



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

A report on

**Grŵp Llandrillo Menai
Llandudno Road
Rhos-on-Sea
Colwyn Bay
LL28 4HZ**

Date of inspection: February 2017

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

Grŵp Llandrillo Menai is a further education institution formed in 2012 through mergers between Coleg Menai, Coleg Llandrillo and Coleg Meirion-Dwyfor. The colleges each retain their individual identity within an overall group structure.

In this report, the term 'college' is used to refer to the whole of Grŵp Llandrillo Menai. Where there are distinctions in the report between individual colleges in the group structure, the colleges are referred to by name.

The college covers a large area across north west Wales, with a total of 13 campuses across the counties of Anglesey, Conwy, Denbighshire and Gwynedd. The total population of these counties is estimated at 403,000. It has a total of around 21,000 learners, of whom approximately 6,000 are studying full-time, and employs around 1,700 staff. In terms of the numbers of further education learners, this makes it one of the largest further education colleges in Wales.

In comparison with other colleges in Wales, Grŵp Llandrillo Menai has relatively few learners who come from the most deprived areas as characterised by the Welsh index of multiple deprivation.

The college covers an area with a high level of language diversity. In the counties of Gwynedd and Anglesey, over half the local population speak Welsh, according to the 2011 census. In Denbighshire and Conwy, around a quarter of the local population speak Welsh.

The college offers a curriculum from pre-entry to degree level and offers full-time A level provision in five campuses.

Summary

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

Current performance

The college's current performance is good because:

- In 2015-2016 learners successfully completed their qualifications at rates slightly above the national comparator; success rates show an upward trend over the three year period 2013-2014 to 2015-2016
- Overall, most learners make good progress in their studies and develop their literacy and numeracy skills well
- Nearly all learners are motivated to achieve, are well behaved and display the college's values of respect well
- The college's provision enables very good progression for learners within each campus, individual college and across the Grŵp Llandrillo Menai as a whole
- The college provides an extensive and broad range of effective Welsh medium and bilingual provision
- Nearly all teachers plan their lessons well and deliver lessons that are generally well paced and engage learners in a variety of learning activities
- The college supports the health and wellbeing of its learners well; learners benefit from extensive support and counselling, both from the college and from specialist external agencies
- The college has established a very strong positive ethos and offers a welcoming and inclusive environment in which nearly all learners feel safe and well supported

Prospects for improvement

The college's prospects for improvement are excellent because:

- The chief executive provides outstanding leadership; managers and staff at all levels are very supportive of the college and committed to its key aims and objectives
- Senior managers show resolve and ambition in their desire to secure improvement in key aspects of the college's work
- The governing body is highly effective and brings a wide range of skills and knowledge, which it uses well to support the chief executive and to provide robust and high level challenge
- The college has an effective cycle of quality management that leads beneficially to the formation and moderation of self-evaluation at different levels; there are clear links between strategic and curriculum planning and self-assessment
- The college has very strong and effective partnerships with a diverse range of local, regional and national organisations to improve the skills and employment opportunities for learners across the region

- The college manages its finances and resources very well to ensure that curriculum, staffing and financial plans are fully integrated, transparent and robust

Recommendations

- R1 Ensure that all learners attain the highest standards and grades they can
- R2 Improve the use of short term targets for learners so that they know what they need to do to improve
- R3 Improve teaching strategies to ensure that all learners are fully challenged
- R4 Improve the quality of self-evaluation in learning areas

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. Progress against these recommendations will be monitored periodically by the college Estyn link inspector. The college has been invited to produce case studies to highlight excellent practice identified in this report.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In 2015-2016, learners at Grŵp Llandrillo Menai successfully completed their qualifications at rates slightly above the national comparator. Learners completed their main qualifications at rates matching the national comparator. Across other indicators and qualification types, learners generally succeed at rates around the national averages.

Overall, the college's success rates show an upward trend over the three year period 2013-2014 to 2015-2016. However, a few learning areas across the provider still have success rates significantly below the national comparators.

Learners from different ethnic groups, male and female learners, learners with additional learning needs and learners with disabilities successfully achieve their qualifications in line with the overall college performance, although learners from more deprived backgrounds perform slightly lower than the college average.

In their vocational programmes, most learners make strong progress in their studies. Their skills and technical competencies develop at a good rate. Most learners engage well with their teachers and peers and contribute well to classes and workshop sessions. In many cases, learners use realistic contexts to apply their skills. For example, marine engineering learners at Pwllheli carry out repairs on boats for the local sailing school. Hospitality and catering learners design cocktails and mocktails linked to a St David's Day themed event in the college restaurant. However, in a few cases, learners are not challenged to achieve the highest standards of which they are capable, and, for example, respond to teachers' questions with insufficient detail.

In A level classes, most learners recall prior learning well and apply their knowledge and skills to new contexts effectively. Many use subject specific and technical terminology accurately and develop their academic writing skills appropriately. Many learners progress on to higher education at a range of universities. However, overall, a few learners are not sufficiently challenged to achieve the A level and AS level grades of which they are capable.

Nearly all learners complete appropriate initial and diagnostic assessments at the start of their course and use this information to identify their overall strengths and weaknesses in literacy and numeracy. Nearly all learners understand the need to improve from their initial levels and follow suitable courses, including GCSE mathematics and English, and essential skills qualifications. Nearly all learners have appropriate learning goals for literacy and numeracy, although in a few cases learners do not have helpful short term targets to improve and do not make sufficient progress as a result.

In their literacy and numeracy classes, most learners develop their skills at a good pace. Many learners have useful opportunities to practise and develop their skills through the context of their vocational programmes, A level classes or the Welsh Baccalaureate. However, in a few cases, learners do not have sufficient opportunities to apply their skills, for example through analysing a range of texts to extract and interpret information.

The college covers an area with a great deal of linguistic diversity and learners enter the college with a full spectrum of Welsh language ability. Many learners who enter the college with a GCSE Welsh first language qualification undertake an initial assessment of their Welsh literacy skills to help them identify how to improve.

Across the provider as a whole, many Welsh speaking learners undertake learning bilingually or in Welsh and about a quarter of learners undertake assessments in Welsh. At Coleg Meirion-Dwyfor, where many learners are Welsh speakers, most learners undertake learning in Welsh or bilingually and around half are assessed through the medium of Welsh. Overall, the proportion of Welsh speaking learners who undertake learning or assessment in Welsh has increased over the past year.

Welsh speaking learners demonstrate strong Welsh language skills and use technical vocabulary fluently and confidently. For example, many A level learners at Pwllheli have strong literacy skills, use a rich vocabulary, write fluently and listen well with a high level of understanding. Learners at the Glynllifon campus use traditional Welsh farming terms fluently and with respect for regional language variations. Learners undertaking studies in a bilingual setting often show high levels of ability in translanguaging – the use of different languages together.

In areas of the provider where Welsh is less widely spoken, the majority of learners who are not Welsh speakers use worthwhile opportunities to learn, practise and develop their Welsh skills and improve their understanding of the culture of Wales. However, in a minority of cases, learners do not develop their understanding of Welsh terminology or the Welsh dimension well enough.

Wellbeing: Good

Nearly all learners feel safe and know whom to go to if they need help. Through the college's comprehensive tutorial programme, learners gain a worthwhile understanding of the importance of healthy living.

Most learners attend well and attendance rates have been consistent over a three-year period. Nearly all learners are motivated to achieve, are well behaved and display the college's values of respect well. Nearly all learners go on to further study or into employment.

Learners elect their peers as representatives. These learners contribute well to meetings throughout the year and actively influence the college's decision-making. For example, in response to learners' feedback the college changed the delivery of optional units on a business programme. Learners also participate in a valuable annual learner conference, organised by the learners, which also influences the college's decision-making processes.

Many learners benefit from being involved in practical projects that have links with local employers, including an enterprise programme. Learners make a valuable contribution to the community through voluntary work and fundraising activities for local community and national charities.

Many learners benefit from the opportunity to develop social and life skills through competitions and a few go on to compete at a local, regional and international level, for example through Urdd and national eisteddfodau, the culinary world cup, and world skills competitions.

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

The college has a clear and comprehensive curriculum planning process, which takes into account regional and national priorities, local and national labour market information and feedback from external stakeholders very effectively. The extensive range of courses offered meets the needs of learners from entry level through to level 6.

The college's provision enables very good progression for learners within each campus, college and across the college. This progression is clearly mapped to give learners a wide choice and equality of opportunity in how they can undertake programmes across levels of learning, differing specialisms and types of study, for example through continuing in further education, or entering work-based learning or higher education.

There are very good links with employers, which lead to high quality and relevant work experience for learners in many areas. For example, in hospitality, learners benefit from opportunities to work in international hospitality establishments. Independent living skills learners benefit from an innovative work experience programme, which works effectively with support agencies outside the college to assist learners into employment when they leave the college.

The college offers a comprehensive range of provision to support learners' development of Welsh and English literacy, numeracy and digital literacy skills. This provision includes essential skills qualifications, GCSE and skillbuild. The college's skills plan is clear and details how skills programmes will match individual learner need. These individual programmes use information from learners' grade profiles and initial assessments well. The college make highly effective use of the national initial and diagnostic assessment tool (WEST) to support this skills development. However, in a very few areas, the embedding of literacy and numeracy into learners' main programmes is inconsistent.

