



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

A report on

**The College, Merthyr Tydfil
Ynysfach
Merthyr Tydfil
CF48 1AR**

Date of inspection: November 2016

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the provider's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

The college is based in two town centre campuses – Ynysfach and Redhouse – with around 2,800 learners of whom over 2,000 are full-time. In September 2013 the local authority became tertiary and the college took in its first cohort of tertiary learners. This cohort completed their studies in the summer of 2015. The college has over 200 staff and has a range of vocational and A level programmes.

The college is a subsidiary of the University of South Wales, with a board of directors appointed by the university. The college's turnover is in excess of £14M.

The college is based in the smallest local authority in Wales with a total population of 55,530. This has declined by 4.5% since 1996, in contrast to a growth of 2.6% for Wales.

The college serves an area with considerable challenges of deprivation. Local unemployment rates are high and incomes are low. Thirty-five per cent of the college's learners come from the two most deprived deciles in Wales, based on data from the Welsh Index of Multiple deprivation. A further 33% come from the third and fourth most deprived deciles, making it the college with the highest profile of deprivation in Wales.

Summary

The provider's current performance	Adequate
The provider's prospects for improvement	Good

Current performance

The college's current performance is adequate because:

- Learners successfully complete their qualifications at rates slightly below the national averages; trends in successful completion are steady or show an overall slight increase over the last three years.
- Learners from deprived areas succeed at rates around or slightly below the national averages for learners from similar areas
- Nearly all learners feel safe and well supported
- The college provides a broad curriculum, which meets the needs of learners and the local community
- The college supports learners from disadvantaged backgrounds or with additional learning needs very well
- Most teachers establish positive and productive working relationships with learners
- All college buildings and facilities provide learners with modern, comfortable learning spaces that are of a very high standard

However:

- Many learners' targets are not written clearly enough to help them to make the small steps of learning they need
- In the majority of lessons, teachers do not plan a wide enough range of activities to challenge learners of all abilities and the pace of lessons does not meet learners' individual needs well enough
- In many lessons teachers do not plan enough opportunities for learners to develop their literacy and numeracy skills in line with their ability
- Provision for the development of bilingual skills is underdeveloped

Prospects for improvement

The college's prospects for improvement are good because:

- The principal, supported by the senior leadership, promotes a clear direction for the college, and they work hard to establish a culture of achievement
- Nearly all staff are highly supportive of the college, and staff morale is generally high and has improved over the last few years
- The board of directors provides an appropriate level of challenge to the principal and managers of the college, the directors demonstrating an extensive range of skills and using these well to support the work of the college
- However, self-assessment lacks rigour in identifying areas for improvement and

there has been limited progress made to address many of the recommendations from the previous inspection

- The college has very strong partnerships, which it uses well to improve the opportunities and experiences of learners
- The college has worked very well with the Welsh Government and the local authority to establish and develop tertiary provision in Merthyr Tydfil
- The financial management systems of the college are efficient and effective and, in particular, they are supportive of sustainable development

Recommendations

R1 Improve the rate at which learners successfully complete their qualifications across all learning areas

R2 Enhance and promote the opportunities for staff and learners to develop their Welsh language skills

R3 Make sure that all targets for learners are specific, challenging and measurable

R4 Improve the quality and consistency of teaching and assessment across the college

R5 Improve the robustness of self-assessment, including the use of a wider range of data, to identify and monitor areas for improvement more effectively

What happens next?

The college will incorporate actions into its quality development plan, which show clearly how it is going to address the recommendations made in this report. A team of Estyn inspectors will visit the college after about a year to monitor progress.

Estyn will invite the college to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Learners successfully complete their qualifications at rates slightly below the national averages. In 2014-2015, for substantial courses (those of 150 guided learning hours or more), learners successfully completed at a rate of 76% compared to a national average of 80%. For all qualification outcomes, the rate was 83% compared to a national average of 86%. Trends in successful completion are steady or show an overall slight increase over the last three years.

Across the college overall, learners taking vocational courses, such as BTEC diplomas, successfully complete their qualifications at rates slightly below the national averages. However, these rates vary too much between learning areas and a minority of learning areas show trends of below average success rates. The rates at which learners successfully complete their vocational qualifications at different levels are also too variable. Learners on level 3 diplomas, for example, succeed at rates above the national averages, but those on level 1 and 2 diplomas underperform.

A good proportion of learners progress to higher education, both through foundation degrees offered at the college, and to a range of universities. Learners who start on level 1 or level 2 courses at the college make suitable progress onto the next level of study.

A level provision has been delivered at the college only since 2013, so long term trend data is not available. Over the period 2013-2014 to 2014-2015, the successful completion rates (learners who both complete the course and pass their examinations) for A level learners have improved by a large margin, although remain below the national comparator. The college's own unpublished data for 2015-2016 shows a continued improvement. A level learners who complete their programmes pass their exams and achieve good grades. However, the overall success rate for A levels is too variable across courses.

A high proportion of learners on A level courses come from areas of deprivation. In 2015-2016, around a quarter of A level learners were in receipt of an Educational Maintenance Allowance. Nearly all of these completed their courses.

Overall, male and female learners, learners from different ethnic backgrounds and learners with disabilities successfully complete their qualifications at rates similar to the college's averages. Learners from deprived areas succeed at rates around or slightly below the national averages for learners from similar areas. Learners with additional learning needs, including looked-after children and young carers, do well and succeed at better than average rates.

Overall, learners at the college make sound progress on their courses. On vocational courses, nearly all learners develop relevant vocational skills well and the majority benefit from useful work experience. In practical sessions, such as in

construction, the majority of learners use a wide range of hand-tools correctly and work to industry standards. Learners on Welsh Baccalaureate Qualification courses engage well with their skills challenges and produce stimulating displays to encourage discussion about global issues and other worthwhile topics. For example, Health and Social Care learners carry out healthy eating surveys of their fellow students leading to useful discussions with their peers about diet and exercise.

However, in a few practical classes across the college, too few learners develop their practical skills to a high enough standard or make the progress of which they are capable. In a few classes, learners at all abilities are not challenged enough and, in a very few cases, learners are too passive and not fully engaged in their learning.

In A levels, many learners make good progress in class and show a firm grasp of their subject area. They use technical terms fluently to discuss their subjects. Learners keep well-ordered files and take pride in their work.

Overall, learners successfully complete Essential Skills Wales (ESW) qualifications in communication and application of number at rates close to the national comparator. Trends in success rates for ESW qualifications show an improvement over the last three years.

Learners taking Welsh Baccalaureate Qualification courses study essential skills at a level appropriate for their qualification and learners on Welsh Baccalaureate courses attain their qualifications at good rates. However, a minority of learners on vocational courses do not take ESW qualifications at a level that is appropriate to their initial assessment and to their prior learning.

Nearly all learners receive an initial assessment to identify their strengths and areas for development in literacy and numeracy, and to set targets for improvement. However, overall, many learners' targets are not short and smart enough to allow them to address small steps of learning. This means that learners are not able to assess their progress easily. They are not able to relate these targets to their skills classes or practise these skills across the curriculum.

Overall, learners develop an appropriate understanding of the culture and heritage of Wales. However, only a very few Welsh-speaking learners in a few areas complete learning activities in Welsh and most learners who are not fluent Welsh speakers make little progress in developing their knowledge and skills in the Welsh language.

Wellbeing: Good

Nearly all learners feel safe at the college. They feel well supported and know where to go if they need help. Nearly all learners wear identity badges in college and understand its purpose in keeping them safe. Learners value their college greatly. They express high levels of satisfaction in the college's environment and appreciate and respect the facilities available.

Many learners attend the college regularly. However, in a few areas learners arrive late to lessons. Many learners are articulate and confident, and they enjoy college life. Nearly all are well behaved around the college. In class, they form positive, respectful relationships with their teachers and their peers.

Nearly all learners feel that their views are listened to and responded to well. Learners are elected by their peers and tutors as representatives at meetings throughout the year where they actively influence decision making at the college. For example, learners' requests for additional laptops for use in a teaching room without computers were quickly addressed through this process.

A majority of learners undertake work experience opportunities through the Welsh Baccalaureate Qualification. In vocational areas, learners' access to useful work experience is rather variable. A minority of learners benefit from worthwhile cultural and work experience opportunities in Germany, which allows them both to experience an alternative language and culture and gain broader experience of different working practices.

Many learners have a beneficial understanding of healthy eating and maintaining a healthy lifestyle through units on most programmes of study. They also value the healthy eating choices that the college offers. Most learners have an appropriate understanding of health and safety in their work and learning areas.

Learners participate in a broad range of useful community and other work related activities, within and outside the college. For example, a few maths, science and health and social care learners develop their social skills as well as aiding their opportunity for progression and employment by taking part in the college's health care academy. Within creative industries, a minority of learners participate in community projects such as designing and constructing murals. A minority of learners participate in and benefit from an extensive sport enrichment programme.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The college provides a broad curriculum, which meets the needs of learners and the local community. Many learning areas offer the opportunity to access learning from pre-entry to level 6. The college, through its membership of the University of South Wales, has successful pathways for learners to progress to higher education in a significant number of learning areas.

The curriculum is well planned and responds well to learners' needs, which are identified through highly effective learner transition from local schools. In particular, the recent addition of engineering and electronics courses has met learner need for greater choice of science, technology and mathematics (STEM) subjects. The college's curriculum usefully enables learners to move between work-based, part-time and full-time learning, supporting the needs of learners who might not otherwise be in education, employment or training. The college makes good use of labour market information at a strategic level, to meet the needs of local and regional employers.

Learners have a wide choice of A level courses. A few more able and talented learners are supported well by the college's 'Brilliant club' and the regional 'Seren project', providing helpful opportunities for learners to achieve their academic potential and progress to university.

