



Warrington Collegiate

SELF-ASSESSMENT REPORT

2009-10

15 December 2010

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1. SUMMARY DESCRIPTION

Information about the Collegiate

Warrington Collegiate is a General Further Education College specialising in vocational education. Warrington is a borough that has one of the biggest gaps between affluence and poverty in the North West and is in the worst 25% nationally. The College's new purpose built main campus is situated just to the north of Warrington in the largest area of deprivation in the borough. It has a town centre site and provides adult and community education on both sites and a variety of other locations throughout the town. Although there are areas of affluence in the borough, there are also areas of high social and economic deprivation and approximately 66% of learners resident in Warrington come from these deprived areas. The percentage of learners achieving 5 or more GCSE grades A* - C is just above 60% in Warrington. 71% of 16 year olds joining the College do not have 5 or more GCSE's at grades A* - C. The College supports 700 plus learners annually with the ALS budget. The vast majority of learners are white, but the percentage of learners from minority ethnic backgrounds has increased significantly in recent years and is higher than that for the local population mainly due to our International and ESOL provision.

The College mission is "*We will realise the potential that excellent education and training has to transform lives for the better*".

The Collegiate has three strategic aims; *to become an outstanding vocational college, to grow significantly in size and reputation, to help transform Warrington into a more equal society.*

In 2009/2010 the College enrolled 9,353 learners following 1,148 part-time and full-time courses. 64% of learners on roll are 19+. In addition there is a range of provision for 14-16 year olds (380 learners). Courses are provided in all subject sector areas, except for area 11, and at all levels from entry to level 4.

20% of learners were on Long Level 1 (including Entry), 26% on Long Level 2 and 24% Level 3, 1% Level 4. 23% on Short programmes and 6% on Very Short provision. The College is an Associate College of the University of Chester and provides a varied HE vocational curriculum together with Access to HE courses.

The College works closely with employers, the Borough Council and local communities to meet the skills needs of the area. The Warrington Business School (the College's Employer Responsive provision) has grown significantly in response to local employer needs. Links with employers are particularly strong through the apprenticeship scheme (197 starts), trade union education (372 starts) and Train To Gain programme (1,410 starts).

Type of Provision

The College offers a wide range of provision, both full-time and part-time courses, across 14 of the 15 Sector Subject Areas (SSAs).

The College has a faculty structure for learner responsive provision along with an employer facing arm of the College. This comprises the Faculty of Hair and Beauty, Faculty of Construction and Technology, Faculty of Sport, Tourism, Catering and Business, Faculty of Creative and Performing Arts, Faculty of Health, Care and Public Services, Faculty of Community Engagement, Faculty of Higher Education and Warrington Business School.

The College focuses on vocational education and provides Work-Based Learning in many vocational areas. There is good provision to support learners in the development of workplace skills and to achieve economic well-being. The majority of full-time learners take up their entitlement to a period of work placement as an integral part of their course. The vocational curriculum is delivered within real work environments to reinforce readiness for work and professional standards; the new College building has state of the art workshops, salons and studios as well as a mock up airplane cabin; students wear uniforms that are appropriate to their discipline. The College provides good opportunities for vocational learners to progress from pre-entry to higher education.

There are strong links with a wide range of employers particularly through the apprenticeship scheme, trade union education and a rapidly expanded Train To Gain programme. The College works closely with employers, the Borough Council and local communities to meet the skills needs of the area through a wide range of learner and employer responsive programmes. Employer responsive provision has grown significantly in response to local employer needs and has recently achieved Training Quality Standard Part A and Part B in Logistics and Passenger Transport.

Split of College by Provision (Framework for Excellence):

	Learner Volume No of Starts
LSC FE Long (excluding A-levels)	3,874
LSC FE Short (including Very Short)	1,541
Combined Apprenticeships	197
Train to Gain (FL2 & FL3)	1,410

Split of College by Faculty (Learner Responsive Provision):

Faculty	Number of Starts (excluding Key & Functional Skills)	Percentage of Learner Volume
Construction & Technology	963	18%
Creative & Performing Arts	423	8%
Community Engagement	665	12%
Hair & Beauty	527	10%
Health, Care & Public Services	728	14%
Sport, Tourism, Catering & Business	801	15%
Teaching & Learning	190	3%
Trade Union Education	372	7%
Warrington Business School [LR]	671	13%
Total	5,340	

Volume of Learner Responsive provision (including Key & Functional Skills):

	16-18	19+	Total
Number on roll	1,679	3,025	4,704
Number of enrolments	5,021	4,332	9,353
Number of SLN (FTE)	2,088.48	1,209.99	3,298.47

Distribution of Learners (Learner Responsive provision):

LEVEL	16-18	19+	% starts
Long Level 1 programmes	743	345	20%
Long Level 2 programmes	693	739	26%
Long Level 3 programmes	591	684	24%
Long Level 4/H programmes		79	1%
Short programmes	168	1,058	23%
V Short programmes	28	287	6%
Totals	2,223	3,192	

Key Skills	1,761	450	
Functional Skills	544	78	
Totals	2,305	528	

THE WARRINGTON CONTEXT

Warrington is one of the fastest growing and prosperous boroughs in the country. The unemployment rate at 7.0% is lower than the national average as is the percentage on key out-of-work benefits at 12.3%. However, there are stark differences between neighbourhoods. Some areas of the borough are very affluent with 30% of the population ranked amongst the 20% most affluent nationally. In contrast there are 18

residential areas (14% of the population) that fall within the most deprived nationally. Educationally 18 of these residential areas (super output areas) are also in the bottom 20% nationally in terms of education, skills and training. These areas are concentrated mainly in the inner Warrington area with several areas towards the north of the town where the College is located. In terms of educational disparity; 11.2% of the working age population have no qualifications compared to 30.9% who have Level 4 or above (higher than national average). In June 2010 there were 1,679 unfilled jobcentre vacancies.

The population of Warrington (2008) is 196,200 which comprises 96.9% White, 1.2% South Asian, 1.9 Other Ethnic Origin; 49.4% Male, 50.6% Female.

In 2009/10 the number of starts by learner cohort:

- Classified as disadvantaged as defined by the LSC was 4864 [43%] of which 707 of these learners were 16-18 year old full-time learners. This represents 44% of the 16-18 cohort
- 560 [25%] full time learners at the College were identified as needing study skills support
- The majority of learners were White-British (88%) with 12% identified as from ethnic groups [an increase of 2% from previous year]. This is above the percentage for the resident population and is mainly due to the increase in students from overseas (International provision and ESOL provision)
- 48% of learners were male and 52% were female. [16-18: 58% male, 42% female; 19+: 41% male, 59% female]
- 65.7% of students came from the Warrington area

2. SUMMARY OF JUDGMENTS & GRADES

Main grades	Judgement	
Overall Effectiveness	Good	2
Capacity to Improve	Good	2
Outcomes for Learners	Good	2
Quality of Provision	Good	2
Leadership and Management	Good	2
Contributory Grades		
Enjoy and Achieve	Good	2
Achieve economic and social well-being	Outstanding	1
Feel safe	Outstanding	1
Be healthy	Good	2
Make a positive contribution	Good	2
Teaching, learning and assessment	Good	2
Meeting needs and interests of users	Good	2
Partnerships	Outstanding	1
Care, guidance and support	Outstanding	1
Ambition and prioritisation	Outstanding	1
Governance	Good	2
Safeguarding	Outstanding	1
Equality and Diversity	Good	2
User engagement	Outstanding	1
Self-assessment	Good	2
Value for money	Good	2
Faculty and Directorate Grades		
Construction and Technology [SSA 05, SSA 04]	Good	2
Creative and Performing Arts & Computing [SSA 06, SSA 09]	Outstanding	1
Community Engagement [SSA12, SSA14]	Good	2
Hair and Beauty [SSA 07]	Good	2
Health, Care & Public Services [SSA 01]	Satisfactory	3
Sport, Travel, Catering & Business [SSA 07, SSA 08, SSA15]	Outstanding	1
Teaching and Learning [SSA 13]	Outstanding	1
Trade Union Education	Outstanding	1
Warrington Business School	Outstanding	1

FRAMEWORK FOR EXCELLENCE GRADING GRIDS

Quality of Outcomes Grade (as at 02.12.10)	Learner Volume Starts/ Expected Completers (Apps & TtG)	QSR	Points from scoring grid	Learner weighted points
FE Long (excluding A-levels)	3,874 (0.55)	74%	58.50	32.17
FE Short	1,541 (0.22)	85%	65.00	14.30
Combined Apprenticeships	197 (0.03)	76%	99.00	2.97
Train to Gain (FL2 & FL3)	1,410 (0.20)	90%	97.50	19.50
A-Levels Value Added	n/a	-	-	-
Performance measure: Learner weighted points				68.94
Quality of Outcomes grade				(Good)

3. Key Strengths & Areas for improvement

EMERGING KEY STRENGTHS

- Outstanding employer responsive provision and high success rates for work based learners
- Outstanding provision in the Faculty of Sport, Leisure, Catering and Business
- The Faculty of Creative and Performing Arts has improved success rates at all levels for adults and 16-18 year olds
- Good and Improved success rates for Level 3 16-18
- Good and improved success rates for adults at Level 1 and Level 4
- Improved retention on long courses
- High pass rates [91%] at all levels
- High achievement for 14-16 learners
- Good attendance
- Good teaching and learning
- Very good support for learners in and out of the classroom
- Outstanding opportunities for learners to develop skills and experience beyond the curriculum provision
- Effective strategies to ensure learner involvement
- Productive and extensive partnerships with external agencies
- Strong partnership working with community partners to promote equality and diversity
- Outstanding health and safety and very effective strategies to promote and ensure the safeguarding of learners
- Strong commitment to managing resources in a sustainable way

EMERGING AREAS FOR IMPROVEMENT

- Success rates at 16-18 Level 1
- Success rates on short courses particularly for 16-18
- Success rates for adults at Level 2
- Success rates for Functional Skills at Level 1
- Success rates for adults from deprived areas of Warrington
- Retention at Level 4
- Success rates in SSC 1, Health, Public Services and Care
- Quality of provision in SSC 4, specifically within the Motor Vehicle curriculum area.
- Availability, implementation and communication of value added data
- Observation and evaluation of progress reviews in employer responsive provision

4. Emerging Areas for Further Development in 2010/11

- Adult Level 1 [ESOL] provision in Community Engagement
- Uncharacteristic fall in success rates for adults at Levels 2 and 3 in Hair and Beauty
- College assessment strategy, with a particular focus on assessment for learning
- Criteria used to grade teaching and learning performance
- Strategies to address achievement gaps and embed the promotion of Equality & Diversity in all teaching, learning and assessment.
- Capacity of curriculum coordinators to empower them to lead their curriculum more effectively.
- Learner involvement in curriculum design and management.
- Alignment of the College management structure and self assessment with the Subject Sector Area structure
- Utilisation of ILT to improve learning.
- Planning of lessons to take into account different needs of individuals in the group.
- Communication/joint planning between teaching and learning support staff
- Further utilisation of data to ensure ongoing and effective monitoring of performance.

5. OVERALL EFFECTIVENESS

The overall effectiveness of provision at Warrington Collegiate is good. The College has a good capacity to improve based on both our improvement from the last inspection and our improvement over the last year.

Outcomes for learners are good overall. Overall success rates have remained good and should be viewed within the context of the significant number of learners coming from areas of high social and economic deprivation [66% of learners who live in Warrington] and the number of our 16-18 learners entering college from school with low GCSE scores [71% of learners]. Learner Responsive success rates are in line with national averages given the College student profile. Employer Responsive success rates are outstanding.

Data collection issues which have impacted negatively on success rates have all been rectified. A KMPG Audit in 2009 verified that the College made good returns and the SFA /YPLA could have confidence in data management processes. Learner responsive success rates have made genuine improvements and kept pace with reported improvement rates in the sector.

The quality of teaching, training and assessment at the College is good and effectively supports learning and development. Excellence in teaching and learning is a key value of the organisation and the College is committed to building on the high standards attained following the effective implementation of a teaching and learning improvement plan. The next phase of this is to focus on assessment for learning to further improve standards and maximise opportunities to improve success rates for learners.

The College works with a wide range of partners in the school, community and employer sectors. Support, information, advice and guidance for learners is Outstanding. 92% of learners agreed that the guidance they were given was good. The College's commitment to equality and diversity is confirmed through the mission, values and strategic aims. The College is committed to ensuring the safety of its learners and any other user or visitor. In April 2010, the College was awarded a Grade 1 [outstanding] for Health and Safety by the LSC, evidencing the high priority given to ensuring that all our learners and staff are safe. Student focus group meetings confirm that generally students feel safe.

Leaders show a strong determination for the College to become outstanding. The College's mission, vision and values are clearly stated and the high ambitions of leaders are well communicated. The College has a robust and thorough approach to self assessment and to assuring its validity through rigorous internal and external moderation. The College has self assessed value for money as Outstanding.

Inspection Report: Learners' Achievements

Table 1: Success rates on mainstream level 1 qualifications by qualification type, expected end year and age, 2006/07 to 2009/10, compared to national rates for providers of a similar type

Notional Level	Expected End Year	16-18				19+			
		Start - Transfers	Provider Rate	National Rate	Diff	Start - Transfers	Provider Rate	National Rate	Diff
All Long - Level 1	06/07	354	69	73	-4	698	74	67	7
	07/08	429	78	77	1	189	77	73	4
	08/09	491	76	78	-2	175	71	73	-2
	09/10	743	75	78	-3	346	73	73	0
NVQs	06/07	142	73	75	-2	67	82	74	8
	07/08	94	80	79	1	49	80	75	5
	08/09	93	75	81	-6	56	73	77	-4
	09/10	120	79	81	-2	67	75	77	-2
Other	06/07	212	67	73	-6	631	73	66	7
	07/08	335	78	77	1	140	76	72	4
	08/09	398	76	78	-2	119	70	73	-3
	09/10	615	74	78	-4	279	72	73	-1

Table 2: Success rates on mainstream level 2 qualifications by qualification type, expected end year and age, 2006/07 to 2009/10, compared to national rates for providers of a similar type

Notional Level	Expected End Year	16-18				19+			
		Start - Transfers	Provider Rate	National Rate	Diff	Start - Transfers	Provider Rate	National Rate	Diff
All Long - Level 2	06/07	690	71	70	1	830	65	69	-4
	07/08	663	76	74	2	659	75	72	3
	08/09	683	76	76	0	537	76	74	2
	09/10	667	76	76	0	724	70	74	-4
GCSEs	06/07	80	58	71	-13	73	86	70	16
	07/08	33	70	75	-5	26	69	74	-5
	08/09	28	61	78	-17	19	68	78	-10
	09/10	29	93	78	15	29	69	78	-9
General Vocational	06/07	111	72	75	-3	21	90	69	21
	07/08	133	75	79	-4	33	73	73	0
	08/09	180	85	80	5	20	65	74	-9
	09/10	21	90	80	10	15	80	74	6
NVQs	06/07	150	65	68	-3	164	53	69	-16
	07/08	165	67	72	-5	306	69	71	-2
	08/09	156	79	74	5	214	78	72	6
	09/10	117	82	74	8	206	69	72	-3
Other	06/07	349	76	68	8	572	65	68	-3
	07/08	332	80	73	7	294	83	72	11
	08/09	319	71	74	-3	284	76	73	3
	09/10	500	73	74	-1	474	70	73	-3

Table 3: Success rates on mainstream level 3 qualifications by qualification type, expected end year and age, 2006/07 to 2009/10, compared to national rates for providers of a similar type

Notional Level	Expected End Year	16-18				19+			
		Start - Transfers	Provider Rate	National Rate	Diff	Start - Transfers	Provider Rate	National Rate	Diff
All Long - Level 3	06/07	344	63	73	-10	818	67	68	-1
	07/08	341	69	76	-7	737	73	73	0
	08/09	331	67	77	-10	591	77	73	4
	09/10	602	76	77	-1	686	74	73	1
NVQs	06/07	17	76	74	2	156	60	68	-8
	07/08	40	88	78	10	187	70	73	-3
	08/09	45	80	78	2	152	78	74	4
	09/10	52	92	78	14	141	71	74	-3
Other	06/07	308	64	69	-5	616	70	68	2
	07/08	289	70	73	-3	550	74	73	1
	08/09	286	65	75	-10	439	77	73	4
	09/10	550	75	75	0	545	75	73	2

6. CAPACITY TO IMPROVE

The College capacity to make and sustain improvements

The College has a good capacity to improve based on both our improvement from the last inspection and our improvement over the last year.

DEMONSTRATING CAPACITY TO IMPROVE AND MAKE PROGRESS SINCE THE INSPECTION, APRIL 2007

The College was inspected in April 2007. Inspectors judged the effectiveness of steps taken since the previous inspection in 2003 by the College to promote improvement as **Good**. In June 2009, following their monitoring visit inspectors commented on a range of improvements in place and confirming the College category as **Good**.

Table to show improvement in success rates since the last inspection

	16-18		19+	
	06/07	09/10	06/07	09/10
Long L1	69	75	74	73
Long L2	71	76	65	70
Long L3	63	76	67	74
NVQs L1	73	79	82	76
NVQs L2	65	82	53	69
NVQs L3	76	92	60	71
Other L1	67	74	73	72
Other L2	76	73	65	70
Other L3	64	75	70	75

- Higher rates of improvement against national rates in long 16-18 level 2 and level 3 and at level 3 for adults
- Improvement in long course success rates since the last inspection of 8% for 16 – 18 year olds and 3% for adults
- Responding to Leitch by significantly expanding employer responsive provision whilst maintaining outstanding success rates
- Innovative curriculum development in response to sector skills council strategies and local labour market intelligence
- Refocusing and targeting community provision to address areas of inequality

The College acted promptly and decisively on the identified areas for improvement in the inspection in 2007 and has made good progress:-

- Success rates for 14-16 provision improved significantly in 2008/09 making this a key strength for the College. Achievement rates for 2009/10 were 94%. The

strategy for improvement in 14-16 provision following inspection included reviews of staffing, improvements in teaching and learning, course leadership and initial assessment of 14-16 year olds in line with all other college learners. The changes have now resulted in significant improvements in recruitment of learners and delivery of provision. A new coordinator for 14-16 “Extra Options” has also now been appointed and will continue to monitor quality of provision.

