



Strategic Plan 2021-2026 Annual Report 2020/2021

NCW 5-year Strategic Plan 2021-2026

Approved by the Governing Body
on 7 July 2021

Contents

03	Foreword
04	Section 1: Strategic Context
05	Section 2: Strategic Outcomes
07	Strategic Priority 1: Students make excellent progress
08	Strategic Priority 2: Increase student numbers
09	Strategic Priority 3: Secure a sustainable future for NCW
10	Section 3: Strategic Plan
11-12	Priority Tables

Foreword

New College Worcester (NCW) is a national residential school and college for young people aged 11 to 19 who are blind or vision impaired and offers a unique experience.

Whilst the Governing Body has responsibilities to manage the college as a registered charity and a registered company, it is also mindful of the predominance of the College maintaining its reputation for excellence and continuing to provide the very best for each student in its individualised approach and high aspirations for every young person. The college always aims for excellence and places students at the forefront of its thinking. The challenges NCW has faced over the past two years with the pandemic have been unprecedented.

The Governing Body has faced some crucial questions about the future viability and sustainability of the college with falling numbers and applications from students with increasingly complex needs. The two college closures provided an opportunity to see the possibilities of remote learning and outreach, and students were offered a high level of teaching and support which enabled most of them to thrive under very difficult circumstances. There is now a positive air of optimism about the future, the opportunities that lie ahead, improved student numbers and a consequently more stable financial position.

In conjunction with the senior leadership team, the Governing Body has identified three key strategic priorities:

- **All students make excellent progress**
- **Increase student numbers**
- **Secure a sustainable future for NCW**

This plan plots the route for the delivery of these priorities, and the linked Strategic Implementation Plan provides the details which will be closely monitored by the Governing Body. In addition, we are also looking to produce a 10-year site development plan, working in partnership with our stakeholders to deliver our aspirations.

The next five years will therefore be very challenging but also exciting, bearing in mind that the full impact of the coronavirus pandemic has yet to emerge. We want to capitalise on any potential opportunities for change as the College responds to new circumstances, demands and expectations. Governors and the Senior Leadership Team are committed to NCW's future and are ready to drive the changes required.

Diana Fulbrook

Chair of NCW Governing Body
June 2021

Strategic Plan

2021-2026

Section 1: Strategic Context

1.1 All schools, mainstream and special schools, have struggled to maintain education and manage the impact of the coronavirus pandemic on their students and in many ways the future is unknown. Education therefore continues to be a contentious political issue.

1.2 Since mainstream schools are under pressure, the growth of special schools has continued particularly those able to take children with behavioural and/or associated mental health difficulties. Last year those catering for students with sensory impairment and speech and language problems were not faring as well due to the perception that sensory deficit can be met in mainstream schools.

The funding of education for children with special needs therefore continues to be generally problematic and it is not known whether the improved situation over the past year will continue in the face of unprecedented financial demands on local authorities. They are likely to continue to have both financial and ideological reasons for educating children in mainstream schools and in addition have been particularly against residential placements, believing it best that children live at home.

1.3 Other unknowns are what allowances in students' attainment will be made by Ofsted because of the pandemic but it is likely that they will expect schools to have a strong approach in the new academic year. It is anticipated that transition will probably

be worse this year with an increase in mental health issues to deal with. Referrals, however, might come through quickly where the existing provision is not working.

1.4 Common to all schools are concerns about staff well-being and the need to support their recovery and any who may think of leaving. This is important as the wellbeing of staff is a key factor in the wellbeing of students. Leaders also need some protection as in the past 12 months they have had to deal with high levels of stress, decision making, contradictory guidance and managing the feelings of staff.

1.5 Another major consideration is the outcome of the Treasury Department's internal SEND review. Although the terms of reference have not been published, it is likely they have looked at how much is being spent, how many places are in special schools and how many out of authority placements are being made away from mainstream. The suggestion that non-maintained special schools should be removed is of concern but with the proportion of SEND children in mainstream declining and schools becoming less able to meet need, parents are demanding places in local authority special schools which are now experiencing high numbers or are over-subscribed. Parents therefore see fighting for a place in a non-maintained special school as an option. The current focus for local authorities is the provision of social, emotional and mental health and autistic spectrum conditions so they are more likely to resist placing a child with other needs such as vision impairment in a special school. Therefore there may be some wide spread reforms and so

special schools should be prepared for some turbulence, but also the creation of some opportunities.