The college has introduced a new skills strategy in which nearly all learners are assessed for literacy, numeracy and digital literacy. The college offers learners an appropriate range of opportunities to develop their skills through Essential Skills Wales and GCSE qualifications, including study skills support. Leaders and teachers do not consistently take enough account of individual learners' prior achievement when planning provision for their progress in skills. As a result, a minority of learners follow skills development programmes that are not challenging enough and therefore they do not progress as well as they could. Divisional support panels direct learners to appropriate skills support. This is a relatively new initiative and is too early to measure its impact.

The majority of learners undertake the Welsh Baccalaureate Qualification and have worthwhile opportunities to develop knowledge and understanding of education for sustainable development and global citizenship. The college has a useful range of activities to develop learners' enterprise skills and to support learners with business ideas. Learners in many learning areas benefit from the provision of valuable work and study opportunities abroad through the 'Erasmus project'.

There are a number of bilingual initiatives at an early stage of development to celebrate the culture of Wales and encourage learning of Welsh. The college's provision for the development of bilingual skills for staff and learners is underdeveloped.

Teaching: Adequate

Across the college, most teachers demonstrate up-to-date knowledge and enthusiasm for their subjects. In vocational subjects, many teachers use their industrial experience well to develop learners' practical skills and understanding.

Most teachers establish positive and productive working relationships with learners. They deploy support staff effectively to enable learners with additional learning needs to make good progress.

Many teachers plan appropriately to develop learners' skills over time. They share clear aims and objectives with learners at the start of lessons and ensure that learners have useful opportunities to practise questions linked to assessment criteria. However, in the majority of lessons, teachers do not plan a wide enough range of activities to challenge learners of all abilities and the pace of lessons does not meet learners' individual needs well enough. As a result, in a few lessons, many learners are too passive.

In practical lessons, the majority of teachers develop learners' literacy and numeracy skills appropriately. However, in too many lessons across the college, teachers do not plan enough opportunities for learners to develop their literacy and numeracy skills in line with their ability.

The majority of teachers use directed questioning appropriately to engage learners and build their confidence. In A level lessons, many teachers use questioning effectively to extend learners' responses and encourage reasoning. However, a minority of teachers do not use questioning well enough to challenge all learners.

Many teachers mark learners' work regularly and a majority provide constructive feedback to identify how learners can improve their work. However, in a minority of classes, feedback is too general and not sufficiently robust for learners to be able to track their progress. Only a minority of teachers consistently use the college marking guidance for literacy.

Across academic and vocational subjects, the college does not use learners' prior achievements consistently to help set target grades that are sufficiently challenging. The monitoring and tracking of learners' literacy and numeracy targets across the college are not effective enough. This results in inappropriate literacy and numeracy targets for a minority of learners.

The college has well-established practices to identify learners who are at risk of underachieving. This process leads to effective intervention measures and regular progress reviews for these learners. The college has appropriate arrangements to report on learner progress to parents and carers twice a year.

Care, support and guidance: Good

The college promotes wellbeing and healthy lifestyles well through a comprehensive tutorial programme, provision of healthy food options, use of external speakers, displays, online resources and themed events.

The college has appropriate policies and procedures for dealing with learner conduct and behaviour, including a health and wellbeing strategy and a dignity in study policy. However, several key policies are not accessible via the college's website or intranet and learners' awareness of these key documents is too variable.

There are very few incidents of harassment or bullying and tutors and divisional managers address any harassment and bullying incidents quickly. However, incidents that are resolved informally are not always captured within monitoring data to inform management.

All learners have access to impartial information and guidance. Links with many local schools have improved since the introduction of tertiary provision within Merthyr Tydfil and transition arrangements for pupils are effective.

The college supports learners from disadvantaged backgrounds or with additional learning needs very well. The college's crèche facility and financial contingency fund are effective in supporting wider participation. Support for learners requiring special arrangements for examinations and assessments is effective. Learners also have access to valuable study skills tutors, sexual and general health support, counselling and chaplaincy services.

The college has established strong and beneficial partnerships with a range of external agencies to support vulnerable learners. For example, through the local 'inspire to achieve' programme, learning coaches provide one-to-one support for those learners most at risk of becoming disengaged from education or training.

All learners and staff carry identity cards that link to electronic room access and attendance monitoring systems. They also carry a useful first contact card that contains key staff contact details for safeguarding and learner support.

The college's arrangements for safeguarding, including the prevention of radicalisation and extremism, meet requirements and give no cause for concern.

Learning environment: Good

The college has a strong commitment to inclusion. It provides a welcoming and caring environment that ensures learners from all backgrounds feel safe. As a result, many learners with a broad range of needs develop their confidence to seek support, which enables them to complete their courses successfully.

The college promotes a positive ethos of equality and diversity. The college's strategic equality plan identifies relevant objectives and the college monitors the outcomes of these regularly. Learners have appropriate opportunities to broaden their awareness of equality and diversity through the curriculum as well as participation in events such as the Global Village festival. The college makes effective use of public display screens to raise awareness of a broad range of issues relating to equality and diversity. However, opportunities for learners to develop their understanding of equality and diversity outside their courses of study are underdeveloped.

All college buildings and facilities provide learners with modern, comfortable learning spaces that are of a very high standard. The main building, opened in 2013 is a welcoming facility for education in the community, of which staff and students are very proud. Within communal areas, displays of learners' achievements and artwork promote aspiration and celebrate success.

The college continues to develop all sites to ensure that learners experience a consistently high standard of accommodation. For example, the Redhouse building provides students of music, media and performing arts with a positive environment for learning. The college's construction and engineering workshops form a realistic and well-resourced industry standard work environment.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The college has a secure understanding of the context of the learners and the barriers they have to overcome. The principal, supported by the senior leadership, promotes a clear direction for the college that supports the college mission statement, 'raising aspirations and maximising potential', well. The college mission statement reflects the college's vision appropriately and the seven college values are supported well by three priority areas to bring about improvement.

The principal and senior management team work hard to establish a culture of achievement. Nearly all staff are highly supportive of the college. Staff morale is generally high and has improved over the last few years. The principal and senior team consider staff development to be a high priority and this has resulted in staff attending a wide range of beneficial professional development programmes and events. Senior leaders address performance management issues well.

Many leaders across the college have a secure understanding of their roles and responsibilities. The college holds an appropriate range of senior management and divisional managers' meetings. These result in appropriate minutes that the college distributes as relevant and this helps to make sure that communication across the college is consistent. However, in a few areas, there is a lack of clarity between senior management and divisional managers in developing a consistent rigorous approach to evaluating progress. This impedes managers' ability to monitor and track overall college performance and improvement in a few areas.

The college responds well to local and national priorities such as the Welsh Government transformation agenda. It is effective in adapting practice to support the local community and surrounding areas. The senior management team managed the change to tertiary education exceptionally well, providing learners with a smooth transition.

The board of directors provide an appropriate level of challenge to the principal and managers of the college. The directors have an extensive range of skills and a thorough knowledge of post-16 education and training. They use these skills well to support the work of the college senior leaders. The principal makes sure the directors are well informed about the work of the college and this enhances their understanding of the challenges the college faces and the drive to improve standards and outcomes for learners.

Although outcomes have been judged as adequate, leadership overall at the college is good. It is contributing well to education developments in Merthyr Tydfil through the change to tertiary provision and its strong partnerships, which it uses well to improve the opportunities and experiences of learners.

Improving quality: Adequate

The college has a sound quality system at all levels, from course team through to whole college. An integral part of this system are useful divisional quality review boards where course teams, in collaboration with middle and senior managers, review the progress of individual learners. They put in place prompt action to support learners who may be at risk of being unable to complete their programme of study.

College managers regularly scrutinise operational data, such as attendance and drop-out rates. This allows them to act quickly to deal with areas of underperformance. Heads of division work well with staff and course teams to set action plans and targets for improvement. These plans are agreed with members of the executive team and regularly monitored. Successful interventions in a few areas, for example courses in construction and hair and beauty, have resulted in improved individual course outcomes.

However taken overall, self-assessment is too descriptive and does not identify areas of improvement clearly enough. In many cases, action plans arising from self-assessment reports are not specific enough to help to bring about improvements. In the whole-college self-assessment and in many of the learning areas inspected, judgements awarded by the college are over-generous and do not match those of the inspection team.

Managers use national and local benchmarking data when producing self-assessments. However they use this data too selectively and inconsistently across the college, with the result that managers at senior and divisional level do not always identify effectively enough the areas most in need of improvement. The trend of improvement of whole college outcomes over the last three years has not been strong.

The college has recently introduced new teaching observation processes, which include peer observations and learning walks. Learning walks are conducted by tutors, middle and senior managers and members of the board of directors. A work scrutiny, marking and learner feedback policy has been introduced to ensure consistency of marking across the college. However, it is too early to judge the impact of these processes on improving the quality of teaching.

The college works well with other local colleges to share good practice and managers from other colleges are members of the newly-formed quality committee. It is however too soon to assess the impact of this committee on improving learner outcomes.

Results of all learner surveys are analysed centrally and provided to all levels of management. Actions arising from surveys are discussed during quality meetings and learners are given prompt feedback on how their views have been considered.

There has been limited progress made to address many of the recommendations of the previous Estyn inspection in 2010, particularly those relating to skills targets, teaching and assessment, use of Welsh in courses and self-assessment.

Partnership working: Excellent

The college has very strong partnerships, which it uses well to improve the opportunities and experiences of learners. It has worked very well with the Welsh Government and the local authority to establish and develop tertiary provision, with a new education facility in Merthyr Tydfil.

The college has been highly effective in strengthening relationships with local schools to overcome the challenges that the move to tertiary education presented. Most schools now welcome the support of college staff in broadening learners' awareness of post-16 progression opportunities. This improvement in the college's access to potential learners has also extended to many primary schools, enabling their learners to learn about the college from an early age. Improved relationships have enabled schools' sharing of information with the college, to help both organisations plan learners' transition more effectively. There are good examples of the college supporting schools to deliver programmes for 14 to 16-year-olds, such as in engineering. It regularly hosts events for local schools.

The college works well with other colleges in strategic partnership with the University of South Wales, of which it is a subsidiary, to plan provision for progression. Its close relationship with the university has enabled the college to develop a wide range of higher education options in the local area. The college's foundation degrees have improved the access of around 300 learners to flexible opportunities, which enable them to progress well into higher education.

