



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

A report on the further education provision of

Coleg Sir Gâr and Coleg Ceredigion

**Graig Campus
Heol Sandy
Llanelli
SA15 4DN**

Date of inspection: May 2022

by

Estyn, Her Majesty's Inspectorate for Education

and Training in Wales

This report is also available in Welsh.

About Coleg Sir Gâr and Coleg Ceredigion

Coleg Sir Gâr and Coleg Ceredigion became an integrated college in August 2017 and is now referred to as one college, with two brands and seven campuses across Carmarthenshire and Ceredigion. The campuses that Coleg Ceredigion use are in Aberystwyth and Cardigan. Coleg Sir Gâr has five campuses in Ammanford, Gelli Aur, Jobs Well, Pibwrlwyd and the Graig. The college delivers a wide range of vocational courses with progression opportunities available on most courses to the next level, apprenticeships and higher education.

- Visitor economy and animal science
- Art and design
- Construction and agriculture
- Health, childcare, entry and foundation
- Computing and engineering technologies
- A levels and access to higher education
- Creative industries, sport and community services
- Creativity and skills

The college is part of the University of Wales Trinity Saint David Group. Coleg Sir Gâr has been a wholly owned subsidiary of the Group since 2013 and Coleg Ceredigion has been a wholly owned subsidiary of Coleg Sir Gâr since 2017.

The current principal was appointed in September 2018, and since then the college has revised its staff and management structure. Currently, the college has 5,505 further education learners, of which 2,795 are full-time learners and 2,710 are part-time learners. Of the 2,710 part-time learners, 895 learners attend classes on campus. Of the full-time learners, 80% are learners at Sir Gâr, and 20% are at Ceredigion. Sir Gâr has 88% of the part-time learners and the remaining 12% are at Ceredigion. The college employs around 850 staff.

In terms of the Welsh language, 23% of full-time learners identify as having fluent Welsh language skills and 27% of learners say they have some Welsh language skills but are not fluent.

Around 263,000 people live in Carmarthenshire and Ceredigion (190,000 and 73,000 respectively). Of the current population, about 44,000 (17%) are aged under 16, and around 64,000 (24%) are aged 65 and over. The population of Carmarthenshire grew by 6% between the 2001 and 2011 censuses, while the population of Ceredigion grew only by 1%.

In December 2021, the employment rate in Carmarthenshire was 69.1%, which is lower than the Wales figure of 73.1%. The employment rate in Ceredigion was 74.3%, which is higher. In 2021, average (median) gross weekly earnings in Carmarthenshire and Ceredigion were £547 and £549 respectively. They are ranked 14 and 15 amongst the 22 local authorities. The Welsh Index of Multiple Deprivation (WIMD) 2019 shows that only 7% of areas in Ceredigion and 27% of areas in Carmarthenshire are within the 30% most deprived in Wales.

Nearly all of Carmarthenshire's and Ceredigion's residents are of a white ethnic background. The Annual Population Survey of 2021 indicates the percentage of people aged three and over who speak Welsh in both local authorities is 55%, a two percentage points rise in 10 years.

The percentage of adults in Ceredigion that are qualified to level 2 or above (90%), to level 3 or above (76%) and to level 4 or above (54%) are all higher than the Welsh averages. The percentage of adults in Carmarthenshire that are qualified to level 2 or above (82%) is slightly above the Welsh average, but those qualified to level 3 or above (62%) and to level 4 or above (38%) are below the Welsh averages.

Summary

Most learners feel safe and well supported during their time at the college. The college has successfully embedded a positive ethos based on the values of respect, unity and professionalism. Most learners speak positively about their experiences at the college and are pleased to be back in mainly face-to-face lessons. Nearly all learners feel that their levels of confidence have been affected through the pandemic and that they get additional support when needed. The disruption to teaching and learning at schools and colleges over the pandemic is apparent in learners' work when undertaking numeracy and wider mathematics tasks. Most learners develop competent practical skills and many relate theory to practice successfully. As a result, these learners are making at least appropriate progress to completing their courses. The college has systems in place to support learners in their understanding of how to keep safe and safeguarding. However, many learners do not demonstrate a clear understanding of extremism and radicalisation.

Nearly all teachers know their learners well and foster relationships that encourage and support learners to progress. Lesson planning is undertaken with consideration. Most teachers skilfully develop learners' digital skills in their vocational or academic subjects. Learners demonstrate high levels of competency using digital platforms to store, record, organise and track their own learning. Where appropriate teachers support learners' Welsh language skills by engaging them in conversation during classes. These teachers often seamlessly switch between English and Welsh, targeted to learners' Welsh language ability.