1.6 The Governing Body has given a great deal of thought about the future sustainability of NCW as it is now the only national establishment providing education solely for academically able vision impaired (VI) children. It has already moved from the equivalent of a VI grammar school to more of a comprehensive school, but prior to the pandemic, falling numbers made its future viability a significant issue. Consideration has been given to diversifying to cater for wider special needs or those with significant learning disabilities, but the Governing Body strongly believes that the College should remain true to its core VI identity. VI will therefore remain as the dominant criteria for admission and will provide not only for the more academically able but also offer parallel provision for those with other needs that require expert support to achieve their full potential. This includes students with autism, mental health needs and moderate learning difficulties. Maintaining the focus on VI is an important factor in highlighting the “why” and purpose of NCW’s existence in its pursuit of a culture of excellence.

1.7 Readiness for change will be a key factor over the next 5 years, building on the transformation process following the curriculum and staffing review. Looking ahead, the Governing Body and Senior Leadership Team have started to consider a long term 10-year plan for the development of the site which has been made possible with the resolution of the contractual arrangement with the RNIB. This will address the higher expectations by families/ young people about standards of provision particularly around accommodation and will provide an opportunity to work alongside other partners in the VI sector. The strategic outcomes and priorities agreed for the next 5 years are covered in the following section and will be closely monitored over time to identify any changes required.

Section 2: Strategic Outcomes

2.1 Vision Statement

World renowned as a centre of excellence for producing and supporting blind and vision impaired students able to lead independent, fulfilled and successful lives This will be achieved by providing:

- a caring, safe, supportive and aspirational environment for students to develop their knowledge, skills and personal qualities
- an environment that holds high expectations and standards in education and behaviour
- an individualised approach so each student is able to reach their full potential
- an extensive outreach programme providing informed support to vision impaired students in other schools and colleges

2.2 Values Statement

The values that unite the NCW community are:

- Inclusiveness - the uniqueness and value of each individual
- Self-respect and respect for others and our environment
- Relationships based on integrity, honesty and trust
- Commitment, hard work, high aspiration and achievement
- Recognition and celebration of success
- Individual responsibility and citizenship
- Perseverance – determination and optimism when faced with challenges in learning and life
- Developing and supporting life-long learners

2.3 Strategic Direction

New College Worcester remains a specialist education provider for vision impaired young people able to learn and achieve recognised national qualifications. It provides education

for the academically able and will work to increase the number of young people benefitting from all the expertise NCW can offer to achieve high academic standards and independence. The criteria for acceptance at NCW are for students to:

- Have vision impairment as their primary SEN, with or without specialist VI curriculum SEND, and require access to the VI specialist curriculum.
- Be capable of learning through the National Curriculum and following courses leading to recognised qualifications
- Have the potential to contribute to and benefit from being part of a social group

2.3.1 The strategic direction states the College's intention to meet future challenges and secure its future. The vision for the College is to continue to increase the number of young people in residence with varying academic ability, in addition, day students, studying and living in premises of the highest standard and utilising up to date facilities and technology. They will have access to a wide range of opportunities to study and learn and achieve well academically. Extra-curricular activity in sport, music, the arts and recreation will be second to none with students competing and achieving in their chosen field. They will be able to develop friendships with their peer group and function well with others, by experiencing living within a community that both understands and accepts them as individuals. Their independent living skills will equip them well for when they leave the College and NCW will be renowned for its excellent outcomes.

2.3.2 The long-term vision for the site is to develop a VI village with a range of partners and corporate bodies both local and national. This could mean provision for all VI age groups to meet a variety of needs and would make best use of the

site. NCW's premises would be used throughout the year by others during holiday times, thereby strengthening links with the local community and the wider VI community nationally. The atmosphere and culture of the College would be marked by its vibrancy, positive outlook and focus on fulfilling individuals' potential.

2.4 Strategic Priorities

2.4.1 A range of available information was used to identify Board priorities for 2021-26 including:

- demographic data indicating numbers of vision impaired children and young people
- student number trends and projections
- financial information
- self-assessment of the College's internal strengths and weaknesses
- listening to the views of parents and former students
- analysis of the external context including potential competitors
- scanning of the future environment and political trends particularly in respect of non-maintained special schools
- use of Trustee Governor and staff members' experience and skills as a key resource in strategic thinking

2.4.2 The analysis confirmed the importance of retaining and nurturing NCW's unique selling point and reputation, so any other developments must support rather than potentially undermine this.