- Co-ordination and promotion of enrichment activities is now the overall responsibility of the Learner and Learning Services Directorate. There is now a college wide programme of activities alongside Faculty provision of enrichment. The College overall makes a very good contribution to the Every Learner Matters, Community Links and Equality and Diversity agenda through a wide variety of events, productions and activities.
- Streamlining of curriculum structure, new managers and leadership development resulted in self assessed grade improvement in Construction and Technology; Trade Union Studies; Employer Responsiveness; and Hospitality, Travel and Tourism, Catering, Sport and Business.
- Particular attention was devoted to Health, Social Care and Public Services; Creative & Performing Arts and Computing; and Business in 2008/09 and in 2009/10 as they were identified as the lowest performing areas. This has now resulted in significant improvements in Creative & Performing Arts and Computing and in Business. Health, Public Services and Care remains the subject sector with the slowest rate of improvement. This will be subject to intensive intervention in 2010/11.
- Strategic development of Skills for Life Strategies is demonstrated by the formation of the Foundation Studies Faculty following inspection, and through actions such as key and functional skills practitioners based in each Faculty to ensure effective delivery and assessment of contextualised key skills. This has been very successful leading to significant improvements in success rates in key skills. The Foundation Studies Faculty became the Community Engagement Faculty in 2009/10, reflecting its widening and extensive curriculum and involvement locally.

DEMONSTRATING CAPACITY TO IMPROVE 2008/9 - 2009/10

PERFORMANCE DATA OVERVIEW

	Success Rate 09/10	National Average 08/09	Difference from Nat Avg	Distance travelled from 08/09
16-18				
Level 1 Long	74	78	-4	-2
Level 2 Long	77	76	+1	+1
Level 3 Long	77	77	=	+10
Short	76	80	-4	=
V Short	86	91	-5	-3

	Success Rate 09/10	National Average 08/09	Difference from Nat Avg	Distance travelled from 08/09
19+				
Level 1 Long	73	73	=	+4
Level 2 Long	71	74	-3	-5
Level 3 Long	75	73	+2	-2
Level 4 Long	66	63	+3	+10
Short	83	83	=	-2
V Short	98	94	+5	+4

- Successful targeting of improvement at 16-18 at level 3 resulting in a 10% rise in success rates to equal national average
- Successful targeting of improvement at level 4 resulting in a 10% rise in success rates to 3% above national average
- Secured improvement at L1 for adults and maintained success rate improvement at L2 16-18
- The Faculty of Creative and Performing Arts has significantly improved success rates at all levels for adults and 16-18 year olds
- The Faculty of Sport, Travel, Business and Catering has maintained or improved success rates at 19+ level 2 and level 3 and 16-18 level 3 to above national averages
- Grade profile for lesson observations show a consistently improving position
- The strategy is underpinned by an annual operating statement with 10 key performance indicators. Included in the KPIs are: ambitious targets for success rates; retention; the quality of teaching & learning, which are set to ensure the College reaches outstanding status incrementally. In addition, the KPIs make

clear the expectation of Governors and senior managers that all grades will be either 1 or 2. In Faculties, targets are set appropriately between Faculty Directors and curriculum leaders. Governors, ELT and the College Management Team are all involved in monitoring progress towards the KPIs on a monthly basis.

- Very healthy financial performance securing stable platform for future improvement
- Achievement of the Training Quality Standard and maintained accreditation for Matrix and Investors In People
- Highly responsive to employers, learners and other stakeholders to inform improvements in year and for 2010/11
- Governors, the Principal and Senior Managers have provided a strong focus on improving learners' outcomes. Staff understand and are committed to the College vision and mission. There is a well informed performance management system with decisive action taken in the event of provision falling below required standards.

A OUTCOMES FOR LEARNERS

A1 How well do learners achieve and enjoy their learning?

Outcomes for learners are good overall. Success rates have remained good and should be viewed within the context of the significant number of learners coming from areas of high social and economic deprivation [66% of learners resident in Warrington] the number of our 16-18 learners entering college from school with low GCSE scores [71% of learners]. 14 – 16 achievement rates are very high. Learner Responsive success rates are in line with national averages given the student profile and are higher than the weighted averages for the College's mix of provision. Employer Responsive success rates are outstanding.

The Framework for Excellence Quality of Outcomes grade is Good.

An analysis of success rates relating to Equality and Diversity key performance indicators is included in C4.

COLLEGE PERFORMANCE DATA SUMMARY Learner Responsive 2009/10

09/10 Data [as at 02 Dec 10]

COLLEGE SUMMARY REPORT (excluding Key & Functional Skills)

	16 – 18			19 +		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Long courses	74	74	76	73	74	72
Long courses (all ages)	73	74	74			

Short courses	86	76	76	86	85	83
Very Short courses	96	89	86	97	93	98
All Short courses	90	84	77	91	87	86
All Short courses (all ages)	91	87	85			

All courses	76	75	76	83	81	76
All courses (all ages)	79	79	77			
National Average [08/09]	79	79	-			

OVERALL SUCCESS RATES COMPARED TO WEIGHTED BENCHMARKS

	16-18	WEIGHTED BM	19+	WEIGHTED BM
Overall	76	78	76	77
Long	77	77	73	73

	Overall	WEIGHTED BM
College	78	77

- The overall success rates are comparable with current national averages and are 1% above the weighted benchmark for College provision.
- Success rates on long courses overall have improved overall for 16-18 by 2%.
- Success rates on short courses have declined for 16-18 year olds representing 9% of all qualification starts for this age range.
- Success rates for learner responsive adults have fallen [although significantly more adults now fall within employer responsive categories and these success rates are outstanding]. Faculty SARs indicate the impact of the recession on both retention and achievement in adult learner responsive provision.

RETENTION, ACHIEVEMENT & SUCCESS RATES							
LONG COURSES		16 – 18			19 +		
		2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Level 1	Starts	605	549	743	230	217	345
	Retention Rate	84	83	81	82	73	84
	Achievement Rate	89	91	92	93	94	86
	Success Rate	75	76	74	76	69	73
	Benchmark	78	78	-	76	73	-
Level 2	Starts	661	683	693	655	537	739
	Retention Rate	83	83	84	81	84	81
	Achievement Rate	91	92	91	93	91	88
	Success Rate	76	76	77	76	76	71
	Benchmark	74	76	-	72	74	-
Level 3	Starts	342	331	591	738	591	684
	Retention Rate	72	71	83	80	84	82
	Achievement Rate	96	95	94	91	92	91
	Success Rate	69	67	77	73	77	75
	Benchmark	76	77	-	72	73	-
Level 4	Starts				88	88	79
	Retention Rate				64	74	78
	Achievement Rate				73	75	84
	Success Rate				47	56	66
	Benchmark				65	63	-

LONG COURSES SUMMARY

Strengths

- Success rates for 16 – 18 at Level 3 have increased by 10%
- Success rates at level 4 have increased by 10% as a result of improved retention and a significant increase in achievement [9%].
- Success rates for 19 and 20 year olds within the 19+ age band is 3% higher than for 21+ adults and is comparable with success rates for 16 – 18 year olds
- Retention has improved by 12% for Level 3 16-18 whilst maintaining high achievement rates.
- Retention has also improved by 11% at Level 1 for adults
- Retention at level 4 has increased by 4%
- Achievement rates are high at all levels and ages, particularly at 16 – 18 and Levels 3 and 4 for adults

Faculty Strengths

Faculty	Age and length	Level	Strength
Creative and Performing Arts	16-18 long	2	5% improvement in success rate to 12% above national average
Creative and Performing Arts	16-18 long	3	6% improvement in success rate to 1% above national average
Hair and Beauty	16-18 long	3	4% improvement in success rates to 11% above national average
Health, Care & Public Services	16-18 long	3	14% improvement in success rates
Construction	19+ long	2	Success rates are 6% above national average
Creative and Performing Arts	19+ long	3	13% improvement in success rates to 8% above national average
Sport, Travel, Catering and Business	19+ long	2	21% improvement in success rates to 1% above national average
Sport, Travel, Catering and Business	19+ long	3	11% improvement in success rates to 14% above national average
Teaching and Learning	19+ long	H	Success rates are 5% above national average

Faculty Areas for improvement

Faculty	Age and length	Level	Areas for Improvement
Construction	16-18 long	1	Success rates have fallen to 5% below national average
Construction	16-18 long	2	Success rates have fallen to 5% below national average
Health, Care and Public Services	16-18 long	1	Success rates have fallen to 11% below national average
Health, Care and Public Services	16-18 long	2	Success rates have fallen to 15% below national average
Health, Care and Public Services	16-18 long	3	Success rates have improved but remain 8% below national average
Community Engagement	19+ long	1	Success rates have improved but are 9% below national average
Community Engagement	19+ long	2	Success rates have improved but are 5% below national average

Hair and Beauty	19+ long	2	Success rates have fallen to 6% below national average due to retention.
Hair and Beauty	19+ long	3	Success rates have fallen to 5% below national average due to retention.
Health, Care and Public Services	19+ long	2	Success rates have fallen by 9% [but remain above national average]

RETENTION, ACHIEVEMENT & SUCCESS RATES						
SHORT COURSES	16 – 18			19 +		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Starts	140	84	168	903	1039	1058
Retention Rate	96	90	88	94	97	93
Achievement Rate	90	84	86	92	88	90
Success Rate	86	76	76	86	85	83
Benchmark	80	80	-	84	82	-

SHORT COURSES SUMMARY

- Achievement has improved in 2009/10 but not yet returned to 2007/08 levels
- Retention has fallen
- Overall success rates have fallen for adults.
- Success rates in Trade Union Education are outstanding at 100%

RETENTION, ACHIEVEMENT & SUCCESS RATES						
VERY SHORT COURSES	16 – 18			19 +		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Starts	106	139	28	647	305	287
Retention Rate	100	99	93	100	99	99
Achievement Rate	96	90	92	97	95	99
Success Rate	96	89	86	97	93	98
Benchmark	93	91	-	95	94	-

VERY SHORT COURSES SUMMARY

- Very high success rates for adults
- Achievement has improved overall and is outstanding for adults
- Retention is outstanding for adults but has fallen for 16-18 year olds
- Success rates have risen for adults but fallen for 16-18

KEY AND FUNCTIONAL SKILLS SUCCESS RATES						
	16-18			19+		
CATEGORY	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Key Skills Level 1	55	64	67	46	74	57
Key Skills Level 2	48	74	66	48	67	68
Functional Skills Level 1	-	70	47	-	50	38
Functional Skills Level 2	-	52	66	-	47	76

- Significant improvement on Functional Skills Level 2 for both age groups
- Key Skills Level 2 showing sustained improvement at 19+
- Functional Skills Level 1 showing falling success rate for both 16-18 and 19+
- Key Skills Level 1 improved at 16-18 but declining rate for adults

SUCCESS RATES BY SECTOR SUBJECT AREA					
		All Ages			
	SECTOR SUBJECT AREA	2007-08	2008-09	2009-10	08/09 Nat Avg
1	Health, Public Service & Care	84	83	73	82
2	Science & Mathematics	71	64	75	75
3	Agriculture & Horticulture	64	81	78	80
4	Engineering & Manufacturing	73	65	67	78
5	Construction, Planning etc	74	73	75	74
6	ICT	77	67	78	76
7	Retail & Commercial Enterprise	81	81	79	82
8	Leisure, Travel & Tourism	88	82	81	83
9	Arts, Media & Publishing	72	76	80	81
10	History, Philosophy & Theology	77	85	79	76
11	Social Sciences	-	-	-	-
12	Languages, Literature & Culture	66	56	51	79
13	Education & Training	80	86	86	83
14	Preparation for Life & Work	77	78	76	79
15	Business, Admin & The Law	77	81	89	75

SUCCESS RATES BY SECTOR SUBJECT AREA							
		16 - 18			19 +		
	SECTOR SUBJECT AREA	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
1	Health, Public Service & Care	81	75	68	86	88	76
2	Science & Mathematics	59	64	95	86	64	62
3	Agriculture & Horticulture	-	-	-	58	86	76
4	Engineering & Manufacturing	77	67	71	71	62	62
5	Construction, Planning etc	72	68	70	75	81	80
6	ICT	79	71	76	72	63	83
7	Retail & Commercial Enterprise	78	81	82	84	81	75
8	Leisure, Travel & Tourism	84	79	80	90	85	84
9	Arts, Media & Publishing	72	78	80	73	65	81
10	History, Philosophy & Theology	-	-	-	76	85	79
11	Social Sciences	-	-	-	-	-	-
12	Languages, Literature & Culture	76	53	75	50	60	44
13	Education & Training	-	-	-	81	87	86
14	Preparation for Life & Work	74	79	75	79	77	76
15	Business, Admin & The Law	34	77	83	79	81	90

SUBJECT SECTOR AREA SUMMARY

- Success rates are good and have improved in Arts, Media and Publishing.
- Success rates have improved in ICT overall and particularly for adults.
- Success rates are good and have improved significantly in Business, Administration and Law. The vast majority of learners are adults and their success rates are improving for Accounting and Finance and Marketing. Business and Management success rates are high.
- In Construction success rates have improved and are above national average. There has been a 2% improvement in success rates at 16-18 but a decline for adults due to falling retention caused by the economic downturn.
- Success rates have improved but are below national average in Engineering and Manufacturing. In Science and Maths success rates have risen to 95% for 16-18 year olds.
- Success rates have fallen and are below national average for Health, Public Services and Care.
- Although success rates have remained good for 16-18 in Retail and Commercial Enterprise, they have fallen for adults.
- Success rates have fallen in Preparation for Life
- In Languages, Literature and Culture success rates have improved significantly for 16-18 year olds.
- Success rates are above national average in Education and Training

09/10 SUCCESS RATES BY FACULTY

FACULTY	LONG	WEIGHTED BM	OVERALL	WEIGHTED BM
Community Engagement	72	70	74	74
Construction & Tech	73	73	73	73
Creative & Performing Arts	82	77	80	77
Hair & Beauty	75	80	76	80
Health, Care & Public Services	70	75	74	77
Sport, Travel, Catering & Business	77	80	84	81
Teaching & Learning	67	73	85	85
Trade Union Education	-	-	100	96
Warrington Business School	68	71	73	72

SUCCESS RATES BY FACULTY

- Success rates are above the weighted benchmark in Warrington Business School; Trade Union Education; Sport, Travel, Catering and Business; and in Creative and Performing Arts.
- Success rates are at weighted benchmark in Community Engagement, Construction, Teaching and Learning.
- Success rates are below weighted benchmark in Health, Care and Public Services
- Success rates have fallen to below weighted benchmark in Hair and Beauty due to issues arising within adult provision

Employer Responsive Success Rates
Overall Success
(as at 02 Dec 10)

CATEGORY	2007-08	2008-09	2009-10
Train to Gain success rate	78.00	79.00	89.86
Train to Gain L2	83.60	84.90	91.40
Train to Gain L3	75.20	20.80	70.59
Overall Apprenticeship success rate	72.78	75.98	76.14
Apprenticeships	71.55	74.44	71.68
Advanced Apprenticeships	76.19	77.53	82.14

- Success rates are high and improving for Train to Gain
- Success rates remain high for Apprenticeships

Employer Responsive Success Rates
Timely Success
(as at 02 Dec 10)

CATEGORY	2007-08	2008-09	2009-10
Train to Gain success rate	64.40	76.30	88.27
Train to Gain L2	70.30	83.20	90.21
Train to Gain L3	54.00	27.50	41.67
Overall Apprenticeship success rate	65.41	64.00	66.34
Apprenticeships	67.80	67.86	67.52
Advanced Apprenticeships	58.54	60.44	64.71

- Progression of apprentice's from Level 2 to Level 3 discussed with learner, tutor and reviewer, assessment of learner ability. Of the 114 PLP achievers at Level 1 22% progressed to a full Apprenticeship programme (with employment); of the 87 achievers at Level 2 69% progressed to Level 3; of the 17 achievers at Level 3 76% progressed to Level 4.

Subject Sector area	Age	Level	Strength
Engineering [4]	16-18	App	Timely success rates have improved to 68% [BM 54%]
Construction [5]	16-18	Adv App	Timely success rates have improved to 82% [BM 60%]
Construction [5]	19-24	Adv App	Timely success rates have improved to 88% [BM 66%]
Hairdressing [7]	16-18	App	Timely success rates have improved to 65% [BM 55%]
Business [15]	16-18	App	Timely success rates have improved to 100% [BM 64%]
Business [5] Overall Provision			Timely success rates have improved to 86% [BM 60%]
Engineering [4]	TTG	Full level 2	Timely success rates remain outstanding at 93% [BM 77%]
ICT [6]	TTG	Full level 2	Timely success rates are outstanding at 84% [BM 50%]
Retail [7]	TTG	Full level 2	Timely success are outstanding at 87% [BM 72%]
Business [15]	TTG	Full level 2	Timely success rates have significantly improved to 79% [BM 68%]
			Area for Improvement
Engineering [4]	16-18	Adv App	Timely success rates have fallen to 22% [BM 46%.] Overall success rate is 76% [BM 72%]
Engineering [4]	19-24	Adv App	Timely success rates have fallen to 29% [BM 54%]
Health and Social Care [1]	TTG	Full Level 2 and 3	Timely success rates remain below BM
Construction [5]	TTG	Full level 2	Timely success rates 61% [BM 75%]
Foundation [14]	TTG		Timely success rate 54% [BM 75%]
Business [5]	TTG	Full level 3	Timely success rates 45% [BM 63%]

HOW STUDENTS ENJOY AND ACHIEVE

Views from the 09/10 student survey:

Statement	Quartile Range
I have been helped to develop an action plan setting out goals and aims	A
I am making good progress	A
I am learning at the right pace	B
I am achieving what I set out to do	B

Students' achievement of learning goals is supported and monitored through individual tutorials with Learning Coaches. Students are supported in the setting of SMART targets which are monitored within subsequent tutorial reviews. Student performance is effectively monitored and reported to parents and guardians through student progress reports and student progress evenings. There is also regular telephone contact between Learning Coaches and parents/guardians.