The college delivers a wide range of courses and is responsive to the needs of employers and other stakeholders. They have developed strong partnerships with local schools for 14-16 provision. Across nearly all courses, learners benefit from clear progression routes to the next level or into work-based learning, higher education or employment.

The principal has set a vision that informs the college's strategic priorities well. Nearly all senior and middle managers show a clear understanding regarding how they support the college's aim to deliver "inspirational learning experiences". During the pandemic, a particular strength of the college was its commitment to upskilling teaching and support staff to enable them to effectively support learners to develop strong digital skills and remain on their courses.

The college senior management team has been effective in improving the learning experiences and outcomes at an underperforming campuses. They reacted quickly and put in place robust quality improvement procedures. The college has comprehensive quality assurance systems and collects a wide range of data, although managers miss opportunities to analyse data to evaluate fully the impact of actions and initiatives.

Recommendations

- R1 Make better use of the extensive data the college has to further refine the evaluation of the impact of provision and initiatives
- R2 Strengthen strategies to improve learners' understanding of radicalisation and extremism
- R3 Ensure that learners' numeracy skills and wider mathematical skills are developed fully to address their skills gaps

What happens next

The provider will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the provider to prepare a case studies on its work in relation to professional learning and college integrated target-setting and learner progress tracking system for dissemination on Estyn's website.

Main findings

Learning

As they approach the end of the academic year, many learners at the college are preparing studiously for external examinations or carefully finalising elements of their work for assessment. Because of pandemic-related disruption to learning and assessment in schools and colleges since March 2020, a number of the college's learners are now undertaking formal examinations for the first time.

In classes, many learners recall recent learning effectively and a majority apply prior learning to new contexts well. Most are comfortable in engaging with group discussions and many respond well to verbal questions about their work. A few pose relevant questions to their teachers and confidently identify errors or prompt teachers for further explanations.

Many learners provide each other with valuable support and encouragement and a minority helpfully correct each other's misconceptions with appropriate care and consideration. Most work together effectively and a minority are happy to demonstrate their abilities and explore their thinking in front of their peers and teachers. Art learners regularly critique each other's work, providing insightful feedback in a sensitive manner to further develop their skills.

Across the college, many learners write competently relative to the level of their course. They adopt suitable tones for different contexts, such as when writing formal business plans in level 3 agriculture lessons or reflecting on their inspiration and design approaches in A level graphic design. The majority of A level learners are able to provide suitably detailed responses to questions, explaining their reasoning clearly. The majority of level 3 learners produce valuable lesson notes through which they skilfully process the discussions taking place and synthesise key points. However, a few AS and A level learners have poorly organised lesson notes that hinder their ability to prepare effectively for formal assessments.

Many learners regularly review and improve upon their work in response to verbal or written feedback or when given access to model answers or mark schemes. For example, AS biology learners routinely mark their own work, carefully noting and revising aspects that fall short of a complete explanation. In practical classes learners benefit from feedback that enables them to produce work of a higher quality. Across the college, many learners take ownership of reviewing their progress and setting useful targets for themselves. This helps learners to improve specific aspects of their subject knowledge and skills and supports their personal development. For example, level 1 travel and tourism learners reflect on written feedback from their teachers to set purposeful targets for themselves using the college's integrated target setting and learner progress tracking system.

In classes, most learners demonstrate competent practical skills and many relate theory to practice successfully. Horse care learners develop a good understanding of equine psychology, which most apply appropriately to improve their practical skills. Performing arts learners reflect well on specific aspects of drama to inform the development of their production of *Oleanna*. Where relevant, many learners

showcase skilful craft, for example when making cabinets in furniture making sessions and demonstrating gueridon service when preparing flambéed crêpe suzettes as part of level 2 catering classes. Level 3 art and design learners produce impressive works of pottery, lino print and textile fashions.

Most learners following independent living skills courses develop appropriate skills that will help them in their future lives. For example, they learn how to cook meals, manage money and interact safely within their communities. As part of the college's 'Camu Ymlaen' provision, learners with more complex needs engage positively in lessons. The majority of these learners make strong progress in developing their independence, communication and learning skills. This enables them to progress successfully to further study or into employment.