The college provides an extensive and broad range of effective Welsh medium and bilingual provision. The college leads nationally through its very effective Sgiliaith provision that supports bilingualism across the further education sector. The recently introduced Seren Iaith is an innovative and sector-leading initiative that challenges learners' attitudes towards the use of the Welsh language and promotes the social and academic use of Welsh. As a result, an increasing number of learners undertake

learning and assessment in Welsh, although this provision is not consistent across all campuses.

Provision for sustainable development and global citizenship is comprehensive, mapped to the college's strategic aims and linked to other relevant frameworks, for example the wellbeing framework. Teaching and learning resources are available for staff and learners to extend their knowledge of global citizenship and sustainable development through a wide variety of opportunities, including the Welsh Baccalaureate qualification and work related experience.

Teaching: Good

Across the college, most teachers demonstrate comprehensive, up-to-date subject knowledge and technical skills. Teachers use their industrial knowledge well to develop learners' practical and theory skills and prepare them for future employment or further education.

Nearly all teachers plan their lessons well and set clear expectations for learners at the start of the session. Lessons are generally well paced and engage learners in a variety of learning activities. In both theory and practical lessons, nearly all teachers use a wide range of suitable teaching and learning strategies to motivate and engage learners. They use high quality up-to-date resources, particularly in agriculture and engineering. However, in a few cases teachers do not always use questioning or other teaching strategies to check, challenge and extend learners' knowledge and understanding well enough. In a few cases, teachers do not challenge learners, particularly the most able, to attain the grades and outcomes of which they are capable.

Nearly all teachers establish a positive and productive working relationships with their learners. They are good role models and promote the importance of a professional approach in vocational learning areas, such as hospitality and catering and business administration. Teachers deploy support staff effectively, particularly for learners on level 1 programmes. This enables many of these learners to make good progress and learn new skills.

Most teachers mark learners' written work regularly and provide them with useful feedback. However, in a few cases, the quality of constructive feedback is inconsistent and does not always help learners know what they need to do improve.

Generally, teachers integrate provision to develop literacy and numeracy skills well across almost all programme areas. The college's teaching and learning mentors help and support teachers who may need guidance on how best to integrate these skills into taught sessions. The majority of teachers set and monitor appropriate targets for learners. However, in a few cases, short-term target setting is inconsistent.

Most teaching staff plan assessment activities well. The college's on-line learner tracking system is an effective tool to record assessment of learning and monitor learner targets. Senior managers, learning area managers and teachers use this system well to monitor the progress of individual learners and whole course

provision. Learners can also access the system to check their own progress. The college uses the system very effectively to provide comprehensive feedback twice a year to parents and carers on learners' progress.

Care, support and guidance: Excellent

The college implements a wide range of policies effectively to support the health and wellbeing of its learners. Where barriers to learning or wellbeing are present, learners benefit from extensive support and counselling, both from the college and from specialist external agencies where appropriate. For example, the counselling and 'Amser i Chi' drop in services offered across all campuses enable learners to discuss and obtain personal support for a variety of issues ranging, for example, from study skills, to domestic and financial difficulties.

Prospective learners receive comprehensive, clear and realistic pre-entry information and advice about the courses available at each campus. The college has established highly effective information-sharing arrangements with educational organisations, social support, and other public bodies as well as charities that operate within local authorities across north-west Wales. From an early stage, guidance is focused on learners' career aspirations, with very good advice available to learners about progression options open to them after they complete their courses.

The college works particularly well with learner representatives to promote its values, foster an ethos of mutual respect, and ensure high attendance in lessons. Staff have a comprehensive programme of very high quality tutorial and broader enrichment activities that celebrate diversity, raise awareness of social issues, and develop learners' life skills.

The college has developed an innovative system to identify learners at risk of failing to progress with their education or secure employment. Built upon the findings of their action research project, this system enables staff to provide additional tailored support for identified learners. Following a successful pilot in 2015-2016, this system is now widely implemented across the college and has been adopted by another college.

The college has effective practices to identify and meet the additional learning needs of learners. Learning support staff are deployed well to support learners recognised as having additional learning needs. Staff members closely monitor the progress of these learners, alongside other minority groups, using the college's worthwhile online system. This system enables them to communicate effectively and to refine the support for individual learners as their needs change.

The college's arrangements for safeguarding, including its duty to protect young people from radicalisation and extremism, meet requirements and give no cause for concern.

Learning environment: Excellent

The college has established a very strong positive ethos across its three colleges. All campuses offer a welcoming and highly inclusive environment in which nearly all learners feel safe and well supported.

The college communicates its core values and expected behaviours exceptionally well, for example by using particularly well-designed information materials, displays and audio visual materials. As a result, nearly all staff and learners display strong commitment to these values and behaviours.

The college implements equality and diversity policies and procedures very well to prevent oppressive behaviour. Senior managers ensure that the college's equality and diversity charter and associated action plans are implemented consistently and effectively. As a result, a culture of mutual respect pervades all campuses and the behaviour of nearly all learners is exemplary. Success rates for the majority of learners with protected characteristics (as defined in the Equality Act 2010) match or exceed rates for other learners.

Nearly all managers and staff provide appropriate challenge to any discrimination or inequality. The college also uses a range of innovative approaches to promote equality very well. For example, it challenges gender stereotypes in learners' choices in many learning areas through a 'Go For It!' initiative in which learners act as diversity champions.

Many learners and staff across the college engage well in themed events, such as St David's Day activities and in celebrating diversity festival week.

All campuses offer appropriate well-maintained accommodation and many buildings are of very high quality.

Nearly all learners benefit from equitable access to up-to-date learning resources, including specialist equipment and facilities that are well suited to learners' needs. All learners and staff enjoy valuable and consistent access to wi-fi networks and most use this well to support their learning and work activities.

Learning centres are well stocked with appropriate materials and equipment.

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

The chief executive and governing body have been highly effective in merging the three colleges into the group structure successfully. As a result of ambitious and clear strategic leadership, the merger was undertaken within a culture of transparency, collaboration and clarity. The chief executive provides outstanding leadership that has had a significant impact on the transformation of the college. As a result, managers and staff at all levels are very supportive of the college and committed to its key aims and objectives. During a time of significant change, staff morale has been high and continued to improve. Success rates for learners have

improved and all three constituent colleges have success rates at or above the national comparator.

The recently revised senior management team consists of the chief executive, two principals and three executive directors. The team is coherent with clearly defined roles and responsibilities. These roles are equitable with balanced workloads and levels of responsibility.

The college has a clear and comprehensive strategic plan. Senior leaders have recently revised the values of the college to reflect its ambition more closely. The values of equality, quality, innovation and professionalism are understood clearly by staff at all levels.

Senior leaders have a clear focus on raising the skills of middle managers through the use of focused training and this has been identified as a priority during a period of significant change. As a result, managers across the college develop a high level of understanding of what is expected of them and are empowered to improve and develop their provision.

Communication across the college is highly effective. It is regular and comprehensive and, as a result, staff at all levels are well informed and kept up-to-date on a wide range of issues and developments. Management meetings at all levels are held regularly across the college. These are well structured and are used consistently to monitor and share a wide range of information.

The college has significantly strengthened the way it captures and shares a comprehensive range of performance information and data with managers. It has developed and uses effectively its performance and planning information dashboards particularly well. As a result, managers and nearly all staff use this information routinely to monitor learners' progress and performance against targets.

The systems and procedures for the performance management of staff have been significantly strengthened. In particular, middle managers have received highly beneficial training to develop key aspects of their role. They undertake staff performance reviews with increased rigour and effectiveness and monitor learner performance robustly.

The governing body is highly effective and provides a particularly rigorous level of challenge to senior managers. Governors have a comprehensive range of experience in industry, commerce and education. They bring a wide range of skills and knowledge regarding education and training. They use these skills particularly well to support the chief executive and to provide robust and high level challenge.

The college is very responsive to meeting local needs and national priorities. It has been particularly effective in positioning itself as a key provider of education and training across the region.

Improving quality: Good

The college has a thorough and worthwhile quality framework that clearly outlines the roles and responsibilities of staff and teams involved in the self-assessment process. It has an effective cycle of quality management that leads to the formation and moderation of self-evaluation at different levels. There are clear links between strategic and curriculum planning and self-assessment.

Self-assessment is comprehensive in a majority of learning areas. However, in a minority of learning areas self-assessment is not sufficiently evaluative and, in a few areas, does not analyse data consistently across the full range of the learning areas' provision.

Senior managers have acted swiftly in analysing data trends and taken decisive measures to change the culture of quality assurance and planning to secure improvements since 2014. For example, they have introduced a revised teaching and learning observation process and a programme of helpful themed learning walks that inform their evaluation of teaching and learning.

Most staff and managers at all levels use the college's electronic dashboard system effectively, placing the outcomes of learners at the centre of the quality process. Staff scrutinise outcomes at programme and learner level thoroughly. The college uses a wide range of interventions, such as programme and college performance panels, course health checks and internal quality inspections. This targeted assistance has improved outcomes. For example, rates of attendance and success have improved in previously underperforming courses; success rates have improved for groups of learners at risk of not completing their courses.