Attendance is good, with an average rate of 87%, and students with challenging behaviour are well supported.

Appropriate interventions are made to improve the retention and achievement of underperforming groups. Learners are screened where appropriate for learning difficulties (e.g. dyslexia) to enable the creation of effective individual support plans.

The process for recording the entry qualifications of learners has been reviewed for 2010/11 in order to facilitate further improvements to the setting and monitoring of individual learner targets linked to the new Electronic Individual Learning Plan and Assessment Tracker.

A wide range of collegiate and curriculum based enrichment opportunities allow learners to broaden their experience whilst at the College. Cross College activities during 09/10 have included First Aid, Duke of Edinburgh, College Sports teams, Boxing, Dance, Outdoor activities, Lunchtime Sports activities, Drive Survive and the Student Union. Faculty specific enrichment activities have been funded through the enrichment budget and have included day and residential trips for learners. Enhanced lunch time activities such as Dodge Ball, Fitness to Music sessions, Volleyball, Inter-faculty basket-ball competition and a Christmas five a side competition have been supported by a dedicated member of staff, who also ensures the safe running of the student access to the College gym. Enrichment funds have supported regional and national successes in competitions, most notably in Hair and Beauty and Creative and Performing Arts. Students in Creative and Performing Arts have achieved Podium places in a variety of world skills competitions in dance and performing arts. Hair and Beauty students have achieved top ten finishes against paid employees in the hair and beauty industry in national trade competitions.

Retention and achievement is better for learners who participate in enrichment activities, demonstrating the benefits of extra-curricular activities.

Enrichment	Success	Retention	Achievement
Enrichment	85	89	95
No Enrichment	77	85	91

The College comprehensively gathers the views of learners via formal and informal mechanisms. The views of learners are positive and satisfaction ratings are high, improving and above external ratings in most respects. The majority of students report that they enjoy being at College, that they make good progress and they achieved what they set out to do.

A2 How well do learners improve their economic and social well-being through learning and development?

The College's vocational curriculum offers a broad range of opportunities for learners to achieve qualifications and to develop the skills and knowledge that will enable them to progress to their chosen career, employment, or further/higher education or training.

The College offers learners the opportunity to study and work in a range of 'real-life' working environments, such as The Academy (Hair and Beauty salon) and Buckley's Restaurant. Where appropriate, learners also enhance their employability skills by achieving additional qualifications such as First Aid and Food Hygiene which help to develop their self-confidence and team working skills. Work placement opportunities are also available for all students.

Key/Functional Skills is mandatory for all full time learners enabling them to further develop their literacy, numeracy and IT skills and knowledge ready for the world of work. Access to additional learning support further develops learners' skills for life. Enrichment activities encourage personal development by enabling learners to try out new and different activities. Learners are encouraged to treat everyone with respect regardless of differences in culture, religion, ability, race, gender, age, sexual orientation or social class.

Cross-college careers advice is very good. The Guidance & Welfare Team in Learner Services provide outstanding financial advice and support to all learners. Support and guidance is available for learners who wish to progress to higher education. This support is provided by careers staff and Learning Coaches on Level 3 courses. Aim Higher events and activities promote progression to higher education for those learners traditionally under-represented in universities. Aim Higher funding is enabling the College to give learners a taste of university life to raise their aspirations. Trips have taken place to several universities, including Liverpool Institute of Performing Arts, Carnegie, Manchester Metropolitan University and Derby University. From March onwards, learners are supported to make informed choices about progression to the next level or transition to employment. A process is in place to encourage early re-enrolment to the next level or the second year of a course to raise morale and aspirations, and further develop learner's confidence.

Involvement in Learner Voice, the Student Council and active participation in tutorial sessions ensures that learners are able to understand their rights as learners. The tutorial system addresses how learners develop as individuals and citizens. There is a tutorial scheme of work which delivers underpinning knowledge needed to make informed choices on health, social-wellbeing, and financial issues. Financial support is available in Learner Services for guidance with debt, housing and homelessness, HE finance, and managing a budget, as well as help with EMA, ALG and LSF applications.

Enhanced promotional and employability due to achievement and practical experience gained during the framework. We audited a sample of employers 09/10: results showed that of 100 employers contacted 75% of learners are still in employment six months

after the completion of the course, 18% were promoted after completing their course and only 17% left their employment.

Of the 114 PLP achievers, who entered the programme as NEET learners at Level 1-22% progressed to a full Apprenticeship programme (with employment).

A3 How safe do learners feel?

Views from the 09/10 student survey:

Statement:	Quartile Range:
Happy working with other students on my course	A
I feel safe at college	A
Rules to keep people feeling safe are always met	A
Teachers make sure I am safe and looked after	A
I know how to work safely	A

The College is committed to ensuring the safety of its learners and any other user or visitor. In April 2010, the College was awarded a Grade 1 [outstanding] for Health and Safety by the LSC evidencing the high priority given to ensuring that all our learners and staff are safe. Student focus group meetings confirm that generally students feel safe. In benchmarked student feedback questionnaires, results place “staying safe” in quartile range B. 97% of students agreed “the college is a safe place to learn”. When further analysis was undertaken to find out why 3% of learners did not agree with the statement, feeling vulnerable due to the open nature of the campus was stated, also Creative & Performing Arts students felt that the size of the Crescent was a concern, whilst Catering students felt that their property was not safe and were concerned about the lack of lighting in some areas of the college grounds late at night. Staff ID cards were introduced in April 2010 to help learners feel safe, and student ID cards will be compulsory from September 2010. The visibility of security staff was improved in the Crescent to address learner’s perceived vulnerability. A new locker room in Catering with CCTV has been created for September 2010. Catering students working late in Buckley’s were advised to move their cars nearer to college entrances in the evening, were issued with personal alarms and were advised to ask security staff to escort them to their car if they were concerned. This helped them to feel more confident and reassured.

The College has a zero tolerance policy to bullying and harassment. Security guards and security systems are employed to ensure a safe and secure learning environment. Internet safety and cyber bullying tutorial sessions were delivered to all full time students to raise awareness with learners and support them to make sensible decisions about what information they share online, who they are in contact with, and what to do if they have a concern. A link to CEOP is available when learners log in to the network in college or from home to enable them to report any concerns online. There is a clear procedure for dealing with allegations of bullying, including referral to the Safeguarding Officers for serious cases. The college’s disciplinary policy is used to address bullying, and parents and other agencies are involved as appropriate. The college expects its key values to be endorsed and supported by staff and learners ensuring that everyone is treated with respect. Students feel that teachers treat them all fairly and equally, placing the college in quartile range A.

At the start of the College year, students from all curriculum areas participate in an It's a Knockout event arranged by the College in order to facilitate confidence and friendship building.

Risk assessments are undertaken during admissions and throughout the programme for vulnerable learners (e.g. pregnant students, learners with serious learning difficulties and/or disabilities, medical needs, mental health, criminal record, etc). These ensure appropriate safeguards and support are put in place to help learners stay and achieve.

The Health and Safety Committee meets regularly and involves learners in discussions on health and safety issues through the Student Council. Students are made aware of aspects of health and safety and safeguarding during induction and are made aware of processes to alert staff if they are in difficulty. Health and safety and safeguarding posters around college and contact cards act as a reminder to learners. There are in-depth sessions about aspects of health and safety, particularly for learners who work in potentially hazardous learning environments (e.g. construction workshops, catering kitchens, hair and beauty salons, etc.). Health and safety for work based learners is conducted through completion of the Health and Safety Procurement procedures. All work placements, community projects, voluntary work, trips and residentials are risk assessed and safeguards are put in place if necessary. Learners are made aware of their own duties and responsibilities to mirror the attitudes and behaviours expected in the workplace to ensure a safe environment for everyone. Student feedback placed “I know I have to work safely” in quartile range A.

All work based employment sites have a full health and safety check [HASP] which is reviewed annually to safeguard all learners. The Warrington Business School assessors attain health and safety qualifications and are licensed to complete risk assessments, supported by a fully qualified Health and Safety Officer.

The College has reached the finals of the prestigious Institute of Safety and Health Awards to be held in London’s Hilton Park Hotel in October for the second year running. The nomination is for the College’s Think Twice campaign which encourages students to take their time and think before carrying out any actions to reduce the number of accidents that could occur at College. The College has been nominated to launch the up and coming national Asbestos Awareness Campaign. This is aimed at our construction students to make sure they are safe from Asbestos when they leave College and go onto employment, thus extending our Duty of Care to beyond the College gates.

Road Safety Week was supported through a week of Drive Survive activities in the college to raise awareness of safe driving both in cars and on motorcycles, the risks of driving under the influence of alcohol or drugs and basic car maintenance for female drivers. Learners reported that the activities had made them think more carefully about their safety. A project funded by the Warrington Transport Partnership resulted in 13 16-18 year olds from across the borough taking part in a safe motor scooter programme which raised their awareness of staying safe whilst on the roads. Students enjoyed the programme and were happy about the reduction to their insurance costs because of attendance.

A4 Are learners able to make informed choices about their health and well-being?

Health and well-being is actively promoted in the College evidenced by the range of services and activities available for learners. A Health and Wellbeing Strategy for students and staff ensures that key aspects of health and wellbeing are addressed, promoted and monitored. The college has been rated as quartile range B based on student feedback and is in quartile range A for the statement "We can buy healthy food in the canteen".

The College promotes participation in sport and fitness by providing a range of recreation activities, including free access to the gym. Students participated in sports teams, including football, women's football, rugby and basketball. Learner feedback in 2008/09 suggested that learners would appreciate being able to participate in sports activities at lunchtimes. This led to the appointment of an Enrichment Officer for 2009/10 to develop lunch time activities such as dodge ball, fitness to music sessions, volleyball, interfaculty basketball competition and a Christmas five a side competition. The Enrichment Officer also ensures the safe running of the student access to the College gym. New physical activities have been planned for 2010/11 based on student feedback (e.g. cheerleading). In the student survey, students placed the College in quartile range B for the statement "I am encouraged to take part in sporting or fitness activities". Through the FESCO initiative, 500 activities/events were organised in the College and 25% of full time learners participated

The College and grounds are smoke-free. Policies actively discourage smoking, drug taking, alcohol and substance abuse. Learners are educated on these and other health related issues as part of the tutorial programme and themed events during the academic year. A smoking cessation programme started at the College in 2009/10 in response to feedback from students and staff.

The College provides healthy food options in the Crescent and meal deals encourage healthy eating. Drinking water is readily available free of charge. Catering takes into account special dietary/religious requirements when creating their menus. The college funds free healthy breakfasts every morning for learners. Feedback has been largely positive and suggestions from students have been incorporated into the food offer. 51% of students stated that the free breakfasts had enabled them to eat more healthy food and 46% stated that the breakfasts had helped them to concentrate more in class. The food served in the Crescent is prepared using the healthiest methods. Healthy eating and a healthy lifestyle are promoted via tutorials and activities that take place in the college (e.g. sponsored charity walk by Carpentry & Joinery students).

Excellent support is provided by the Guidance and Welfare Team in Learner Services, including access to external agencies within college, a college counsellor and by referral to specialist agencies. Health forms are completed by full time learners pre-entry to ensure that the course will not be detrimental to their health. Posters and leaflets are available to promote health issues. College students and staff participated in the pilot of the Big College Health Check. This gave us information and data regarding learners'

health needs and is helping the college to ensure support and services are effective and targeted appropriately. As a result of this, the college is investing funds to employ a health professional to lead on Healthy College. The Health & Wellbeing Co-ordinator will run a health and wellbeing clinic offering contraceptive advice and promoting general health and wellbeing. They will also work alongside Learning Coaches to deliver health related tutorials.

The Big College Health Check identified areas for the college to raise learners' awareness: smoking, alcohol, drugs and exercise. Learners felt that they did not know enough about some of the services on offer, therefore the college has devised new ways to publicise the support. Respondents to the survey felt that they would be more likely to eat a healthier diet if the prices were lower for food and drink. This led to a price review of food on sale in the Crescent. The costs of healthy food and drink were reduced, whilst unhealthy food prices were increased to promote healthy eating.

Sexual health education is supported through tutorial, health fairs and via leaflet and poster campaigns. There are extensive procedures for referring and supporting learners with physical and mental health problems which meet individual needs. Two qualified counsellors work in the College across 3 days. This has proved vitally important as there has been an increase in learners who exhibit mental health related problems or just need support with their general emotional health. Staff training is provided to help support students with mental health or learning difficulties and/or disabilities.

External agencies are proactive in the College, including Youth Advice Shop (sexual health), PHAZE (drug and alcohol related issues), Terrence Higgins Trust (sexual health) and the Gay & Lesbian Youth Support Service. The College also employs two qualified counsellors to work with learners, and operates a referral service to CAMHS. The half fare student bus pass scheme supported by the Warrington Transport Partnership for 16-18 year olds has helped learners to travel into college, and can be purchased at the college.

A Quiet Room was established in 2009/10 to assist learners to honour their religious beliefs and as a refuge if they have become anxious, stressed, or need a period of reflection. This has since been relocated to a central location within the main building. A Chaplaincy Youth Worker also supports learner's spiritual needs.

A5 How well do learners make a positive contribution to the community?

The College is strongly committed to ensuring that learners make a positive contribution to the community. The College generates significant opportunities, encouragement and practical support for learners to participate in activities which benefit the community and contribute to their knowledge and understanding. The College promotes to learners a wide range of opportunities to help them develop as individuals and citizens in addition to the achievement of a vocational qualification.

The College won the Warrington Guardian Business Award for contribution to the community in summer 2010 in recognition of the contribution both staff and students have made to the community.

By supporting student engagement with the community, the College is helping to make both a difference for the learner and the community by:

- Promoting social responsibility through student learning
- Helping students to gain confidence and improved self-worth and esteem and hence maximising their potential
- Aiding inclusion and social cohesion across Warrington
- Promoting a positive image of young people in the area

To facilitate this, the College has undertaken a number of developments. In order to ensure continuous development, tutorial schemes of work for full time learners are now mapped against the 5 themes of Every Learner Matters including making a positive contribution:

- Learning coaches have been trained to integrate awareness raising and understanding within tutorials
- Tutorial programmes have been revised to include making a positive contribution to the community
- Tutorials have integrated student awareness and confidence building in order to support them in engagement with the community
- The College's virtual learning environment (Moodle) has been developed to include both teaching and learning resources on this element of the learner experience and also includes citizenship resources for tutorials.

Learners are engaged in a range of voluntary work. Sports students work in partnership with the NSPCC to provide support for young people attending the Warrington Peace Centre. Work skills students undertake a variety of volunteer placements within the College community. Opportunities for voluntary work with the Fire Service, Police and Youth Offending Team are taken up by Public Services students. As part of the Childcare programme students complete work placements at schools and nurseries. Construction students have applied their knowledge and skills to enhance community, school and church premises. Creative and Performing Arts students have worked with local primary schools on 'theatre for children' programmes.

The College introduced the Citizenship certificate in 2009/10 allowing full time students to use evidence of voluntary/community work as part of their evidence for certification. Each year students devise a range of activities to raise funds for national charity events including Children in Need, Help for Heroes and various Cancer charities. Students also support local charities (eg St Rocco's Hospice) by putting on fashion shows and other events to raise money, and also awareness of local charities. The fashion show is a good example of students from several disciplines working together and contributing their respective vocational skills and knowledge to achieve a common goal.

The College introduced the concept of Charity of the Year in 2009/10. The chosen charity (following consultation cross College) was Claire House (Children's Hospice which services north Cheshire and Warrington). Students and staff worked closely together and raised over £8000 for the Charity. Students attended the event at which the cheque was presented. A group of construction students visited the Hospice and met with some parents and children whilst on a fund-raising sponsored walk and delivered a garden bench to the Hospice which they had constructed.

A variety of practical student based activities has taken place to raise awareness of sustainable development and global warming. These include a 'Go Green' Hair and Beauty fashion show and Water Aid charity fund-raising event. Fashion students won a National Fair Trade Award for their work with Warrington Fair Trade Community. A group of adult learners, following completion of a community-based craft course, were assisted in setting up a community enterprise project by the College which they now run independently. Audio Production students have produced a relaxation CD to help patients with respiratory conditions. The different trades in the Construction Department have been involved in a variety of community projects such as painting a Community Sports Hall that has been in a state of disrepair. Carpentry & Joinery students worked with the Cheshire Crime Prevention team to build gates to limit access to waste ground which was being used for anti-social behaviour and worked with SLDD students to create a Wild Meadow garden behind the Construction Faculty building. Brickwork students are currently involved with rebuilding the home and away dugouts at Warrington Town Football Club. Working in partnership with the Warrington Youth volunteer group, the students with learning disabilities have been involved in a range of projects including creating a mosaic in a senior citizens' home and building scenery for a local drama group.

Within the Union Learning Representatives course, students are encouraged to engage with community groups and to develop the use of the workplace learning venues as a community asset to develop a sense of community in and outside the workplace.