Strategic Priority 1

Students make excellent progress

Aims

- Excellent provision in all areas ensures students make outstanding progress academically and through the specialist VI curriculum
- All students have high expectations of themselves and are empowered to be as independent as possible. They envisage a bright and successful future and follow a curriculum which is fit for purpose
- All staff deliver excellent provision. They collaborate and communicate effectively with all parties involved with any student. All staff are equipped to deliver elements of the specialist VI curriculum. They have access to high quality CPD
- The NCW community is looked after and supported to have positive wellbeing
- All parents receive regular communication
- Strategies in place to ensure Education and Care can communicate effectively with each other and with parents
- Supportive and robust quality assurance
- Professional development for all staff through high quality training and supportive and robust quality assurance
- NCW becomes a Trauma Informed School
- Leadership training
- Development of student committees.
- Invigorated spaces
- Parent Portal

Measurable outcomes

- Attendance in lessons is 95% in 2021/22 rising to 96% in 2022/23
- The quality assurance process indicates that teaching and learning is at least good
- All students make expected progress over time and the progress 8 score is positive for all key indicators
- Achieve an Outstanding rating in Ofsted in 2023/24
- All leavers go into education or sustain employment or training

Elements to achieve

- Development of the careers' education programme
- The bringing together of the VI skill areas: ILS, Mobility, Technology and Braille. Track student progress in these areas
- Development of the Supported Internship programme and extended work experience placements



Strategic Priority 2

Increase student numbers

Aims

- To consistently attract 80 students

Elements to achieve

- All areas of the College consistently demonstrate excellence. Review the pre-placement assessment process
- Develop a satellite service
- Clear remit for Outreach and Marketing. Charitable work clearly identified
- Effective marketing strategy
- Delivery of excellent Outreach
- Development of Supported Internship programme
- Explore the international market

- Provide facilities that are attractive to students and parents
- Provide high quality family liaison
- Develop and sustain an outward-facing culture of collaboration

Measurable outcomes

- 78 students for 2021/2022
- 80 students for 2022/2023
- 80 students for 2023/2024
- 82 students for 2024/2025

Strategic Priority **3**

Secure a sustainable future for NCW

Aims

- Become an international leader in the provision of VI education for young people for whom VI is their primary need
- Develop NCW's reputation, through research, collaboration and outreach
- Maximise opportunities for income generation
- Build up reserves
- The site is reclaimed
- Reclaim the site
- Successful grant and trust applications
- Establish a separate charity to provide advocacy support
- Develop partnerships
- Support the environmental and sustainability agenda
- The Business Innovation Group develops business and administration services

Elements to achieve

- Develop a 10-year vision for education
- Develop a 10-year vision for the site
- Resolve site maintenance issues
- Technology strategy
- Measurable outcomes
- Balanced budget
- Maximise income from assets
- Fundraise for improved facilities



2.5 Stakeholder Relationships

2.5.1 NCW has a range of stakeholders with some crucial relationships to maintain and develop as part of its forward thinking. In particular it will develop its relationship with others in the specialist sector, explore potential partnerships with such establishments as RNC Hereford, and actively engage with local authority commissioners.

2.5.2 The current key stakeholder relationships for the College include:

- The Charities Commission and Companies House
- Funders, particularly Local Authorities and commissioners, funding agencies, benefactors and charities
- Beneficiaries particularly students, parents/carers and extended families
- Regulatory bodies specifically the Department for Education, the EFA, OFSTED, the Worcestershire Safeguarding Children Board and Exam Boards
- Supporters including former students, the Former Student Association, local community groups, and employers
- Internal resources specifically staff, volunteers and governors
- The wider education community particularly mainstream schools, further education and universities
- The specialist sector including the visually impaired community, RNC Hereford, VICTA, RNIB and the special needs sector, including NASS and NATSPEC

2.5.3 Attention will be paid to all the College's stakeholders when implementing this strategic plan.

Section 3: Strategic Plan

3.1 The key outcome for the Governing Body is for students to succeed in their education, work and life, and be well prepared for life beyond college. At the same time, attention will be focused on setting the college on a sound footing for the future so it is less reliant upon fluctuating student numbers to provide its income.

3.2 A strategic implementation plan will be drawn up to deliver the strategic priorities, which will be routinely monitored by the Governing Body and its committees.

3.3 A strategic risk register has been agreed by the Governing Body to underpin this strategic plan and the risks will be managed through the Committees which are the named risk owners of relevant risks/actions. The whole register will be routinely considered by the Governing Body which in general adopts a medium level approach to risk after mitigating actions and defines its risk appetite as 'cautious'. There are certain areas where this approach does not apply, for example safeguarding and Health and Safety, where a more cautious approach to risk is adopted and agreed by the Governing Body or its Committees.

