TO BE RECOGNISED NATIONALLY FOR TRANSFORMING THE LIVES OF OUR LEARNERS.

Our Vision

TO DELIVER HIGH QUALITY EDUCATION AND SUPPORT THAT MAXIMISES LIFE OPPORTUNITIES FOR OUR LEARNERS

Our Mission

“STUDY PROGRAMMES ARE CAREFULLY DESIGNED TO MEET THE NEEDS OF EACH LEARNER.”

Ofsted 2018

Our Core Values

<table>
<thead>
<tr>
<th>Quality</th>
<th>We will provide the best support for you to achieve your goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craftsmanship</td>
<td>We will give honest feedback during your time here.</td>
</tr>
<tr>
<td>Respect</td>
<td>We will listen to your opinions during your time here.</td>
</tr>
<tr>
<td>Achievement</td>
<td>We will recognise and celebrate all of your achievements with you.</td>
</tr>
<tr>
<td>Working Together</td>
<td>We will work with you to make sure that you are successful.</td>
</tr>
<tr>
<td>Validation Process</td>
<td>Date</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Internal Validation</td>
<td>05/09/19</td>
</tr>
<tr>
<td>External Validation</td>
<td>13/09/19</td>
</tr>
<tr>
<td>Trustee Validation</td>
<td>23/09/19</td>
</tr>
<tr>
<td>Shared with College</td>
<td>04/11/19</td>
</tr>
<tr>
<td>Published on Portal</td>
<td>02/12/19</td>
</tr>
</tbody>
</table>
# Table of Contents and Summary of Grades

1. Introduction
2. Key Strengths in 2018-19
3. Key improvements since the previous Self-Assessment Report (SAR)
4. Overall Effectiveness: Good.
5. Effectiveness of Leadership and Management: Outstanding.
6. Quality of Teaching, Learning and Assessment: Good.
7. Personal Development, Behaviour and Welfare: Good
8. Outcomes for Learners: Outstanding
Introduction

Landmarks is a Specialist College for people with a diverse range of learning difficulties and disabilities. The College offers a wide range of practical ‘Pathways’ which are individually tailored to effectively prepare learners for adulthood, independence and where appropriate, employment. The College is located across five sites and provides several unique environments in which to learn. **Littlemoor House** was acquired by the College in June 2014 and is the main administrative and curriculum centre in the village of Eckington, south of Sheffield. **Apperknowle Farm** is a working farm on the outskirts of Dronfield and is where our animal and horticulture curriculum is based. **The Archer**, Rainworth is where the College has established a Hospitality and Catering enterprise in the form of a public house. **Double Impact** is a vocational training venue and is situated in the centre of Nottingham City. **MyPlace** is a base from which we deliver employability training to learners from Rotherham, all of whom are engaged in our Employability Pathway and who normally work at employer premises. In addition, a significant proportion of learning takes place in a range of community settings and venues.
In 2018-19 the College had a total of 113 learners of which 61 (54%) were on study programmes.

The remaining 52 learners are funded through direct payments and social services agreements and are referred to as Lifelong Learners as they attend Landmarks between 1 and 5 days per week according to their needs. Lifelong Learners do not attend study programmes; however, College leaders hold equally high aspirations for these learners and encourage progression into employment through our Lifelong Learning Plus offer (where appropriate). The quality and experience of the Lifelong Learning provision is carefully monitored by senior managers and is inspected regularly by the respective local authorities.

This Self-Assessment Report relates to the study programmes funded by the Education and Skills Funding Agency.

Education and Skills Funding Agency (ESFA) funded learners join Landmarks after leaving special schools, all of whom have a combination of complex and/or profound learning difficulties and/or disabilities. Learners usually live within a 20-mile radius of College sites and travel daily. The age profile for learners following a study programme are aged 16-25 and for Lifelong Learning is 16-60.

All ESFA funded learners are engaged in a combination of practical independence, vocational and English, mathematics and digital technology curricular (through both discrete and embedded provision). A variety of vocational options in real work environments and enterprise opportunities enhance our learner’s employability skills.

Timetables reflect individual learner needs and choice and include:

- Enterprise
- Art & Craft
- Employability (Inc. Supported Internships)
- English, mathematics and digital technology
- Horticulture
- Independence (including Travel Training)
- Hospitality and Catering
- Animal Care
- Sport
- Work Experience

The College is governed by a Board of Trustees from a variety of different professional and business backgrounds who offer their expertise to help the College meet its strategic objectives, vision and mission.