Leaders in the University of South Wales liaise closely with college leaders. This ensures that the college's curriculum planning takes best account of labour market developments. University staff visit the college regularly as guest speakers to address potential applicants, enriching learners' awareness of progression opportunities. The partnership has also enhanced the learning resources available to college divisions. For example, engineering learners attend aero engineering courses at the university to improve their understanding of the theory of flight.

There are strong partnerships with key local employers, and college staff are proactive in engaging established and new employers, most of whom are small to medium sized enterprises. The college's close involvement with local sport teams enhances opportunities for learners in sport.

The college works closely with the local authority and key local partners to support well those young people who are not in education, employment or training (NEET). A comprehensive information sharing protocol is in place and senior college staff meet regularly with partners to review how they can best support these learners.

The college has also recently participated in an innovative, targeted support partnership project with four local authorities and Careers Wales to provide intensive early intervention for those 11 to 24-year-olds most at risk of becoming NEET. The initiative has already helped over a hundred learners to overcome barriers and continue with their education and has contributed to the decline in the rate of young people who are NEET in the area.

Resource management: Adequate

The college makes effective use of the efficiency benefits gained by its status as a subsidiary of the University of South Wales. For example, it uses the human resources systems and services of the university. It shares health and safety staff and has, through the university, reduced its costs for insurance, cleaning services and procurement. The college has paid good attention to managing staff performance. Staff sickness absence rates have reduced over the last four years.

The financial management systems of the college are efficient and effective, meeting the requirements of the Welsh Government and of University of South Wales. Managers take care to plan finances within a range of hypothetical contexts, giving the college flexibility to respond well to unexpected contingencies. The finance team monitors finance closely and issues directors with comprehensive reports to support strategic planning at each board meeting. Divisional managers have received worthwhile training in finance to help in them manage their budgets.

Staff have beneficial opportunities for training. Currently, there are 26 staff involved in a new programme to promote a high level understanding of teaching and learning practice.

The college works well with other colleges. For example, teachers recently worked with colleagues from three other colleges to identify and share good practice and to develop literacy and numeracy learning resources. It recently hosted a national event to enable colleges to share the experience of the revised Essential Skills qualifications. Its partnership with University of South Wales has enabled a few staff to become fellows of the Higher Education Academy, where they have opportunities to share and learn from best practice and ideas in other institutions.

The new building takes good account of sustainable development, with bio mass heating, solar power, rain water harvesting and energy efficient heating systems. All of the college's buildings are well equipped and the college has been successful in using external funds in developing its estate, including the recent plans to enhance facilities for construction learners.

While the college does not have an integrated estate strategy, future plans for building maintenance or equipment upgrading have been costed and shared with senior leaders.

While meeting its budgetary targets, the college this year has over-recruited by 10% in order to accommodate all the learners who wanted to start courses. It funded these additional places from its own reserves.

Overall, outcomes for learners are adequate and the college offers adequate value for money.

Learning Area reports

Literacy

Learning area context

Literacy at the college is taught through Essential Skills Wales (ESW) classes, Welsh Baccalaureate Qualification classes, GCSE and pre-GCSE classes, through learner support workshops and one to one-support. Learners also develop their literacy skills through their main programmes of study.

The college uses the national initial and diagnostic assessment tool to identify learners' skills needs. Initial assessment results for 2016-2017 show that 87% of learners on entry to college have literacy skills at level 1 or below.

Learning area recommendations

- R1 Make sure that learners take literacy skills qualifications at an appropriate level
- R2 Make sure that all learners have short, specific literacy targets that are relevant to their ability, course and development needs
- R3 Make sure that all teachers use learners' assessment outcomes effectively to plan lessons that meet the literacy skills needs of all learners
- R4 Establish clear leadership and accountability for the quality assurance of literacy across the college

Main findings

Key Question 1: How good are outcomes?

Judgement: Adequate

The college's overall success rate for ESW Communication in 2014-2015 improved by nine percentage points and is now just below national comparator, placing it in the third quartile in comparison to other colleges in Wales. Overall, the three year trend shows an improvement in success rate and rank position. Most learners complete a literacy diagnostic assessment at the start of their course and use this information to identify literacy targets for improvement. However, these targets are not short term and specific enough and this means that learners are not able to articulate the progress they are making towards achieving them.

Currently, only around half of learners who enter the college with GCSE English grades D or E resit their GCSE English language qualification to improve their grades. A minority of learners on level 1 courses observed undertake learning at a level lower than their ESW qualification enrolment or their individual skills needs. Consequently, the progress that these learners make is insufficient given their starting points.

The majority of learners use their speaking and listening skills well to communicate effectively individually and in groups, and learners are respectful of each other's ideas. In level 3 courses, the majority of learners are able to extend their responses and support their ideas with examples. However, a minority of learners across all levels lack confidence when speaking and provide brief, underdeveloped answers. The majority of learners at all levels listen well to each other and to their teachers.

Many learners can skim-read accurately for information, and those learners who read aloud do so confidently. In a few lessons learners use dictionaries and other suitable resources appropriately to support their understanding of more complex vocabulary. A minority of learners on vocational courses show poor attention to written work and presentation, and, in a few literacy classes, little written work has been completed this year. The majority of learners write accurately in line with their ability. The majority of learners engage well in Welsh Baccalaureate classes and develop their extended writing skills well. However, a few learners continue to make basic errors in written work and do not address these corrected errors in subsequent work.

Most learners enjoy coming to college. Many learners demonstrate a positive attitude towards their learning, for example by engaging with the resources from the online initial assessment tool. Nearly all learners are polite and behave well in most lessons, although a minority of learners are passive when lessons are too teacher led.

Key Question 2: How good is provision?

Judgement: Adequate

The college offers a broad range of courses to support the development of literacy skills. These include GCSE English, ESW communications, basic skills programmes and skills support sessions. Leaders and teachers do not consistently take enough account of individual learners' prior achievement when planning provision for their progress in skills. As a result, a minority of learners follow skills development programmes that are not challenging enough and therefore they do not progress as well as they could.

Most teachers know their learners well and establish productive working relationships with them. They demonstrate effective classroom management and promote a beneficial learning environment in their lessons.

In the majority of vocational lessons, teachers are effective role models for literacy and create appropriate learning experiences for learners to strengthen their skills, in particular spelling and punctuation. However, only in a few lessons are there worthwhile opportunities for the development of extended writing. There are suitable opportunities to develop learners' reading skills in vocational lessons. However, in a few learning areas, reading tasks are not appropriate to the level of the learners' ability.

In GCSE English lessons, teachers take good account of external examination requirements and there are suitable arrangements for learners to practise exam-style questions. In these lessons, teachers generally use interesting resources, which engage learners well.

The majority of Welsh Baccalaureate sessions provide suitable literacy opportunities for learners to develop reading and writing. In Welsh Baccalaureate classes, many teachers act as effective language role models and explain key terminology well.

Generally, in essential and basic skills lessons, teachers engage learners well in spelling and punctuation activities. However, in the majority of cases, work is not sufficiently adapted to match the range of ability and does not always build on learners' prior ability.

Across the college, the majority of teachers use effective questioning which supports learners' thinking skills and allows useful opportunities for the development of oral responses. However, in a few lessons, teachers do not develop learners' speaking and listening skills sufficiently. In a few lessons the pace is too slow and teachers do not encourage learners to participate actively in discussions and other speaking activities.

The college has an appropriate marking policy for literacy. However, this is not used consistently by teachers. The majority of teachers provide valuable individual feedback to learners. However, in a minority of classes, feedback is too general, does not focus on correcting grammatical errors and does not show learners how they can improve their standards of literacy.. Teaching staff are not consistent in their use of learners' targets to set appropriately challenging work.

Key Question 3: How good is leadership?

Judgement: Unsatisfactory

The college has recently revised the senior management structure for skills. It has produced a specific skills self-assessment report and quality development plan. The self-assessment report is a useful document that sets out the context of the learners in the college very clearly. The quality development plan has appropriate areas for improvement.

The college has a new skills strategy. This sets a clear strategic direction. However, there is a lack of clarity of how the college will determine the level of qualification the learner will take in relation to their literacy and numeracy. This means that a few of the targets within this document are unlikely to be met within the set timescales.

The college has specific designated roles and responsibilities for the management of the delivery of skills. However, despite this, it is still not clear who takes overall responsibility and accountability for the quality of learner targets and the collation of learner progress. This means that the college is not able to identify well enough where there is best practice in skills delivery or to record and analyse learner progress in developing their skills from their individual starting points.

The college's learning core manager and the head of learner welfare and learning zone services have a firm understanding of their roles and responsibilities. They show a strong commitment to supporting learners to achieve their qualification aims. The literacy and numeracy co-ordinators have a clear vision for the professional development of teachers across the college. They have well-considered plans to develop teachers' ability to incorporate literacy and numeracy within their schemes of

work. However, this has yet to impact on learner improvement. Course tutors are responsible for working with learners to set and monitor their targets. However, these targets are not sufficiently relevant to the individual learner, the course of study they are taking or their prior attainment. Many teachers carry out a useful written assessment at the beginning of their courses and identify areas their learners need to develop. However, these identified areas for improvement are not carried forward consistently to the learners' individual learning plans.

The college has a policy setting out the process for learners to retake their GCSEs in English and mathematics. However, this policy is not applied consistently.

Numeracy

Learning area context

Numeracy at the college is taught through Essential Skills Wales (ESW) classes, Welsh Baccalaureate Qualification classes, GCSE and pre-GCSE classes, through learner support workshops and one to-one-support. The college also offers adult basic skills, which were not inspected as part of this learning area. Learners also develop their numeracy skills through their main programmes of study.

The college uses the national initial and diagnostic assessment tool to identify learners' skills needs. Initial assessment results for 2016-2017 show that 57% of learners are below level 1 on entry to the college.