Priority 1	Students make excellent progress
Outcome Measures	Goals (Years 1 and 2)
<ul style="list-style-type: none"> Attendance in lessons is 95% in 2021/22 rising to 96% in 2022/23 The quality assurance process indicates that teaching and learning is at least good All students make expected progress over time and have a positive progress 8 score and the progress 8 score is positive for all key indicators Achieve an Outstanding rating in Ofsted in 2023/24 All leavers go into education and sustain employment or training 	<p>1.1 All students;</p> <p>1.1.1 Have high expectations of themselves</p> <p>1.1.2 Are empowered to be as independent as possible</p> <p>1.1.3 Envisage a bright and successful future</p> <p>1.1.4 Follow a curriculum which is fit for purpose</p> <p>1.2 All staff;</p> <p>1.2.1 Deliver high quality provision</p> <p>1.2.2 Collaborate and communicate effectively</p> <p>1.2.3 Are appropriately equipped to deliver elements of the specialist VI curriculum</p> <p>1.2.4 Have access to high quality CPD</p> <p>1.2.5 Are led and managed effectively to ensure professional progression</p> <p>1.3 The NCW community;</p> <p>1.3.1 Is well looked after and supported to have positive wellbeing</p> <p>1.4 All parents;</p> <p>1.4.1 Have access to information and training to support the needs of their child</p> <p>1.4.2 Receive regular communication from the staff involved with their child</p> <p>1.4.3 Are able to access the information relating to their child through the parent portal on the website</p>



Priority 2	Increase student numbers
Outcome Measures	Goals (Years 1 and 2)
<ul style="list-style-type: none"> • 78 students for 2021/2022 • 80 students for 2022/2023 • 80 students for 2023/2024 • 82 students for 2024/2025 	<ul style="list-style-type: none"> 2.1 Student numbers increase in line with the development of the accommodation 2.2 The development of a satellite service for students who do not attend NCW 2.3 The remit of the Outreach and Marketing teams are clear and explicit 2.4 the marketing strategy leads to consistently reaching a target of 80 students 2.5 NCW shares expertise with VI professional community, through high quality, professional outreach 2.6 Continue to develop the supported internship programme and extended work experience placements 2.7 Explore the international market 2.8 A high quality family liaison service promotes excellent relationships with families

Priority 3	Secure a sustainable future for NCW
Outcome Measures	Goals (Years 1 and 2)
<ul style="list-style-type: none"> • Balanced budget • Maximise income from assets • Fundraise for improved facilities 	<ul style="list-style-type: none"> 3.1 A 10-year educational provision plan creates clear direction for the College 3.2 A 10-year site plan secures invigorated and appropriate spaces for education and care 3.3 Site maintenance issues are resolved 3.4 The site is reclaimed 3.5 Successful grant and trust applications ensure the work of the College is supported through effective fundraising 3.6 A separate charity is established to provide advocacy support for families 3.7 Develop partnerships both within and beyond the VI community 3.8 NCW supports the environmental and sustainability agenda 3.9 The Business Innovation Group streamlines and develops business and administration services 3.10 Development of a Technology Strategy to support all workers and learners across the College





Annual Report

2020/2021

Annual Report

Contents

15	Principal's Welcome
16	Word from the Chair of the Governing Body
18	Learning From Home
19-21	Reasons to Celebrate: Chorleywood Centenary Celebration March to March Celebration Leavers' Dinner GCSE and A Level Results
22	Student Voice
23	The VI Curriculum
24-27	Trips and Visits: Virtual Visit from Ben Ward Hiking Weekend to Wales NCW Camp at Wimpstone Dorothy McHugh House Away Weekend Worcester City Museum and Art Gallery
27	Fundraising Update
28	Art, Music and Drama
29	Work Experience, Internships and Apprenticeships
29	Student Recruitment
30-31	Financial Summary

Principal's Welcome

2020/2021 proved to be a very challenging year for everyone as the Covid-19 pandemic continued to dominate our daily lives. NCW was no exception.



Experiencing two extended periods of lockdown, the students had to draw on their newfound remote technology skills, accessing all of their lessons online during these enforced periods of home learning. Google Meet became the home of lessons, assemblies, clubs, activities and key worker meetings. Delivering lessons online was easier for some subject areas than others. However, even Mobility and PE used all of their creativity to ensure the very best was made of the situation, with students and staff alike showing resilience and determination. 'March to March' provided a much-needed opportunity for students to share their feelings and emotions about lockdown, through song, poetry, art and music.