In 2009/10 the College devised a scheme for the formal recognition of student achievement which goes beyond the successful completion of their course. The award is the Warrington Collegiate Graduate Award, and is awarded at bronze, silver and gold levels. Activities were mapped against the Every Learner Matters framework and a central theme is making a contribution to the community. This ran in pilot and will be rolled out to all full-time learners in September 2010 and piloted with apprentices. It is important the momentum of this scheme is maintained. It is planned that this will be facilitated through the learning coaches and helped by its inclusion in the electronic individual learning plans

B QUALITY OF PROVISION

B1 How effectively do teaching, training and assessment support learning and development?

The quality of teaching, training and assessment at the College is good and effectively supports learning and development. Excellence in teaching and learning is a key value of the organisation and the College is committed to further improving standards of teaching and learning across all curriculum areas.

The College has a robust process in place in relation to the observation of teaching and learning which is co-ordinated and monitored by the Quality and Standards Directorate. The scheme is administered in accordance with the Collegiate's Observation of Teaching & Learning Guidelines. Information gained from the observation process is used to inform College and Faculty self-assessment and quality improvement action planning, as well as informing the provision of support for individual members of staff and Faculty/Cross College CPD activities.

Of the 221 sessions graded during 09/10, 93% were graded good or better and 7% were satisfactory, representing a 9% increase in good or better observations against the previous academic year.

Observation Profile

	Grade 1/2	Grade 3	Grade 4
Collegiate Profile 09/10	93%	7%	0%
09/10 Target	85%	15%	0%
08/09 Collegiate Profile	84%	15%	1%
Grade 1 College	85%	15%	0%

The College target for good and better observation grades was exceeded in 2009/10 and all but one faculty exceeded their individual target.

Faculty Profile

FACULTY	Grade 1		Grade 2		Grade 3		Grade 4	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target
		09/10		09/10		09/10		09/10
Hair and Beauty	40%	50%	55%	50%	5%	0%	0%	0%
Com Eng	38%	25%	53%	65%	9%	10%	0%	0%
STC & B	33%	20%	62%	75%	5%	5%	0%	0%
CPA and Computing	43%	27%	57%	68%	0%	5%	0%	0%
Construction & Tech	33%	25%	64%	72%	3%	3%	0%	0%
Health, Care & PS	44%	45%	44%	30%	12%	25%	0%	0%
WBS	31%	10%	58%	60%	11%	30%	0%	0%
Teaching & Learning	24%	20%	57%	75%	19%	5%	0%	0%

The observation grade profile in The Warrington Business School, in particular, has improved significantly in 09/10 with 89% of observed sessions graded good or better compared with 39% at the end of the 08/09 academic year. The observation grade profile within the Faculty of Health, Care and Public Services has also improved considerably year-on-year, from 72% of observed sessions graded good or better in 08/09 to 88% good or better in 09/10. These improvements can be linked to the positive impact of Advanced Teaching Practitioners working in a developmental capacity with tutors, the impact of Teacher Education programmes in relation to the performance of trainee teachers and the impact of staff development activities delivered both within Faculties and across the College.

Assessors working within The Warrington Business School were observed and profiled separately and were not included in the College profile, however, all sessions observed were graded good or better.

Assessor Observations:

Warrington Business School Assessors	No of obs	Faculty Grade Profile %	Faculty Grade Profile Target %	Collegiate Grade Profile %
Grade 1	6	67	10	36
Grade 2	3	33	60	56
Grade 3	0	0	30	7
Grade 4	0	0	0	0
Total	9			

There are no significant disparities in relation to the observation profile, either in relation to the contract type of staff or the age group or level of the learners being taught. The overall profile is 94% good or better for full time staff and 87% good or better for part-time staff. This represents a significant improvement in relation to part-time staff who

collectively achieved an observation profile above the College's internal target. Full-time staff do however represent the highest number of grade 1 observations. In relation to the age group of learners, tutors observed delivering sessions to 16 – 18 year old learners achieved the highest profile for teaching and learning, however tutors delivering sessions to both the 14 – 16 and 19+ age groups also achieved an observation profile above the College target. In relation to qualification level, the highest observation profiles were achieved at Level 2 (97% good or better) and Level 3 (89% good or better), whilst the lowest profile is within ACL (80% good or better).

In 2009/10, 11% of observations were dual observations. Analysis indicates that single observations have a higher profile than dual observations, due in part to staff who have historically achieved lower observation grades being prioritised for duals.

A mock inspection undertaken by BW Consultants in May 2010 included a total of 72 lesson observations which were profiled separately. The grade profile was slightly lower than the overall College profile for the year but remains very good, with 88% of observed sessions graded as good or better, supporting the assertion that the College profile is robust.

Mock Inspection – B W Consultants (May 2010):

Mock Inspection Profile	No of Obs	Observation Profile Mock Inspection %	College Profile 09/10 %	09/10 College Target %
Grade 1	22	31	36	30
Grade 2	41	57	57	55
Grade 3	9	13	7	15
Grade 4	0	0	0	0
Total	72			

Detailed scrutiny of all aspects of the observation process indicates that, in some cases, improvements need to be made in relation to compliance with the observation process, particularly in relation to the timely re-observation of staff achieving a grade of less than good and the prompt provision of written feedback to the observee. The clarity and detail provided by observers to observees in relation to required actions for improvement is also an area for development.

Strengths and areas for development identified from the observation process

A significant majority of lessons observed were well planned with effective schemes of work and detailed lesson plans in evidence. Some variation in the format and content of schemes of work and lesson plans is evident, for example in the Faculty of

Construction. However examples of best practice are available for use by course teams and the standardised format has been widely adopted.

In the majority of cases the aims and objectives of each session are clearly stated and shared with learners. In many cases, objectives are also differentiated to meet the needs of learners. Objectives are frequently re-visited both during and at the conclusion of sessions. In a small minority of sessions, aims and objectives are not sufficiently clear and/or strategies for enabling learners to meet the identified objectives are not sufficiently effective. In a small number of sessions within Creative and Performing Arts for example, objectives were written as statements of activities rather than what students will learn and apply during the session.

In the best sessions, ECM themes, Safeguarding and Equality and Diversity are effectively embedded within Schemes of Work and Lesson plans. In a minority of cases, for example within some sessions observed within Apprenticeship provision, this has been identified as an area for development. In a minority of sessions, differentiation techniques are less developed and sessions fail to stretch and challenge the most able learners.

In the majority of sessions there is an appropriate balance of teacher exposition and learner activity and differentiation techniques are employed effectively to cater for the needs of individual learners. Standards of teaching and learning within the Faculty of Hair and Beauty, for example, is very good overall and is characterised by highly skilled and experienced teachers delivering inspirational sessions within high quality working environments. Securing the availability of sufficient numbers of clients remains a challenge for the Faculty which is being addressed.

In Creative and Performing Arts, many teachers are also creative practitioners, bringing relevant and current expertise to their teaching in College which enhances learning, adds credibility and is valued by learners. In the best sessions, teachers encourage students to be independent learners and think for themselves

Resources and accommodation across the College is good and is used effectively to support and promote learning. In a minority of cases, observation reports indicate that rooms are too small for larger groups of learners resulting in a negative impact on learning. Observed sessions within Motor Vehicle also highlight the age of the workshop vehicles, thereby limiting the learners' exposure to new vehicle technology.

The majority of rooms are well equipped with ILT and many rooms contain Smartboards. Teaching staff have access to both group and individual CPD sessions in relation to the use of ILT to enhance teaching and learning, and the effective use of Smartboards in particular by teaching staff, has improved in-year, as has the use of the Moodle VLE. However use of ILT by learners remains an area for development. ILT is used particularly well within the Faculty of Health, Care and Public Services, both in terms of enhancing the learning experience of students in the classroom and in relation to the use of the Moodle VLE which is used effectively by all staff in the faculty. In a small minority of sessions observed, use of ILT was limited or absent which inhibited flair and creativity, impacting negatively on learner interaction and subsequent learning.

Assessment

Assessment is fair, accurate and reliable and it is based on effective procedures and systems which are in place for assessment, standardisation, internal verification and moderation. External verifiers support this view and are generally satisfied with assessment practices.

Initial assessment procedures are in place to ensure that learners are placed on the correct course and level of programme, and to identify any additional learning and other support needs. In some cases, there is limited evidence of how the results of initial assessment and diagnostic testing are used to plan learning. Likewise the results of preferred learning styles, although generally available, are not always used effectively to plan lessons.

In the majority of cases, effective systems are in place to record, monitor and track learner progress and achievement. However the systematic tracking of learner progress is not sufficiently developed within a minority of course teams. In the Faculty of Creative and Performing Arts, 'live' briefs developed in conjunction with employers are used successfully to provide relevant and credible assessment opportunities for learners. In a minority of cases, however, project briefs within the faculty are inconsistent, relying too heavily on the final deadline with insufficient opportunities for learners to receive interim feedback. The quality of assessment feedback meets awarding body requirements but could be further improved in some areas along with the timeliness of assessment feedback. In the best examples, learners are provided with in-depth feedback from tutors which provides formative guidance to learners on how they can improve. In a minority of cases, for example within Health, Care and Public Services, the quality and timeliness of assessment is an area for development within some courses. In addition to feedback on individual pieces of assessed work, students also participate in performance reviews with their Learning Coach as part of the tutorial process during which their individual performance is reviewed against a set of performance indicators.

Assessment in WBL is well planned and recorded, and in the best sessions assessors take time to ensure that the learner understands the process and employers have a well developed understanding of what the learner needs to do at work to develop their experience. In a minority of cases, employers do not have this level of understanding and some lack guidance on the tasks their apprentice needs to do at work to meet the requirements of their NVQ. Observation evidence indicates that, in some cases, there is insufficient planning for when and how assessment should take place to promote timely success for learners.

In the best sessions, peer and self-assessment is used effectively to engage learners and promote learning. However the use of these assessment methods is currently under-developed

Learner Satisfaction

Students are asked for their views in relation to teaching, learning and assessment via a range of mechanisms including College Surveys [QDP], student representative meetings in Faculties and through Learner Voice Tutorials. This enables managers to receive timely feedback and respond accordingly.

Feedback from students in relation to teaching and learning is generally good. The quartile range for CIF area B1 (Teaching, Learning and Assessment) is in Quartile range B. Within this CIF area, the majority of learners agree either completely or mostly that the teaching on their course is good (Quartile range B) and that the teaching and learning methods suited them (Quartile range A) Learners also confirm that teachers update them regularly via Moodle (Quartile range A). Feedback in relation to Assessment is also good with the majority of learners agreeing that the feedback they receive on their assignments is helpful (Quartile range B) and that when they meet the hand-in date, they receive quick feedback (Quartile range B).

Learner Satisfaction is particularly high within Community Engagement; Construction; Creative and Performing Arts; and Sport, Travel, Catering and Business. Learner Feedback is less positive with Health, Care and Public Services and is a focus for development.

Support for Improvement

Effective intervention strategies are in place to address teaching and learning which is graded as less than good. Faculty based Advanced Teaching Practitioners worked closely with staff during the year to support improvements in teaching and learning in all areas. Trainee teachers also benefited from support provided by tutors delivering the Certificate of Education programme, particularly within The Warrington Business School following the recruitment of a number of new staff.

Staff training and development is good and has supported the College's drive to raise standards in teaching and learning. An extensive programme of targeted professional development activities and events were offered in 09/10 in line with the areas for development identified from graded/developmental lesson observations and organisational/national priorities. Teaching and Learning 'Sharing Best Practice' Fairs also continued as a means of encouraging staff to adopt more innovative approaches to teaching and learning and to share best practice across the College. Likewise Advanced Teaching Practitioners have worked closely with staff in Faculties to increase the number and quality of peer observations carried out within Faculties. Whilst there is now much sharing of good practice within Faculties, the sharing of good practice across the college has been identified as an area for development.

Staff development sessions delivered during 2009-10 were targeted at both new and experienced members of staff and included embedding equality and diversity,

embedding functional skills, strategies for differentiation, assessment for learning and a range of ILT related development sessions.

The majority of CPD is facilitated by the College's team of Advanced Practitioners; the ILT team; and the Initial Teacher Training Team. However staff are also encouraged to apply to attend external training events, where appropriate, and a budget is made available for this purpose. Staff are also able to apply for funding for long-term qualifications in order to enhance their subject specific knowledge.

Assessors in WBS have undertaken regular updates in line with sector requirements. All assessors have completed or are working towards IAG qualifications.

Members of teaching staff at the College are members of the IfL and staff record their CPD using the IFL's Reflect on-line tool. Completion of the appropriate amount of CPD and its impact in relation to the quality of teaching and learning is monitored through Managers via the PMR process. Staff working within the Teacher Education team and Advanced Practitioner team worked towards professional formation in 2009/10 and have now been awarded QTLS status. Staff development activities during 10/11 will continue to support all teaching staff to achieve QTLS status.

ILT

The use of ILT to support and enhance the quality of teaching and learning across the College is good. Access to ILT equipment in classrooms is also good. 77% of all teaching areas have projectors fitted and Smartboards have been installed in 65% of teaching rooms. Installations will continue until all teaching rooms have a Smartboard installed where it is practical to do so.

Frequent staff development sessions are delivered by the ILT team to support staff in the effective use of ILT in Teaching & Learning; and to promote confidence in the use of new and emerging technologies. Support is also available for staff on a 1-1 basis as required. Two hundred and fourteen 1-1 training sessions and 25 Faculty training sessions were delivered by the ILT team during 09/10 on a range of topics including the use of Moodle, Smartboard and Quizdom.

Student feedback in relation to the use of the Moodle VLE students is generally good (Quartile range B). All courses are represented on the Moodle VLE and some Faculties, particularly the Faculties of Health, Care and Public Services and Hair & Beauty, demonstrate very good practice in the use of the VLE for the benefit of learners.

The Teaching and Learning site has been further developed on the Moodle VLE in-year which contains both generic and subject specific T&L resources and information, including easy access to a range of resources available from the QIA Excellence Gateway.

Recruitment and Induction of Teaching Staff

Processes in place to support the recruitment and selection of appropriately qualified and skilled teaching staff at the College are good. The Teaching and Learning Directorate works closely with Faculties to support them in ensuring that staff recruited by the organisation are appropriately qualified and experienced, and are able to evidence a good track record in teaching and learning. A specific Teaching & Learning induction has also been developed and implemented in year for all new members of teaching staff, incorporating a review of existing teaching qualifications and advice and guidance on any additional qualifications as necessary, as well as an overview of the expectations of the organisation in relation to teaching and learning.

Candidates are also required to pass Level 2 literacy and numeracy assessments at interview, and achieve a Certificate of Education (incorporating DTLLS) within two years of employment commencing if they do not have this qualification already.

Assessors in the Warrington Business School are recruited directly from their field of expertise as leaders in their Sector and are supported by the Teaching and Learning Unit to achieve teaching and assessing qualifications.

The quality of teaching, training and assessment at the College is good and effectively supports learning and development. Excellence in teaching and learning is a key value of the organisation and the College is committed to building on the high standards attained following the effective implementation of a teaching and learning improvement plan. The next phase of this is to focus on assessment for learning to further improve standards and maximise opportunities to improve success rates for learners.

B2 How effectively does the provision meet the needs and interests of users?

Initial assessment / study skills support

- Following initial assessment diagnostic testing, learners were directed to appropriate support to assist them in successful completion of their course.

Number of students accessing study skills support		Retention		Success Rate	
		08/09	09/10	08/09	09/10
16-18	423	90		81	85
19+	190	91		82	87
Total	613				

- The admissions process incorporates initial assessment prior to the offer being made to an applicant to further enhance the guidance interview; to ensure students are placed on the most appropriate level of study and in agreement with the support they need to access.
- Diagnostic assessment is undertaken prior to enrolment to identify and address support needs as early as possible.

Extra Curricular activities, healthy life styles and safety

- Each faculty has a range of extra-curricular activities.
- Cross college activities are led by the Deputy Director of Learner & Learning Services. The range of activities includes sport, fitness, community/voluntary based activities, dance, self defence, first aid, Duke of Edinburgh, College sports teams, boxing, outdoor activities, lunch time sports activities, 'Drive Survive' and the Students Union.
- Enrichment Officer employed to support the fitness drive commencing with gym inductions to enable students to use the Roger Hunt fitness suite. Participation rates in sport and fitness activities have increased significantly since 06/07.
- Enhanced lunch time activities such as dodge ball, fitness to music sessions, volleyball, interfaculty basketball competition and a Christmas five a side competition have been supported by a dedicated member of staff who also ensures the safe running of the student access to the college gym.
- Enrichment funds have supported regional and national successes in competitions, most notably in Hair & Beauty and Creative & Performing Arts. Students in Creative & Performing Arts have achieved podium places in a variety of World Skills competitions in dance and performing arts. Hair & Beauty students have achieved top ten finishes against paid employees in the hair and beauty industry in national trade competitions.

- In the March 2010 Learner Survey 79% of learners agreed that the college had a good enrichment programme placing the college in upper quartile range B, when benchmarked externally.
- Faculties targeted to take part in more enrichment activities (except competitions) are Creative & Performing Arts, Hair & Beauty and Health, Care & Public Services.
- Healthy eating campaign in place during the year underpinned by a comprehensive review of cooking ingredients. Free, healthy breakfasts are available to support attendance and achievement.
- Student feedback on food is generally good but concerns regarding prices have been raised and addressed.
- All work placements have had a HASPS risk assessment in accordance with LSC standards, carried out by a team who have been trained and are monitored by the College's Health and Safety Officer.