The college uses national and local benchmarking well and leaders are successful in monitoring under-performance and setting targets for improvement. However, the setting of short-term targets for skills improvement is at an early stage of development and is inconsistent across the college.

The college ensures that the supportive performance management of staff is integrated well with quality improvement. It uses a range of evidence such as course outcomes and lesson observations well to identify individual and whole-college training needs. The college shares best practice effectively through useful initiatives such as good-practice 'takeaway' resources and supported experiments. These foster a collaborative ethos in developing teaching and learning strategies.

The college uses learners' views and feedback to drive improvements in teaching and learning. Learners receive valuable feedback on how their views have been considered in making improvements, for example through learner representatives on forums, display boards, and electronic means such as the learner portal.

Partnership working: Excellent

The college has very strong partnerships with a diverse range of local, regional and national organisations both at strategic and learning area level, which have a positive impact on learners' experiences and outcomes.

The senior management team are ambitious in their work with partners to meet the current needs, and plan for the significant future skills needs in north Wales. The college is a proactive and very influential member of the North Wales Economic Ambitions Board. The college plays a significant and key role in the development and delivery of several high value collaborative projects, taking the lead on three of these. As a result of this involvement, the college has gained particularly valuable knowledge of employment opportunities in the energy industry. It uses this information well to provide courses to develop the skills of existing workforce and new entrants to the industry.

The college works closely with another college in north Wales on joint projects. As a result, it has developed an exceptional relationship of confidence and trust with a clear focus on meeting the needs of learners and employers. This mature approach has been highly beneficial in meeting the current and future skills needs of large employers in the region.

The college makes a substantial contribution to the work of the 14-19 networks across all four counties, significantly broadening the choices available to learners in school both at pre and post 16 years of age. Approximately 1,700 school learners access vocational provision and collaborative A level provision at the college annually.

The college works extremely well with a range of higher education providers to deliver valuable higher education opportunities to around 1,500 learners. These partnerships widen participation and provide comprehensive progression opportunities for further education learners. These opportunities provide local access for learners whose personal circumstances might have precluded them from progressing to higher levels of learning. In 2015-2016, a quarter of the college's higher education learners came from low participation neighbourhoods.

Effective and highly productive relationships have been developed and established with small and medium employers and major companies. These employers strongly value the responsiveness and flexibility shown by the college to meet their diverse training needs. For example, the college's food technology centre has worked well with small and national food and drink companies to support business start-up, business innovation and growth. In 2015-2016 the centre supported 106 new and existing businesses effectively. Full-time learners across the college gain significant benefit from access to the centre's facilities and staff expertise.

Many learning areas make very effective use of partnerships to enrich the learning experiences of their learners. For example, partnerships are used to provide beneficial work experience opportunities for learners in hospitality and catering, engineering, construction, health and social care and independent living skills.

Resource management: Good

The college manages its finances and resources well. It has developed a particularly innovative and effective planning model, which is used very well by managers at all levels. This ensures that curriculum, staffing and financial plans are fully integrated, transparent and robust.

The overall financial performance of the college is strong, particularly in terms of managing its cash position and maintaining consistently low borrowing levels.

Specialist staff are very effective in drawing together data from a wide range of sources and providing all staff with access to user friendly data dashboards. Managers make very good use of the rich variety of data and benchmarking information to improve both efficiency and effectiveness.

The college has addressed inherited disparities in local workload agreements across the three colleges very skilfully. Managers and staff have recently agreed a harmonised workload agreement. This agreement is beginning to result in significant improvements in how efficiently and equitably staff are deployed across the college.

The college has developed a well-considered, ambitious and realistic estates strategy for improving the quality of its accommodation, although the strategy is less well developed for the Bangor campus, where the accommodation is more variable in quality. The college makes skilful use of third party support to implement many capital developments.

The college has a strong commitment to continuous professional development. It has consistently maintained its investment in staff training and development since the merger. Staff share good practice well with other teachers both within and outside the college. For example, an extensive team of teaching and learning mentors provide valuable support and challenge to their peers. Performance management processes are robust and supportive.

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

Learning Area reports

Literacy

Learning area context

Literacy at the college is taught through essential skills classes, Welsh Bacallaureate Qualification classes, GCSE and a range of pre-GCSE classes, through skill-build classes and learner support. Learners also develop their literacy skills through their main programmes of study.

The college uses the national initial and diagnostic assessment tool (WEST) to identify learners' skill needs. Initial assessment results for 2016-2017 show that 80% of learners on entry to college have literacy skills at level 1 or below.

Learning area recommendations

- R1 Ensure that learners have relevant short term targets that help them develop their literacy skills
- R2 Use questioning more effectively to challenge learners and encourage them to extend their responses
- R3 Use the literacy marking guide, together with constructive written feedback, to help learners identify specific areas for improvement

Main Findings

Key Question 1: How good are outcomes?

Judgement: Good

Over a three year period, the rate at which learners successfully complete Essential Skills Wales qualifications in Communication has improved and is in line with national comparators.

Learners complete the WEST literacy initial diagnostic assessment at the start of their courses. Nearly all learners follow appropriate literacy courses to develop their skills. They understand their initial level and what they need to do in general to improve. However, few learners have short term targets to help them focus their efforts and the areas they most need to improve.

In literacy and vocational areas, most learners use their speaking and listening skills well to communicate effectively. Many learners respond clearly to questions and develop and use subject specific terminology appropriately. However, a few give brief, underdeveloped responses and do not extend their answers.

In skills sessions, many learners extract information from texts well and apply their understanding well.

In vocational areas, most learners develop reading skills appropriately in the context of their course programmes. Many develop subject specific terms suitably and, in a few learning areas, learners locate difficult words and infer their meaning successfully, for example in the use of complex terminology in veterinary nursing. In most learning areas, learners use a range of reading strategies effectively, for example through highlighting and summarising key points in texts. However, in a very few learning areas, learners' ability to analyse a range of texts and retrieve information is underdeveloped.

Many learners on skills courses use an appropriate range of writing styles suitable to their level of study. Many learners on A level courses write effectively for a range of purposes. Most learners across the college use technical terms well in the context of their vocational programmes or A levels. However, in a few learning areas, standards of written work and presentation are too variable.

Welsh speaking learners make strong progress and develop their written and oral skills well. For example, learners on A level courses have strong literacy skills, use a rich vocabulary and develop sophisticated analytical arguments. They listen well and read suitably challenging texts with confidence and a high level of understanding. Welsh speaking learners develop their linguistic abilities and translanguaging skills – the use of different languages together – well. The proportion of Welsh speaking learners who undertake learning or assessment through the medium of Welsh has increased between 15 and 20 percentage points over the last year and this has a positive impact on the literacy standards of these learners.

Most learners demonstrate a positive attitude towards their learning and engage well with resources to develop their literacy skills.. Nearly all learners behave well in class and are respectful towards their peers and staff.

Key Question 2: How good is provision?

Judgement: Good

The college uses the WEST national initial assessment tool to identify learners' strengths and areas for improvement well. Initial assessment levels and information about learners' prior attainment are used well to place learners on appropriate provision. Information from this tool is integrated into the college's tracking systems effectively. As a result, teaching staff are able to monitor learners' progress and managers have an effective overview of learners' progress in literacy.

Nearly all teachers set suitable medium-term targets in the college's electronic tracking system and learners can access these freely. Course teachers monitor targets in tutorial sessions regularly. However, few teachers set useful short term targets for literacy to help learners focus on the areas they most need to improve.

In discrete literacy classes, such as GCSE English or skill build, nearly all teachers plan their lessons well. Most teachers ensure that learners are motivated and engaged and make good use of information learning technology and up-to-date resources well. A majority of teachers evaluate previous learning and plan effectively, including planning for learners of different ability in the same class. A

majority of teachers use questioning skilfully to challenge learners. However, a few teachers miss opportunities to encourage learners to extend their knowledge and skills. A majority of teachers make use in-class support from learning assistants well.

In A level and vocational classes, a majority of teachers give constructive verbal feedback on how to improve literacy and use the college's literacy marking guide well. However, a few teachers do not mark learners' work for literacy errors consistently or provide learners with clear written guidance of how to improve.

There is significant Welsh medium provision available to learners. Many teachers use Welsh terminology in bilingual classes skilfully to extend learners' use and awareness of the terms in both languages.

Key Question 3: How good is leadership?

Judgement: Good

The college has developed a skills plan that clearly sets out the high priority it places on improving the literacy, numeracy and digital literacy skills of all learners. A college assistant principal has strategic responsibility for achieving this aim and is assisted well in its promotion by two college managers.

The skills plan expects every member of teaching and learning staff to take responsibility for developing learners' skills, and managers and co-ordinators within in each college work effectively to support all staff to achieve this vision.

Leaders have worked pro-actively to embrace national priorities and have integrated the use of the WEST resources into programme areas very successfully, allowing learners of all abilities to progress in their levels of literacy and numeracy. Teachers analyse the skills needs of each learner particularly well and tailor development to this individual need. This detailed individual analysis ensures that learners are clear about the value of developing their skills, and that they know what they need to do to improve and how this will enable them to progress in their education or into employment.