Most learners exhibit strong digital skills appropriate to the level of their course. Learners across the college organise their work effectively using suitable electronic file structures. This helps them to refer to their previous work, upload new work and access feedback from their teachers. Most learners make use of a wide range of digital methods to communicate effectively with their teachers and their peers. Level 3 creative media learners build visually rich and functional websites to showcase their work.

The legacy effects of the disruption to teaching and learning in schools and colleges over the course of the pandemic are evident in learners' abilities to undertake work involving numeracy. Across the college, the majority of learners' numeracy and wider mathematical skills are less well developed than would be expected of similar cohorts at the college prior to the pandemic. Overall, learners' engagement with the college's online GCSE mathematics and GCSE mathematics preparatory lessons is weaker than in other areas.

Many learners show positive attitudes towards the Welsh language. They are respectful of the language and culture and engage well with activities the college has developed to improve their Welsh language skills. Where possible, most fluent Welsh speakers naturally converse with their teachers and peers in one-to-one conversations using Welsh; this is a particularly notable feature at the college's Gelli Aur campus. Welsh learners studying vocational courses develop their skills suitably well and appreciate the value in developing their Welsh language ability in the context of their fields of study.

Well-being and attitudes to learning

Across all college campuses, most learners feel safe and secure. They feel that they are treated fairly and feel free from abuse and harassment.

The number of learners seeking support for their emotional well-being and mental health has increased as a result of the COVID-19 pandemic. Every year, several hundred learners actively engage with the college's support services. Most of these learners feel that the support they receive makes a positive difference to their well-being, resilience and their ability to progress in their learning. For example, learners who receive mentoring support are almost as likely to complete their course as all learners. Despite the positive feedback from most service users, there are a very few learners who say that they do not know where to get support from if they need it.

Learners take on a variety of leadership roles at the college with enthusiasm. For example, around 40 learners, including those with ALN, have an ambassador role for the college that supports their personal development and provides role models for younger learners. They undertake a range of activities such as meeting and greeting at events, visiting local schools to promote the college, promoting the Welsh language on campuses, and leading activities at an annual skills event at Parc y Scarlets.

Through the proactive student union, learners are represented effectively on staff senior leadership groups and have a positive influence on policy, strategy and practice. For example, the student union is currently working with the college to ensure that it offers an inclusive experience for learners regardless of gender. Learners have given presentations to college leaders about their current experience and views about where improvements could be made in areas such as the use of pronouns by staff and how gender is recorded on forms and systems.

Many learners feel that the college listens to their views and takes good account of them. As a result of learner feedback, more picnic benches are available around campuses and 'wellbeing gardens' have been introduced as a pilot on two campuses. However, there are a few learners who do not feel that their concerns and views are listened to and acted upon by the college.

Most learners are proud to be members of the college and speak positively about their experiences. Most learners are grateful to be back in mainly face-to-face lessons and state that they found it harder to sustain effort and engagement in online delivery. A very few learners, however, prefer online learning to classroom-based lessons.

A considerable number of learners will be sitting examinations for the first time and are noticeably nervous at this prospect. They feel they have benefited from additional lessons and strategies that teachers have offered this year, particularly in relation to self-esteem, revision skills and preparation for assessments.

Nearly all learners identify that their levels of confidence in learning have been affected post-pandemic and a considerable number of these have sought additional support. Learners clearly understand the value of the opportunities to engage in activities to develop their employability skills across a range of vocational provision. For example, hospitality and catering learners develop self-confidence in practical sessions when they perform demonstrations to their peers and take turns to act as restaurant manager.

Most learners are polite, considerate and respectful and demonstrate good professional relationships with teachers and are supportive of one another. Most learners agree that they get good personal support from their teachers. Many learners are motivated and engaged throughout lessons and a majority respond well to questions. Most learners are keen to progress to employment or higher level learning and many have clear destination pathways that they are pursuing. Nearly all learners following Camu Ymlaen and independent living skills programmes demonstrate consistently good behaviour in college and learn relevant life and employment skills.

Most learners enjoy their courses and show interest and engagement in their learning, and many learners demonstrate the ability to be self-driven. For example, learners in art and design often demonstrate a commendable work ethic. They use language in an exemplary manner to express opinions and engage in meaningful discussions in the classroom.

Many learners engage enthusiastically in a range of opportunities to develop their entrepreneurship and enterprise skills, especially through the 'Be Ambitious' programme. This programme empowers learners to explore, prepare and connect their education, career aspirations and extra-curricular experiences to successfully move into a meaningful career. Several hundred learners this year have taken part in competitions, including national and international skills competitions.