Landmarks is keen to ensure that every learner significantly improves some aspect of their lives, which is at least sustainable and at best transformational as a result of attending Landmarks.

The purpose, vision and mission of Landmarks is to **Inspire** learners to **develop** and **achieve** their goals, so that Landmarks is recognised **nationally** for **transforming the lives of our learners**. In doing so our mission is to **deliver high quality education and support that maximises life opportunities for our learners**.

The College places great significance on working collaboratively and in partnership with a range of employers, charities and other agencies including; NEXUS Multi-Academy Trust, the Cooperative, the National Health Service, the Education and Skills Funding Agency, Local Authorities, Social Services, the Targeted Support/Transitions Service, Peer Review & Development Group for the East and West Midlands and further education Colleges.
Key Strengths in 2018-19

- Trustees and senior leaders have bolstered the college’s new vision and mission by investing significantly in the college estate, providing learners with high quality, practical learning environments and dedicated learning spaces across the region.
- Trustees and senior leaders have supported the reach of Landmarks by partnering with a multi-academy trust, with the aim of improving outcomes for SEND adults in Rotherham.
- Trustees and senior leaders’ resourcing of WayFinder recruitment supports the employability curriculum exceptionally well, which links directly to high rates of participation in work placements and Supported Internships throughout 2018-19.
- Learner qualification achievements are high, with 100% success rates for employability and vocational Awards and 96% and 100% success for mathematics and English respectively (Appendix 4).
- Personal progress (RARPAD) remains robust, with 94% of targets being achieved (Appendix 4).
- For the third consecutive year over 89% of Employability leavers are securing employment (Appendix 1).
- Destination data informs around 80% of outcomes are maintained after three years (Appendix 2).
# Key Improvements since the previous Self-Assessment Report (SAR)

<table>
<thead>
<tr>
<th>Key Improvement</th>
<th>Our Performance</th>
<th>RAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase trustee participation at college events.</td>
<td>At least one trustee attended every college event.</td>
<td>Green</td>
</tr>
<tr>
<td>Develop transition planning so that learners are encouraged to have more than one occupational destination as part of their living week.</td>
<td>28% (7) of leavers have secured more than one occupational destination.</td>
<td>Green</td>
</tr>
<tr>
<td>Strengthen curriculum delivery of Social, Moral, Spiritual and Cultural (SMSC), British Values, Safeguarding and Prevent.</td>
<td>Collaborative planning has led to improved delivery of SMSC, BV, Safeguarding and Prevent.</td>
<td>Green</td>
</tr>
<tr>
<td>Improve learner experience by increasing the proportion of outstanding teaching delivery and learning outcomes.</td>
<td>Outstanding teaching, learning and development has increased this year, with 20% of observed sessions being judged Outstanding (Appendix 4).</td>
<td>Green</td>
</tr>
<tr>
<td>Improve the assessment of mathematics, English and digital technology, so all learners can develop their skills at the appropriate pace and level.</td>
<td>Learners were entered into mathematics, English and digital technology examinations as appropriate, resulting in 96% pass rate for mathematics, 100% pass rate for English and 91% pass rate for digital technology (Appendix 4).</td>
<td>Green</td>
</tr>
<tr>
<td>Further develop information, advice and careers guidance for learners and their families.</td>
<td>Learners and their families were provided with location specific IAG.</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>The Transitions Fair provided the chance for learners and their families to interact with organisations that they may not have previously heard of and receive a transitions booklet relevant to their local area.</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>An external careers adviser was commissioned to support transition planning.</td>
<td>Green</td>
</tr>
</tbody>
</table>

This is also a significant opportunity to thank all staff for their dedication to our learners and the whole College community.

This SAR has been endorsed by the Board of Trustees and is available on the Landmarks website.

Larry Brocklesby  
Principal | Chief Executive Officer

Sue Windle  
Chair of Trustees
Overall Effectiveness: Good.

1. The overall quality of teaching, learning and assessment is 70% Good or better.
2. Improvements within the curriculum, tracking of progress and high levels of achievement have enabled senior leaders to judge all areas as Good, with Outstanding features.
3. Safeguarding is effective.

Effectiveness of Leadership and Management: Outstanding.