The strategic skills group meets each term and members include key managers and co-ordinators from across the college. Each meeting has a clear agenda, with a focus on improving skills outcomes for learners and discussion of current national initiatives. Managers and co-ordinators communicate the results of these meetings effectively and support their staff well to achieve the directives of this group.

Managers across the college are clear about the strengths and areas for improvement in the provision of literacy and numeracy and have appropriate plans for staff development and sharing of good practice. Many teachers have attended staff development sessions on how to integrate literacy and numeracy into their lessons and there are a number of helpful videos produced by the college available to staff on how to do this. The college's staff intranet holds a variety of useful teaching resources for skills teachers, including schemes of work and lesson plans, and these are used well by teaching staff to enhance their delivery.

The college has worked very well to link its own online learner tracking and monitoring system to the WEST national initial assessment tool and to bring together targets and progress tracking for main qualifications and skills. However, the use of this system for setting of short-term targets for skills improvement is in the early stage of development and is inconsistent across the college.

Numeracy

Learning area context

Numeracy at the college is taught through essential skills classes, Welsh Baccalaureate Qualification classes, GCSE and a range of pre-GCSE classes, through skill-build classes and learner support. Learners also develop their numeracy skills through their main programmes of study.

The college uses the national initial and diagnostic assessment tool (WEST) to identify learners' skill needs. Initial assessment results for 2016-2017 show that 84% of learners on entry to college have numeracy skills at level 1 or below.

Learning area recommendations

- R1 Ensure that learners have relevant short term targets that help them develop their numeracy skills.
- R2 Use questioning more effectively to challenge learners and encourage them to extend their responses
- R3 Use the numeracy marking guide, together with constructive written feedback, to help learners identify specific areas for improvement

Main Findings

Key Question 1: How good are outcomes?

Judgement: Good

Over a three year period, the rate at which learners successfully complete Essential Skills Wales qualifications in Application of Number has improved and has been above national comparators.

Learners complete the WEST national initial diagnostic assessments at the start of their courses. They know the outcomes of their initial assessments and the target levels they are aiming to achieve. Most learners know their short-term specific numeracy targets and develop their skills well in specialist numeracy classes. However, a few learners are less aware of their targets and do not make sufficient progress as a result. Many learners continue to develop their skills through integrating numeracy in their main programme of learning. For example, ICT learners use numeracy skills well to create a computer-based currency conversion tool.

Many learners make good progress in developing their numeracy skills and use opportunities to develop their skills through their main qualifications well. For example, engineering students apply precise measuring skills to create a 3D model of Hedd Wynn's chair.

Most learners participate well in numeracy lessons and focus on developing their skills with enthusiasm. In many sessions they work together effectively using their skills to calculate answers in relevant tasks.

Nearly all learners have regular skills reviews to record progress and set new targets. They monitor their progress against their numeracy targets effectively using the college's online tracking systems, which are also accessible on mobile phones.

Most Welsh speaking learners develop their numeracy skills very well in many courses taught bilingually and by using resources from the WEST online initial assessment tool. They can submit assignments in Welsh, irrespective of the teachers' linguistic background or ability.

Key Question 2: How good is provision?

Judgement: Good

The college uses initial assessment levels and information about learners' prior attainment well to place learners on appropriate provision.

A majority of teachers set useful short term targets to improve individual learners' numeracy skills and to monitor and review learners' progress regularly. However, in a few instances, numeracy skills targets are too general. As a result, learners are not always clear what they need to do to improve.

In discrete numeracy classes, many teachers plan and deliver appropriate sessions to meet learners' needs effectively. They use a wide range of teaching strategies and activities to maintain learners' interest and ensure participation. Most teachers give clear explanations of topics and tasks and encourage learners to work out answers and work through calculation strategies correctly. Many teachers use digital literacy resources to facilitate independent learning and peer assessment well. For example, teachers give independent living skills learners tablet computers to develop numeracy skills both at home and in the college environment.

In a majority of vocational classes, teachers plan opportunities for learners to develop their individual numeracy skills well. However, in a minority of cases, teachers miss naturally occurring opportunities to develop numeracy skills and planning documents make only general references to numeracy skills development.

In vocational classes, many teachers are able to explain mathematical concepts clearly to their learners. For example, in a health and social care microbiology lesson the teacher skilfully uses a number of graphs to discuss data analysis and trends, and confirms through questioning that learners understand the use of the data and its significance. In construction, teachers ensure learners are correctly applying measuring and calculation skills in bricklaying.

Most teachers give valuable developmental verbal feedback to individual learners. Many teachers mark work regularly for accuracy, and a few teachers use the college's recently introduced numeracy marking guide well to help learners identify and correct numeracy errors. However, this guide is not used consistently and, as a result, a few learners do not benefit from constructive written feedback on how to improve.

There is significant Welsh medium provision available to learners. Many teachers use Welsh terminology in bilingual classes skilfully to extend learners' use and awareness of the terms in both languages.

Key Question 3: How good is leadership?

Judgement: Good

The college has developed a skills plan that clearly sets out the high priority it places on improving the literacy, numeracy and digital literacy skills of all learners. A college assistant principal has strategic responsibility for achieving this aim and is assisted well in its promotion by two college managers.

The skills plan expects every member of teaching and learning staff to take responsibility for developing learners' skills, and managers and co-ordinators within in each college work effectively to support all staff to achieve this vision.

Leaders have worked pro-actively to embrace national priorities and have integrated the use of the WEST resources into programme areas very successfully, allowing learners of all abilities to progress in their levels of literacy and numeracy. Teachers analyse the skills needs of each learner particularly well and tailor development to this individual need. This detailed individual analysis ensures that learners are clear about the value of developing their skills, and that they know what they need to do to improve and how this will enable them to progress in their education or into employment.

The strategic skills group meets each term and members include key managers and co-ordinators from across the college. Each meeting has a clear agenda, with a focus on improving skills outcomes for learners and discussion of current national initiatives. Managers and co-ordinators communicate the results of these meetings effectively and support their staff well to achieve the directives of this group.

Managers across the college are clear about the strengths and areas for improvement in the provision of literacy and numeracy and have appropriate plans for staff development and sharing of good practice. Many teachers have attended staff development sessions on how to integrate literacy and numeracy into their lessons and there are a number of helpful videos produced by the college available to staff on how to do this. The college's staff intranet holds a variety of useful teaching resources for skills teachers, including schemes of work and lesson plans, and these are used well by teaching staff to enhance their delivery.

The college has worked very well to link its own online learner tracking and monitoring system to the WEST national initial assessment tool and to bring together

targets and progress tracking for main qualifications and skills. However, the use of this system for setting of short-term targets for skills improvement is in the early stage of development and is inconsistent across the college.

Agriculture, Horticulture and Animal Care

Learning area context

The land-based provision at Glynllifon campus offers courses in agriculture, animal studies and veterinary nursing, forestry and countryside management, and equine studies. It also offers courses in land based engineering, although these were not in scope for this inspection. The campus also offers a broad range of short courses for the land-based industry. The Glynllifon farm, including the woodland, extends to 300 hectares, and is a hub for innovation in pig and beef cattle farming. It also has its own dairy herd and sheep flock.

Learners attend the college from a broad geographical area and there is a hostel on site to accommodate those learners who would be unable to travel daily. In 2015-2016, the learning area represented around 3% of the college's total provision. In 2016-2017 approximately 260 learners are enrolled on full-time courses in the learning area.

Learning area recommendations

- R1 Improve learners' progression between levels of learning
- R2 Develop and implement a strategy to develop learners' digital competence in lessons and practical sessions
- R3 Support teachers to make the best use of the teaching resources, including information learning technology, to enhance learners' learning experience
- R4 Ensure that all teachers develop effective activities in their lesson planning to cater for all the levels of learners' abilities
- R5 Improve the rigour of evaluation and self-assessment of all land-based provision to inform the planning and management of quality development

Main Findings

Key Question 1: How good are outcomes?

Judgement: Good

In 2015-2016, learners taking agriculture and land-based courses successfully completed their main qualifications at rates above the national comparator. For the main land-based qualifications in 2015-2016, two thirds of courses have successful completion rates above national comparator.

A minority of learners progress from level 1 to level 2 programmes. However, too many continue to study at the same level. Learners on level 3 programmes progress into higher education and employment at good rates.

Many learners make good progress on their courses and work at the standard appropriate to their level of qualification, or better. Most learners develop and demonstrate strong practical competence when faced with a wide range of practical tasks. For example, learners take responsibility for milking the college's dairy herd, undertaking all related tasks such as hygiene, cluster application and removal, and post-milking teat dipping.

The majority of learners demonstrate a good level of theory knowledge relating to their specialism. They are able to recall previous learning and apply it to new situations confidently. For example, horse care learners are able to explain the causes of horses' stable vices and can suggest appropriate interventions to minimise this behaviour.

Nearly all learners have clear targets relating to attendance, coursework, literacy and numeracy. Most learners make solid progress in developing their literacy and numeracy skills.

All learners work safely in workshops and during practical sessions, and make appropriate use of personal protective equipment. For example, forestry management learners risk-assess activities well to agree what extra job-specific safety equipment they needed when ditch clearing. While lambing, animal care learners take good biosecurity precautions and explain the consequences of poor husbandry, such as zoonotic diseases.