Teaching and learning experiences

The college provides a wide range of courses that meet the needs of local communities and address regional priorities well. They recognise the needs of learners and are mindful of the disruption caused by the pandemic and plan provision appropriately. For example, the college has delivered additional skills provision and support sessions that enable learners to remain engaged with their courses.

The college is responsive to the needs of all learners, employers and other stakeholders and has particularly strong partnerships with local schools for 14-16 provision. The independent living skills and the 'fresh start' programmes focus on skills for employability and vocational work so that learners can progress onto mainstream. A particular strength is the well-planned progression routes that enable learners to progress on to apprenticeship programmes or higher level courses in many learning areas.

The college is continuing to develop its bilingual vocational provision in line with nationally identified priority areas including Welsh-medium courses in agriculture, childcare, and health and social care.

Collaboration with employers across many learning areas link well to work-related opportunities. In a few vocational courses, teachers have worked hard to ensure the learners are experiencing the best possible opportunities. For example, in construction and animal care learners complete planned work experience programmes with local employers. These opportunities support learners to gain an insight into their learning area and supports them to develop the knowledge, skills and behaviours to make informed progression choices.

The college enriches the curriculum by encouraging learners to participate in local and international educational visits. By engaging in learner exchange schemes, learners develop cultural and employability skills. The college's academies provide learners with opportunities to enhance their programmes. For example, a recently developed, well equipped IT academy supports learners from foundation to level 3 to compete in national and international e-sports competitions.

Nearly all teachers know their learners well and develop good working relationships with them. They plan lessons and support with consideration to learners' pastoral needs, educational abilities, and the impact that the pandemic may have had on

them. Many teachers produce high quality resources, which they share with learners through effective use of digital platforms. In the best examples, teachers use learner profiles very effectively to inform their planning, teaching and assessment.

Most teachers deliver sessions that engage learners' interests well and encourage interaction in learning. In vocational courses, teachers use their industry experience in a meaningful way to give industry-specific contexts to theory and vocational tasks. Vocational experiences are enhanced further through the college's programme of international visits, employer engagement activities, such as masterclasses, and national skills competitions. In engineering classes, learners in applied programming environments learn new skills through simulation then apply these skills with more complex advanced manufacturing applications.

The college has a clear rationale for delivering literacy and numeracy skills centrally. During the current period of disruption caused by the pandemic, most delivery has been online. Most teachers demonstrate effective digital capabilities in their online skills sessions. In the best sessions, teachers use a range of techniques to engage learners, for example by using breakout rooms, digital tools and visual timers whilst learners are working on independent tasks. However, in many online skills sessions, engagement is limited to responses to closed questions using the chat facility. As a result, the college has arranged additional face-to-face classes, which show improvements in learners' engagement and progress.

Many teachers make effective use of learners' initial assessments to identify their starting points in literacy and numeracy. A majority use this information to successfully develop learners' literacy and numeracy skills within their vocational or academic classes. Most teachers skilfully develop learners' digital literacy skills in their vocational or academic subjects. As a result, learners demonstrate high levels of competency using digital platforms to store, record, organise and track their own learning. The college has identified lower skills levels in literacy and numeracy due to the disruption to learning caused by COVID-19 and have made use of Welsh Government funding to provide learners with appropriate additional support.

Many teachers use a range of questioning techniques well to challenge learners' understanding and to reinforce previous learning. In the best cases, teachers use questioning effectively to extend learning. However, in a minority of lessons, questioning is less challenging, relying on closed questions which limits the progress in learning. Across a few courses, there is variability in the level of teaching to challenge learners to achieve their full potential. In a minority of vocational courses with practical lessons, teachers encourage learners to produce work to higher degrees of accuracy.

Many teachers use a variety of formative assessment techniques to provide feedback to learners that is meaningful and supports them to develop their understanding. For example, in creative media, teachers provide individual video feedback which helps learners to understand how to improve their final projects. In many A level classes, teachers provide helpful summary comments on learners' work to indicate areas for improvement. Teachers' tracking of learner progress is analysed at subject level and enables them to identify where additional support is necessary. In a few courses, such as A level computing, digital platforms link assessment feedback with targets so learners and teachers can track progress seamlessly.

Target setting is a mutual process, where teachers support learners to set and agree measurable targets that are updated and monitored appropriately using the college's bespoke electronic digital target setting system. This supports teachers well to inform the planning and assessment of learning.