In The Warrington Business School provision is matched to local employment needs ensuring learners achieve qualifications relevant to their employment and improving their career prospects. Training is designed in partnership with employers to ensure that it is relevant and fits the learner's job role. Progression opportunities are identified and appropriate qualifications developed and proposed to aid learner career progression and support skills gaps in an organisation. The Business School audits all employers annually: results in 09/10 showed that of 100 employers contacted 75% of learners are still in employment six months after the completion of the course, 18% were promoted after completing their course and only 17% left their employment. Impact statements from employers include: "more qualified", "can work unsupervised", "can train new staff".

Full cost provision in The Warrington Business School is developed in partnership with employers to ensure they meet legislative requirements and their priorities (for example: driver CPC, manual handling).

Generic qualifications (Customer Service, Team Leading, Business Administration, etc) are aligned to the learner's sector and employment thus ensuring delivery content is relevant and interesting to learners and meets the organisational needs and any skills gaps.

B3 How effectively does the provider use partnerships to develop its provision to meet learner needs?

The College has productive partnerships within the local community and Local Authority and with a range of sector skills councils and employers. Partnership development is underpinned by the College strategic aims and is informed by learner needs, the local, regional and national skills agenda, Government priorities and also community need and priorities. Partnerships and key contacts are regularly reviewed in line with the above.

Strategic partnerships are developed and maintained by the Executive Leadership team who are actively engaged in forging new relationships. The Principal works with a range of strategic partners and serves on a number of key boards and committees. Of particular note are the Warrington Strategic Partnership and several supporting committees, the regional AOC which is chaired by the Principal and the Warrington Safeguarding Board. These examples illustrate the means by which the College inputs to, and influences local and regional planning and decision making and is fully conversant with developments which help to inform the College delivery of its key objectives.

In 2009 the role of the Deputy Principal was revised to focus on strategic relations with a particular emphasis given to the Warrington community and Warrington Borough Council. The Assistant Principal, Employer Engagement and Services, is the senior member of the College responsible for leading on the development of partnership working with employers. The Warrington Business School, which was established in 2006, provides sustainable training solutions to over 200 employers as a result of effective and sustainable partnership working.

In 2009/10 significant progress has been made in developing effective partnership working with Warrington Borough Council at strategic and operational level. The key focus is the town's Sustainable Community Strategy and the Closing the Gap Agenda Framework to tackle inequalities in Warrington. Types of and geographical concentrations of deprivation are identified in the framework and the agenda is to target the work of Service providers to these. A significant proportion of learners attending college are resident in the 6 wards registering high levels of multiple deprivation (66% of students). Whilst serving all of Warrington, targeting the areas and learners and prospective learners in areas of severe deprivation is a very important area for development for the College in 2010/11.

The Closing the Gap agenda is being tackled through five Warrington neighbourhood plans overseen by five boards. The Principal is a member of the Town Centre Board and Deputy Principal for Strategic Relations is a member of and chairs the Central Neighbourhood Board. The College is located in the Central Neighbourhood which has the highest incidence of deprivation in Warrington. A high percentage of learners are resident in this neighbourhood. The College features strongly in the Central Neighbourhood plan and the Town Centre. Further work is now underway to increase direct input to other neighbourhood plans and the Deputy Principal for Strategic

Relations and key staff are working with all five neighbourhood managers. Through membership of the Warrington Central Neighbourhood Board Environmentally Responsible and Attractive working group The Faculty Director of Construction and Engineering is working with partners on improvements to communal areas and construction student projects are derived from this group.

The Principal is a member of the Employment Learning and Skills Partnership. The College has played a major role in the mapping of provider response to the outcomes needed to bring the most deprived wards in line with the Warrington average against a range of deprivation measures including long term unemployed, NEET and literacy levels. The College has set itself targets for each of the 6 most deprived wards and will work with WBC and JCP and Connexions in targeting relevant provision to the relevant SOAs. Plans are progressing to share data with the Research team at Warrington Borough Council to facilitate this targeting of provision.

Senior representation on key Boards facilitates the development of effective partnerships at operational level. For example; the targeting of the College's Personal and Community Development Learning (PCDL) provision is informed by close working with local community activists and organisations and services. In 2009/10 1500 learners engaged in PCDL and of these 1200 were new learners. The College ensured provision was targeted in all the 6 wards with SOAs registering high levels of deprivation. As part of this agenda the College works closely with Family Learning at WBC to support the reduction of health inequalities in several inner wards. To date 117 learners have accessed courses specifically designed to address health and well being.

The College plays a major role in the 14-19 collaborative partnership in Warrington working closely with the local authority, Connexions and 14-19 providers with particular reference to the provision of a collaborative offer which may be accessed by all Warrington year 10 and 11 pupils. In 2009/10 378 pupils attended College as part of their learning programme on nationally certificated level one and level two vocational programmes. Pupil achievement continued to be good and contributed 13873 SCAAT points to Warrington year 11 achievement (GCSE grade at A* is 54 SCAAT points) The College is the Hub provider for the diploma in Hair and Beauty and Construction and the Built Environment and Hospitality. Progression at 16 is good and 67.5% of 14-16 learners stayed on at College in 2009. Key messages from 2009/10 include, increased participation in the admissions process to further ensure pupils are able to select programmes suitable for their needs thus reducing the number of learners transferring to alternative programmes during the year. This will include increased attendance at school year 9 Options events as well as year 9 events held at College for pupils across Warrington. Work will continue to develop parental engagement with parents and carers of year 10 and 11 pupils attending the College. The College is taking a significant role in the design and build of the vocational training centre for 14-19 learners in Warrington which is planned to be part of the Orford Park community facility which will be accessed by 14-19 learners from both colleges and schools in Warrington.

The College works closely with the Local Authority, Connexions Service, Youth Offending Team and Youth Service and schools to engage learners who are at risk of leaving or who are not in employment, education or training. Good working relationships are also established with third sector organisations including the Prince's Trust, Verve

and the Relationship Centre in the delivery of programmes and transition planning to mainstream provision at the College. Partners have been consulted on a new multiple entry programme for delivery in 2010/11 which builds on existing good practice and has an increased emphasis on basic and employability skills alongside aspiration raising. The College is a key partner in the Warrington Transition Group for 14-25 year old young people with special education needs.

Close working with Warrington Wolves Foundation resulted in learners with learning difficulties and disabilities visiting the stadium during a training session and mixing with the players. The College has worked closely with the Warrington Disability Partnership WDP to the benefit of many students. A particular example of this is the provision of opportunities for learners with learning difficulties and disabilities taking a full part in voluntary work and contributing to the community.

Through staff partnership working several students are involved with the local impact group which promotes self advocacy for young disabled people. Some of our students have taken on a representative role at regional, national and international conferences. Other examples of partnerships developed to enhance the learning experience of students with learning difficulties and disabilities include the Youth Volunteering Service facilitating volunteer activity which students are undertaking as part of the Gateway Award.

Partnership working with Servisair provides a good example of the partnership working with employers undertaken by the college to progress students to employment. This particular partnership was developed in response to the aviation industry's demand for quality staff. The employer offers input to the curriculum, shares resources and provides visits and work shadowing opportunities for students on the cabin crew course. Students achieving a required standard are guaranteed an interview. Over 60 ex students are now employed at Manchester Airport. A further 30 have progressed to cabin crew posts with a variety of airlines.

The College plays a leading role in the Cheshire and Warrington Consortium's of Colleges. Through the Principal's position as chair of the Consortium's Professional Development Committee, the College provides the lead for staff development and the leadership programme across all Cheshire and Warrington colleges. The College has also taken the leading role in the development of the Consortium-wide sustainability policy. The College has provided procurement expertise to consortium members, led on several successful consortium bids and best practice events.

Warrington Business School is the employer facing arm of the College and since its launch in 2006 has developed excellent relationships with its partner employers as evidenced by the recent TQS recognition. Partnerships with stakeholders, particularly the SSCs, identify local and regional priorities; ensuring college provision is effectively mapped. The college worked with a range of stakeholders to develop new competency frameworks. The increase in Train to Gain and full cost provision developed in partnership with employers and stakeholders has enabled learners to meet sector competency requirements via development of new skills and attainment of qualifications raising self esteem.

Employers are involved in the design of programmes through detailed Organisational Needs Analysis and Training Needs Analysis conducted by Account Managers. Specific requirements and individual skills scans determine delivery content, delivery mode and outcomes. Proposals are agreed, determined by the outcomes of ONA/TNA process reflecting business wants and underlying needs. Employers are involved in ongoing review of provision and discussions at 8 weekly work based learner reviews, allowing regular opportunities for changes to proposals. Progress of training and achievements of impact requirements are checked with employers via mid course review and end of course review - asking for feedback on any changes/ improvements required to programmes. All Train to Gain learners complete a skills scan to determine specific elements of their job role and identify training needs. All learners complete an initial assessment to determine literacy and numeracy levels and skills gaps. 1:1 and/or group training sessions are delivered to support the attainment of knowledge and skills required for the underpinning knowledge elements of the NVQ and various forms of assessment are used to accredit qualification.

Specific examples of effective partnership working to the benefit of learners include:

- The WBS worked with Sector Skills Council, Awarding Body (EDI) and regional licensing authorities to develop a new programme for self employed taxi drivers.
- The college has developed a provision to support the rehabilitation of prisoners. A partnership approach with DHL, National Prison Service and EDI to design and deploy warehouse and distribution training and qualifications across the country.
- The WBS has developed a sustainable training model which supports businesses to train their staff to become trainers and assessors, therefore implementing a sustainable training model for the organisation.
- The WBS has supported numerous employers with ESOL bespoke training, relevant to the business and individual needs, promoting social inclusion within the workplace.

The College has worked in partnership with the University of Chester since 2002 and gained Associate College status in 2005. The College's IQER (2009) recognised as good practice the high quality of the liaison and collaboration with the University of Chester (the University) which secures the maintenance of academic standards and forms a basis for the planned future developments.

Partnership working helps students engage with the community through fund raising and community based projects. Through this partnership working we are maximising student contribution to their community and this was recognised by the college's recent success in the Warrington business awards.

The College has made a commitment to encourage the local community and partners to use the facilities in support of our community engagement strategy. The College is used as a regular meeting venue for groups and committees including LA, Central Neighbourhood Board, Prince's Trust and IAG events for all Warrington providers. The College will continue to promote itself as a community venue for local stakeholders.

B4 How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

Views from the 09/10 student survey:

Statement:	Quartile Range:
The information I received was right	A
When applied, dealt with fairly and promptly	B
Guidance given at my interview was good	B
Easy to enrol on the second year of the course	A
I feel I am on the right course	A
Know the kind of support I can get from the college	B
Additional learning support needs assessed	B
Checked my abilities in English and maths	A
Helped develop an action plan setting out goals/aims	A
I am making good progress	A
I am achieving what I set out to do	B
Aware of what I can do when my course ends	B

Support, information, advice and guidance for learners is Outstanding. 92% of learners agreed that the guidance they were given was good. Improvements have been made to admissions through collaborative partnership of cross college staff working to provide a responsive impartial service to all applicants. Learners benefit from high quality information and welfare services including finance, health, child care and travel. Prospective learners benefit from relevant information and early contact with specialist curriculum tutors, Learning Coaches, and guidance and welfare staff. Rigorous procedures are in place to ensure learners are placed on the right programme to discourage early leavers and improve retention. 97% of learners agreed that they were on the right course and were told about the College and the course at the start of their studies. Changes made to the main enrolment period were further enhanced in the summer of 2009 to further improve customer service and ensure the College was meeting learner needs.

The College has well embedded information, advice and guidance services across the whole college as recognized by its Matrix re-accreditation in April 2010. Admissions are effective and regularly reviewed and operate alongside student coaching and performance management through Learning Coaches once on programme. Referrals are made to alternative agencies or providers if this is in the best interests of clients and is better suited to meet their needs (e.g. to Connexions, other colleges, etc).

Feedback from the Matrix re-accreditation in April 2010 stated that:

“Throughout the Review service users spoke in extremely positive terms about the service they had received, commenting on how it had helped them move forward in their personal and career development”

“The commitment to putting the needs of service users at the heart of everything the Service does was demonstrated in the ways support is provided.”

“Interviews with staff and students confirmed that there is an impressive, comprehensive and coherent range of IAG support provided throughout the learning journey. The many examples included the support provided by Learner Services

including the Welfare service, Schools Liaison, the Learning Coach system, and additional support. Systems ensure that needs can be identified quickly and support made available throughout a student's time at the College."

"The Admission procedure is now more robust and ensures that people have access to opportunities to explore options."

"The work of the Schools Liaison team in promoting services and encouraging informed decision making is impressive. The range of methods used to maintain communication with schools ensures effective communication and that information is accessible."

The College has highly effective School Liaison staff who attend school events to give advice to Years 9, 10 and 11 children. They also organise taster days in college, admissions interview techniques training and mock interviews. The College has a good relationship with Connexions who provide impartial information, advice and guidance for current and prospective learners. Effective information sharing and collaborative work is enabling the guidance services to move forward, however further work needs to be done by the College and Connexions to support learners who may wish to withdraw from their course.

Induction is well organised to acknowledge that learners' early experiences can have a big impact on their future progress. Staff are critically aware of the impact of the learner's first impressions and experiences during the early weeks of their learning programmes. Effective induction planning and delivery ensures that students quickly settle into college life and their learning programme, and are less likely to leave within the first half term of the academic year.

Each curriculum faculty had an induction plan to support staff to deliver the essential outcomes of the induction process, which were to ensure; the learner felt a feeling of belonging to the college community; an appropriate match of course to person; a firm foundation to their study programme; and early establishment of a learning ethos. Induction for 2009/10 entry had greater emphasis on ensuring that learners felt part of the college community and were formally welcomed to the College. This had a greater impact on student participation and behaviour.

Personal and academic support is very good. Changes to procedures for initial assessment and for additional learning support have resulted in highly effective support being provided for learners very early in their programmes. The study support offered to learners in the Learning Resource Centre is good. All full time learners complete initial and diagnostic assessments pre-entry for literacy, numeracy and language support. Learners identified with additional learning needs receive good specialist support which is generally in place within the first few week of term.

Learners who are referred for Study Skills support and attend achieve significantly better results than those who are referred, but do not attend. Success rates for learners who attend study skills are also better than for those who are not referred for any support. The level of support being taken up is regularly monitored. For 2010/11, ELT and CMT will monitor the take up of learning support on a monthly basis, as our aim is now to ensure that all learners referred for support participate in the identified support to maximise the potential impact on achievement and success rates.

Study Skills	Success	Retention	Achievement
Referred - Attended	87	93	94
Referred - Not Attended	74	84	88
Not Referred	76	85	91

Additional learning support staff and enabling technology are used to ensure that learners can participate fully in all aspects of college life. Learners are encouraged to share additional support needs information with the College to ensure they have the necessary resources to help them to achieve. Information from schools and Connexions is used to formulate support plans for learners. There is an opportunity for learners and parents to meet with the ALS Manager pre-entry to discuss support needs. Termly support reviews are conducted in liaison with learners to ensure support is relevant, appropriate, effective and addressing the learner's individual needs. Support is adapted if needed, or withdrawn if the learner has gained independence and is confident of their ability to achieve. Retention and achievement for students who are supported by Learning Facilitators is better than those who do not require any support.

Learning Facilitator Support	Success	Retention	Achievement
Learning Facilitator	84	88	95
No Facilitator	77	85	91

Support for learners is strong. All full time learners are allocated a Learning Coach who works with them throughout their programme setting motivational targets, acting as mentor and critical friend. The Learning Coach is responsible for performance management monitoring and target setting through a well structured tutorial process and termly Progress Review system. Each term reviews are carried out with grades awarded for progress and attitude of learners with reports sent to parents or carers. Learners value the grades they receive and work to maintain and improve them. Learning Coaches effectively utilize tutorial provision to promote personal health, learner progress, attitude and attendance. The College has responded to some issues arising from student feedback in Hairdressing and Beauty Therapy and Health, Care and Public Services by strengthened learning coach training.

Progression planning begins after Easter each year with activities and one-to-one tutorials focussing on the learner's next step. An internal progression schedule was established to ensure that learners who could progress were enrolled before they left the college for the summer. This has been a good motivator for students as they can see a reward for their hard work and achievement. Transition planning to another provider or employer is supported by college staff, Connexions or Next Steps. The College has good relationships with the Warrington Disability Partnership and Job Centre Plus. The activities of the College's Student Employment Advisor and Job Shop service focuses on supporting the move to employment for those learners who will leave the College in the summer term.

Support for work based learners is also good. All work based learners have a dedicated Training Advisor or Assessor who set targets and carry out pastoral care at regular eight

weekly reviews in partnership with the employer. This process ensures the programme matches the learner and employer needs and allows for any changes in job role to be accommodated. Further improvements to the reviews of Apprentices have been prioritised for 2010/11. Of the 114 PLP achievers at Level 1, 22% progressed to a full Apprenticeship programme (with employment); of the 87 achievers at Level 2, 69% progressed to Level 3; of the 17 achievers at Level 3, 76% progressed to Level 4.

Internal progression between levels has improved:

	07/08	08/09	09/10
Level E	9%	4%	24%
Level 1	48%	56%	59%
Level 2	29%	36%	41%
Level 3 to L4	0%	1%	2%

Success and retention are better for learners who access careers or employment advice from the careers or Job Shop services. The Job Shop supports learners by advertising part time employment to complement full time study to enable learners to be financially independent and gain work related skills and experience.

Employment Support	Success	Retention	Achievement
Careers	86	98	88
Job Shop	90	100	90
No support	77	85	91

Learning Coaches and course teams liaise with the centralised attendance advisors to ensure close attendance monitoring. The process for contacting absent learners was improved during 2008/09 to ensure that absent learners were contacted on the day of absence. This was improved further in 2009/10 with the full adoption of online registers. A new system for monitoring withdrawals from college has been developed resulting in every learner being contacted to ascertain their reason for withdrawal, offer impartial IAG and use the feedback to improve the college's courses and services. Parents are contacted if there are any attendance or behavioural issues. 89% of parents who responded to the Parent's Survey agreed that the college contacted them when a problem that required parental involvement had arisen.