Progress on the College Improvement Plan was inevitably impeded by the need to focus on delivering lessons from home and supporting the community to maintain positive wellbeing. However, a real highlight of the year was the success of our Outreach programme. With over 100 (remote) attendees at many events, the serendipitous forced move to online courses, has really enhanced our future delivery of Outreach.

With exams cancelled and Teacher Assessed Grades providing the benchmark for Year 11, 12 and 13 assessments, our cohort of leavers departed NCW looking forward to a variety of different pathways. Staff were pleased that all of our grades were accepted by the exam boards. Unusually, the majority of Year 13 gained a third year of funding, enabling them to stay at NCW to ensure they achieved the A level results and independence they needed. Those leaving, departed to go to further education and into the world of work. Our first cohort of students went on to begin their Internship or work experience programme, spending four days in the world of work and one day at NCW, developing their skills. In addition, we were excited that one of our students joined the NCW staff team as our very first apprentice, becoming a member of our IT team.

The 2020/21 academic year continued to challenge us all to work differently and think differently. What was not different, was the commitment and dedication shown by the staff, the perseverance and tenacity of the students and the support shown by our parents.

Thank you all.

Nicki Ross Principal



Word from the Chair of the Governing Body

By Diana Fulbrook OBE 2020/21

2020/21 was a year of continuing challenge for NCW with the involvement of Covid-19. The start of the year saw a return of students after a period of lockdown and it was anticipated that there would be a gradual return to normal college life. This did not prove to be the case as further restrictions and preventative measures prevailed and on a daily basis the college had to deal with the anxiety of potential closure due to an occurrence of Covid. Staff and students adapted magnificently and the year was punctuated with students being sent home and staff resorting to on-line teaching. Continuity of learning and support was provided and the anxieties of staff, students and their families were very well managed by the senior leadership team.

A particular benefit of the situation was the continuing strength in the use of IT for remote learning which proved to be a good marketing opportunity. Due mainly to difficulties in mainstream schools in the provision of targeted home studying for vision impaired students, the value of NCW became clear and student numbers grew so by the end of the year the college was in a much healthier position financially. It is particularly positive that the number of Year 7 students starting this year is the highest for years. Thanks go to staff and the senior leadership team for their undoubted success in achieving this but it is an area that requires constant vigilance and active work by all.

The marketing efforts to attract international students were put on hold with Covid-19 restrictions and will be reactivated at some point in the future when it is safe to do so. Equally the normal extra benefits for students such as trips abroad and wide opportunities to demonstrate their musical and sporting skills have not been possible due to the restrictions although opportunities have been sought wherever possible. The cancellation of external exams yet again meant a focus on teacher assessments which was very time consuming but all leavers were able to go on to their place of choice with several remaining for an extra year.

The college had been particularly aware of the emotional needs of students on their return and more resources have been given to support their well-being including developing staff skills in this area. An external audit indicated a positive culture in respect of well-being and safeguarding and the recommendations are being followed through. Some students have complex mental health needs and effective partnership work between all agencies and families, continues to be important.

The outcome of the care staff review was put on hold due to the financial position previously but has been re-activated. Recruitment of residential staff has proved difficult so coverage has been challenging at times. The

care side of the college is an essential element for the safety and well-being of students and their development of independent living skills, and particular thanks go to all staff for their commitment and dedication in delivering this. Last year again tested all staff to their limits and the Governing Body remains immensely grateful for this. The students' resilience and desire to learn has also been wonderful to see and we pay tribute to them and their parents for their inspirational response to the year's challenges. It is good to note that the auditors continue to have confidence in the improved financial position of the college and reached a positive conclusion in their report. The Governing Body would also like to particularly thank the Principal for her leadership and resilience over the past challenging year.

Plans for the future

The Trustee Governors update their rolling 5-year Strategic Plan annually to ensure the college is best prepared to meet the increasingly challenging context. They keep abreast of the fast-changing educational landscape, political direction, and vision impairment demographics and take these into account in deciding how best to secure a sustainable future for the college. Working with the Senior Leadership Team, the Governing Body identified three key strategic priorities for 2020/21:

- All students make excellent progress
- Increase student numbers
- Secure a sustainable future for NCW

Progress with the strategic implementation plan flowing from this is closely monitored through the Governing Body's committees which take responsibility for ensuring delivery of their respective allocated objectives. Last year indicated positive outcomes in the first two priorities but much of the work identified for securing a sustainable future could not be progressed due to the Covid restrictions and capacity. The Governing Body recognised the need to focus on the first two but has now agreed to develop a long-term 10-year plan for the site and college. This provides some exciting opportunities, particularly since negotiations with the RNIB to amend the capital recovery deed were finally successful which provides the college with more autonomy and flexibility to make decisions about its usage of the site. The need to provide better residential accommodation has been prioritised and work is underway to develop plans to achieve this. The future is positive for the college, despite the unknowns about the impact of Covid-19, and Governors and the Senior Leadership Team maintain a strong commitment to work together to achieve the College's long-term aspirations, and the strategic plan.