Learning area recommendations

- R1 Make sure that learners take numeracy skills qualifications at an appropriate level
- R2 Make sure that all learners have short, specific numeracy targets that are relevant to their ability, course and development needs
- R3 Make sure that all teachers use learners' assessment outcomes effectively to plan lessons that meet the numeracy skills needs of all learners
- R4 Establish clear leadership and accountability for the quality assurance of numeracy across the college

Main findings

Key Question 1: How good are outcomes?

Judgement: Adequate

The college success rate for ESW application of number in 2014-2015 is equal to the national comparator for Wales and the college is in the third quartile in comparison with results of other colleges in Wales. Trends in both the success rate and attainment rate of ESW application of number qualifications show a steady increase over the last three years. The college's own unpublished data for 2015-2016 indicates that ESW outcomes are similar to those in the previous year.

However, a majority of the vocational learners in the classes observed do not take ESW qualifications at a level that is appropriate to their initial assessment and to their prior learning.

Across the college, most learners complete a relevant diagnostic assessment of their skills. They use this assessment to identify three learning targets and record these on their individual learning plans. However, overall, many learners' targets are not short and smart enough to allow learners to address small steps of learning. This means that learners are not able to assess their progress easily. They are not able to relate these targets to their skills classes or practise these skills across the curriculum.

A majority of learners make appropriate progress in completing their tasks and activities in skills classes. A minority of learners make appropriate progress in developing new skills. For example, learners in financial literacy classes learn new skills in understanding interest rates and calculating compound interest. Many learners revise and consolidate previous learning well and learn to use skills such as numerical calculation with confidence. In a few learning areas, a few learners use their numeracy skills accurately in the context of their course. However, a minority of more able learners, particularly in vocational classes, do not make sufficient progress in developing their numeracy skills from their starting points.

Most learners, in many classes, work well in pairs and with their peers. They are interested in their lessons, engage well with the tasks and activities they are set and remain on task throughout the lesson.

Key Question 2: How good is provision?

Judgement: Adequate

The college offers learners a range of useful opportunities to develop their numeracy skills including study support, ESW, Welsh Baccalaureate and GCSE mathematics resit classes.

Most teachers have good up to date subject knowledge. They plan well to make sure that learners develop their skills over time. They make useful links to prior learning and this helps learners to understand the context of their lessons.

The majority of teachers provide learners with an appropriate variety of tasks and activities and this helps learners to remain on task and interested in their lessons. However, teachers do not consistently take sufficient account of the different levels of learners and match their tasks accordingly.

Teachers take good account of the qualifications that learners are working towards and help them to understand how to achieve marks in examinations. For example, in an application of number and a GCSE maths class, learners were asked to solve calculator and non-calculator problems.

The majority of numeracy teachers plan interesting lessons and have clear numeracy objectives for the lesson activities. However, very few teachers use the initial assessment results well enough to ensure that learners study at a level matched to

their ability and prior achievement. This means that in around half the classes observed the pace of lessons is not matched well enough to the ability of the learners. Very few teachers provide more able learners with sufficient challenge.

Most teachers have a positive, professional and supportive relationship with learners. During lessons they monitor how well learners are achieving their tasks and activities and provide good ongoing support. The majority of teachers use directed questioning to make sure that all learners are engaged in the lesson, to encourage thinking skills and to assess knowledge. However, a few teachers do not use extended questioning well enough to assess learners' understanding of mathematical concepts and reasoning.

A few teachers provide learners with sufficiently constructive comments to enable them to progress well and improve their work. The college's numeracy marking scheme is a recent development. However, it is not used consistently across the college and it is too early to see the impact of this on improving learning outcomes.

Key Question 3: How good is leadership?

Judgement: Unsatisfactory

The college has recently revised the senior management structure for skills. It has produced a specific skills self-assessment report and quality development plan. The self-assessment report is a useful document that sets out the context of the learners in the college very clearly. The quality development plan has appropriate areas for improvement.

The college has a new skills strategy. This sets a clear strategic direction. However, there is a lack of clarity of how the college will determine the level of qualification the learner will take in relation to their literacy and numeracy. This means that a few of the targets within this document are unlikely to be met within the set timescales.

The college has specific designated roles and responsibilities for the management of the delivery of skills. However, despite this, it is still not clear who takes overall responsibility and accountability for the quality of learner targets and the collation of learner progress. This means that the college is not able to identify well enough where there is best practice in skills delivery or to record and analyse learner progress in developing their skills from their individual starting points.

The college learning core manager and the head of learner welfare and learning zone services have a firm understanding of their roles and responsibilities. They show a strong commitment to supporting learners to achieve their qualification aims. The literacy and numeracy co-ordinators have a clear vision for the professional development of teachers across the college. They have well-considered plans to develop teachers' ability to incorporate literacy and numeracy within their schemes of work, although this has yet to impact on learner improvement. Course tutors are responsible for working with learners to set and monitor their targets. However, these targets are not sufficiently relevant to the individual learner, the course of study they are taking or their prior attainment. Many teachers carry out a useful written assessment at the beginning of their courses to identify areas their learners need to develop. However, these identified areas for improvement are not carried forward consistently to the learners' individual learning plans.

The college has a policy setting out the process for learners to re-sit their GCSEs in English and mathematics. However, this policy is not applied consistently.

Health, Public Services and Care

Learning area context

The learning area of health and social care offers a broad range of childcare and health and social care courses from level 1 to level 3, including an access route to health professions for adult learners. It is one of the larger learning areas within the college. The department also offers a range of A levels, full-time and part-time courses that are not within the scope of this learning area inspection.

The numbers of learners on all courses (apart from Access programmes) have remained consistent over the past three years. In 2014-2015, the learning area enrolled 308 further education learners and 89 higher education learners.

Learning area recommendations

- R1 Improve the use of target setting to ensure that learners are set realistic and challenging skills development targets
- R2 Ensure that teachers meet the needs of the full range of abilities of learners in their classes
- R3 Improve the use of data in self-assessment and ensure that action plans enable progress to be monitored effectively

Main findings

Key Question 1: How good are outcomes?

Judgement: Good

Overall in 2014-2015, learners successfully completed their qualifications at rates above the national comparators. Over the last three years, for both substantial qualifications and all qualifications, the success rates for the learning area are in the top two quartiles in comparison with rates in other colleges in Wales. The college's own unpublished data for 2015-2016 indicates that success rates for main qualifications in the learning areas show improvements from the previous year.

Learners, including those from deprived areas, attain good grades and many exceed their target grades. Many learners progress to the next level of study within the college and many progress from level 3 on to higher education study in a variety of subjects including nursing, social work and paramedics.

Most learners communicate confidently and work well independently. A majority of learners can extract information from a variety of sources skilfully and synthesise the information effectively to produce a good piece of independent work.

Many learners use relevant vocabulary effectively. They relate complex theories and sector specific knowledge well and apply that knowledge usefully to their vocational

experiences. For example, learners carry out body mass index calculations correctly or write useful policies and procedures necessary for a child's care, learning and development setting.

A very few Welsh speaking learners undertake Welsh medium placements and assessments in the learning area.

Learners' attendance is generally good. Across the learning area, nearly all learners are well behaved and demonstrate a very enthusiastic attitude to their studies. Most learners take pride in their work and have files that are well organised and neatly presented.

Nearly all learners feel safe in the learning area. They know whom to contact if they have any concerns regarding their health, safety or wellbeing. They are aware of the process of reporting safeguarding concerns both at college or when on a placement.

Key Question 2: How good is provision?

Judgement: Good

The learning area offers a wide range of opportunities at all levels. Learners study additional qualifications to gain sector relevant skills such as food hygiene and healthy eating.

At level 2 and level 3, all learners develop beneficial links with a range of employers through work placement. Most teachers make relevant links to learners' vocational experience and current sector practice.

All teachers demonstrate an up-to-date subject knowledge and they use relevant vocational vocabulary well.

Most teachers plan a wide range of teaching approaches to engage learners and have lesson objectives that link well to course assessments. Most teachers keep individual records of learners' marks well and liaise closely with the course tutor to monitor progress. They prepare learners well for external assessments and give them accurate and helpful feedback.

Nearly all teachers have profiles of groups that include details of learners' needs, and many teachers plan lessons that challenge learners well. In a majority of lessons, teachers use questions effectively to test learners' knowledge and improve their understanding. However, in a few cases, teachers set activities that do not stretch all learners.

On the whole, most teachers use the literacy marking scheme well. However, a minority of teachers miss opportunities to develop literacy and numeracy skills within the context of the vocational subject. In a few cases, teachers do not set targets to develop learners' skills effectively enough.

Teachers make sure that learners with additional learning needs are supported well through tutorials and through the strong links with cross college support teams.

Teachers ensure that all learners are familiar with safeguarding arrangements both in college and when on placement.

The learning area offers a superb physical environment. It is spacious and well equipped. Wall displays are relevant and inclusive and give the area a sense of identity. The compact physical environment fosters a sense of community and a caring, inclusive atmosphere.

No formal Welsh language provision is available in the current year, although a few Welsh speaking learners are being assessed through the medium of Welsh.

Key Question 3: How good is leadership?

Judgement: Good

The learning area manager provides clear leadership and knows her learning area well. She communicates well with the team both through formal meetings and informal contact. Course and departmental meetings are held once a term and minutes recorded appropriately. Course teachers and other staff with specific responsibilities are enthusiastic and understand their roles and responsibilities. They share information and work together well.

Managers set useful objectives for staff and monitor these regularly. Staff know their targets and can select their own areas to improve. The learning area is developing strong links with the learning zone and student services in order to provide better tailored support for learners.

The learning area manager liaises well with the academic vice principal. Targets to improve success rate data are set by senior management and reviewed effectively at course level.

The learning area's self-assessment identifies appropriate areas for development honestly. Self-assessment makes use of performance data but the analysis is not current and comparisons are selective. The action plan contains relevant information on progress although it is not always clear how this progress is monitored. The plan does always contain smart targets. Where a target date has not been met, a new date or strategy has not been included.