Welfare issues are supported by the Guidance & Welfare team in Learner Services. This team are appropriately qualified to IAG Level 4 standard and have proven experience of working with learners to resolve their personal issues. Effective referral to external services ensures that learners' needs are met by the most appropriately qualified professionals. Counselling, mental health support, homelessness (with preferential treatment at the Verve homeless hostel), debt counselling and health problems are referred to the Guidance & Welfare team by Learning Coaches and college staff to ensure timely intervention and resolution of issues that may be detrimental to a learner's progress and achievement.

Feedback from the Matrix re-accreditation in April 2010 stated that:

“The Guidance and Welfare team use an impressive approach to assess the level of support individuals may need. The system involves a risk assessment resulting in a rating of Low, Medium or High. This ensures that an appropriate support plan can be formulated based on accurate information and that individuals receive robust levels of support.”

Learner & Learning Services staff work in partnership with external agencies such as Youth Advice Shop, PHAZE, Terrence Higgins Trust, Teenage Pregnancy, CAMHS, Gay & Lesbian Youth Support Service, PCT/NHS, Warrington Transport Partnership, social services and the police to support students and refer them for specialist assistance. The College also employs two qualified counsellors to work with learners, and a chaplain is available to support with spiritual matters.

Feedback from the Matrix re-accreditation in April 2010 stated that:

“The College has developed and maintained many effective links with other organisations. The numerous examples of joint working and collaboration highlighted during the Review provided good evidence of appropriate partnership work that has enabled the College to offer a wider range of services and respond more effectively to the needs of the local community. Partners frequently spoke in positive terms about the contribution the College makes to their services.”

Services are sensitive to differing learner needs, cultural differences, ethnic groups, gender and learning difficulties/disabilities. Equality & Diversity training for all staff has ensured that they are responsive to diversity and promote equality of opportunity.

On average, retention and success rates are better for those learners who access the services of Learner & Learning Services and external support. Impact of the support can be more obviously seen for 16-18 year old learners who are the majority of our full time learners, therefore have a greater chance of making contact with Learner & Learning Services support. An extension to Learner Services evening hours will enable more part time learners to access the services during 2010/11.

Support Type	Success	Retention	Achievement
Additional Learning Support	80	88	91
Learner Support Funds	81	89	91
Welfare	84	93	90
All support	83	90	92
No support	76	84	91

Support Type by Age Group	Success	Retention	Achievement
Supported 16-18	83	89	93
Not supported 16-18	73	79	92
Supported 19+	78	87	90

Not supported 19+	77	86	90
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All staff within Learner & Learning Services are appropriately qualified and regular CPD updates take place. Additional qualifications are undertaken in response to new guidance or to address learner's support needs. Learning Coaches are teaching staff who have taken on the additional responsibility for pastoral support. They receive regular, in-depth training.

Most Faculties offer a comprehensive range of vocationally relevant or extra-curricular activities that are framed within an improved overall college programme developed to address the themes of Every Child Matters. Feedback from students identifies that residential and trips are a valuable element of courses. The College promotes the importance of healthy lifestyles through a range of additional learning, leisure and recreational activities. The College promotes a healthy eating policy and encourages learners to take part in sports activities. Strong child protection and safeguarding procedures help to ensure that the College complies with its responsibilities around Every Child Matters and its legal duties. 97% of learners agreed that the College is a safe place to learn.

Enrichment activities support retention, achievement and success across all age groups.

Enrichment	Success	Retention	Achievement
Enrichment	85	89	95
No enrichment	77	85	91

Enrichment by Age Group	Success	Retention	Achievement
Enrichment 16-18	84	89	94
No enrichment 16-18	75	82	92
Enrichment 19+	89	89	100
No enrichment 19+	77	86	90

Feedback from the Matrix re-accreditation in April 2010 stated that:
 "The impression gained throughout the Review was of a College that makes a significant contribution to individuals and organisations throughout the area, with teams of committed staff totally dedicated to maintaining its core values. It was clear that the organisation plans and maintains services to meet needs, and manages its resources extremely effectively."

C LEADERSHIP AND MANAGEMENT

C1 How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?

Leaders show a strong determination for the College to become outstanding. The College's mission, vision and values are clearly stated and the high ambitions of leaders are well communicated. The Principal, working with Governors & the Executive Leadership Team (ELT), has led a change to the College's mission to better engage all staff & stakeholders in the College's higher purpose. The current strategic plan has three ambitious aims – to become an outstanding vocational college; to grow in size & reputation; to help transform Warrington into a more equal society. The plan demonstrates an unequivocal commitment to excellence.

The ELT have worked hard to build more informed governance and have led a number of professional development sessions for Governors. In addition, ELT have helped Governors to challenge appropriately when presented with key data about the College. The Principal has ensured the College strategy is underpinned by an annual operating statement with 10 key performance indicators. Included in the KPIs are ambitious targets for success rates, retention & the quality of teaching & learning which are set to ensure the College reaches outstanding status incrementally. The targets have been based on the performance of the top 10% of colleges nationally using the published benchmark data. In addition, the KPIs make clear the expectation of Governors and senior managers that all grades will be either 1 or 2. In Faculties, targets are set appropriately between Faculty Directors and curriculum leaders. These KPIs have formed the basis of the performance monitoring system used by Governors.

Governors, ELT and the College Management Team are all involved in monitoring progress towards the KPIs on a monthly basis. This performance framework is supported by 6 organisational values with the first value being "We believe that excellence in teaching and learning is our first priority". Faculty Directors carry out regular and rigorous monitoring of targets with their teams although ownership of this monitoring is not always sufficiently devolved at lower levels and some weaknesses are not appropriately addressed in action plans. In June 2010, auditors cited the College's performance management framework as good practice. Recent re-accreditations in Investors in People and Matrix identified amongst staff a good understanding of & commitment to the College's mission and values.

Tangible outcomes from this performance monitoring framework include: success rate rises in Long, NVQ and Other qualifications; rises in the Framework for Excellence quality of outcomes scores; high satisfaction rates from employers which resulted in the achievement of the Training & Quality Standard; being highly placed in the Sunday Times "Best Company to Work For competition (with staff development scoring outstandingly well); improvement in financial health (£400k+ surplus); a score of Good in Framework for Excellence; teaching and learning observation grades rising to 85+% good or better; growth in learner numbers and over achievement of funding targets; good student and staff attendance and low staff turnover; improving space utilisation (increasing from 29% in 2008/9 to 31% in 2009/10). Learning from this, additional KPIs

have been introduced in 2010/2011 in student progression and in the take up of learner support to reinforce improvement in these areas.

During the year the Principal and ELT ensured the College has been involved in a range of national & local initiatives to the benefit of learners, employers and communities. The College recruited significantly more 16-18 year olds than the year before. As a leading member of the 14-19 Warrington Partnership, the College was the lead developer for a number of Diplomas (Construction, Hair and Beauty) and a member of consortia grouping for others and also delivered a very successful 14-16 programme (94% achievement rate) in partnership with local schools. As an active member of the Cheshire and Warrington Consortium of Colleges, Warrington Collegiate has led on a number of cross sub-region initiatives including: the annual staff development conference; leadership programmes for junior managers; peer review of self assessment; sustainable development strategies. The College successfully bid to become an Enterprise Hub, leading a number of schools partners in the development of enterprise curriculum and CPD in the Warrington area. The College continued to develop its services to employers through a significant Train to Gain programme, growing apprenticeship numbers (to 297 starts) and an increasing conference and full cost programme. The College gained the Training Quality Standard – the only College nationally to gain two Part Bs in Logistics and Passenger Transport. The College worked with a number of Sector Skills Councils to develop new competency frameworks. Overall, leaders have ensured the College's reputation with key external stakeholders and partners has been strengthened.

Data and information on learner & employer needs and local and national skills needs has been used well by the College to plan and review provision. For example: reviewing data on the take up of learner support has resulted in a more robust approach to insisting study skills support is completed ; the College has worked with the local authority and Connexions to develop a more flexible and responsive programme for young people categorised as “NEET”, giving opportunity to more young people; working with the local authority and the DWP, the College has designed and delivered programmes for unemployed adults and then placed 128 adults into employment & 6 into further education . As a result of this success, the College was awarded further funding increases (216%) by the SFA to expand this programme as well as being one of few providers selected to provide the Routes into Work programme. However, the TQS assessment recommended the more effective use of LMI as an area for further development.

Prudent management has secured very good financial health and stability. Extensive staff development is provided and this is valued by staff. The new building has created a welcoming and professional learning environment. Specialist areas provide students with a stimulating and professional learning environment. Additional music technology space has been created for this year in response to student feedback. In some areas teaching rooms have been too small and the College has recently created further teaching space in response. Investment in ILT is substantial and has supported improvements in teaching and learning.

C2 How effectively do governors provide leadership, direction and challenge?

Governance is good. Governors show a strong determination for the College to become outstanding. The College's mission, vision and values are clearly stated and the high ambitions of Governors are well communicated. The Principal, working with Governors & the Executive Leadership Team (ELT), has led a change to the College's mission to better engage all staff & stakeholders in the College's higher purpose. At the March 2010 Governor Strategic Conference, Governors reinforced the significance placed on the 6 College Values which underpin the College mission and strategic plan. Recent re-accreditations in Investors in People and Matrix identified amongst staff a good understanding of & commitment to the College's mission and values.

The College has a three year strategic plan approved by the full corporation. The strategic plan has three ambitious aims – to become an outstanding vocational college; to grow in size & reputation; to help transform Warrington into a more equal society. The plan demonstrates an unequivocal commitment to excellence. The strategy is underpinned by an annual operating statement with 10 key performance indicators. The KPIs make clear the expectation of Governors and senior managers that the College aims to become outstanding and form the basis of the monitoring system employed by Governors.

Performance against the strategic plan's targets is scrutinised by the appropriate Committee of governors each term leading to full discussion and challenge when required. Governors hold senior post holders accountable by ongoing scrutiny of performance against the mission, strategic plan, key objectives and KPIs. Where potential issues are noted further reporting is required to ensure targets are achieved.

Governors examine key performance indicators on the quality of the learner experience and learner outcomes through reports on the following KPIs:

- Retention and success rates
- Employer, learner and staff satisfaction feedback
- Self Assessment grades in curriculum areas and cross College areas
- Teaching and learning observation grades
- Learner numbers
- Student attendance
- Space utilisation

Governors also examine key performance indicators on the efficiency, financial health and value for money aspects of the College through reports on the following KPIs:

- Surplus as a target percentage of income
- Staff cost as a target percentage of income
- Framework for Excellence scores
- Self assessment performance of the Value for Money aspect and the Finance function in College

- Learner numbers and the achievement of income
- Staff attendance and turnover
- Space utilisation
- Overall financial performance of the College

For 2010/2011 Governors have also asked for reports on additional KPIs to include student take up of study skills support and learner progression. Through this monitoring system, Governors have a clear understanding of the College's strengths and areas for improvement and are able to effectively monitor the quality of the experience and outcomes for learners. Reporting is comprehensive and features prominently on meeting agendas but sometimes governors feel reporting could be made clearer by omitting jargon and simplifying the format. In June 2010, auditors cited the College's performance management framework as good practice.

Each senior manager provides a termly report on progress with their individual targets to the appropriate Governor committee (either Standards and Curriculum or Finance and Strategy). The Principal provides a termly progress report to the full Corporation on all the KPIs and Key Objectives as well as general information on the College and the sector. Annually, the Senior Staff Salaries committee meets to assess senior manager performance and uses this as part of the decision on the extent of any pay award to senior staff for the following year. The Chair of Governors conducts an annual performance appraisal with the Principal. The Principal conducts annual appraisals with the rest of the ELT.

Governors have made closer links with Faculties to monitor all aspects of academic performance. Under performance is reported and examined in detail and proposals for improvement agreed. For example, following last year's self assessment report Governors asked for two curriculum managers to report to them on progress within their area. College senior managers provide special workshops on key topics which Governors find useful in assisting them to monitor the operations of the College.

Statutory responsibilities are clearly allocated for overview by appropriate committees, with reports presented by the responsible officers and comprehensively discussed, particularly relating to equality and diversity and safeguarding. Where appropriate, reports are taken forward to full Corporation. Two members of the Corporation have a specific brief for Safeguarding and Equality and Diversity respectively. An external consultant led on an Equality and Diversity development event for all members of the corporation in July 2009. A particular focus was given to the 2010 Equality Act and the College's single Quality scheme. Earlier in the year governors had the opportunity to attend two workshops which provided safeguarding training and a general briefing on equality and diversity. All members of the corporation undergo CRB checks. Governors have overseen rapid improvement in health and safety arrangements, with the College moving from satisfactory to outstanding in its self assessment (validated by the LSC in March 2010). The Audit Committee scrutinises matters reported to it and effectively brings any matters of concern to the full attention of the full Corporation. The Risk Assessment Strategy has now been ratified by Governors but more work is required with the risk register remaining a work in progress. The Search Committee has

overseen the successful recruitment of a number of new governors which has enhanced the overall capability of the Corporation.

Governors are also significantly involved in the day to day work, activities and events of the College including awards evenings, productions, attendance at curriculum team meetings and scrutiny of self assessment reports at moderation panels. Governors represent the College well in the local community and have insisted on the College having very strong strategic partnerships. Governors maintain strong connections to a variety of stakeholders including: the local authority, the local strategic partnership, the Chamber of Commerce, Chester University, the neighbouring high school.

C3 How effectively does the Collegiate promote the safeguarding of learners?

Views from the 09/10 student survey:

Statement:	Quartile Range:
I feel safe at college	A
Rules to keep people feeling safe are always met	A
Teachers make sure I am safe and looked after	A

Learners at the College are safeguarded and protected. Safeguarding arrangements are incorporated into the College's key policies and procedures such as staff recruitment, student admissions, health and safety etc. The College has a safeguarding policy and procedure incorporating child protection and safeguarding of vulnerable adults.

In benchmarked student feedback questionnaires, results place "staying safe" in quartile range B. 97% of students agreed "the college is a safe place to learn". When further analysis was undertaken to find out why 3% of learners did not agree with the statement, feeling vulnerable due to the open nature of the campus was stated, also Creative & Performing Arts students felt that the size of the Crescent was a concern, whilst Catering students felt that their property was not safe and were concerned about the lack of lighting in some areas of the college grounds late at night. Staff ID cards were introduced in April 2010 to help learners feel safe, and student ID cards will be compulsory from September 2010. The visibility of security staff was improved in the Crescent to address learner's perceived vulnerability. A new locker room in Catering with CCTV has been created for September 2010. Catering students working late in Buckley's were advised to move their cars nearer to college entrances in the evening, were issued with personal alarms and were advised to ask security staff to escort them to their car if they were concerned. This helped them to feel more confident and reassured.

There is a safeguarding team led by the Director of Learner and Learning Services supported by the Deputy Director of Learner and Learning Services and Health and Safety Officer. The Director of Learner and Learning Services and the Deputy Director of Learner and Learning Services are the identified Safeguarding Officers who deal with all referrals to Social Services and/or the police. They have attended L2 Warrington Safeguarding Children Board (WSCB) training and other training courses as appropriate. The Principal, Deputy Principal and Health and Safety Officer have also attended WSCB Level 2 training during 2009/10 to ensure there is adequate cover in case of an emergency. A wider team of staff will undergo Level 2 safeguarding training during 2010/11 to include the Additional Learning Support Manager, Guidance and Welfare Manager, Welfare Advisors, 14-16 Co-ordinator and key tutors.

Strategically, the Deputy Principal has overall responsibility for safeguarding supported by an identified college Governor. The Principal is a member of the Warrington Safeguarding Children Board to ensure that the college strategically supports the work undertaken by statutory bodies. Monthly meetings of the Safeguarding Strategy Team

addressed issues around safeguarding, including internet safety and work placement risk assessments. Important decisions to promote and prioritise safeguarding in the college have been made, such as the policy to ensure CRB clearance for all staff prior to commencement of employment. An operational group will be created in 2010/11 to further develop safeguarding activities in key areas (14-16, WBL, the new Work Placement Unit, etc).

All members of staff and volunteers are trained in safeguarding, with training updated at least every 2 years. During 2009/10, training was delivered to 577 staff, governors, volunteers, partner staff and contractors. The College holds a central record detailing which staff have been trained. Staff are trained to recognise and identify signs of abuse and manage risks appropriately, and have been trained in the procedures for handling disclosures of abuse. Governor training (including Governor safeguarding responsibilities) has been undertaken to ensure full compliance with the Ofsted inspection framework. Staff take action to identify and respond appropriately to learners' welfare concerns. Regular safeguarding updates during 2010/11 will act as a reminder of staff responsibilities around the protection of children and vulnerable adults.

All staff, including volunteers, have been CRB checked. There is a single central register of all staff showing their current CRB and List 99 status, the date it was checked, and indicating that evidence of their identity and qualifications were checked on appointment. Staff who are not nationals of a European Economic Area (EEA) country have been checked to ensure they have permission to work in the UK. The college complies with all ISA legislation and requirements. There is a staff Code of Conduct which outlines acceptable behaviour and staff responsibilities.

The College has clear policies on bullying and discrimination, ensuring that action is taken to address such behaviour, and providing support for victims. Awareness of bullying, cyber bullying, internet safety and related issues are addressed in tutorial sessions. Themed events were incorporated into the tutorial scheme of work, which will be developed further for 2010/11. The second half term of the 2010/11 academic year will see tutorial activity dedicated to Safeguarding and the ECM theme of Staying Safe. Within the tutorial system, this will include sessions promoting internet safety and how students can ensure they keep themselves safe. The impact of these activities will be measured through learner behaviour surveys before and after the programme of sessions.