Pandemic Challenges

As we entered a second academic year affected by the pandemic, it was with hope that students and staff returned to College in September 2020. As with all schools, NCW was managing the challenges that the pandemic was presenting on a daily basis, in a mammoth effort to keep staff and students safe and for school to remain open.

During the Autumn term for two weeks we reverted to online learning to serve as something of a 'firebreak' in managing COVID infections. Support staff remained at home from that point until the end of the second national lockdown in March. The rest of the school community remained on site, operating in strict bubbles, teaching and learning behind face masks and visors and keeping social distancing and hygiene at the forefront.

As the restricted Christmas festivities drew to a close, the news emerged that England would be entering another national lockdown and online schooling was to resume. It was with great strength, resilience and positivity that staff and students took once again to their home learning, home teaching and home working until they were able to return at the first opportunity in March 2021.

It was becoming clear that the pandemic really was going to be a long, hard marathon and the physical and mental effects on both staff and students became evident as the NCW community adapted once more in Spring to resume 'business as usual'. Teaching staff adapted quickly to working towards Teacher Assessed Grades for students, who were in no doubt about the work ahead of them.

With the start of the summer term there was some light at the end of the tunnel and with the exception of a few days, we remained open to the end of an unprecedented and difficult year. Teacher Assessed Grades were all accepted and results were good, despite a disrupted year of uncertainty. The school community, if anything, emerged stronger than ever.



Learning from home

Principal's perspective

Nic Ross, Principal of NCW, gives an insight into dealing with temporary closure and the virtual education of students.

How did you ensure that students were still able to learn whilst school was closed?

Whilst the College was closed and lessons were being delivered remotely, the staff provided a full timetable of lessons. This means the school day started at 8.30am every day and went right through to 4pm. All subjects were delivered online and face to face. Although it wasn't the same as being in the classroom, it did mean that our students didn't miss their learning.

How were spirits kept high amongst the school community?

To ensure the students (and staff) were kept in good spirits, we tried to keep in touch as much as possible. We were still having three assemblies every week and made sure there were lots of activities, clubs and fun events to be involved in. We had quizzes, colouring club, music rehearsals and tech club to name just a few.

Key workers and house staff also stayed in contact with their students.

Were there things that worked really well?

Each student found that different elements of the provision worked for them. Some students thrived with the online learning and flourished, gaining independence with each lesson. For others, the 1-1 contact made by staff and peers helped support their feeling of wellbeing and connectedness.

What were the challenges?

The main challenge was trying to learn/teach/communicate on the end of a computer screen. It is just not the same as being face to face with peers or colleagues. Some students and staff found the isolation difficult and keeping morale going was quite challenging.

The whole process also relied on the technology being effective!

How did you keep a strong level of communication between school and parents?

During the period at home, the Parents' Forum was able to meet online and many parents are keeping in close contact with staff. The parents were kept informed of changes to the risk assessment and plans for return.

Learning from home...What the students say

Amy - Sixth Form Student

"I found it ok learning at home, and I was able to access all of my lessons quite easily. I was able to take part in Musical Theatre and Guitar club virtually through Google Meet and enjoyed being able to still participate in those. I did miss actual interaction with other students and staff, as I feel communicating and maintaining relationships are easier when face to face. I have kept in touch with my friends both in lessons and outside of lessons through messages and calls."

Seb - Sixth Form Student

"I kept in touch with my friends and was looking forward to going back. It was good to attend some of the virtual clubs - I joined in with the Sixth Form Quiz which was really fun!"





Reasons to Celebrate

Even during a difficult period of uncertainty due to the pandemic, there were still reasons to celebrate.

Chorleywood Centenary Celebration

In January 2021, we celebrated one hundred years since Chorleywood College for girls with little or no sight, opened its doors.

Chorleywood College for girls with little or no sight was founded by the National Institute for the Blind (now the RNIB) and was located in the Cedars – a large Renaissance-style mansion in Hertfordshire which is now the site of the Cedars Retirement Village. Miss Phyllis Monk, the first headmistress, established the first secondary school for girls with a vision impairment. Many girls from Chorleywood were to be pioneers going to university and employment including physiotherapy, engineering, education and law. In 1987, Chorleywood College for Girls merged with Worcester College for the Blind, a boys' school, to form the current co-educational New College Worcester.