1. Trustees and senior leaders have a clear ambitious vision for providing high-quality inclusive education as recognised by the staff team in the annual satisfaction survey. 98% of respondents felt the clarity of the way forward and strategic objectives was good¹.
2. Trustees are linked to all key committees and have attended all college events resulting in well informed board meetings.
3. Trustees have challenged senior leaders to ensure development plan objectives are progressed as planned and that financial health returns, with a second consecutive year-end surplus being achieved.
4. Trustees and senior leaders improved the curriculum by purchasing Apperknowle Farm and appointing subject specialists in Horticulture, Animal Care, Hospitality and Catering as well as developing WayFinder recruitment, accountable for improving and extending employer engagement activities and employment outcomes for learners. These developments have led to an enhanced curriculum offer and high levels of success for our learners. (Appendices 1, 4)
5. Local commissioners and a national consultant specialising in supported employment training opportunities have praised Landmarks and its approach to employability training. (Appendix 5)
6. Trustee and senior leader focus on longer term destinations has resulted in the creation of the ‘After Care After College Club’, which is available for ex-learners who require support to remain or reengage in employment. During 2018-19 WayFinder recruitment worked with 2 learners who were supported back into employment².
7. Trustee and senior leader altruistic ambition for learners to achieve meaningful and longer-term outcomes
has led to a partnership with a multi-
academy trust (NEXUS-Mat) who have
a shared vision for adults in Rotherham.

8. Respondents to the staff satisfaction
survey indicated that senior leader
focus on continuous improvement is
98% good or better, with 2% indicating
it required improvement.

9. All tutors have been in receipt of
mentoring since their appointment and
as a result all have achieved at least
Good grade judgements by July 2019,
with two tutors achieving Outstanding.

10. Observations of learning support have
resulted in 90% of observed support
being judged as Good or Outstanding
(Appendix 3).

11. In the Colleges’ annual staff
satisfaction survey 98% of respondents
felt information provided about the
College’s performance and the way
forward was clear, as well as improving
their understanding as to how they
contributed to developments and
influenced operational planning. 100%
of respondents to our parent/carer
survey felt this was the case.

12. Trustees and senior leaders developed
the information, advice and guidance
support offered to learners and
their families. The College hired an
independent careers advisor to meet
with learners and families wanting to
discuss future plans. The college also
hired an independent counsellor to
support learners.

13. Trustees and senior leaders have
developed comprehensive destination
tracking that has identified that almost
80% of learners sustain their outcome
two years after leaving college. (Appendix 2)

14. The college has a Safeguarding,
Prevent and Equalities Committee, with
the purpose of ensuring the college
meets it equality ambitions as laid out
in the college’s Single Equality Scheme
and promoting equality, diversity and
inclusion within the curriculum. This
committee has been instrumental
in raising the profile of Safeguarding
and Prevent, with case studies and
training scenarios shared regularly with
staff at briefings and as a result the
second college wide ‘Safeguarding
Health Check’, conducted by the Safe
and Equal Partnership summarised
“Landmarks’ approach to and
implementation of its safeguarding
policy is robust and integrated”.

15. Most learners made the expected
level of progress towards their personal
goals, with learners achieving 94% of
their individualised targets. (Appendix
4)

16. College leaders did not sufficiently
succession plan for the management
of submitting Individual Learner Record
(IRL) data to the national database.
This resulted in a lower than actual
rate of achievement for learners as
reported in the annual Qualification
Achievement Reports (QAR) 18/19.
17. College leaders have strengthened measures to improve financial performance; resulting in significant investment in the purchase of Apperknowle farm and rental of two new dedicated properties in Rotherham city and Nottingham city, whilst also securing a higher surplus than in the previous year.

18. Trustee and senior leader investment in the Human Resources function and staff support by providing Westfield Health insurance has resulted in staff absence reducing significantly over the year from 7.2 days per person, to 4.7 days per person. Notwithstanding absences attributed to bugs and flu-like symptoms, the second highest reason for absence is mental health. The college needs to explore opportunities to improve its management of absences linked to mental health and lead the sector on reducing the impact of this absence issue.


19. Invest in developing tutor pedagogical knowledge, subject specialism and resources, so that learners receive expert and up-to-date education, training and support.

20. Develop regular, frequent and meaningful engagement activities with staff at all levels, so that staff can be confident of effective support to do their jobs well.

21. Develop effective methods of communication so that parent/carers feel informed about college business and activities.

22. Improve management of Individual Learner Records (ILR) submissions so that externally reported Qualification Achievement Reports (QAR) accurately reflect learner achievements.