Learners take up bilingual learning opportunities well and many Welsh speaking learners submit assignments in Welsh to a high standard. Many Welsh-speaking learners use Welsh technical terms confidently and many conduct technical conversations, switching between English and Welsh confidently and fluently. Learners respect each other's regional differences in the use of language.

Key Question 2: How good is provision?

Judgement: Good

The learning area provides a broad range of courses and training opportunities at levels that meet the needs of learners and employers.

Nearly all teachers have up-to-date subject and technical knowledge, which they use well to make sessions relevant to learners' vocational interests. Nearly all plan sessions well and set clear objectives, which they explain to learners. Most teachers motivate learners well, encouraging them to make good progress in their learning.

Nearly all teachers have useful profiles of learners' learning needs and many use these well to plan lessons which provide learners of all abilities with appropriate, challenging tasks. However, a few teachers do not use the profiles well enough when planning for learners with a range of abilities.

The learning area has a wide range of learning resources and facilities. A few teachers use a virtual classroom platform and encourage learners to access these resources. A few encourage learners to use ICT in class. However, on the whole, teachers do not do enough to plan tasks to develop learners' digital literacy skills.

Nearly all teachers keep a comprehensive record of all learners' achievements and provide clear and helpful feedback on what they need to do to improve the standard of their work.

Glynllifon Farm is well resourced with a few industry-leading facilities. For example, agricultural learners experience the production cycle of pork and bacon in an innovative pig unit. Curriculum planning takes good account of the seasonal nature of land-based courses, for example by ensuring that learners gain practical experience of lambing.

The learning area engages well with employers and external companies. It develops these relationships well, for example through farm visits. There is a useful range of work-experience activities accessible to all learners. Teachers provide helpful opportunities to learn about entrepreneurship and sustainable development.

Many teachers provide learners with extensive opportunities to develop Welsh language skills at all levels. Bilingual provision is very good with non-Welsh speaking staff providing and promoting Welsh medium resources.

Teachers keep parents informed of learners' progress through regular and useful updates.

Key Question 3: How good is leadership?

Judgement: Adequate

Managers and agriculture staff share a clear commitment to and vision for the development of the college's farm. They use the advice and expertise of the college council's farm panel well in strategic planning. Planning takes good account of national and industry priorities, such as its investment in developing a hub for innovation in pig and beef development. All agriculture staff have been involved in this development and the curriculum ensures that learners receive useful experience in these aspects of farming. The strategic planning of other, non-agricultural aspects of the provision is not as clearly defined.

There is clear communication within the Glynllifon campus. Staff meet regularly to review course and learners' performance, paying good attention to monitoring and supporting learners at risk of leaving early. This has helped improve retention rates of learners. The learning area uses an internet-based platform well to improve communication and help staff to share performance data and learning resources. Learning area staff are well informed of developments across the college through a wide range of communication systems.

Planning takes good account of the demands of local and regional agricultural employers. The college's broad range of part-time courses meet agricultural employers' needs well.

Staff discuss quality issues in their regular meetings. However, there are important gaps in the college's self-evaluation of land-based provision. Its self-evaluation report is not evaluative enough, does not take enough account of the impact of initiatives, and does not base its findings on effective analysis of evidence. In some areas, the report focuses too heavily on agricultural learners, overlooking other aspects of provision. Self-evaluation does not take enough systematic account of learners' feedback. These shortcomings result in a quality development plan that is not informed by rigorous evaluation of the learning area's strengths and weaknesses.

The learning area works well with a broad range of partners. Staff have worked closely and co-operatively with other colleges and Farming Connect in response to Welsh Government priorities to support agricultural innovation. It has strong links with schools, providing learning for around 250 pupils aged 14 to 16 every year. There are many examples of these learners progressing to full-time college courses. The learning area has co-operated well with a neighbouring college to minimise competition, ensuring viable numbers on less popular courses, such as artificial insemination and foot trimming.

The farm has an active social media page that keeps learners and the agriculture community well informed of activities.

There are good arrangements for regular monitoring of budgets and financial forecasts. The learning area uses external funding well to improve its resources. It benefits from sound links with industry that donate or loan equipment, enabling learners to gain skills on the most up-to-date equipment. Investment in the farm facility has created a few outstanding resources, such as the pig house, to prepare learners well for employment. However, other non-agricultural aspects of provision are not as well developed.

A Levels

Learning area context

A level provision is delivered at each of the college's five main campuses. These campuses are spread over a wide geographical area and serve very different communities and groups of learners within those communities. Long established tertiary centres at Pwllheli and Dolgellau, together with Rhyl 6th, which opened in 2010, are the main providers of A level education for their localities. Campuses at Rhos-on-Sea and Bangor are general further education colleges, which offer A level courses alongside vocational provision. Management of A level courses within these colleges sits with relevant programme area managers at each college. Overall, the college caters for over 550 learners studying for a total of over 1,600 individual A and AS level qualifications.

Around four in ten learners across the college conduct most conversations in Welsh. At Pwllheli and Dolgellau, nearly all A Level subjects are delivered bilingually and, in

2016, 47% of all A and AS level examinations were undertaken through the medium of Welsh.

Learning area recommendations

- R1 Ensure that A level learners attain good grades relative to their starting points
- R2 Ensure that teachers provide a high level of challenge in lessons to enable all learners to make strong progress
- R3 Improve the robustness and accuracy of self-evaluation across all A level provision

Main Findings

Key Question 1: How good are outcomes?

Judgement: Adequate

Over a three year period, the successful completion rates (learners who both complete the course and pass their examinations) for A level learners have improved from slightly below the national comparator in 2013-2014 to slightly above the national comparator in 2015-2016. Rates of successful completion vary between sites. At Pwllheli and Dolgellau, tertiary centre learners successfully complete their A level courses at high rates. However, too many learners do not successfully complete their A level and AS level courses at Bangor.

Success rates vary for different A level subjects across the college. For example, success rates are high for courses such as French, film studies and design technology. However, for courses such as computing, electronics, science, law and English, learners' success rates are significantly below national comparators. Across all centres, too many learners do not achieve the A level and AS level grades of which they are capable, based on their prior qualifications, including where learners generally join the college with high GCSE grades.

Many learners make valuable use of electronic systems to improve their literacy and numeracy skills, track their progress against their targets, and respond to feedback from tutors. These learners have a clear understanding of the progress they are making towards subject specific targets, as well as what they need to do to improve their skills, which are strong among A level learners.

In lessons, most learners recall prior learning well and apply their knowledge and skills to new contexts effectively. Many use subject specific and technical terminology appropriately and accurately, and the majority are able to exemplify key concepts well. However, a few learners do not contribute proactively to lessons and provide only limited responses to questions. Learners of high ability, in particular, are not sufficiently challenged to extend their responses.

A majority of learners have strong Welsh and English language skills. Many learners at Pwllheli and Dolgellau are skilful in using both Welsh and English to a high

standard. Just under a half of these learners opt to sit examinations through the medium of Welsh.

Nearly all learners are very well behaved, maintain concentration well and are respectful of each other and their teachers. Many are confident and comfortable in interacting with teachers when given the opportunity, and most learners work well independently and in groups. Many learners take pride in the presentation of their work and maintain files that are in good order.

The majority of learners actively engage with valuable enrichment activities, including those who represent the college in a variety of high level local and national competitions. Many A level learners across the college successfully progress to higher education at a range of universities.

Key Question 2: How good is provision?

Judgement: Good

The college offers a comprehensive range of A level courses across five of its main sites. It makes good use of links with local schools to deliver this provision. Recent changes have had a positive impact both on teaching and learners' experience and overall the provision for A levels is strong.

Nearly all A level learners gain valuable community experience through a range of extra-curricular opportunities such as the annual 'Sioe gerdd' and through the Welsh Baccalaureate qualification. Learners are given worthwhile opportunities to develop their essay writing and higher level thinking skills effectively through a range of additional provision such as the popular debating club as well as additional qualifications in wider skills.

Many teachers have strong subject knowledge and a clear understanding of awarding body requirements. Many are highly effective language role models who support learners' development of technical vocabulary very well. Many lessons have clear learning objectives and many teachers prepare interesting and useful resources. The majority of teachers provide a suitable range of learning activities. However, in a minority of lessons there is too much over-direction by teachers, which limits opportunities for learners to contribute. In a minority of lessons, activities do not challenge all learners, particularly the more able. In these lessons, learners do not make sufficient progress.

Many teachers use questioning effectively. However, a few teachers do not enable learners to provide extended responses. Many teachers use the college's interactive tracking system well to monitor progress and provide specific feedback on how to improve. In general, this helps learners, but the quality of feedback and frequency of assessments are inconsistent across the learning area.

Many teachers plan positive learning experiences to ensure that learners develop strong literacy skills. These include presentations, mock trials and role play activities to develop oracy skills. Many use targeted literacy marking to provide useful feedback to improve learners' writing. In relevant subjects, particularly science, technology, engineering and mathematics related subjects, teachers develop learners' numeracy skills effectively.

Campuses at Pwllheli and Dolgellau in particular have a very strong Welsh identity and encourage learners to become proud, naturally bilingual Welsh citizens. A level teachers at these campuses skilfully use both Welsh and English in classroom delivery. However, the provision for promoting the Welsh dimension in A levels at other sites is limited.