In learning area meetings, staff discuss learners' progress and collectively analyse and discuss data and the achievement of individual cohorts. The learning area manager also meets with managers from other learning areas to share good practice.

Learners are encouraged to comment on learning area issues including teaching and learning through course, module, and unit reviews.

The learning area works well with local care providers, schools, the local authority and the local health board to secure appropriate work placement opportunities for learners.

The learning area is well resourced with modern equipment. Learners benefit from high quality computers and internet access. Managers deploy staff effectively across different vocational courses and levels of study.

Independent Living Skills

Learning area context

The independent living skills learning area provides courses from pre-entry to level 1 to meet the needs of learners with a wide range of learning difficulties. These include learners with Down's syndrome, physical and sensory disabilities and autism.

Learners follow courses in personal progress, life skills and employability at a level appropriate to their ability. The department currently has 56 full-time learners.

It is not appropriate to compare the standards of learners with national averages or to analyse the performance trends of groups over time because of the nature of learners' needs.

Learning area recommendations

- R1 Establish a rationale for the learning area that takes account of the full range of learners' needs, abilities and future destinations
- R2 Track learners' destinations when they leave the learning area or college more effectively
- R3 Ensure that the curriculum provides clear progression routes that allow all learners to develop the skills they will need in future life
- R4 Improve the initial assessment process so that it addresses the full range of learners' needs and abilities
- R5 Ensure that targets are specific and measurable and contribute to learners' long-term aspirations and goals
- R6 Track learners' progress in relation to their individual starting points more effectively
- R7 Increase the opportunities for learners to practise and develop relevant life skills in meaningful contexts and activities

Main findings

Key Question 1: How good are outcomes?

Judgement: Unsatisfactory

The college's own unpublished data for 2015-2016 indicates that nearly all learners attained qualifications at entry levels 1, 2 and 3 in personal progress, and life and living skills. At level 1, nearly all achieved the diploma in life and employability skills. Nearly all learners on all courses attain additional units of credit or qualifications in literacy or numeracy.

In 2015-2016, just under half of learners progressed onto higher learning in the learning area. However, only a very few learners progressed onto mainstream courses. Almost 20% of the learners who left the learning area in 2015-2016 were not in education, employment or training after completing their course.

The college has appropriate arrangements for the initial assessment of learners' skills in literacy and numeracy. However, it does not track the development of learners' literacy and numeracy skills or identify the progress learners make over time well enough. In addition, initial assessment processes do not capture the broad range of learners' needs and abilities effectively. Learners' targets on their personal learning programmes are not specific enough to track small steps of progress. In particular, they do not focus well enough on developing learners' skills in areas such as communication, social skills or independent living. As a result, managers are unable to evaluate the progress learners make in relation to their starting points or future long-term goals.

Nearly all learners practise their writing skills in line with their ability according to the requirements of the qualification. The majority of more able learners write short sentences and paragraphs using correct punctuation and spelling to express meaning. However, a minority of these learners have poor presentation skills and their extended writing skills are undeveloped. Less able learners have poor letter and word formation, and express themselves through a very limited range of vocabulary.

Most learners practise their numeracy skills in the context of qualification units. For example, learners on entry level courses show an awareness of size and measure, practise their ability to sequence and sort objects, and demonstrate coin recognition. More able learners develop their awareness of issues around household budgeting and financial management. However, learners have limited opportunities to apply and develop this learning in practical contexts that are relevant to them.

Overall, the focus on outcomes to meet the requirements of qualifications means that many learners do not make the progress they are capable of in developing their literacy and numeracy skills.

Most learners behave well in lessons and around the college. The majority of learners sustain their concentration well and complete tasks set as required. Many learners work well together and support each other with their learning. However, a minority of learners are very passive in their learning and show little interest or enthusiasm for the tasks set.

Nearly all learners feel safe in the college and know whom to go to if they have a problem. Most learners attend college regularly. Many learners develop a suitable understanding of healthy eating. Most learners participate regularly in physical exercise and speak enthusiastically of the positive impact this has on their wellbeing.

Key Question 2: How good is provision?

Judgement: Unsatisfactory

The learning area provides appropriate opportunities for learners to gain an awareness of a range of relevant topics through units of credits included within their qualifications. It has recently added a number of enrichment activities in order to provide opportunities for more practical learning experiences. However, overall, the learning area places too much emphasis on progression through qualifications. Curriculum pathways do not take sufficient account of learners' needs, levels of ability or their need to develop transferable life skills. In particular, work experience is significantly undeveloped and the learning area does not plan well enough for practical work related education.

Within the learning area all teachers and support staff promote positive, effective and supportive relationships with learners. Nearly all staff manage behaviour well. A few teachers use effective questioning and suitable pair-work activities to develop learners' confidence. The majority of teachers use support staff effectively to ensure learners stay on task. A few teachers provide appropriate feedback and successfully encourage learners to take account of this. However, in many lessons teachers use a limited range of learning activities. As a result, many lessons lack pace, challenge and enjoyment.

Overall, the approach to planning within the learning area is weak and does not meet learners' needs. It focuses on low level repetitive tasks that do not motivate learners sufficiently. Many lessons place too much emphasis on writing tasks that do not develop the full range of learners' literacy skills, and verbal communication, effectively. In many lessons teachers do not take sufficient account of learners' personal targets and, as a result, they do not make the progress they are capable of.

The learning area understands the care and support needs of its learners well. Many learning support staff provide effective support for learners, which allows them to maintain their focus and engage in lessons. The curriculum provides appropriate opportunities to develop learners' awareness of health and wellbeing in lessons. However, there are insufficient opportunities for the learners to develop this understanding through the application of practical skills in realistic contexts.

Transition arrangements for learners into the department are effective. All courses have appropriate induction procedures. However, teachers' profiles of learners are weak and do not provide relevant information to support individual learners well enough.

The learning area promotes a suitably inclusive environment. All staff support learners to integrate into the wider college environment successfully. Staff and learners treat each other with mutual respect. The accommodation is spacious and provides a calm environment, which enables all learners to feel safe.

Key Question 3: How good is leadership?

Judgement: Unsatisfactory

The head of the learning area has a clear understanding of the social and care needs of the learners within the learning area. She ensures that staff and learners feel valued and work well together in a supportive and caring environment.

Communication about day-to-day issues concerning the welfare of learners is effective. However, the college as a whole does not have a clear vision for the learning area that is based on a sound understanding of the current or future needs of the learners.

Roles and responsibilities within the learning area are well defined. However, the time available to staff for administration, planning and developing resources to support learning is insufficient for them to meet these responsibilities effectively. There are regular meetings for the core teaching team. However, these meetings do not focus sufficiently on the standards achieved by learners, the progress they make over time or their destinations.

Self-assessment within the learning area is weak. Observations of teaching are overly positive and do not focus well enough on the standards of learners' work and skills. They do not identify clear targets for improvement for teachers and support staff, or the training needs to support these.

The learning area's self-assessment report does not provide an accurate assessment of the strengths and areas for development within the learning area. It does not take appropriate account of the outcomes of recent inspections in similar learning areas in other colleges. Managers do not use a sufficient range of first-hand evidence to evaluate the progress learners make within the learning area. In particular, they do not analyse data on destinations to inform the learning area's curriculum planning and programmes of learning.

The learning area's action plan does not identify well enough what the learning area needs to do in order to improve outcomes or provision for its learners. Actions relate mostly to procedural matters or to maintaining current standards of provision. Overall, the quality of self-assessment and improvement planning within the learning area is ineffective.

The learning area works with an appropriate range of partners to support learners' transition into the college. There are well-established links with the local special school, including provision for taster courses and the sharing of information about individual learners. However, overall, partnership working to support learners' involvement in the wider community through work experience or voluntary work, for example, is undeveloped.

The learning area has a suitable focus on managing its resources efficiently. Staff are appropriately qualified and training for staff meets learners' medical and care needs well. However, it does not focus sufficiently on enabling teachers to develop effective strategies for learning to meet the full range of learners' educational needs.

Construction, Planning and the Built Environment

Learning area context

Construction, planning and the built environment courses represent approximately 11% of the college provision. Construction courses are delivered on the main campus in specialist accommodation.

The construction provision delivers a range of full time and part time courses. In the current year, 2016-2017, there are 174 full-time learners and 25 part time learners attending courses.

Currently the construction provision delivers courses in: brickwork, carpentry and joinery, painting and decorating, plastering and construction skills.

Learning area recommendations

- R1 Improve the rates at which learners successfully complete their qualifications
- R2 Improve the planning, pace and challenge of sessions
- R3 Ensure that teachers use a wide range of strategies to develop learners' practical skills and theory knowledge
- R4 Develop and use robust quality improvement and monitoring procedures

Main findings

Key Question 1: How good are outcomes?

Judgement: Adequate

Over the last three years, success rates of learners on substantial courses (150 or more guided learning hours) have improved from 62% in 2012-2013 to 79% in 2014-2015. The college's own unpublished data for 2015-2016 indicates continued improvement. However, the published success rates are below national comparators over the last three years, placing the learning area in the third and fourth quartiles of in comparison with rates in other colleges in Wales. The success rate for all construction courses in 2014-2015 is 72%, significantly below the national comparator.

A majority of learners demonstrate appropriate levels of competence when undertaking a wide range of practical tasks. A minority demonstrate good standards of practical competence. For example, a plastering learner demonstrated sound practical competence when rendering a wall and a brickwork learner built a wall to industry standard. However, only a few learners develop their practical skills to a high enough standard or make the progress they are capable of. The majority of learners use a wide range of hand-tools correctly when undertaking practical tasks.

The majority of learners develop their theory knowledge appropriately. In the best cases, learners' written work is well presented and contains a valuable range of work. However, many learners' folders contain a limited range of work and the contents are

not presented well. In these cases, learners do not pay sufficient attention to the quality of drawings and sketches and the way they present written work. Many learners recall learning from previous sessions well and develop appropriate thinking skills. The majority use these skills appropriately to solve a useful range of practical and theory tasks. The majority of learners respond well to teacher questioning giving correct technical responses and answering confidently.