The College ensures a safe learning environment at all sites and promotes safe working practices in training and at work complying fully with health and safety legislation. Health and safety processes have identified and addressed health and safety issues, including those arising through the accident log. Governors and ELT receive regular reports on health and safety matters, including reports on accidents, incidents and 'near misses', and the action taken. The lesson observation system ensures appropriate evaluation of the health and safety and safeguarding aspects of teaching and learning. The College was awarded Grade 1 for Health & Safety by the Learning & Skills Council (LSC) in 2010.

Staff correct any unsafe working practices of learners and work with partner organisations which are providing learning environments, including work placements, to

ensure that these are safe. There are robust processes for risk assessments. Health and Safety Procurement Standard (HASPS) assessments are conducted for all work experience and work based learning (WBL) providers. These have been adapted to cover Safeguarding and “Safer Recruitment” legislation.

There are appropriate arrangements for the security of the site, and evacuation and disaster plans. Information is available at college receptions to inform visitors of the college’s responsibility and their safeguarding responsibilities. All visitors must sign in at reception and wear a visitor ID badge. This is to ensure that only those people with a legitimate reason gain access to the college site. A link from the college’s website to CEOP officers ensures that students can report any concerns online straightaway. Software installed on the IT network ensures that students cannot access inappropriate websites and monitors what students are typing so that bullying or abuse can be identified. For 2010/11, the college has links to the SHARP reporting system so that students can report any concerns or criminal behaviour through to the Safeguarding Officers (this can then be dealt with by the Safeguarding Officers or referred to the Police or other agencies as appropriate).

Safeguarding is prioritised in the College. The Safeguarding Policy and Procedure for the protection of children under 18 years and vulnerable adults is reviewed annually (or when changes in guidance or legislation occur). Governors receive a termly safeguarding update and a safeguarding report is submitted to the termly meeting of the Corporate Health & Safety Committee and the Professional Development & Services Committee. The policy and procedure conforms to WSCB guidance. Safeguarding is referred to in the “Student Handbook” and the “Guide for Parents and Carers”. Further publicity to raise awareness of safeguarding issues has been developed, including posters in every classroom and key contact cards.

The Safeguarding Policy sets out procedures for dealing with allegations of abuse against members of staff. The College has policies outlining the procedures for recruiting and selecting staff and volunteers, and for the safe recruitment of ex-offenders. The Safeguarding Policy also includes guidance on forced marriage and supporting vulnerable learners.

The College has strong partnerships with local organisations who can help to support children and vulnerable adults affected by personal or social issues and complies with its statutory duty to assist Social Services on child and vulnerable adult protection matters. The College complies with the child protection procedures established by the WSCB and the local education authority (for learners aged 14–16) and works with the Adult Protection Team to support vulnerable learners. Where abuse of a child or vulnerable adult has occurred, the College takes appropriate action, including contacting Social Services and/or the Police.

Risk assessments to identify vulnerable learners (such as those in care, care leavers, young carers, learners with learning difficulties and/or disabilities, learners with mental health problems, vulnerable adults, etc.) have been improved during 2009/10. Welfare staff and Learning Coaches work well together to support learners who are in need. Further plans to strengthen this are in place for 2010/11 including improved communication from Social Services regarding the intelligence they share with the

college about young people. An electronic “At Risk Register” will also assist key staff to monitor learners potentially at risk. The College has excellent links with the Verve, including a preferential service for homeless 16-25 year old learners. Risk assessments are conducted by a Safeguarding Officer or the Health and Safety Officer for students who declare a previous criminal conviction, caution or reprimand. In-depth risk assessments for students with serious previous convictions are conducted with the support of external agencies (e.g. Youth Offending Team, social services, etc) and a case conference is chaired by the Deputy Principal to approve admission to college and to ensure that all appropriate safeguards are in place to protect the individual and all other students.

C4 How effectively does the Collegiate actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

The College's commitment to equality and diversity is confirmed through the mission, values and strategic aims. The strategic aim, "to help transform Warrington into a more equal society" is particularly pertinent to this commitment and is the key equality and diversity challenge for the College. Warrington Borough has one of the biggest gaps between affluence and poverty in the North West and is in the worst 25% nationally. In 2009 senior managers took the decision to restructure part of the College to form a community engagement faculty in support of this strategic aim. The Single Equality Scheme and supporting action plan has been developed in line with the College's strategic aims.

Approximately 66% of learners who are resident in Warrington come from the 18 neighbourhoods or super output areas identified as areas of multiple deprivation. These areas are also within the most deprived nationally (in the bottom 20% in terms of education, skills and training). Many learners come from homes suffering from second and third generation worklessness. There are significant health issues with life expectancy reduced by up to 12 years in these neighbourhoods compared with the more affluent areas of Warrington due to life style differences. Numeracy and literacy levels are generally low. The incidence of anti social behaviour is also a cause for concern in the deprived neighbourhoods. Whilst the number of NEET learners in Warrington are not above the national average young learners not in employment, education or training are concentrated in these neighbourhood. 1200 of our full time learners (60%) are in receipt of an EMA or ALG. The College's learning support fund has provided financial support to 500 16-18 learners and 330 19+ learners in 2009/10. All full time learners are interviewed and risk assessed by the welfare team at the beginning of the year and throughout the academic year. Using the Safeguarding grading of levels of risk, the College has identified over 200 learners in the high risk category. This assessment informed the level of support required by each learner.

The percentage of learners in Warrington achieving 5 or more GCSE grade A*-C is just above 60% (with no school scoring less than 36%). Significantly 71% of 16 year olds joining the College do not have this grade profile. Most recent information indicates that at least 40% of 16-18 learners joining the College in Sept 2010 are without both Maths and English at A*-C. Eighty+% of year 10 and 11 pupils on College based vocational courses come from schools located in the least affluent neighbourhoods in Warrington. In 2009/10 the College delivered specialised provision to upskill 90+ learners with special educational needs in preparation for entry to employment, independent living and vocational education.

The majority of learners are white British (87%). The percentage of learners from minority ethnic backgrounds (13%) has increased by 3 % from the previous year mainly as a result of an increase of overseas students (international provision and ESOL provision). The Warrington ethnicity profile is 96.9% white, 1.2% South Asian and 1.9 %

other ethnic origin. The age and gender profile for 2009/10 was typical for the College with 48% of learners being male and 52% female (16-18: 59% male and 41% female; 19+ 40% male and 60% female).

The College mission is '***We realise the potential that excellent education and training has to transform lives for the better***'. The College is very aware that the background of a large number of learners prior to coming to College has impacted adversely on their life chances and will continue to do so without appropriate interventions and sympathetic delivery of learning programmes. Many learners joining the College have low self esteem and aspirations. Over recent years there has been an increase in the number of learners with behavioural difficulties and mental health problems. The College is in an excellent position to make appropriate interventions and does so through a range of diagnostic, support and on-going monitoring mechanisms. The delivery of learning and approach to teaching is influenced and responsive to the backgrounds of the learners. The College has developed expertise in addressing and responding to the particular needs of learners and this expertise is applied particularly well for learners whose opportunities would otherwise be limited because of their background. This is a strength of the College. Examples of responses and interventions are summarised below.

- Initial assessment and diagnostic testing to inform study skills support.
- Welfare guidance and support (for example in response to financial difficulties, homelessness, mental health, general health issues)
- Promotion of financial wellbeing (Job shop, tutorial programme, enterprise education).
- Highly developed tutorial and learning coach model
- Promotion and practical help with regards to the adoption of healthy life styles(free breakfasts Healthy College initiative, sport and leisure activities)
- Promotion of inclusion and social cohesion through learner engagement with the community (community based projects and activities).
- Development of employability skills and economic wellbeing (work experience, job shop, enterprise skills, real work environments, vocational specific uniforms, role modelling).
- Self esteem, confidence building and personal development (enrichment activities, community based projects and activities in support of charities).
- Aspiration raising (Aim Higher events and mentoring, skills competitions and the Warrington Graduate Scheme).
- Functional skills delivered within all curriculum areas at a level appropriate to the individual learner.
- Curriculum offer (bespoke multi-entry point programme devised for young people not in education, employment or training, large Access to HE programme, Return to work programmes, return to learning programmes, ESOL and Skills for Life provision.
- Partnership working with key agencies to ensure appropriate and timely responses to learner needs (Social Services, PCT, NHS, Youth Advice Shop, PHAZE).

EQUALTY & DIVERSITY DATA (excluding Functional & Key Skills)

E & D CRITERIA	SUCCESS RATE% 2009/10
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08/09 SR in brackets

DISABILITY	HAS A DISABILITY	NO DISABILITY
16 – 18 age-group	75 [77]	77 [75]
19 + age-group	73 [77]	78 [81]

ETHNICITY	Non-WHITE	WHITE
16 – 18 age-group	74 [66]	76 [76]
19 + age-group	75 [77]	79 [81]

DISADVANTAGE	Deprived Area	Non-Deprived Area
16 – 18 age-group	75 [80]	77 [72]
19 + age-group	73 [80]	83 [81]

GENDER	MALES	FEMALES
16 – 18 age-group	75 [74]	78 [77]
19 + age-group	79 [79]	78 [82]

Study Skills	SUPPORTED	NO SUPPORT
16 – 18 age-group	85	78
19 + age-group	87	75

All Support:ALS, LSF,welfare	Support	No support
All learners	83	76

SR	EMA and ALG	NO EMA or ALG
16 – 18 age-group	TBC	TBC
19+		

Progression to HE	07/08	08/09	09/10
All level 3 learners	48	61	TBC

SUMMARY

- The success rate for 16-18 learners from ethnic minorities (11% of 16-18 cohort) improved by 8%.
- The achievement rate for 19+ ethnic minority learners (13% of 19+ cohort) improved by 4%.
- Success rates for 16-18 learners living in deprived wards remains high at 75% and is only 2% below learners living in non deprived areas.
- There are no significant differences between success rates for 19+ male and female; there remains a 3% difference between 16-18 male and female with female achievement 3% higher than males [retention rates are the same].
- Success rates for 16-18 males has improved by 1%.
- The success rates for adult females have fallen by 3%. A significant contribution to this was due to a reduced retention rate in Hair and Beauty and Health and Social Care retention.
- The success rate of 19+ ethnic minority learners fell by 2% due to retention which is replicated across the whole 19+ age cohort.
- The success rates of adults from disadvantaged neighbourhoods is 10% lower than learners living in other areas

Analysis at Faculty level reveals that females are under-represented in Apprenticeships. In Hair and Beauty and in Health and Social Care the majority of learners are female. In Health and Social Care and The Warrington Business School male success rates are lower than female, but in Construction, where the majority of learners are male, success rates are higher for males than females.

The vast majority of learners at Warrington Collegiate are white [91% at 16-18 and 87% of adults]. Analysis of success rates by age and ethnicity shows that retention and success rates are slightly higher for white learners but that success rates have improved 8% for 16-18 non white learners. For non white adults, whilst retention has fallen achievement has improved by 4%.

The volume of non white learners is very small in each ethnic group [ie often only one or two learners], with no significant trend emerging overall. However, it is possible to note that success rates are good for Pakistani, Black African, Black Caribbean, Mixed Race and Other Asian overall. Success rates are lower for Bangladeshi and Indian.

Whilst achievement remains high for all learners, success rates for learners with learning difficulties and disabilities has fallen by 2% to 75% for 16-18 and 4% for adults to 73%. This compares to a success rate of 77% for 16-18 and 78% adults without

difficulty or disability and represents a slight widening of the achievement gap which needs to be addressed in 10/11.

Self assessment of the impact of work and actions in relation to equality and diversity is carried out at course, faculty and College level. Student participation and success data are analysed by gender, age, ethnic group and learning support need. Any significant issues that arise from this data are included in faculty and course Self Assessment Reports (SARs). Analysis of impact involves a review of performance data. There is an increased focus on the performance of different groups to close achievement gaps with reporting of learners at risk of under achievement such as Level 3 learners and late applicants. Enrolment and diagnostic testing data is used to identify students at risk or in need of support. College level success rate data highlights in particular that the College still has some way to go to address achievement gaps for 19 plus learners in several categories. Analysis of the achievement of learners from areas of deprivation will be facilitated by drilling down to super output areas which the College is working on in partnership with Warrington Borough Council.

The impact of the work in relation to equality and diversity is also assessed through impact assessment on reviewed policies and learner feedback. To date 33% of policies have been impact assessed. This is an area of development for the College. Embedding impact assessments in all changes and developments in the College.

In 2009/10 the College focused particularly on improving retention on level 3 programmes for 16-18 learners. This has been a long standing area of low performance for the College and has been identified as an area for improvement in the College SAR since the last inspection. Strategies to close the achievement gap included an improved initial advice and guidance, admissions, tutorials and student performance monitoring and assessment. The College also worked with the University of Chester in providing undergraduate mentors for a group of level 3 learners with a particular focus on raising aspirations. The Success Rate for 16-18 Level 3 learners for 2009/10 is 77% showing a 10% improvement which brings the College in line with national performance. The College has also carried out a lot of work to improve the retention of late applicants, another group who often underperform.

Over the last two years there has been a significant improvement in the achievement of year 11 pupils on vocational courses at the College. Strategies to improve achievement includes close partnership working with Warrington secondary schools to enhance information, advice and guidance, initial assessment and diagnostic testing to inform support, revised curriculum offer and enhanced monitoring of pupil progress. The Success Rate of learners identified as needing and taking up additional learning support in terms of study skills support in 2009/10 is 87%. The policy on study skills support has now been revised and students identified as needing support will be advised that this is an essential part of their programme of study to maximise their achievement. Increased take up of additional learning support is an important area of development. The take up of additional learner support is now one of the College's Key Performance Indicators.

64% of learners have progressed from the discrete LLDD provision into level one foundation learning provision in vocational areas as the next stage in the progression to

employment. The College is an active member of the Local Authority Transition Group for 14-25 young people with special education needs. The College is working collaboratively with Transition Support Programme Co-ordinator to develop clear pathways into employment which will be supported in partnership with the Warrington Disability Partnership. A course has been developed for 2010/11 which will pilot the revised model for the successful transition of learners into supported employment.

The College contributes to and has a shared responsibility for targets set in the Central Neighbourhood Plan which in turn contributes to Warrington's Sustainable Community Strategy and the Closing the Gap Framework to tackle inequalities in Warrington. This work will be developed further in 2010/11 to ensure the targeting of appropriate provision in all areas of deprivation in the 5 Warrington Neighbourhoods. The provision includes programmes for unemployed/in danger of redundancy, NEET and skills for life. In addition this collaboration will continue to foster the sustained development of student engagement with their community.

Project activity has supported disadvantaged learners through a range of opportunities including job vacancy training for long term unemployed, response to redundancy programmes and retention project. Examples of the numbers of learners supported in the last twelve months include:

- 16-18 retention project, supported 110 Warrington learners
- PROGRESS, Pathway to Level 2 for employed people, supported 213 learners
- Post 6 Months + unemployed offer, trained 451 learners
- Response to Redundancy, trained 254 learners

The Programmes for the Unemployed cover both the Response to Redundancy and the Post 6 Month + Unemployed Projects. The reviews undertaken after 13 week of completion of the respective programmes show the following outcomes:

- 120 people have gone into work after training
- 429 referred to Learner Services for full IAG and Careers advice
- 8 into self-employment
- 6 into FE education and
- 3 into voluntary work

As stated by the National Skills Forum '...Greater emphasis on equality in skills policy will maximise the opportunities for all learners to achieve their potential and contribute to a more productive and skilled knowledge economy.'

The College has recognised that the use of data and setting of actions to close any achievement gaps is focused primarily at College level and further detailed analysis is now being focused at course and faculty level. Data tables and prompts to enable effective self assessment and quality improvement action planning have been incorporated into all documentation for 2009/10 self assessment.

Equality and Diversity is promoted amongst staff, learners, employers, parents and other stakeholders. It is the aim of the College that all students, staff and stakeholders

work and live together, showing respect for each other and value differences. Equality and Diversity is promoted through a variety of means including strategic documents, policies and procedures, publications, and special events including Diversity Week and curriculum design and delivery. The College belief that relevant differences should be recognised means that treating people equally can mean treating them differently. Warrington Collegiate is committed to ensuring that all students have equal access to all its services. In some cases this may mean making reasonable adjustments that help to overcome disadvantages or barriers to learning. The Single Equality Scheme demonstrates the commitment to ensuring equality is at the heart of the work of the College.

All learners agree a code of conduct for behaviour whilst in College. This includes discussions regarding acceptable language, harassment and bullying by gender, race, disability, sexual orientation or age. The College continues to develop awareness of the wider world amongst students in terms of equal opportunities and diversity and there is a wide range of community work projects, trips and visits and enrichment activities designed to facilitate this. The embedding of equality and diversity in teaching and learning has been facilitated further this year through the revised lesson pro forma and guidelines for staff to assist them when lesson planning. The course level SAR now includes an audit pro forma equality and diversity teaching and learning. "Celebrating Diversity Week" took place for the eighth year in February 2010. This provides a focus for the range of activities that go on throughout the year. Running alongside this week is a Diversity Competition which gives learners and staff the opportunity to produce a range of evidence of promoting Equality & Diversity issues e.g. working on Charity projects World Water Aid (2008/9) or the Haiti Earthquake Appeal (2009/10). Charity groups are invited in to College to participate in the week. Students are involved in the Warrington Fair Trade group and have contributed to activities arranged through this group. The student liaison officer has facilitated the establishment of a student Fair Trade group. This group recently attended the annual Fair Trade foundation supporter's conference and received The Outstanding Achievement Award for 2010. This group will now work in partnership with the recently established Fair Trade Steering Group in the College which is working toward the achievement of Fair Trade status.