Learners have beneficial opportunities to investigate global citizenship and sustainable development through the Welsh Baccalaureate and A level lessons. The learning area provides effective personal support to A level learners. There are regular tutorial sessions, which involve helpful one-to-one reviews of their progress and wellbeing. In addition, personal tutors provide bespoke support and advice to A level learners on their progression routes on completion of their courses.

The ethos across all sites is respectful and inclusive and A level learners feel valued members of the college community. All classroom accommodation is well equipped and suitable for purpose, and reflects the subject identity.

Key Question 3: How good is leadership?

Judgement: Good

Managers in the learning area have a generally sound understanding of the main strengths and areas for improvement and have taken decisive action to address aspects in need of improvement. In response to weak performance in 2014, managers conducted a helpful internal review of A level provision and performance. This resulted in a number of improvements, which have started to have a positive impact. For example, success rates and AS results have improved over the last three years and provision has been strengthened.

The college manages A levels within programme areas that are relevant to each subject. In many cases, the leaders of each programme area have a well-grounded understanding of the requirements of the A level courses and a suitable understanding of each area's performance. However, there is no clear strategic overview of A level performance across all the different sites. This results, for example, in the quality of the self-assessment reports and development plans varying too much.

Analysis of A level performance is incorporated within established systems for self-assessment at subject, programme area, individual college and cross-college levels. A range of appropriate data is available to managers to evaluate A level performance but the analysis of this data across the college is inconsistent. The range of data used and the nature of the data analysis differ across subjects and analyses, and judgements, on a few occasions, are too generous.

The learning area has recently strengthened its processes for setting targets for learners. Learners' targets are now more appropriately ambitious and teachers and learners have a clear understanding of the progress that learners are making towards achieving their target grades.

The learning area has worked successfully with a few local secondary schools to extend the range of provision and opportunities available to its own learners and those in local schools. There are suitable arrangements for assuring the quality of this provision.

Termly curriculum and quality meetings provide a useful forum for leaders to discuss A level performance across the college and to share good practice. In addition, there are valuable opportunities for teachers of the same A level subjects across the different sites to share ideas and resources. These include training days and a buddy system.

Engineering and Manufacturing Technologies

Learning area context

The learning area delivers a wide range of engineering courses over six sites. Many full-time courses are available from level 1 to level 3. The learning area delivers school link programmes and higher level courses in the majority of engineering specialisms.

In 2015-2016, the learning area represented around 9% of the college's total provision. In 2016-2017 there are around 500 full-time learners currently enrolled on courses across the college's sites. During the inspection, AS and A level provision in engineering-related subjects was inspected within the learning area of A levels.

Learning area recommendations

- R1 Ensure that learners have relevant short term targets that help them develop their literacy and numeracy skills
- R2 Improve the quality of written feedback given to learners
- R3 Improve teachers' questioning practices
- R4 Strengthen self-assessment
- R5 Identify and share best practice more effectively

Main Findings

Key Question 1: How good are outcomes?

Judgement: Good

Over the past three years, learners taking courses in engineering have successfully completed their qualifications at rates consistently above the national comparator. Performance of the learning area places the college over the last three years in the top half of colleges delivering similar provision.

Many learners make strong progress towards achieving their qualifications. They clearly understand the progress they are making and what they need to do to complete their course. Most learners demonstrate strong practical competence when undertaking a wide range of practical activities, such as using a range of hand tools, and marking out and using measuring equipment. Welding learners produce particularly high quality work and mechanical learners produce complex and accurate work. In most cases, learners use measuring equipment well to inspect their completed work to make sure it meets the required specification.

Most learners demonstrate appropriate theory knowledge. They link theory to practical tasks well and written work is generally well presented with few spelling or grammatical errors. A few learners show higher levels of theory knowledge and understanding. These learners present their written work to a particularly high standard and are confident when undertaking complex theory tasks and answering questions. However, in a few cases, drawings and sketches are not well presented and lack attention to detail. In many cases, learners develop their numeracy skills well when completing practical tasks, for example when calculating dimensions for materials or mixing proportions.

All learners undertake initial screening for literacy and numeracy. A majority are aware of their initial levels in literacy and numeracy and what they need to do to improve. However, a minority are not sure of their targets and what they need to do in the short term to improve.

Welsh speaking learners use their oral Welsh language skills well to engage with teachers, answer questions or speak with peers in classrooms and workshops. However, very few learners choose to submit written work through the medium of Welsh.

In classroom, workshop and around the college, learners behave well and show respect to their peers, teachers and the environment. In workshop sessions, learners show a clear understanding of health and safety. Nearly all learners participate in and enjoy their learning and many are motivated to progress to the next level. As a result of attending their course, most learners gain in confidence and self-esteem. Nearly all learners feel well supported by the college and their teachers.

Key Question 2: How good is provision?

Judgement: Good

The learning area offers a wide range of courses that meet the needs of learners, employers and the wider community well.

Nearly all teachers have up-to-date subject and technical knowledge. The majority of teachers have high expectations of their learners and promote positive working relationships. Most teachers plan their lessons well and use an appropriate range of teaching and learning strategies. However, a few sessions lack sufficient pace and challenge and learners are too passive. In general, teachers do not use extended, probing questions to challenge learners well enough.

Most teachers plan assessments well and use appropriate methods to track and record learner progress. However, a minority of teachers do not give sufficiently detailed written feedback to suggest ways in which learners could improve their work.

Most teachers plan appropriate opportunities for learners to practise and develop their literacy and numeracy skills. However, a few teachers do not take advantage of the opportunities and, as a result, a few learners do not make the progress of which they are capable.

Overall, the learning area secures good opportunities for work experience for its learners. Where there are few opportunities in the locality, the learning area arranges beneficial presentations from employers to give information on working in their industry and current technological developments.

The learning area promotes learners to engage in community projects well. These activities include working with sailing clubs and work on heritage projects. As a result, learners develop useful skills such as communication and working as a member of a team.

Most teachers provide useful bilingual glossaries of relevant technical terms in Welsh and English. Many teachers promote the use of spoken Welsh well and use naturally occurring opportunities well to develop learners' use of spoken Welsh.

The learning area display a strong culture of health and safety and appropriate procedures are consistently applied across all sites by staff and learners.

All sites have good quality, spacious accommodation and facilities. The resources at Llangefni are of a particularly high standard and include specialist virtual welding equipment. The wind turbine training centre at Rhos is a high quality resource that meets the needs of learners and local industry well.

Key Question 3: How good is leadership?

Judgement: Good

Managers in the learning area provide clear and supportive leadership. They have well-defined roles and responsibilities. Managers work well together to deliver the college and the learning area's priorities. They have a clear focus on improving the experience of learners and the standard of courses. Managers have a positive impact on learner experiences and the performance of the learning area.

There is clear communication between managers and staff in the learning area. Managers and staff attend a wide range of meetings where they share a comprehensive range of information. These meetings are particularly effective in keeping staff updated on the learning area's performance and their progress against targets.

Managers routinely monitor and review learners' performance data. Procedures for analysing and reviewing performance data have recently been strengthened. As a result, managers and staff have a clear and detailed understanding regarding how

each course is performing. The learning area curriculum and quality group, which comprises of the learning area managers and an assistant principal, has been particularly effective. During these regular meetings, managers review a detailed range of information relating to current and future skills need. As a result, they plan the provision to match closely the needs of industry and employment opportunities.

The learning area's self-assessment report is a useful document that contains a reasonable range of information. The report uses learner performance data appropriately to identify underperforming courses. However, in a few sections the report is not detailed enough and does not identify differences in performance across sites clearly. As a result, managers miss the opportunity to identify good practice and target areas for development. Quality improvement planning is effective and identifies the learning area's key priorities for development well.

Managers use the college's procedures for staff performance management appropriately. This process includes a teaching observation that identifies good practice and areas for development.

Managers use surveys and questionnaires well to gain valuable feedback from learners. They use learner voice responses well to inform developments and improve the learner experience when a need is identified.

The learning area has strong partnerships with a wide range of employers. They use these partnerships well to access work experience for learners in the majority of courses. The learning area also benefits from presentations from employers regarding working in their industry and technological developments. The learning area has developed beneficial partnerships with local schools and work-based learning providers.

Managers across all sites manage their resources well. They are effective in getting the resources they need. The learning area's estate includes a large number of specialist workshops and rooms. In about half of the sites, the accommodation, resources and equipment are of particularly high quality.

Managers deploy staff appropriately to make best use of their specialist knowledge and industrial experience. Staff at all levels benefit from attending a comprehensive range of professional development activities.

Hospitality and Catering

Learning area context

The learning area has provision at the Rhos-on-Sea, Dolgellau and Bangor campuses. All centres offer a range of full and part-time courses from level 1 to level 6. The learning area provides courses in professional cookery, patisserie, food and beverage service and hospitality services.

In 2015-2016, the learning area represented around 4% of the college's total provision. There are currently around 400 full-time learners studying in the learning area.

Learning area recommendations

R1 Improve the successful completion rates for learners on level 1 programmes

R2 Share the good practice in bilingual delivery

Main Findings

Key Question 1: How good are outcomes?