All learners undertake an initial assessment for literacy and numeracy. However, they are not always clear what their literacy and numeracy improvement targets are.

Many learners are keen to progress to the next level or to apprenticeship programmes. However, learners access few opportunities for worthwhile work experience. Most learners develop their knowledge appropriately of the culture of Wales through visits to heritage sites.

Learners feel safe in college and have the confidence to approach staff to access help and advice. A majority of learners demonstrate appropriate levels of communication skills and are motivated and enthusiastic about their course. Nearly all learners develop positive relationships with teachers and their peers and behave well during sessions. Learners show an appropriate understanding of health and safety in the construction industry. However, in a minority of sessions a few learners arrive late.

Key Question 2: How good is provision?

Judgement: Adequate

The learning area offers a wide range of courses across a range of trades to meet the needs of learners and employers. The Erasmus programme offers a significant experience to a minority of learners who travel to Germany to access work experience and the culture and industry in another country. However, only a few learners benefit from local work experience opportunities to further enhance skills and learning.

Many teachers have good up-to-date subject knowledge and experience. A minority of teachers plan their sessions well with clear aims and objectives, and use an appropriate range of strategies and activities to retain learners' interest. In these sessions, the pace and challenge are sufficient to engage learners throughout the session. However, in the majority of sessions the pace of learning is too slow and too many learners are passive for extended periods. As a result, learners do not engage fully or make the progress of which they are capable.

Teachers develop learners' numeracy skills appropriately in practical sessions and when undertaking tasks in theory sessions. However, teaching practices do not promote and develop learners' literacy skills systematically and few teachers use the college's literacy mark scheme to help learners correct common literacy errors.

The majority of teachers use appropriate questioning techniques to test learners' understanding and knowledge. However, a few teachers do not use questioning effectively and do not always give learners sufficient time to respond to questions.

In a minority of sessions, learners arrive late. In these cases, the majority of teachers do not challenge learners appropriately.

Teachers plan to develop learners' understanding of the culture of Wales through visits to heritage sites. However, teachers provide few opportunities to develop Welsh culture within theory and practical activities. Very few teachers promote the Welsh language or use bilingual resources.

A few teachers explain the importance of recycling and re-using materials appropriately. Many teachers take advantage of opportunities to develop learners' understanding of sustainable development.

The learning area has access to facilities of a high standard. Practical workshops are spacious and contain a wide range of appropriate hand tools and machinery to meet the needs of learners.

Key Question 3: How good is leadership?

Judgement: Adequate

Management of the construction learning area is well defined with clear lines of responsibility. Senior and middle managers provide strengthened leadership that is having a positive impact on the performance of the learning area. Managers use performance data appropriately to measure most aspects of course delivery against key performance indicators. However, targets and actions for improvement are not always sharp enough with clear timeframes for actions.

Communication across the learning area is clear, with a wide range of information being shared regularly between managers and teachers. Managers and staff hold regular meetings to review key aspects of the learning area and the learning area's progress against targets. As a result, meetings have been effective in contributing to improving learner outcomes.

The learning area's arrangements for the review of staff performance have been strengthened. Managers use the college's teaching and learning observation process appropriately to review the quality of teaching and learning and have a clear understanding of staff performance. They identify staff with teaching and learning development needs and these staff access suitable training opportunities. This continuous professional development is beginning to be effective in developing teaching skills, especially for recently appointed teachers.

The learning area's self-assessment report contains a wide range of information relating to the performance of the learning area. However, the report is not robust enough in giving an accurate account of the performance of the learning area. The report contains content that is too descriptive and does not identify areas for development clearly enough.

Overall, the learning area works appropriately with a useful range of employers and work-based learning providers, although too few learners benefit from useful local work experience opportunities.

Management of the learning area's resources is effective and teachers and learners access the resources they need. The learning area benefits from worthwhile relationships with construction product manufacturers to access materials at discounted rates. Teachers and support staff are deployed appropriately to meet the needs of learners.

A levels

Learning area context

The college became the tertiary provider for the Merthyr Tydfil area in 2013. It offers learners a choice of 30 A level subjects, most of which are based in the main college building, and a few of which are delivered in the town centre's refurbished former town hall, The Redhouse.

Around 420 learners are currently enrolled on AS and A level programmes. The college's entry requirement for A levels is five GCSEs at grade C, with a few subjects having slightly higher requirements in specific GCSEs.

Many of the college's learners come from areas of deprivation. Many of these have to overcome barriers to learning in order to make progress in education. In 2015-2016, around a quarter of A level learners were in receipt of an Educational Maintenance Allowance. Nearly all of these completed their courses.

Learning area recommendations

- R1 Improve success rates on AS and A2 courses
- R2 Make sure that teachers challenge learners with stretching short-term learning targets for improvement and target grades for A level examinations
- R3 Improve the quality and self-evaluation system for A levels to allow managers to monitor and track overall A level performance and improvement effectively

Main findings

Key Question 1: How good are outcomes?

Judgement: Adequate

In the period 2013-2014 to 2014-2015, the successful completion (learners who both complete the course and pass their examinations) rates for A level learners have improved by a large margin, although remain below the national comparator. Unpublished data supplied by the college for 2015-2016 shows that this improvement trend has continued. A level learners who complete their programmes pass their exams at good rates and achieve good grades.

The overall success rate for A level learners is not replicated consistently across A level courses. While a few courses with substantial numbers of learners in 2015-2016 gained success rates of above 90%, a few had success rates between 50-70%.

In a few cases, completion rates or attainment rates are not good enough. It is too early to evaluate the impact of measures the college has recently taken to address these.

A high proportion of learners on A level courses come from areas of deprivation. In 2015-2016, around a quarter of A level learners were in receipt of an Educational Maintenance Allowance. Nearly all of these completed their courses. Many A level learners have profiles of strong GCSE results, but a minority have literacy and numeracy skills on entry that are beneath those required to make best progress in their A levels.

Many learners have a clear understanding of the learning objectives towards which they are working and understand the progress they are making towards targets. However, a few learners are not aware of the skills they need to develop in order to improve grades and achievement. Many learners make sound progress in class, although in a few lessons more able learners are not challenged sufficiently. Many learners show a solid grasp of their subject area, using technical terms and language fluently to discuss their subjects. For example, in law, most learners recall prior knowledge well and are able to outline case studies and implications on the role of the jury. However, overall, a few learners have limited literacy skills and often make spelling errors in classroom tasks.

Most learners work well independently and in groups. Files are well-ordered and reflect that nearly all learners take pride in their work. Many learners are keen to progress to higher education and carry out useful research into higher education progression options as part of their tutorial programme. A good proportion of learners progress to university.

Few learners use Welsh in lessons. A minority of teaching rooms contain Welsh language key words but few posters and displays are bilingual.

Learners show each other respect in class and support each other well in group tasks. Attendance is good. Learners focus well on their work and participate well in group discussions. They enjoy their work and work together well in pairs and groups, supporting each other well when carrying out tasks. They review and evaluate each other's work and offer constructive suggestions to their peers on how they can improve. They take pride in their work and are motivated to succeed.

Key Question 2: How good is provision?

Judgement: Good

The college offers a broad range of over 30 A level courses alongside BTEC courses. Learners are able to study programmes that involve both types of qualification to help achieve their career aspirations. The college consulted local schools, employers and prospective learners effectively when deciding which A level courses to offer. For example, A level electronics is now an established course that addresses skills needs within local engineering firms.

Most A level teachers demonstrate strong knowledge and enthusiasm for their subjects. Many plan lessons carefully and use a stimulating range of engaging activities in order to motivate learners. For example, chemistry teachers arrange a progressive series of activities for students, involving observation of reactions, discussions, calculations and a summary of the key learning points.

Most lessons are planned in a way that encourages learners to develop research and evaluation skills that prepare them well for progression to higher education. In many lessons, teachers make skilful use of developmental questioning to support learners by testing understanding and encouraging deeper reasoning. Visual arts teachers nurture learners' confidence to experiment. This improves their range of creative skills and leads to a vibrant classroom atmosphere. Many teachers use a range of stimuli to encourage critical thinking and debate among their learners. This develops their higher order analytical and communication skills. However, in a few lessons, the degree of challenge is limited, and teachers do not stretch more able learners. In these lessons, the pace of learning activities is often too slow.

Many teachers mark learner work regularly and provide useful feedback that informs learners of what they can do to improve. However, the marking in a few subjects is inconsistent, and provides limited feedback.

Across A level subjects there are systems for recording learner assessment scores and monitoring progress. The quality of these varies too much. Teachers set target grades for all learners, and many learners are aware of these targets and their current working grades. However, learners' prior achievements are not used consistently to help set target grades that are sufficiently aspirational. A level teachers are not consistent in the use of the college marking guidelines for literacy. As a result, a few learners show weaknesses in spelling.

The college provides a beneficial range of extracurricular enrichment activities to support learners with their career aspirations. For example, the 'brilliant club' provides activities for learners in humanities, and science, technology engineering and mathematics (STEM) subjects. Learners wishing to pursue careers in healthcare can participate in the healthcare academy. The college participates in the regional Seren network for more able A level learners. STEM teachers also provide weekly additional subject support evening classes for learners.

In a few lessons, teachers use relevant subject matter to explore the broader culture and heritage of Wales. For example, in AS geography learners explore the impact of deindustrialisation on Welsh steelmaking regions. However, many lessons make no reference to the Welsh dimension. Very few A level teachers develop learners' Welsh language skills within lessons.

Almost all A level learners engage well in the citizenship challenge as part of the Welsh Baccalaureate Qualification, researching and producing material on topics such as how to successfully integrate migrant refugees into local communities.

Almost all teachers have established supportive professional working relationships with learners. Classrooms are well resourced and present a stimulating environment for learning.

Key Question 3: How good is leadership?

Judgement: Good

Since the college became a tertiary institution in 2013, it has made sound progress in establishing and developing its A level provision. The college embeds A levels within subject based curriculum areas, known as divisions, and this benefits learners who are able to transfer onto vocational courses or those that study vocational subjects alongside academic ones.