The Governing Body has overall responsibility for ensuring that the College operates within a framework of equality of opportunity including adherence to all relevant legislation. A member of the governing body has recently taken on the responsibility as nominated governor with a brief for equality and diversity. The Deputy Principal leads on equality and diversity and chairs the Equality and Diversity Committee. This committee reports to the College Management Team and the Curriculum and Standards Committee of the Corporation. The Equality and Diversity Committee draws representation from across the College including student representation and external stakeholders. Student representation at meetings is not consistent and the Committee will revise their meeting schedule to accommodate student timetables. The focus of this committee has been readjusted to ensure an increased emphasis on narrowing the achievement gap of particular groups of learners whilst still maintaining a strong focus on the promotion of equality and diversity. An equality and development strategy development group led by the Deputy Principal reports to the equality and diversity committee.

The College continues the good practice of having a highly experienced Equality and Diversity Coordinator in place with a remit to promote Equality and Diversity across the College. This person also leads the faculty based Diversity Champions in promoting and monitoring the above commitment. Further work is needed in defining the role of the champions which will further increase their impact across the College.

The staff induction programme and continuing professional development events ensure effective training for staff and managers with regards their respective roles and responsibilities in terms of equality and diversity. Over the past two years specialist consultants have been engaged to advise on the development and updating of the Single Equality Scheme and related staff development.

Student Equality Focus Groups feedback on E & D issues and receives responses from curriculum managers. Close working with a range of stakeholders including Warrington Disability Partnership (WDP), NW Equality Network, Mental Health Forum, BME contacts, Community Groups, and Partnership Schools facilitate the eliciting of views on the equality aspects of the College's provision. Examples include the Community Development Worker liaising with the College Welfare Team on issues around mental health; Social Workers giving talks to students on cultural awareness, College staff working as volunteer stewards for Disability Awareness Day (27,000 visitors to this event in July) promoting good practice around disability issues. The E & D Coordinator elicits views from internal stakeholders. This consultation has led to a number of developments including feedback on staff development needs e.g. further training on dyspraxia, ADHD, Tourette's and Asperger's syndromes.

The College is committed to the Two Ticks Award for supporting workers with Disabilities and offering an automatic interview where their skills and experience meet the required criteria. The College notifies the Employment team at Warrington Disability Partnership of all vacant posts. The College works with Access to Work to ensure individual members of staff are able to participate fully in College life, for example buying specialist equipment for a member of lecturing staff. A significant number of staff have also used Health and Safety funding to secure adapted chairs, foot rests and gel mats to aid long term medical conditions, such as back pain and repetitive strain injury.

C5 How effectively does the Collegiate engage with users to support and promote improvement?

The Collegiate strives to maximise the involvement of students and all other stakeholders and partners in all aspects of planning and delivery. This is reflective of the College Value “We get the best results by working co-operatively in teams and collaborating with others”.

The Learner Involvement Strategy was fully implemented in 2009/10 and sets out the College’s commitment to seeking and acting on learner views and their inclusion in the decision making process. The College has developed a comprehensive range of mechanisms to ensure learners can make their views known and are able to influence decision-making processes. This includes: the support for a Student Union and Student Council through a dedicated Student Liaison Officer; annually establishing a system of course representatives; support for student representation on formal bodies such as the Governing Body and the Academic Board; the use of student surveys which are benchmarked externally; Faculty based Quality Focus Groups; a comprehensive tutorial curriculum. Plans to improve Learner Voice further in 10/11 include the use of Survey Monkey, Vox Box and Focus Groups. The range of Learner Voice opportunities ensures that all learners, irrespective of geography and mode of attendance are included.

The College dedicates significant resources to the leadership of Learner Voice to ensure decision making is influenced by learners. The Director of Quality Standards and Development and the Director of Learner and Learning Services lead on the Strategy supported by the team of Curriculum Directors. The strategy is widely publicised via ‘Moodle’ and is overseen by the Quality Standards and Development Directorate. Learner views and the College’s responses are reported to the Standards & Curriculum Committee of the Corporation regularly.

The Course Representative system has been in place for many years. Enhanced representative training was introduced in 09/10. All representatives now have the opportunity to attend an off-site training event which covers the role of the representative and a team-building out-door event. Handbooks are prepared for all representatives. Learner views are gathered through the Learner Voice tutorial. Representatives meet regularly with Faculty Directors. All meeting outcomes are recorded. The general quality of meetings has improved, with course based issues now being resolved at source in a timely manner. Appropriate issues are taken forward to Faculty level meetings for resolution. Examples of the range of resolutions achieved in 2009/2010 include:

- improved signage around the College
- revised times for free healthy breakfasts
- reduced costs for trips
- more course materials on Moodle
- improved music technology facilities
- improvements to timetables to allow for work/family commitments

- introducing extra qualifications into existing courses
- making more use of outside speakers
- reviewing assignment guidance notes
- provision of additional lockers and CCTV cameras for Catering students
- smoking cessation programmes
- additional sports activities at lunch times

To ensure learners are kept informed of progress, cross-college 'You said - We did' posters are produced and displayed prominently across College. Faculty-specific posters are produced and displayed locally. An area of further development is to ensure greater learner involvement in curriculum design and delivery models.

Learner surveys expanded in 2009/2010 to include Train 2 Gain learners and specific Entry and Exit questionnaires for Apprentices. The College improved the level of response from learners by 22% (from 3639 in 08/09 to 4442 in 09/10) with the proportion of learners completing on-line increasing by 21.5%. Survey results are available to feedback to learners swiftly and are made accessible to all staff via Moodle.

The College supports an effective Student Council (elected from course representatives) through the work of the Student Liaison Officer (SLO) & Deputy Director of Learner and Learning Services which meets on a half termly basis. The Principal attends part of every meeting to help respond to learner feedback. Some examples of responses include:

- increased emphasis on identity badges and other actions taken to promote students wellbeing and safety whilst in College;
- the allocation of a Student Union budget

Parents and carers receive a Handbook at the start of their son/daughter's programme of study and are invited into College as part of the overall induction programme. This enables parents and carers to familiarise themselves with the facilities, the staff and the College expectations. On-going liaison with parents and carers takes the form of student progress reports, parents/carers evenings and attendance at student events. A survey measuring parent/carers' satisfaction against our commitment to them is undertaken in the summer term. Responses for 09/10 were up by 23.5% on the previous year. Five of the 8 commitments measured were measured in 08/09 and significant improvement was shown in each. Student progress reviews have been reviewed for 2010/11 in response to parent/carer feedback now with increased focus on student progress against their targets. A feedback mechanism will also be incorporated in parents' evenings in 2010/11. The revised student individual learning plan which is now electronic will assist in facilitating the conversation between student and learning coach in 1-1 tutorials further strengthening engagement with students.

The College has a well developed and extensive range of partnerships that support the College in meeting the needs of learners. PCDL provision is informed by close working with local community activists, organisations and services. The PCDL provision is targeted in the 6 local wards with high levels of deprivation. The College continues to

work closely with Family Learning at WBC: courses being designed to address health and well-being issues.

A collaborative 'offer' which can be accessed by all Warrington Year 10 and 11 pupils has resulted from the strong links with the 14-19 collaborative partnership in Warrington; whilst the College continues to work closely with the LA, Connexions, the Youth Offending Team and Youth Services to engage those learners deemed to be "at risk".

Partnership working continues to exist with organisations such as the Prince's Trust; the University of Chester and extensively with local employers through the Warrington Business School

The employer responsive arm of the College (The Warrington Business School - WBS) led the College achievement of the Training Quality Standard (TQS) in 2009/2010 – securing Part A and 2 Part Bs.

The strategy for employer involvement is embedded within the 'Learner Journey' as articulated in TQS. The WBS works closely with all SSC to ensure provision is mapped to key sector priorities, locally and regionally. This ensures we remain proactive and responsive to emerging needs, putting us at the forefront of sector developments and training. We share best practice across the sector with other training providers and are currently engaged as a Lead Provider with LSIS to promote world class skills for employer engagement. Local businesses and public stakeholders in the North West attend the Business School on a termly basis through a number of 'think tank' meetings. This model ensures a regular dialogue which is used to ascertain business needs which inform curriculum design and training solutions offered by the Business School. This group has commissioned a piece of primary labour market research to investigate future skills needs in the Warrington area. This work is due to be launched in November 2010, sponsored by Warrington BC, NWDA, CBI and the Chamber of Commerce. The findings of the study will be used to inform future training and help develop our curriculum.

The CRM system is a useful tool used to review and record the impact on business partners. Employer involvement is very good and has developed significantly over recent years, led by the Warrington Business School. We complete a full Organisational Needs Analysis and Training Needs Analysis with every new employer, repeated annually to fully understand all current and emerging business needs. We ensure our business solutions and training are mapped to their individual needs maximising impact to the organisation. We gain information on their specific training needs and any barriers to attainment, and provide a flexible 24/7 operation supporting shift patterns and work schedules. Our operations are not constrained to Cheshire and the local area, because of the large national organisations that we are in partnership with, ensuring we meet needs of the entire organisation.

WBS request feedback from employers through a number of different mechanisms, including WBS website, marketing material (employer handbook) and mid/end course reviews. A generic email address has been established to channel feedback for timely review. During the ONA/TNA process, we gain feedback from employers on their specific requirements. If we cannot currently deliver an appropriate solution based on

these needs, we either refer to another provider or develop our curriculum offer to support employers. We also ensure that our accredited programmes are aligned specifically to employer needs, through proposal of qualification units, ensuring they are fit for purpose and individualised as required. This ensures our curriculum is aligned to employer and industry needs and we remain responsive and proactive in our approach.

At mid point of the programme, a review is completed 1:1 with every employer, to determine satisfaction with programme delivery and content and to assess progress towards impact goals. This process ensures that any required amendments can be implemented, to maximise satisfaction and quality of outcome. A further review is completed at the end of the programme to gain overall feedback on the programme and to measure achievement of impact on key performance indicator identified at the start of the programme. All employer perception scores on impact to date are 8+/10. We ask for feedback on how our products and services can be developed to further meet needs and use this information to develop our staff and product offer. Feedback from employers conducted by FfEx showed us to be, on average, 6.7% above national benchmarks.

C6 How effectively does self assessment improve the quality of provision and outcomes for learners?

How effectively does self assessment improve the quality of provision and outcome for learners?

Each year the College moderates its self assessment judgements by eliciting feedback and scrutiny from cross college managers, governors and managers from the Cheshire and Warrington Peer Review team.

At the OFSTED monitoring visit carried out in June 2009, inspectors judged that the College self assessment was consistent with the sample of evidence examined. In May 2010 the College employed the services of BW Consultants which consists of OFSTED inspectors with recent inspection experience. They generally agreed with College Self Assessment and judged the process to be effective overall.

Managers have received comprehensive training on self assessment and develop well structured, wide ranging reports. Quality improvement plans at all levels address areas for improvement and are monitored diligently. The impact of focused improvement planning is demonstrated through the Quality Improvement Action Plan reviews. Self assessment of the curriculum begins with course reviews which are carried out by course team leaders. Teachers are well involved in the process, and increasingly students are involved too. Self assessment of the curriculum is then aggregated to faculty level for the self assessment report. However, aggregation of course self- assessment reports to faculty level does not always provide sufficient focus on specific aspects of provision or subject areas. This will be addressed by the introduction of curriculum area reports in 2010.

Teaching and learning are self-assessed thoroughly each year. All staff are observed annually. Self-assessment of teaching and learning and subsequent action-planning for improvement have had clear impact upon the lesson grade profile of observed lessons. Curriculum consultants reported good agreement between their observations and those of managers who observed as part of internal reviews of teaching and learning. Other moderations of lesson observations have also shown good correlation with the college's grades. The college, in line with its expectations for a high proportion of teaching and learning to be good or better, has in place appropriate mechanisms to support and re-observe staff whose teaching is not judged to be good or better. Advanced teaching practitioners provide effective support to staff whose teaching is judged to be less than good. Resources for the sharing of good practice in teaching and learning are being developed on Moodle. However, a number of curriculum consultants highlighted the sharing of good practice in teaching and learning as an area for improvement. Staff training has been focused on issues highlighted in teaching and learning. The college has acted on concerns shown by learners about aspects of teaching (lessons starting late, course organisation, teachers' subject knowledge), through the college's quality improvement plan. Guidelines on the quality assurance of teaching and learning are clearly set out but some observers do not yet record learning, equality and diversity and safeguarding sufficiently on observation record forms. Although staff are well supported

before and after observations the action plans attached to observation reports do not always adequately document the actions or their impact.

Learners' views on teaching and learning are analysed in the self-assessment report and the college can demonstrate how issues identified in cross-college surveys have been followed through. Learners' evaluation of teaching and learning agree with that of the college that teaching and learning are good.

Outcomes from consultation with learners are used well in faculties to improve provision. Curriculum consultants observed that faculties use learners' views consistently in the self-assessment of the quality of provision but not all are currently deploying course representatives effectively. The successful TQS application [August 2010] confirms that employers' views are sought and lead to improved services and provision for employers and employees.

The quality and rigour of self assessment has improved over recent years supported by external moderation and peer review through the Cheshire and Warrington Consortium of Colleges Peer Review and Development Project led by the Quality Director from Warrington Collegiate. However, the College recognises that the setting of targets for improvement needs further development in some curriculum areas in order to drive forward the pace of ongoing improvement. Further improvements in the utilisation of data to inform ongoing performance monitoring are needed. In some cases course teams paint an overly optimistic picture of the likely outcomes of their learners and therefore fail to take appropriate action. This will be addressed in 2010/11 by an intensive programme of staff development for course leaders in line with the training recently delivered to curriculum co-ordinators.

C7 How efficiently and effectively does the Collegiate use its available resources to secure value for money?

Given the College's overall context, its improvement since the last inspection and its financial health the College is Outstanding in using available resources to secure value for money.

The College has improved success rates since the last inspection in both 16-18 and 19+. In addition, the College has significantly expanded its provision to employers whilst at the same time ensuring that employer responsive provision is well above national rates. Despite a setback of the LSC reducing the College's funding for community based learning by £1,000,000 in 2007 the College has steadily increased the number of community learners over the last 2 years. The College secures significant resources annually to provide effective study skills support for over 700 learners.

In 2009/2010, the College delivered learning to 9% more 16-18 learners and 19% more 19+ learners than it was funded for by the LSC/SFA/YPLA. This represents excellent value for the deployment of public monies. In addition, given it received one of the lowest LSC grants (30%) for the total rebuilding of the College campus, the College has demonstrated excellent value for money in completing the new build, incorporating the servicing of the new build related bank loan into its annual financial planning and still recording a healthy surplus of over 2% of income in 2009/2010. From recent SFA data, it is clear the College is efficient in the management of administrative and non-teaching costs. Student feedback on the use of resources and value for money was surveyed and the College overall position was ranked 4 points above benchmark, with a rating of 74 and in quartile B, ranking 10th out of 32 Colleges.

Given its strategic aims, the College is committed to providing realistic working environments for learners. This includes: industry standard hair and beauty salons; an industry standard restaurant and kitchens; use of the College's operational kitchens by students; a working theatre; an aircraft section for air cabin training; well equipped construction and engineering workshops. In addition, the College makes good use of employer and community based projects to provide realistic learning opportunities for learners. The College has made sure that every teaching space has appropriate ILT facilities (the majority of teaching spaces on the main campus have SMART Boards). Overall utilisation has increased to 31% in 2009/10 (above the national average). An area for further development is in achieving further increases to utilisation. Average class sizes are approximately 13.

For 2010/2011, the College has responded to learner feedback and created additional teaching facilities in music technology and dedicated teaching and social space for learners studying higher education courses. The College is playing a leading role in the design and operation of a £30m new build of sports facilities as part of the Orford Park Olympic Legacy Sports Village. This will include new vocational facilities for collaborative programmes with local schools and new sports facilities for College learners.

The College was awarded Outstanding in relation to Health and Safety by the LSC in April 2010 and has demonstrated significant improvement to a safe, healthy and welcoming environment.

The College is strongly committed to promoting sustainable development. The College was highly commended in the 09/10 Green Gown Awards for its work with information technology. The College Buildings Management System has been very effectively used to reduce utilities usage which has allowed further investment in student facing teaching consumables. Curriculum initiatives include energy saving and environmental projects such as rainwater harvesting, use of solar panels and a wildflower garden. A curriculum co-ordinator for sustainable development has been appointed to lead curriculum development in 2010/2011. The College takes a lead in the Cheshire and Warrington Consortium on sustainable development within the sub-regional colleges and is represented on the national portfolio group for sustainable development.

Financial management at the College is Good as analysed under Framework for Excellence. Key strengths in the Financial Management and Control Evaluation document include the experience and qualifications of the Corporation Board and Clerk, robust succession planning, experienced and qualified Finance and Management Information team, outstanding procurement practice, very good strategic planning and relationship with the LSC and successor bodies, and management access to financial reports and KPIs. Risk management is owned by directors and senior managers and is reported termly to governors.

Value for money in terms of procurement is assessed as Outstanding and robust Financial Regulations and controls assist this, which is further enhanced by the College being a member of the Crescent Purchasing Consortium ensuring best prices and quality obtained for resources procured which has been measured and reported to the LSC and successor bodies within the EMM report and has demonstrated efficiencies of £38,600 in the 2009/10 financial year.

Operational planning includes a resource allocation model that takes account of student numbers and types of work to ensure fair allocation of financial budget for resources. Regular monthly meetings between senior members of the Finance team and Faculty Directors/Support Directors are held to review and reassess resources as required. There is a major mid-year budget revision conducted annually in November/December of each financial year.