Judgement: Good

In 2015-2016, learners successfully completed their main qualifications in hospitality and catering at rates slightly above the national comparator. Overall, successful completion rates for the last three years have generally remained stable and are typically slightly above the national comparator. However, success rates for learners taking courses and qualifications at level 1 are slightly below the national average.

Nearly all learners make good progress and are on target to achieve their qualifications. They have a clear understanding of the progress they are making and when they will achieve their qualifications.

Nearly all learners develop and master a wide range of different practical skills in both food preparation and food service. They use these skills very well in the commercial kitchens and food service outlets across the college.

All learners undertake an initial diagnostic assessment for literacy and numeracy. All learners work towards literacy and numeracy targets, which they manage effectively, using the college's electronic tracking system. Many learners make good progress in developing their literacy and numeracy skills. They use these skills competently in the kitchen and college restaurants. For example, in the kitchen, learners are proficient at calculating proving and baking times for enriched dough products.

Across the college, learners continue to develop their Welsh communication skills very well, particularly at the Dolgellau and Bangor campuses, where many learners have strong reading, writing and communication skills in Welsh. The majority of learners develop their bilingual skills well. Welsh-speaking learners use spoken Welsh naturally in the kitchens and restaurants. They use these skills effectively to meet and greet members of the public.

Nearly all learners' behaviour is exemplary. They demonstrate a high level of professionalism, are courteous to visitors and show respect for their peers and teachers. Nearly all learners enjoy college life and participate well in college activities, such as the St David's Day themed events in the restaurant.

Nearly all learners undertake a variety of community projects such as the Bangor Mayor Installation dinner, Conway Feast and Neuadd Pendre community meal. Many learners compete at local, Welsh and international competitions. These opportunities highly motivate learners and enhance their employability prospects.

Key Question 2: How good is provision?

Judgement: Excellent

The learning area offers an extensive range of provision that meets the needs of learners, employers and the community very well. The curriculum provides outstanding opportunities for progression from level 1 to level 6, allowing learners to follow relevant courses, which meet their individual needs. As a result, Grŵp Llandrillo Menai offers a wider curriculum to learners than that which was available at the legacy colleges. Learners now have opportunities to specialise at level 3 patisserie, larder and food service and benefit from having access to experts in the field.

The learning area provides learners with exceptional opportunities to acquire culinary and technical skills from across the world. Many learners benefit from innovative opportunities to participate in a range of international skills and employability projects, such as visiting the Pakistan Institute of Hospitality and Tourism Management and the Hotel and Tourism School in Morocco.

All training kitchens and public restaurants across the college allow learners to gain highly valuable work-related experience in a professional environment.

Almost all teachers plan lessons very well and provide learners with effective skills development. Nearly all teachers use questioning techniques effectively to consolidate learning and extend learners' understanding.

Nearly all teachers have up-to-date subject knowledge and sound industry experience. They deliver accurate technical knowledge well and demonstrate a very high level of practical skills.

Nearly all teachers ensure that learners are highly motivated and fully engaged in learning. In most classes, the pace is suitable to learners' needs and teaching approaches are suitably challenging. Nearly all teachers use group profiles very effectively, and plan well to meet the needs of learners of different abilities in the same group. Learners requiring additional support benefit from highly skilled support assistants.

Teachers track and monitor progress in assessment effectively. Teachers provide comprehensive and supportive written feedback, which helps learners to know what they need to do to improve.

Teachers incorporate education for sustainable development and global citizenship well in lessons, for example by allowing learners to develop their knowledge of, sourcing sustainable products and recycling food waste. In practical classes, they learn about the need to source commodities, for example poultry and fish, in a sustainable way.

At Coleg Meirion-Dwyfor, teachers prepare and deliver highly effective bilingual lessons. In most practical lessons, literacy and numeracy tasks reinforce concepts and teachers provide strong support to help learners develop their skills through the medium of Welsh.

College public restaurants and training kitchens are all well resourced and equipped with up-to-date equipment. These all provide a stimulating environment for learning.

Nearly all teachers and learners pay good attention to health, safety and wellbeing in the learning environment.

Key Question 3: How good is leadership?

Judgement: Excellent

Three programme area managers jointly manage the hospitality and catering provision across Grŵp Llandrillo Menai. Each programme area manager has responsibility and is accountable for the delivery and standards achieved in their own college. Together they have created an open and sharing culture within their learning area across the college and have raised standards for learners in all three constituent colleges.

The programme area managers provide clear direction to their staff and are highly effective in driving improvements in learners' outcomes and striving for excellence. All managers and staff are clear about their responsibilities and lines of accountability. The management team and learning area staff work well together and collaborate very effectively with other college departments across the group.

Communication across the learning area is highly effective. There is a sound schedule of meetings at all levels. All meetings have a worthwhile agenda with a keen focus on learners' success, retention, attendance, course targets and cross group initiatives.

The learning area self-assessment report is a comprehensive document that generally reflects the learning area well. The quality development plan clearly identifies areas for improvement and sets realistic and timely targets. For example, where the level 1 provision is slightly underperforming, measures have been put in place to address these issues.

Managers have worked highly effectively to standardise the curriculum offer across the college and share good practice and resources between sites and legacy colleges. This has had the effect of raising the standards across all three colleges. All learners have access to the same consistent qualification offer and many take up opportunities to progress to further education, higher education and work-based learning across the college.

Managers and staff attend a wide range of network meetings with other colleges and providers to share best practice, for example through the pan-Wales hospitality group. The college often takes the lead in the development of new initiatives.

The learning area has developed exceptional long term partnerships with a wide range of high quality international, national and local employers. This offers many learners a superb opportunity to take up high quality work experience across the UK, Europe and the world. The programme area has also developed very good partnerships with local schools and alternative education centres to deliver units successfully towards level 1 hospitality qualifications.

All staff have regular opportunities to undertake professional development. Many staff are members of professional bodies within the hospitality and catering industry. Learning area managers are accountable for their own budget and manage their finances and resources well. They deploy their staff very effectively to ensure that learners benefit from a range of expertise.

Business, Administration and Law

Learning area context

The learning area of business, administration and law offers courses at all three colleges across seven separate campuses.

Courses are available at all levels from level 1 through to higher education programmes. In 2015-2016, the learning area represented around 8% of the college's total provision. There are currently around 330 full time learners studying in the learning area. During the inspection, AS and A level provision in business-related subjects was inspected within the learning area of A levels.

Learning area recommendations

- R1 Improve the rates at which learners successfully complete their courses and qualifications
- R2 Improve teaching strategies to ensure that all learners are fully challenged
- R3 Improve the management and co-ordination of work-related experience to improve learners' experience and ensure greater consistency across campuses

Main Findings

Key Question 1: How good are outcomes?

Judgement: Good

Learners successfully complete their qualifications at rates at or around the national averages in each of the last three years. Success rates have shown an improving trend over the three year period. However, success rates on a few main qualifications are below national benchmarks.

Most learners, including those with additional learning needs, make good progress in their learning and show improved levels of self-confidence. Most learners progress to further or higher education, training or employment after completing their course.

Most learners recall prior learning well and many learners acquire and apply new knowledge, understanding and skills to good effect in their learning, for example when considering the impact of price discounting and special offers on the amount waste produced in retail businesses.

Nearly all learners' written and practical work is of a high standard. Most learners use individual electronic learning plans effectively to plan and evaluate their progress by setting appropriate targets and participating in regular one-to-one reviews with their tutors.

All learners undertake initial and diagnostic assessments at the start of their course. Many learners make good progress in literacy and appropriate progress in numeracy given their starting points.

In many lessons, most learners use their digital literacy skills well, for example through undertaking research, when completing activities in class and in submitting work for assessment.

A minority of learners develop and use Welsh speaking and listening skills well relative to their prior learning. For example, nearly all Welsh and English speaking learners make good progress and support each other well in their learning within bilingual classes. However, Welsh speaking learners do not develop and use their Welsh reading and writing skills sufficiently in their studies.

Most learners are well motivated. They attend regularly and arrive on time for their classes. All learners show a high level of respect for others and behave well in lessons and around the college. Nearly all learners work well together and support each other to improve their skills.

Nearly all learners enjoy college life and participate well in college activities. For example, learners within the learning area play a valuable role in promoting and delivering a number of charity events that are held across the college. However, learners' opportunities to engage in useful work experience are inconsistent across the learning area.

Key Question 2: How good is provision?

Judgement: Good

The college offers comprehensive and flexible provision for business administration and law across seven campuses.

Nearly all teachers plan sessions effectively, with a suitable range of teaching strategies that take learners' needs into account well. Most teachers set an appropriate pace in their lessons. Nearly all teachers set high expectations for their learners and regularly monitor their progress against targets to ensure that learners achieve or exceed their target grade. Nearly all teachers ensure they regularly update their subject knowledge and their knowledge of awarding organisation requirements.

Many teachers provide lessons that are stimulating and challenging. A few teachers are very effective in managing mixed-level teaching groups in which learners are aiming for different levels of qualification. All teachers act as suitable role models, and set high standards for learners' behaviour and performance.