The college has implemented a "Basic, Better, Best" scheme to support teachers to develop their bilingual teaching skills from their individual linguistic starting points. Teachers are supported well through a programme of professional development opportunities, including Sgiliaith's national mentoring programme, a range of online events which include both internal and external speakers as well as the Cymraeg Gwaith scheme. As a result, learners and staff use Welsh in a majority of lessons and a few make sound use of Welsh during bilingual lessons. For example, many teachers reinforce Welsh language skills by supporting learners to use Welsh with friends and an employer in independent living skills sessions. In the best sessions, teachers seamlessly switch between English and Welsh, targeted to learners' Welsh language ability, and provide them with written feedback in Welsh.

Care, support and guidance

The college has successfully embedded a positive ethos based on the values of respect, unity and professionalism. As a result, most learners feel safe and supported throughout their time at the college.

The college provides learners with relevant advice and guidance throughout their time at the college. Staff provide a range of beneficial information, including for those learners who do not have the required grades to secure a place on a course, those who want to progress to higher education, those wanting career advice and those learners looking to start their own business.

The college has robust transition processes for new learners. In response to practical challenges posed by the pandemic, staff made helpful changes to this process, for example, through the introduction of informative websites for transition and ALN. These provide learners with opportunities to access important information to support their transition to a new learning environment. The college now offers learners more face-to-face transition activities, including taster days, Saturday clubs and open evenings.

The ALN team have developed a helpful screening tool which nearly all learners complete during their induction to the college. The college collects a range of valuable information about learners' needs, for example time management, memory, concentration and organisation, communication and sensory processing. This means that teachers have access to a wealth of relevant and worthwhile information which supports them to meet the needs of learners well.

Staff at the college use electronic systems to monitor important learner information, for example attendance, well-being, behaviour and learning needs. The college recently added an electronic system to record and report safeguarding concerns. Leaders are currently evaluating the effectiveness of these new systems.

The college identified a significant increase in the need for well-being support for learners during the pandemic. They increased the capacity in the existing well-being

offer and developed a range of worthwhile interventions. For example, they introduced a helpline, which was available to learners 24/7. The college well-being team also introduced a valuable assessment tool to triage learners' well-being needs as well as the learners' own ability to meet these needs. Learners are provided with a variety of helpful well-being support including counselling, mentoring and workshops. Workshops are planned in response to learner need, for example recent workshops on improving sleep.

The college promotes equality and diversity through much of its work. One example is through the introduction of 'menstruation stations', which provide a variety of hygiene products in all toilets to reduce the impact of period poverty. This includes a variety of sustainable and re-usable items. The college also provides gender neutral toilets across all sites; a minority of these are purpose built.

The college is strengthening its work to promote healthy lifestyles. New valuable resources, such as a gym on the Graig campus, offer learners access to exercise. In Aberystwyth, the college has provided learners with free access to a university gym.

The ALN team work effectively to meet the needs of learners with ALN. This has been a challenge during the pandemic due to many issues including staff absence and online learning. In addition to these challenges, they continue to make changes to practice in response to ALN reforms. Leaders use worthwhile links with partners to prepare for this, for example by introducing person-centred practice reviews for all learners with learning and skills plans.

Leaders at the college have recently made changes to the progress monitoring and target setting processes for independent living skills learners. These changes are appropriate and focus on adapting learning to the needs and future destination of learners. However, leaders continue to evaluate and strengthen these processes and it is too early to evaluate their effectiveness.

The college has a comprehensive tutorial programme, which covers many important topics such as safeguarding, black history month and drug awareness. However, the content and delivery of tutorial sessions are not tailored to meet the broad range of needs and abilities of all learners at the college. As a result of this, the impact of these sessions is currently underdeveloped.

As a result of the safeguarding culture at the college, most learners feel safe and most staff have a good understanding of safeguarding processes and procedures at the college. The college has appropriate procedures for safeguarding. The safeguarding policy contains a range of helpful information on diverse topics such as peer-on-peer abuse, suicide, self-harm and staff training.

The college has systems in place to support learners' understanding of important ways to keep themselves safe. However, the effectiveness of these systems to support learners' understanding of the risks posed to them by radicalisation is underdeveloped. As a result, many learners do not demonstrate a clear understanding of the concepts of extremism and radicalisation.