On Thursday 21 January 2021, we held a day of celebration to mark this milestone in our school's history. A virtual event was open to all, to help us celebrate this special day. Former Chorleywood students were involved in presentations and the sharing of memories, which included listening to the school song. There was a display of old photographs and an afternoon of nostalgia which was appreciated by all who attended.



March to March Celebration

www.ncw.co.uk/march-to-march



By Sophia

Everywhere has become locked down, everyone is saying unprecedented circumstances.

Coming in cinemas now ... **cont'd on website**

By Tobias

With school, the pub, the hairdresser and virtually everything else closed, it was time to begin online life ... **cont'd on website**



GCSE and A Level Results

For GCSEs, A Levels and BTEC Levels 1, 2 and 3 all NCW Teacher Assessed Grades were accepted.

Special congratulations go to Danni, Stanley, Luke, Ryley, Syd, Asher, Charlie and Ilya who all came away with a high level of consistent GCSE results. Special recognition also to Louisa, Khadija and Alejandro for their FCSE Distinctions in French and Spanish.

In year 13, Martha gained A grades in both English Literature and Psychology. Millie achieved A grades in Sociology and English Literature, and a B in History. Well done to Tobias and Sophia for gaining an A grade in Music. Mustafa earned a B in Psychology and English Literature which is fantastic.

For other Year 13 leavers there was a range of destinations. Reef planned to take up further study at the Royal National College for the Blind, and also accepted a place at university to study Art. Alex was offered the first ever NCW apprenticeship in IT support – he is well qualified for this with a B in Computer Science. Congratulations also to the Year 12 students who secured some excellent results in their AS (and equivalent) exams.

Nic Ross said: “We are delighted with the results for our students. Despite the difficulties associated with the last year, all of our students have shown real resilience – their hard work has been rewarded with some really excellent exam results. It is wonderful to say that following the positive exam results, all students are now able to go on to their chosen pathway.”

Congratulations to all of the students and thank you to everybody who worked so hard with them to help them achieve their grades.



Leavers' Dinner

Despite the challenges it was still possible to hold a Leavers' Dinner for those in senior years moving on from NCW. For students it is one of the most significant events of the year – filled with laughter, excitement and celebrating the end of the school year. And what a year it was!

Unable to hold the event off site, the students were able to have a celebration in their own bubble on campus. Staff made every effort to transform their environment into a prom-party atmosphere and there was a delicious three course meal prepared by the NCW onsite catering team.

Donning their finest prom-wear, students were not deterred from making the best of the night. Votes were cast for Prom King and Queen and the annual 'LAFTA awards' were held once again, according to the finest NCW tradition. Categories this year included: Most likely to lead a protest, Kindest, Most likely to be a Bond villain and many more. Students chose the post-dinner music and the evening ended at around midnight with students heading back to the houses. Who knew the school leisure block could double as a black-tie function room?

Student Voice

The voices of students have always been important to the running of NCW. In past years, this has been advocated by our Head Students with the help of their Senior Student Team, but in the year 2020-21 a positive change was made to increase the impact of the voice of the student body.

Instead of the sole responsibility resting with the head students, four student committees were established, each to focus on one main area of the school. This gives opportunity to a range of students to step up and hone their leadership skills, whilst making important decisions for their school community.

The Committees focus on; Care and Wellbeing, Fundraising, Premises and VI Education. Chairs and Vice Chairs for these committees are chosen from Sixth Form students, with the rest of the members being made up of students from all year groups. Chair and Vice Chair positions were able to run for head students.

The **Care and Wellbeing Committee** was headed up by Millie and Max and looked at the residential side of school, covering anything from activities to how the student houses are run. The committee had a number of great ideas and a strong wish to integrate lower and upper school more.

The **Fundraising Committee**, was run by Haris and Jack, and worked closely with NCW's Fundraising Team on events such as Children in Need, raising money for good causes and helping to promote the school.

The **Premises Committee** focused on the facilities and buildings on the school campus. This committee was led by Ethan and Sonali, who started looking into ideas of how NCW could become more

environmentally friendly.

Finally, the **VI Education Committee** was steered by Martha and Amy, and concentrated on the academic side of school. As with our other committees, there were lots of thoughts around how aspects of education could be improved, for example by setting up a student mentoring initiative.