Nearly all teachers plan assessment well and provide useful developmental feedback to learners. All teachers employ basic direct questioning appropriately. However, only a few teachers use extended questioning well to provide enough challenge to more able learners.

The learning area uses initial diagnostic assessment effectively to set targets and identify learners in need of support. Teachers monitor learners' literacy and numeracy targets effectively through the college's electronic individual learning plan.

Many teachers provide constructive written feedback that allows learners to develop their skills. They use the college's literacy marking guide effectively to highlight where learners can improve, for example their sentence structure and punctuation. Most teachers encourage learners to develop their oracy skills well, for example through encouraging appropriate projection of voice during class discussions. However, few teachers offer useful opportunities to develop higher level numeracy skills, especially where learners have already achieved good grades in GCSE mathematics.

The learning area uses its partnerships with local business well to enhance learners' experiences, for example through presentations from guest speakers from a local supermarket, or through work placements or realistic work environments within college. However, provision for these opportunities is inconsistent across the learning area.

Nearly all classrooms are fit for purpose and most include useful and appropriate displays of learners' work, relevant up to date subject-related materials and useful literacy and numeracy exemplars.

Key Question 3: How good is leadership?

Judgement: Good

Learning area managers provide strong vision and direction to staff. Managers set clear targets for staff and monitor progress effectively to improve practice. Management and staff roles are well defined with clear lines of accountability. Managers use meetings well to plan and prioritise activities, following a useful common agenda, with an appropriate focus on learners' retention, attendance and outcomes. As a result, success rates show improving trends, although a few main qualification courses remain below national benchmarks.

The self-assessment report is an honest and reflective assessment of strengths and areas for improvement. Managers highlight courses where there is underperformance and create robust action plans that focus on improving outcomes for learners. Managers also make effective use of trend and benchmarking data to drive improvements forward. They use data from the college's electronic information system effectively to highlight key performance indicators, and areas of strength and underperformance.

Managers and staff in the learning area respond effectively to learner voice. For example, business learners expressed concerns about timetabling arrangements. As a result, managers amended timetables to accommodate learners' needs.

Managers use the quality improvement plan well to address areas for improvement identified in the self-assessment. They implement comprehensive quality assurance procedures, which monitor and track learner achievements effectively. Managers conduct useful annual appraisals with staff and set challenging targets based on performance. As a result of this, managers have prioritised useful training programmes for staff in the learning area and share good practice well. Learning area managers take into account the needs of the local community well when planning the curriculum, for example through introducing flexible start dates for courses at the Denbigh campus.

Managers and staff have established a range of effective partnerships with higher education institutions and the regional health authority. Managers and staff utilise guest speakers from higher education and local apprenticeship providers well to help learners make choices about their progression opportunities.. However, managers and staff are inconsistent in their approaches to providing work related experience.

Programme area managers are accountable for their own budget and manage their finances well. Resources are allocated fairly across the campuses. Managers use robust monitoring arrangements to ensure effective performance. Managers timetable and deploy staff effectively. The learning environment is fit for purpose, with appropriate and up-to-date technology available to staff and learners.

Appendix 1

Learner satisfaction

Learner Questionnaire / Holiadur Dysgwyr						
Grwp Llandrillo Menai						
Gender:	All Gender					
Full-time/Part-time study:	All FT/PT					
Age Group:	All Ages					
	Number of responses Nifer o ymatebion	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.	0	0%	0%	0%	0%	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.	0	0%	0%	0%	0%	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.	0	0%	0%	0%	0%	Mae fy nghyfnod ymsefydlu wedi helpu i mi ymgynefino yn fy rhaglen ddysgu.
I get good personal support from my tutors, trainers or assessors.	0	0%	0%	0%	0%	Rydw i'n cael cymorth personol da gan fy nhiwtoriaid, hyfforddwyr neu aseswyr.
There are other effective types of support available for me.	0	0%	0%	0%	0%	Mae mathau effeithiol eraill o gymorth ar gael i mi.
I understand why I was initially assessed at the start of my learning programme.	0	0%	0%	0%	0%	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.	0	0%	0%	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.	0	0%	0%	0%	0%	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.	0	0%	0%	0%	0%	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.	0	0%	0%	0%	0%	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.	0	0%	0%	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.	0	0%	0%	0%	0%	(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.	1395	500 36%	690 49%	143 10%	62 4%	(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.	2744	1223 45%	1320 48%	154 6%	47 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.	2726	880 32%	1616 59%	208 8%	22 1%	Mae staff yn gweithredu yn unol â safbwyntiau dysgwyr.
Staff help me to understand and to respect people from different backgrounds.	2708	1054 39%	1488 55%	136 5%	30 1%	Mae staff yn fy helpu i ddeall a pharchu pobl o wahanol gefndiroedd.
Learners show respect and support one another well.	2737	929 34%	1587 58%	182 7%	39 1%	Mae dysgwyr yn dangos parch ac yn cynorthwyo ei gilydd yn dda.
Staff help me to learn and to make progress.	2742	1170 43%	1520 55%	44 2%	8 0%	Mae staff yn helpu i mi ddysgu a gwneud cynnydd.
When required, I have access to good quality work placements.	2574	735 29%	1497 58%	302 12%	40 2%	Pan fydd angen, gallaf fanteisio ar leoliadau gwaith o ansawdd da.
I feel safe and free from harassment in my place of learning.	2744	1201 44%	1373 50%	134 5%	36 1%	Rydw i'n teimlo'n ddiogel ac yn rhydd oddi wrth aflonyddwch yn fy lleoliad dysgu.
I enjoy my learning.	2753	1161 42%	1414 51%	144 5%	34 1%	Rydw i'n mwynhau fy nysgu.
Staff use good quality learning materials.	2742	1076 39%	1549 56%	105 4%	12 0%	Mae staff yn defnyddio deunyddiau dysgu o ansawdd da.
My teachers have good knowledge of their subject.	2753	1600 58%	1098 40%	46 2%	9 0%	Mae gan fy athrawon wybodaeth dda am eu pwnc.
I have access to enough books and equipment, including computers, to do my work.	2755	1362 49%	1252 45%	120 4%	21 1%	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.	2751	1248 45%	1396 51%	95 3%	12 0%	Mae staff yn rhoi adborth defnyddiol i mi ar sut gallaf i wella fy ngwaith.
My learning will help me to achieve my goals.	2745	1303 47%	1381 50%	50 2%	11 0%	Bydd fy nysgu yn helpu i mi gyflawni fy nodau.
Taking part in this learning programme has helped me to improve my life skills.	2733	980 36%	1524 56%	203 7%	26 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.	2691	572 21%	1408 52%	608 23%	103 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.	2697	749 28%	1539 57%	346 13%	63 2%	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.	2737	1230 45%	1380 50%	96 4%	31 1%	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.	37%	59%	4%				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.	33%	56%	10%				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.	36%	59%	4%				Mae fy nghyfnod ymsefydlu wedi helpu i mi ymgynefino yn fy rhaglen ddysgu.
I get good personal support from my tutors, trainers or assessors.	50%	45%	4%				Rydw i'n cael cymorth personol da gan fy nhwtoriaid, hyfforddwyr neu aseswyr.
There are other effective types of support available for me.	27%	63%	9%				Mae mathau effeithiol eraill o gymorth ar gael i mi.
I understand why I was initially assessed at the start of my learning programme.	30%	61%	8%				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.	36%	58%	5%				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.	35%	55%	9%				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.	32%	57%	9%				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.	27%	61%	11%				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.	35%	58%	6%				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.	33%	53%	9%				(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.	36%	49%	10%				(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.	45%	48%	6%				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.	32%	59%	8%				Mae staff yn gweithredu yn unol â safbwyntiau dysgwyr.
Staff help me to understand and to respect people from different backgrounds.	39%	55%	5%				Mae staff yn fy helpu i ddeall a pharchu pobl o wahanol gefndiroedd.

Learners show respect and support one another well.		Mae dysgwyr yn dangos parch ac yn cynorthwyo ei gilydd yn dda.
Staff help me to learn and to make progress.		Mae staff yn helpu i mi ddysgu a gwneud cynnydd.
When required, I have access to good quality work placements.		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.

Appendix 2

The inspection team

Steve Bell	Reporting Inspector
Lowri Jones	Team Inspector
Alun Connick	Team Inspector
Sandra Barnard	Team Inspector
Vanessa Morgan	Team Inspector
Gareth Kiff	Team Inspector
Mark Evans	Team Inspector
Sion Peters-Flynn	Team Inspector
Ian Dickson	Team Inspector
Jackie Gapper	Quality Assurance Inspector
Ivan Gregory	Peer Inspector
Kay Morgan	Peer Inspector
Mary Richards	Peer Inspector
Gavin Davies	Peer Inspector
Jacqueline Ann Button Kelshaw	Peer Inspector
Gwyneth Preston	Peer Inspector
Samuel Mark Clement	Peer Inspector
Tessa Jennings	Peer Inspector
Cathryn Sanders	Peer Inspector
Victoria Thomas	Peer Inspector
Angela Lewis	Peer Inspector
Stephen Cass	Peer Inspector
Steven Prosser	Peer Inspector
Stuart Ford	Peer Inspector
Mark Richards	Peer Inspector
Nora Richardson	Peer Inspector

James Nelson	Nominee
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