The college structures have recently been reviewed to strengthen the oversight of A level improvement by the appointment of a vice principal academic. The vice principal is supported by six heads of divisions and these managers meet regularly. Meetings are recorded well, and produce actions that are monitored appropriately. Teaching staff are aware of their roles and responsibilities and meet regularly to discuss learner outcomes.

The college has managed the underperformance of teaching staff well through a range of initiatives. This includes robust appraisal, a new staff development policy and a recent peer mentoring scheme to develop 'outstanding teaching'. However, it is too early to analyse the impact of these strategies on learners' success rates.

The college has introduced several quality procedures to improve learner outcomes such as the useful quality review boards. These boards monitor the progress of each learner closely and encourage teachers' tracking of individual performance.

Each division delivering A level provision produces its own self-assessment report. However, divisions do not have a clear and consistent approach to A level improvement. Self-assessment reports are often not evaluative enough and divisions focus on an inconsistent range of data sets and targets. This impedes managers' ability to monitor and track overall college A level performance and improvement.

Managers responsible for delivering A levels use learner voice responses well to improve learner experiences. As a result, most learners feel they are listened to and that action is taken.

The college works well with partner secondary schools, to provide information and guidance on learners' progression onto A level programmes. The college is part of the Merthyr Tydfil Strategic Management Board and works effectively with the local authority to monitor the progress of Year 11 learners and to provide increased access to a broader range of A level provision.

The college has well-developed links with a range of higher education institutions. These are used well to help enrich learners' experiences, improve progression onto higher education, and raise learners' aspirations.

Managers deploy staff efficiently and all teaching staff are well qualified. The specialist facilities at The Redhouse encourage A level learners studying performance subjects to work creatively in an industry standard environment.

Hair and Beauty

Learning area context

The learning area of hair and beauty provides approximately 8% of the college's provision.

There are currently 150 learners studying hair and beauty therapy. The college delivers a range of full-time courses at level 1, 2 and level 3. Currently the learning area provides courses in hairdressing, barbering, bridal hair styling and beauty therapy.

Learning area recommendations

- R1 Improve the rates at which learners successfully complete their courses
- R2 Improve learners' punctuality
- R3 Improve the quality of written feedback on marked work
- R4 Ensure that teachers stretch and challenge all learners
- R5 Improve self-assessment to ensure that it accurately reflects the learning area's strengths and areas for improvement, particularly in relation to the use of data

Main findings

Key Question 1: How good are outcomes?

Judgement: Adequate

In 2014-2015, the success rate for the learning area was significantly below national averages for both substantial courses and main courses. Trend data over the three year period from 2012-2013 to 2014-2015 places learning area consistently in the bottom quartile of all colleges in Wales for success rates in substantial qualifications and in the lower quartiles for all qualifications.

Unpublished data provided by the college for 2015-2016 indicates that success rates have improved in the majority of courses. However, success rates in a minority of courses have fallen and too few learners are successful on the level 1 course in hairdressing.

Many learners, including those from disadvantaged backgrounds or with additional learning needs, make sound progress in their learning and show improved self-confidence. Nearly all learners develop relevant vocational skills well when working in commercial salons, both in college and during work placements. Most learners combine oral, written and practical skills well when working in these commercial settings.

Learners work very well together in worthwhile classroom and salon activities. For example, level 3 hairdressing learners usefully support level 1 learners to create a hair and beauty image. Level 3 beauty learners undertaking salon manager roles supervise level 2 beauty learners on reception and dispensary duties.

All learners undertake initial and diagnostic skills assessments at the start of their course. Many learners improve their skills by attending specific classes for literacy and numeracy. Most learners work well together and support each other to improve their skills. Many learners develop their digital literacy skills well, for example when using electronic individual learning plans, online portfolios and the computerised system for salon bookings. However, a few learners study literacy and numeracy skills at a level that does not match their prior attainment or initial assessment outcomes and so are insufficiently challenged.

A few learners undertake a non-accredited 'meet and greet' programme to improve their Welsh language skills and awareness.

Nearly all learners have a clear understanding of the impact of healthy eating and hydration and relate these well to things such as skin and hair condition.

Many learners attend well, have a positive attitude to learning and behave well in class. However, too many learners arrive late for their classes.

Nearly all learners enjoy college life and participate well in college activities. They are respectful and polite to clients and show mutual respect for their peers and teachers. A few learners act as student ambassadors or as class representatives. In these roles, learners have initiated improvements to recycling facilities within the salons.

Learners particularly enjoy internal competition work and appreciate opportunities to showcase their work in displays and in events such as the end of year 'avant garde show'.

Key Question 2: How good is provision?

Judgement: Good

The college offers a range of appropriate courses from level 1 to level 3 in hairdressing, level 3 in barbering and level 2 and level 3 in beauty therapy.

Work experience is very well planned at all levels and learners undertake realistic work experience in the commercial college salons and with local employers. This helps to develop employability skills and in a few cases, leads to employment. A few learners benefit from valuable European work experience in Germany where learners are placed in commercial salons.

Learners undertake initial diagnostic skills assessments. The learning area generally plans appropriately for the development of literacy and numeracy skills through taught sessions by specialist tutors who use contextualised resources well. However, teachers do not always match the skills qualifications that learners take closely enough to their prior attainment or initial assessment outcomes.

Suitable bilingual awarding body assessment materials, useful terms, and dispensary workbooks with 'meet and greet' terminology are available for Welsh speaking learners.

Opportunities to extend learners' knowledge of sustainable development and global citizenship are promoted well in the learning area through the tutorial programme, vocational units, the Welsh Baccaulaureate, a recycling initiative, and the Germany trip.

Most teachers plan lessons well and use a range of teaching strategies to engage and motivate learners. Most teachers have up-to-date subject and technical knowledge.

In many lessons, teachers use digital resources effectively to promote learning and assessment and to track and monitor progress.

Most teachers use questioning techniques effectively to assess knowledge. They provide useful constructive feedback. However in a few cases, questioning does not provide enough challenge for learners and written feedback is insufficient to help learners to improve

Teaching staff promote equality and diversity well by providing an inclusive environment. Learners at all levels enjoy their work and feel safe in the learning area.

The learning area uses a useful workbook to promote healthy lifestyles. Almost all learners demonstrate a positive attitude to personal presentation, reflecting industry standards.

The learning area has well-equipped salons and theory training rooms with up-to-date specialist equipment.

Key Question 3: How good is leadership?

Judgement: Good

The learning area leader manages the hair and beauty learning area well and provides clear leadership. Managers and staff understand their roles and responsibilities well. They work effectively together to support learners and help them to achieve their qualification aims.

Communication within the learning area and with other areas of the college is effective. The learning area leader holds regular team meetings to discuss agenda items that have a clear focus on enrolment, course targets and learners' achievement. Staff use this information well to monitor key performance indicators.

The learning area leader carries out an annual appraisal with all staff. The appraisal system is used well to set targets for staff and identify training and development needs. Staff benefit from a wide range of useful professional development activities. College policies are in place to address underperformance.

The college has recently implemented a new teaching observation system as part of the quality cycle. This is supported well by the college's teaching and learning co-ordinators. However, it is not yet fully embedded across the learning area.

The learning area self-assessment report is too descriptive and not evaluative enough. Data collected for the learning area has not been used accurately enough to benchmark its provision and inform judgements. It lacks critical analysis.

The learning area leader knows how to improve the quality of provision in the learning area. The quality development plan has measurable targets to improve planning and raise attainment levels. However, information from college management systems is not effective enough in supporting the learning area to drive forward improvement.

The learning area leader and staff attend network meetings with other colleges to share good practice and new initiatives such as spa treatments and eyelash extensions. The learning area leader attends the Wales hair and beauty sector group to ensure that the learning area keeps up with and responds to the sector's needs.

The learning area has developed a wide range of effective partnerships with local and national employers. Staff use these partnerships well to arrange work experience opportunities for learners. Staff work closely with local schools to help learners to participate in the learning programme for 14 to 16-year-olds.

Appendix 1

Learner satisfaction

	Number of responses	Nifer o ymatebion / Number of responses				
		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I was given good information by my provider when I was choosing my learning programme.	189	66 35%	115 61%	5 3%	3 2%	Cefais wybodaeth dda gan fy narparwr pan oeddwn yn dewis fy rhaglen ddysgu.
I have been given good advice about what I can do when I have finished my learning programme.	190	51 27%	110 58%	27 14%	2 1%	Rydw i wedi cael cyngor da ynglŷn â'r hyn y gallaf ei wneud pan fyddaf wedi gorffen fy rhaglen ddysgu.
My induction has helped me to settle in to my learning programme.	188	67 36%	109 58%	10 5%	2 1%	Mae fy nghyfnod ymsefydlu wedi helpu i mi ymgynefino yn fy rhaglen ddysgu.
I get good personal support from my tutors, trainers or assessors.	190	103 54%	82 43%	5 3%	0 0%	Rydw i'n cael cymorth personol da gan fy nhiwtoriaid, hyfforddwr neu aseswyr.
There are other effective types of support available for me.	186	52 28%	127 68%	5 3%	2 1%	Mae mathau effeithiol eraill o gymorth ar gael i mi.
I understand why I was initially assessed at the start of my learning programme.	190	56 29%	113 59%	20 11%	1 1%	Rydw i'n deall pam y cefais fy asesu ar ddechrau fy rhaglen ddysgu
I know what I need to do to improve my literacy and numeracy.	189	54 29%	118 62%	17 9%	0 0%	Rydw i'n gwybod beth mae angen i mi ei wneud i wella fy llythrennedd a rhifedd.
I regularly work with my tutor to set targets for this improvement.	189	50 26%	116 61%	21 11%	2 1%	Rydw i'n gweithio gyda'm tiwtor yn rheolaidd i osod targedau ar gyfer y gwelliant hwn.
The targets I have set with my tutor have helped me to improve.	189	41 22%	118 62%	25 13%	5 3%	Mae'r targedau rydw i wedi eu gosod gyda'm tiwtor wedi helpu i mi wella.
I know how I will be supported in English, Maths and IT.	190	38 20%	124 65%	27 14%	1 1%	Rydw i'n gwybod sut byddaf yn cael cymorth mewn Saesneg, Mathemateg a TG.
Staff give me learning opportunities and support in Welsh and/or English according to my choice.	186	52 28%	119 64%	15 8%	0 0%	Mae staff yn rhoi cyfleoedd dysgu a chymorth i mi yn Gymraeg a/neu Saesneg fel rydw i'n dewis.
(Welsh speaking learners only) Should I wish to do so, I can access support for my learning through the medium of Welsh.	58	13 22%	34 59%	2 3%	9 16%	(Dysgwyr sy'n siarad Cymraeg yn unig) Pe bawn i'n dymuno gwneud hynny, rydw i'n gallu cael cymorth ar gyfer fy nysgu trwy gyfrwng y Gymraeg.
(Welsh speaking learners only) Should I wish to do so, I am able to complete assessments through the medium of Welsh.	45	10 22%	27 60%	2 4%	6 13%	(Dysgwyr sy'n siarad Cymraeg yn unig) Pe bawn i'n dymuno gwneud hynny, rydw i'n gallu cwblhau asesiadau trwy gyfrwng y Gymraeg.
Staff show all learners respect and listen to their views and concerns.	188	83 44%	91 48%	11 6%	3 2%	Mae staff yn dangos parch at bob un o'r dysgwyr ac yn gwrandao ar eu safbwyntiau a'u pryderon.
Staff act on the views of learners.	190	69 36%	110 58%	11 6%	0 0%	Mae staff yn gweithredu yn unol â safbwyntiau dysgwyr.