23. Improve absence management strategies so that gains in mental health-related absences are achieved.

Quality of Teaching, Learning and Assessment: Good.

1. Teaching and Learning remains strong, with increases in the proportion of observed sessions judged Outstanding compared with the previous year (Appendix 3).

2. All learners undertake comprehensive initial and continuing assessment regarding their educational and personal progress. Tutors make good use of speech and occupational therapy to ensure learners can participate fully in their programmes of study.

3. 94% of learner survey respondents felt they were learning things that make them more independent, and 100% of respondents felt they were learning things that would help them when they leave Landmarks.4

4. College leaders have invested significantly in developing staff skills and knowledge by funding managers, tutors and support staff to undertake external training in subjects as diverse as IAG, tutor training, Autism Awareness and Behaviour that Challenges to name but a few5.

5. The impact of this training has seen the rapid improvement in teaching and learning in terms of the quality of teaching experienced by learners. All parent/carer survey respondents felt the college provides high quality learning opportunities, although despite significant investment in training only 88% of respondents to the staff satisfaction survey felt the training they received enabled them to do their jobs effectively.

6. Personal (RARPAD) Targets are set, audited and tracked by regularly
moderated reviews of progress, however work is required to improve the precision of targets so that skills are consistently promoted, rather than task completion.

7. Parent/Carers are engaged during learner assessments, contributing to the setting of goals and targets. 100% of parents/carers state that they feel the College seeks their views and 100% feel their son/daughter is making good progress.

8. Anxiety around leaving college for learners is still a concern for parents, with 14% parents feeling transition planning is not good enough at the college.

9. The College has created a Safeguarding, Prevent and Equalities Committee (SPEC) charged with steering the curriculum and training needs of the College and promoting equality, diversity and inclusion and Safeguarding (Inc. Prevent).

10. In all formal observations of teaching, learning and assessment, Safeguarding, Social, Moral, Spiritual and Cultural (SMSC), Equality, Diversity and Inclusion (EDI), British Values and Health & Safety were cited as strengths.

11. Staff feel they promote safeguarding and EDI well, with over 98% of respondents to the staff survey stating they felt these are promoted to a good standard. All respondents felt they were well aware of the procedures for handling safeguarding issues.

12. The Learner Council has been involved in NATSPEC’s “Student Parliament” - an opportunity for Learner Council’s within NATSPEC College’s to meet.


13. Increase the proportion of teaching judged Outstanding to at least 40%.

14. Increase the proportion of learning support judged Outstanding to at least 40%.

15. Improve the setting, recording and reporting of RARPAD targets.

16. Improve appraisal target setting so that staff are clear about the expectations of their role and continuing professional development.

17. Improve communication to parents/carers around transition planning with an improved Person Centred Review model.

4 Learner Satisfaction Survey 2018-19
5 Training and development report 2018-19
Personal Development, Behaviour and Welfare: Good.

1. Every learner receives regular reviews about their progress, which gives opportunities for progress to be discussed and future plans confirmed.

2. Learners have made good progress developing, personal and social skills which have improved their levels of confidence and enabled leavers to progress onto positive destinations (Appendices 1, 4).

3. The College has improved its employer engagement agenda, by creating WayFinder recruitment that works directly with employers, learners and their families to improve the employment outcomes for learners.

4. The College has improved the employability focus within its curriculum and has achieved a further year of high success for those learners aspiring to employment. All Employability Awards have been achieved, with many learners having improved their skills and knowledge of the world of work.

5. All learners have achieved their vocational qualifications, which will support the 12 leavers moving into employment and prepare 3 leavers for further education.

6. Learners work is of a consistently high standard and meets the criteria set by awarding bodies.

7. All learners receive training around Safeguarding, Prevent and British Values. The Speech and Language team have been instrumental in developing highly effective social stories for learners who require that specialist level of support.

8. The College has worked with the local Prevent Lead, appointed a lead for the curriculum and has reviewed its policies and procedures to ensure its approach is current and meets the needs of learners.

9. Following a learner satisfaction survey, 94% of respondents indicated that they knew what to do if they had a problem in College. Work is needed to ensure all learners know what to do if they have a problem.

10. Learners health and wellbeing is addressed in tutorials, where learners have an opportunity to talk about any issues with their personal tutor.

11. The College has a large designated safeguarding team, with a dedicated telephone number and help point for learners to use should they want help over above that offered in tutorial.

