



A report on
Coleg Gwent
The Rhadyr
Usk
NP15 1XJ

Date of inspection: April 2018

by

and Training in Wales

About Coleg Gwent

Summary

Recommendations

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April 2018

at rates consistently above national comparators. Success rates on vocational main qualifications show an upward trend over the three-year period from 2014 to 2017 and are consistently above national comparators.

Success rates for learners on vocational level 3 qualifications are particularly strong. However, success rates for learners on academic level 3 qualifications have fallen

Recent developments to increase opportunities for learners in priority areas to develop their Welsh language skills, and to improve teachers' Welsh language skills are beginning to have an impact. However, on the whole, there are few opportunities for learners to enhance or develop their Welsh language skills.

Care, support and guidance: Good

The college has strong well-established arrangements with Careers Wales and local schools to help learners understand the range of provision that the college offers.

Staff plan well for the transition of learners with additional learning needs from school to college. During admission and induction, staff pay close attention to identifying learners' individual support needs and communicate these to all appropriate staff effectively.

Most heads of school use helpful, internally-designed tracking systems to monitor learners' performance and progress and inform discussion with course leaders and tutors. However, the college's overall tracking system is currently not operationally effective. This contributes to variations in the approach to and quality of target setting for learners.

Teachers and managers regularly review the performance of those learners who receive learning support. They monitor the progress of individual learners well and plan any additional support they may need.

Learning support assistants provide effective and well targeted in-class support to learners with additional learning needs. Provision for learning support takes account of local variations in need and demography. For example, at the Newport campus there is effective support in place for learners who cannot speak English or Welsh.

The college has beneficial links with local provision for learners with autism spectrum disorders, and supports these learners well to progress into post-16 education.

The college identifies and supports vulnerable learners well through effective use of external project funding. In this way, staff provide helpful support for the eight per cent of learners who are most at risk of disengaging from education.

The college gives valuable practical help to enable learners to overcome a range of barriers, including poverty. For example, it provides those learners who need them with toiletries or emergency lunch tickets. Staff use behaviour assessments and action plans well to help learners develop appropriate behaviours, recognise their achievements and build self-esteem.

Staff monitor closely the attendance of extremely vulnerable learners, for example those who have been trafficked. Many personal tutors make appropriate contact with absent learners to intervene quickly and help learners to sustain their learning.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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Publication date: 19/07/2018