Staff help me to understand and to respect people from different backgrounds.	187	75 40%	104 56%	8 4%	0 0%	Mae staff yn fy helpu i ddeall a pharchu pobl o wahanol gefndiroedd.
Learners show respect and support one another well.	189	67 35%	107 57%	14 7%	1 1%	Mae dysgwyr yn dangos parch ac yn cynorthwyo ei gilydd yn dda.
Staff help me to learn and to make progress.	188	80 43%	105 56%	3 2%	0 0%	Mae staff yn helpu i mi ddysgu a gwneud cynnydd.
When required, I have access to good quality work placements.	179	45 25%	116 65%	14 8%	4 2%	Pan fydd angen, gallaf fanteisio ar leoliadau gwaith o ansawdd da.
I feel safe and free from harassment in my place of learning.	187	89 48%	87 47%	8 4%	3 2%	Rydw i'n teimlo'n ddiogel ac yn rhydd oddi wrth aflonyddwch yn fy lleoliad dysgu.
I enjoy my learning.	189	73 39%	106 56%	8 4%	2 1%	Rydw i'n mwynhau fy nysgu.
Staff use good quality learning materials.	186	74 40%	103 55%	8 4%	1 1%	Mae staff yn defnyddio deunyddiau dysgu o ansawdd da.
My teachers have good knowledge of their subject.	188	112 60%	76 40%	0 0%	0 0%	Mae gan fy athrawon wybodaeth dda am eu pwnc.
I have access to enough books and equipment, including computers, to do my work.	189	96 51%	88 47%	5 3%	0 0%	Mae digon o lyfrau ac offer, gan gynnwys cyfrifiaduron, ar gael i mi wneud fy ngwaith.
Staff give me useful feedback on how I can improve my work.	188	83 44%	99 53%	5 3%	1 1%	Mae staff yn rhoi adborth defnyddiol i mi ar sut gallaf i wella fy ngwaith.
My learning will help me to achieve my goals.	187	82 44%	98 52%	6 3%	1 1%	Bydd fy nysgu yn helpu i mi gyflawni fy nodau.
Taking part in this learning programme has helped me to improve my life skills.	187	63 34%	108 58%	15 8%	1 1%	Mae cymryd rhan yn y rhaglen ddysgu hon wedi helpu i mi wella fy medrau bywyd.
Taking part in this learning programme has helped me to become involved in my community.	184	40 22%	108 59%	29 16%	7 4%	Mae cymryd rhan yn y rhaglen ddysgu hon wedi helpu i mi gymryd rhan yn fy nghymuned.
My learning has helped improve my attitudes to keeping healthy and safe.	187	54 29%	108 58%	18 10%	7 4%	Mae fy nysgu wedi helpu i mi wella fy agweddau at gadw'n iach a diogel.
I would recommend this learning provider to other people.	188	85 45%	98 52%	2 1%	3 2%	Byddwn yn argymhell y darparwr dysgu hwn i bobl eraill.

Learner Questionnaire / Holiadur Dysgwyr

All Gender, All FT/PT, All Ages

	0%	20%	40%	60%	80%	100%	
I was given good information by my provider when I was choosing my learning programme.	35%	61%	3%	1%			Cefais wybodaeth dda gan fy narparwr pan oeddwn yn dewis fy rhaglen ddysgu.
I have been given good advice about what I can do when I have finished my learning programme.	27%	58%	14%	1%			Rydwi wedi cael cyngor da ynglŷn â'r hyn y gallaf ei wneud pan fyddaf wedi gorffen fy rhaglen ddysgu.
My induction has helped me to settle in to my learning programme.	36%	58%	5%	1%			Mae fy nghyfnod ymsefydlu wedi helpu i mi ymgynefino yn fy rhaglen ddysgu.
I get good personal support from my tutors, trainers or assessors.	54%	43%	3%				Rydwi'n cael cymorth personol da gan fy nhwtoriaid, hyfforddwr neu aseswr.
There are other effective types of support available for me.	28%	68%	3%				Mae mathau effeithiol eraill o gymorth ar gael i mi.
I understand why I was initially assessed at the start of my learning programme.	29%	59%	11%				Rydwi'n deall pam y cefais fy asesu ar ddechrau fy rhaglen ddysgu.
I know what I need to do to improve my literacy and numeracy.	29%	62%	9%				Rydwi'n gwybod beth mae angen i mi ei wneud i wella fy llythrennedd a rhifedd.
I regularly work with my tutor to set targets for this improvement.	26%	61%	11%				Rydwi'n gweithio gyda'm tiwtor yn rheolaidd i osod targedau ar gyfer y gweliant hwn.
The targets I have set with my tutor have helped me to improve.	22%	62%	13%				Mae'r targedau rydw i wedi eu gosod gyda'm tiwtor wedi helpu i mi wella.
I know how I will be supported in English, Maths and IT.	20%	65%	14%				Rydwi'n gwybod sut byddaf yn cael cymorth mewn Saesneg, Mathemateg a TG.
Staff give me learning opportunities and support in Welsh and/or English according to my choice.	28%	64%	8%				Mae staff yn rhoi cyfleoedd dysgu a chymorth i mi yn Gymraeg a/neu Saesneg fel rydw i'n dewis.
(Welsh speaking learners only) Should I wish to do so, I can access support for my learning through the medium of Welsh.	22%	59%	3%	16%			(Dysgwyr sy'n siarad Cymraeg yn unig) Pe bawn i'n dymuno gwneud hynny, rydw i'n gallu cael cymorth ar gyfer fy nysgu trwy gyfrwng y Gymraeg.
(Welsh speaking learners only) Should I wish to do so, I am able to complete assessments through the medium of Welsh.	22%	60%	4%	13%			(Dysgwyr sy'n siarad Cymraeg yn unig) Pe bawn i'n dymuno gwneud hynny, rydw i'n gallu cwblhau asesiadau trwy gyfrwng y Gymraeg.
Staff show all learners respect and listen to their views and concerns.	44%	48%	6%	2%			Mae staff yn dangos parch at bob un o'r dysgwyr ac yn gwrando ar eu safbwyntiau a'u pryderon.
Staff act on the views of learners.	36%	58%	6%				Mae staff yn gweithredu yn unol â safbwyntiau dysgwyr.
Staff help me to understand and to respect people from different backgrounds.	40%	56%	4%				Mae staff yn fy helpu i ddeall a pharchu pobl o wahanol gefndiroedd.
Learners show respect and support one another well.	35%	57%	7%				Mae dysgwyr yn dangos parch ac yn cynorthwyo ei gilydd yn dda.
Staff help me to learn and to make progress.	43%	56%	2%				Mae staff yn helpu i mi ddysgu a gwneud cynnydd.
When required, I have access to good quality work placements.	25%	65%	8%	2%			Pan fydd angen, gallaf fanteisio ar leoliadau gwaith o ansawdd da.

I feel safe and free from harassment in my place of learning.		Rydw i'n teimlo'n ddiogel ac yn rhydd oddi wrth aflonyddwch yn fy lleoliad dysgu.
I enjoy my learning.		Rydw i'n mwynhau fy nysgu.
Staff use good quality learning materials.		Mae staff yn defnyddio deunyddiau dysgu o ansawdd da.
My teachers have good knowledge of their subject.		Mae gan fy athrawon wybodaeth dda am eu pwnc.
I have access to enough books and equipment, including computers, to do my work.		Mae digon o lyfrau ac offer, gan gynnwys cyfrifiaduron, ar gael i mi wneud fy ngwaith.
Staff give me useful feedback on how I can improve my work.		Mae staff yn rhoi adborth defnyddiol i mi ar sut gallaf i wella fy ngwaith.
My learning will help me to achieve my goals.		Bydd fy nysgu yn helpu i mi gyflawni fy nodau.
Taking part in this learning programme has helped me to improve my life skills.		Mae cymryd rhan yn y rhaglen ddysgu hon wedi helpu i mi wella fy medrau bywyd.
Taking part in this learning programme has helped me to become involved in my community.		Mae cymryd rhan yn y rhaglen ddysgu hon wedi helpu i mi gymryd rhan yn fy nghymuned.
My learning has helped improve my attitudes to keeping healthy and safe.		Mae fy nysgu wedi helpu i mi wella fy agweddau at gadw'n iach a diogel.
I would recommend this learning provider to other people.		Byddwn yn argymhell y darparwr dysgu hwn i bobl eraill.