12. 100% of learners who responded to the Learner Survey indicated they felt safe at College.
13. Overall attendance remains high at 98%, which is an improvement of 10% against the previous year. This increased attendance has been as a result of better curriculum activities, improved tutorial and IAG support and closer communication with home.

14. In year the college supported an early exit from programmes for 4 learners; 3 male learners and 1 female learner. 1 learner on the Further Education Pathway required long-term medical care and was unable to attend an educational placement. 1 learner on the Life Skills Pathway was no longer making sufficient educational progress and began to indicate that he no longer wished to attend. 2 learners on the Employability Pathway decided to stop attending college due to personal reasons and family circumstances, despite intervention from college managers. In all cases, the college worked closely with all stakeholders to ensure early exit was in the learner’s best interest.

15. Behaviour management at the College remains good, with robust systems in place to support learners to improve behaviour self-management skills, cope in new situations and undertake day-to-day duties successfully. Opportunities exist to develop the data capture and trend analysis, so that the college can identify triggers more accurately.

16. Trustees and senior leaders recognise the increasing number of learners reporting mental health issues and therefore should seek to bolster the skills and support available to both learners and staff.


17. Develop the work of the Learner Council, so that they impact college-wide policy making and awareness raising of council issues to learners across all sites.

18. Participate in skills competitions or social action projects, so that learners have opportunities to demonstrate positive attitudes and commitment.

19. Improve tracking of behaviour, so that both staff and learners report high levels of support.

20. Invest in health and wellbeing expertise so that learners are supported well who exhibit mental health issues.
Outcomes for Learners: Outstanding.

1. Across all parts of provision learners make substantial progress developing essential life skills when compared to their starting points, with overall RARPAD progress of 94%.

2. All learners have had opportunity to develop their work readiness skills and this has resulted in 13 of the 24 leavers progressing into both paid, supported voluntary and voluntary employment (Appendix 1).

3. Vocationally specific qualification achievement remains high with 100% and Employability Awards achievement of 100%. A review of vocational qualifications is advised, to ensure qualifications match employer need. For example, in the bar and restaurant trade employers like employees to have Food Hygiene certificates, Cellar Management qualifications and Personal Licences. These are to be explored as part of improving the offer to employers.

4. English and mathematics success rates were above previous rates at 100% and 96% respectively.

5. Learner satisfaction results shows 98% of learners enjoy being at College and 100% of learners feel they are developing skills that will be useful in their future lives.

6. Improved transition planning arrangements have resulted in 7 learners securing multiple occupational destinations, making varied and active working weeks.

7. Those learners progressing onto Day Services, do so because of their complex needs and aspiration to have a social life and make friends in their local community.

8. Senior leaders have developed Landmarks Day Service provision so that Lifelong Learning Plus is a programme which prepares adults for employment, but at a pace to suit the individual. One leaver has progressed onto this programme and aspires to secure employment.

9. Leavers following our Employability Pathway have in the main secured voluntary or paid employment, except for 1 learner who will continue to pursue self-employment opportunities.

10. Tracking outcomes over 3 years has become standard practice and sustainment data indicates almost 80% of outcomes have remained in place, with Employment outcomes being maintained for most learners over the longest period of time (Appendix 2).


11. Improve the setting of challenging RARPAD targets, so that learners understand what skills they are developing and why.

12. Develop Lifelong Learning Plus pathway so that more adults progressing into social services provision can secure meaningful employment.

13. Improve transition planning arrangements, so that 90% of learners maintain their outcomes beyond 3 years.

14. Review qualification offer, to ensure learners work towards qualifications that are truly relevant and required for future learning or employment.

7 Learner Satisfaction Survey 2016-17
Appendices:

1. Leavers of 2019
2. Destination Tracking
3. KPI – Observation Profile
4. KPI – Qualification Achievement
5. Expert Reviews
Appendix 1: Leavers of 2019
1. After College Aftercare
2. Further Education
4. Day Services
4. Paid Employment
2. Lifelong Learning Plus
## Appendix 2: Destination Tracking

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2016-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Further Education</td>
<td>71%</td>
<td>50%</td>
</tr>
<tr>
<td>Employability</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Work Based Learning</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>79%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td>Average</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>7</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>78%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Appendix 3: Key Performance Indicators – Observation Profile

