100	26	96	17	100
9	Contact letter/e-mail query dealt efficiently	11	100	27	100	17	88
10	I know who to contact with queries	12	83	28	93	18	89
11	Helped me make decision to come for a visit	12	92	24	100	18	100
Visiting the College		No. of responses	Agree%	No. of responses	Agree%	No. of responses	Agree%
12	Opportunities to visit College before I started	12	75	26	100	17	88
13	College staff friendly and welcoming	12	100	28	100	18	100
14	Staff to be professional in their approach	12	100	28	100	18	100
15	Visits were well organised and informative	12	100	28	100	18	100
16	Assessment visits were a positive experience	12	100	28	96	18	100
17	Impressed with the facilities able to offer	12	100	28	100	18	100
18	Accommodation and resources are good	12	100	28	93	18	100
19	Helped me make decision to apply for a place	12	100	28	100	18	100
Overall Satisfaction		No. of responses	Agree%	No. of responses	Agree%	No. of responses	Agree%
20	Happy with info/advice/guidance received considering place	12	100	28	100	18	100
21	I would recommend the College to a friend	12	100	27	100	18	100

Professional Partners Survey



Analysed by QDP Services

on 10/10/2013

on 18/12/2014

on 22/06/15

August 2013

November 2014

May 2015

Total no. of respondents =26

Total no. of respondents =21

Total no. of respondents
=15

Contacting the College		Total responses	Agree%	Total responses	Agree%	Total responses	Agree%
2	Initial contact with College positive & professional	24	100	21	100	15	100
3	I know who to contact with queries	26	92	20	100	15	93
4	Contacting by telephone dealt with efficiently	25	96	20	100	15	100
5	Contacting by letter/e-mail dealt efficiently	23	96	18	100	14	100
Visiting the College		Total responses	Agree%	Total responses	Agree%	Total responses	Agree%
6	Found College staff friendly & welcoming	25	100	20	100	15	100
7	Found College staff professional in approach	25	100	20	100	15	100
8	Impressed with facilities College able to offer	23	100	19	100	15	100
9	College facilities are fully accessible to visitors	21	100	17	100	12	100
Working with the College		Total responses	Agree%	Total responses	Agree%	Total responses	Agree%
10	Any problems have been dealt with promptly	22	100	16	94	14	100
11	Takes account views of professional partners	23	100	18	94	14	93
Overall Satisfaction		Total responses	Agree%	Total responses	Agree%	Total responses	Agree%
12	Service & support received from College is good	22	100	20	95	14	93
13	Recommend to other external agencies	22	100	20	100	14	100

Natspec Employer Survey 2015 - Collated Results

Questions	Yes	No		
1. Is the pre-placement administration carried out effectively (e.g. Health and Safety, Public liability insurance etc)	319			
2. Are you clear about the college's expectations of you?	312			
Effectiveness in arranging work placements	1 = Outstanding	2 = Good	3 = Satisfactory	4 = Unsatisfactory
3. Providing accurate and updated details of college staff?	56.25%	39.06%	4.69%	0.00%
4. Providing guidance to ensure a proper induction for students	61.37%	34.89%	3.43%	0.31%
5. Providing appropriate information about students' needs that respects issues of confidentiality and has been shared with the student	66.36%	28.35%	4.67%	0.62%
6. Giving clear details of the work placement arrangements (e.g. days, times, travel, etc) and keeping you informed about changes	68.44%	28.44%	2.50%	0.63%
Support received from the college during the work placement	1 = Outstanding	2 = Good	3 = Satisfactory	4 = Unsatisfactory
7. Effectiveness of support provided by the college to the student	75.39%	21.50%	2.80%	0.31%
8. Efficiency of college staff when problem solving/ dealing with issues	71.80%	25.90%	1.64%	0.66%
9. Effectiveness of communication with college in monitoring progress	60.86%	33.64%	5.50%	0.00%
10. Promptness of communication from college regarding any students absence or sickness	62.30%	29.71%	7.35%	0.64%
11. Effectiveness and frequency of contact (formal and informal)	48.39%	43.32%	8.29%	0.00%
Overall score (this reflects how you feel the college has worked with your organisation in setting up and maintaining work placements)	1 = Outstanding	2 = Good	3 = Satisfactory	4 = Unsatisfactory
	71.35%	24.44%	3.65%	0.56%

OTLA Summary - DRAFT
OBSERVATION AND PEER SHARING SUMMARY
2014-2015

Grades: 14-15	1	2	3	4	U
Total obs G= 78 (including 9 LSA's)	23 (1 LSA @ 1)	50 (7 LSA's @2)	4 (1 LSA @3)	1	TBC
%	29.5%	64.1%	5.1%	1.3%	
	93.6%		6.4%		
Previous year 13-14 Total obs 77 G=54	13	32	9	0	23

Common Graded / Ungraded Strengths:

- Excellent levels of autonomy observed in learners
- Impressive range of transferable skills demonstrated
- Strong links made to expectation of job role
- Extremely good stretch and challenge in majority of sessions
- Excellent instructions given to learners to reinforce learning and expectations
- Excellent and relevant links to equality and diversity
- Excellent range of differentiated resources
- Excellent progress towards development of employability skills
- Good references to IAG and health and safety

Common Graded / Ungraded Areas for Improvement:

- Length of time some learners required to concentrate in some sessions is too long
- Insufficient time spent on explanation of individual objectives in couple of sessions / session introduction rushed
- Missed opportunities to extend tasks and build on skills and knowledge in small number of sessions
- Limited range of questioning techniques in a few sessions