Leadership and management

Senior leaders have developed a clear vision that informs the college's strategic priorities well. The college's strategic plan identifies key behaviours and values, and most staff understand why these should enable learners to succeed. Strategic priorities appropriately inform the college's operational plan. Senior leaders have a clear understanding of current strategic risks and mitigations and take appropriate account of these within their planning. Nearly all leaders, managers and staff share a good level of understanding about how they contribute to the college's aim to 'deliver an inspirational learner experience'. During pandemic restrictions, this shared commitment, in addition to effective upskilling of staff and strengthening of digital facilities, helped staff to focus on how they could best support learners to progress in their education.

The college's governors have a strong commitment to listening to learners. The board provides good support and a healthy level of challenge to the college's senior leadership team. There is very good communication between governors and senior leaders and managers. Governors are generally very well informed and their broad range of expertise is currently being further extended through a recruitment exercise. The board has recently developed link governor roles for risk management, safeguarding and Welsh language. The board aims to recruit a link governor to focus on the area of ALN. Governors have had an initial briefing regarding recent changes in legislation relating to learners with ALN, but their understanding of their duty in this area is limited.

Its strong partnerships with local schools enable the college to offer vocational education to many school age pupils, around 60% of which then progress to full-time college courses. There are ongoing discussions with other colleges to consider how they can work together to respond efficiently and effectively to emerging needs within the labour market, such as the staffing challenges faced by the health service. The college has worked closely with its two local authorities to influence the strengthening of the range and quality of post-16 provision in these areas.

The college's estate plan recognises that some of its buildings need improvement to enhance learners' experiences. It has improved social and learning facilities in Cardigan and Aberystwyth, carried out targeted classroom refurbishment at Pibwrlwyd, and developed an e-Sports suite at Llanelli and an independent living skills garden at Ammanford. Further ambitious plans, in line with University of Wales Trinity St David's Group priorities, aim to redevelop the estate within the Carmarthen area.

The college recognises the impact of the pandemic restrictions on challenges facing learners and takes appropriate account of this in self-evaluation and quality improvement processes. Leaders at all levels identify useful strengths and the majority set realistic targets for improving progress in learning areas. Where the impact is measured, there is a strong focus on learner progress. For example, through improvement planning, a few campuses that historically struggled to enable high proportions of learners to complete their qualifications successfully have improved these success rates significantly in recent years. After becoming a wholly owned subsidiary of the college in 2017, Coleg Ceredigion learners' success rates have improved and are now similar to those in the other college sites. However, the

evaluation of progress in quality development plans is variable. In a minority of areas, the impact of improvement actions is not measured well enough to best inform future planning.

The college collects a wide range of data to support its self-evaluation and quality improvement planning. This data is used well to identify trends in teaching and learning and interaction with support services to gauge whether there is enough provision to meet the needs of learners. However, in some important areas, managers miss opportunities to analyse data to evaluate fully the impact of actions and initiatives.

The college has a strong commitment to supporting staff to develop their skills and its professional development programme is well-established and enables staff to research and create a 'culture of curiosity'. During pandemic restrictions, the college responded quickly to support staff in developing digital skills to continue to deliver learning. The college recently strengthened its professional development team who have developed a comprehensive range of learning pathways that deliver tailored, mentored training, which it encourages all staff to participate in. This includes a comprehensive training programme for new governors, and a programme for teaching staff to develop their management skills.

The college's approach to professional development encourages staff to reflect on and record their strengths and skills, providing a valuable framework for managers to discuss good practice and improvement needs, and giving a clear method to recognise the progress that staff make. Staff can either choose to have their performance evaluated through formal observations or to support each other's development in small groups.

Evidence base of the report

Before the inspection, inspectors:

- analyse the outcomes from the learner questionnaires and consider the views of teachers, support staff and the governing body where appropriate through their questionnaire responses

During the inspection, inspectors normally:

- meet the principal/chief executive, governors, senior and middle managers and individual teachers, instructors and support staff to evaluate the impact of the provider's work
- meet learners to discuss their work, to listen to them and to gain their views about various aspects of their provider
- visit a broad sample of sessions, including classroom and workshop activities across the provision, where appropriate
- observe and speak to learners outside of sessions
- look closely at the provider's self-evaluation processes
- consider the provider's quality improvement plan and looked at evidence to show how well the provider had taken forward planned improvements
- scrutinise a wide range of provider documents, including information on learner assessment and progress, records of meetings of staff and the governing body, information on learners' well-being, including the safeguarding of learners, and records of staff training and professional learning

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the provider and from the Estyn website (www.estyn.gov.wales)

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