<table>
<thead>
<tr>
<th>KPI’s</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of TLA (Tutors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outstanding</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>47%</td>
<td>80%</td>
</tr>
<tr>
<td>Requires Improv</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>Quality of TLA (Learning Support Assistants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outstanding</td>
<td>7%*</td>
<td>19%*</td>
</tr>
<tr>
<td>Good</td>
<td>86%*</td>
<td>76%*</td>
</tr>
<tr>
<td>Requires Improv</td>
<td>7%*</td>
<td>5%*</td>
</tr>
<tr>
<td>Inadequate</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Quality of TLA (Tutors)</td>
<td>2018-19 Target</td>
<td>2018-19 Actual</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Outstanding</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>47%</td>
<td>80%</td>
</tr>
<tr>
<td>Requires Improv</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>15%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of TLA (Learning Support Assistants)</th>
<th>2018-19 Target</th>
<th>2018-19 Actual</th>
<th>2019-20 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>7%*</td>
<td>19%*</td>
<td>Not Set</td>
</tr>
<tr>
<td>Good</td>
<td>86%*</td>
<td>76%*</td>
<td>Not Set</td>
</tr>
<tr>
<td>Requires Improv</td>
<td>7%*</td>
<td>5%*</td>
<td>Not Set</td>
</tr>
<tr>
<td>Inadequate</td>
<td>0%</td>
<td>0%</td>
<td>Not Set</td>
</tr>
</tbody>
</table>
## Appendix 4: Key Performance Indicators – Qualification Achievement

<table>
<thead>
<tr>
<th>KPI's</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESFA No's</td>
<td>43</td>
<td>60</td>
</tr>
<tr>
<td>LLL No's</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>RARPAD Ach</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Positive Destinations</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Qualification Achievement Rates:

<table>
<thead>
<tr>
<th>Category</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employability Awards</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Vocational Awards</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>100%</td>
<td>85%</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>94%</td>
</tr>
<tr>
<td>Digital Tech</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>2018-19 Target</td>
<td>2018-19 Actual</td>
<td>2019-20 Target</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>65</td>
<td>61</td>
<td>68</td>
</tr>
<tr>
<td>55</td>
<td>52</td>
<td>70</td>
</tr>
<tr>
<td>98%</td>
<td>94%</td>
<td>99%</td>
</tr>
<tr>
<td>100%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>90%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>100%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5: Expert Reviews

Commissioner:

Supporting more young people with Additional Needs and/or Disabilities to secure and sustain employment is a national Government priority, likely to be reaffirmed by the recently announced review of Special Educational Needs and Disabilities. Landmarks has embraced this agenda with enthusiasm and expertise, and is quickly establishing a well-deserved reputation as a centre of excellence in this arena. The College is ambitious for its students and combines this with a person-centred, flexible approach which generates outcomes significantly above the sector average. The establishment of Wayfinder Recruitment has positioned employment at the heart of Landmark’s offer and the curriculum has been reconfigured to support work readiness...

Landmarks acknowledges and supports our ambition to increase the percentage of paid rather than voluntary employment outcomes and the importance of working with some larger employers in pursuit of this. The College should not, however, compromise its established approach of personalisation exemplified in its aftercare service which sets a standard that others should follow.

National Consultant:

Having had the benefit of several years of almost full-time experience arranging supported internship partnerships, I feel that I am in a good position to compare and contrast between different education providers and/or prospective employers. Indeed, I have developed an early-evaluation matrix based upon hard-earned lessons, change and project management experiences, which has provided a reliable indicator of future success i.e. ability of an education provider/employer to create successful and sustainable supported internship partnership schemes and paid employment outcomes.

The leadership and staff at Landmarks were clearly well-suited to create successful supported internships and paid employment outcomes, scoring particularly highly for leadership commitment; ambition, belief and confidence; and scalability potential (e.g. their ability to grow and ramp-up their paid employment pathways and provision). The overall impression was of a leadership team and organisation that was characterised by a clearly committed and empowered, ‘can-do’ entrepreneurial spirit, that could readily adopt and embrace the best supported internship practices throughout the East Midlands ‘D2N2’ Region.

Hitherto Landmarks has been more of a ‘beautiful but boutique’ education provider in North Nottinghamshire, not having the same scale, footprint or presence enjoyed by the largest and mainstream FE Colleges. The recent expansion into a highly innovative supported employment / recruitment agency and new premises in South Nottinghamshire should help to address these issues, potentially making Landmarks one of the most versatile and foremost ‘go-to’ destination of choice education providers for young people with additional learning needs who are seeking and aspire to life-changing paid employment outcomes.