From these committees, five of the Chairs and Vice Chairs put themselves forward for the positions of head student; Martha, Ethan, Haris, Jack and Max. The candidates made compelling speeches as to why they should be selected, outlining their skills and the ideas which they feel could really make a difference to NCW and our community. The votes across school were cast and counted, and it was announced that the new Head Students would be Martha and Jack.

Delighted with the outcome Martha and Jack had a host of ideas of things to amend, improve and reform and were excited about working with the committees for the benefit of the school.



The VI Curriculum

With each of our students having a personalised programme of learning, we are able to balance academic education alongside the need to develop important skills for independence so that the learning becomes lifelong.

As a residential setting, we offer a Waking Day Curriculum, meaning that learning extends beyond the school day and into the houses. Each weekday after school, our team of care staff are able to support students doing their homework, practising musical instruments, cooking, independent reading and studying. Even our activities programme is designed to develop resilience, raise self-confidence and improve mental and physical wellbeing – all crucial skills and attributes for taking on the world when it is time to move on from NCW.

During this academic year 2020-2021, NCW students work towards the NATSIP Eight Learner Outcomes (NatSIP, 2016). These are:

1. Learning to access
2. Use of equipment
3. Independence & negotiation skills
4. Participation
5. Meeting others
6. Getting around
7. Looking after self
8. Life after school

At NCW we plan these skills lessons within the timetable and in lessons covering:

- Independent Living Skills
- Braille
- Mobility
- IT and the use of Assistive Technology
- Careers Education
- Social Interaction

We also encourage this learning when students are at home during holidays and half terms, and it is a great opportunity for students to show off their new-found skills to their families! During periods of lockdown it was a great opportunity to involve parents and carers. Online lessons and activities were supported in the home by parents and carers, who were able to witness first hand some of the teaching and support that is always on offer on campus. An example of the Waking Day Curriculum is students practising what they are learning in Independent Living Skills (ILS) outside of the classroom. Within ILS, students will learn skills such as understanding nutrition, preparing meals, doing laundry and making beds, amongst many others. Skills are taught in the classroom and practised in the evenings and weekends with Residential staff.

Over the festive period in 2021 as England approached the winter lockdown, we received some wonderful photographs from families of

students getting stuck in at home and practising these all-important skills, whilst having family fun.

This kind of practise and repetition helps create skills for life which will help students become independent as they leave NCW and go on to further education or employment.



Trips and Visits

Despite the potential for trips and visits being very much curbed by the Pandemic, in between national lockdowns and COVID restrictions, there were still some exciting experiences for students.



Mrs Holyoak's Year 7 History class had a treat with a virtual visit from Ben Ward, a BAFTA-winning writer for children's TV, who also writes grown-up comedy shows. He is best known for writing 'Horrible

Histories', the children's spy drama 'MI High', 'Tracey Beaker Returns' and 'Dangermouse'. He has recently been working on a Netflix adult comedy animation 'Disenchantment'.

Year 7 had prepared questions about his career, and were particularly interested in 'Horrible Histories':

Kacey: "How long have you been writing?"

Ben: "Since school, I was always writing. I got into comedy at university but only three-minute sketches. At 27 I got a job as a presenter on a children's TV show."

Amelie: "What do you aim for with 'Horrible Histories'?"

Ben: "I aim to entertain. To entertain rather than educate. I've always loved history and comedy, so writing a history/comedy show is great fun."

Jamie: "How long have you been writing 'Horrible Histories'?"

Ben: "For twelve years, I've written over 1,000 sketches. We have teams of writers, then we go over it all and co-write it."

Mckenzie: "How do you make it a kid's programme?"

Ben: "Well, I write what I find funny rather than what I think other people will find funny!"

George: "Do you put any rude humour in?"

Ben: "As much as possible!"

Joe: "Is there any history you don't do?"

Ben: "We don't tend to do anything in living memory. We do things from a British point of

view. We don't do anything from pre-history because there is very little evidence."

Len: "What is your favourite episode?"

Ben: "My daughter is in the episode about the Pilgrim Fathers, so that has to be my favourite. I also particularly like the episode on Oliver Cromwell."

Roman: "What has been your favourite project?"

Ben: "Horrible Histories because it has always been so interesting. I enjoyed writing Dangermouse because it was totally my own creation. I'm really enjoying writing for the US series Disenchantment at the moment, because I'm working with the team who wrote The Simpsons."

A Level History student, Sophia, also took part:

Sophia: "How do you write catchy songs?"

Ben: "I steal the tunes! I write our version of a song, for example we fit our lyrics to the music of 'The Greatest Showman'. One of my favourite songs is about cinema in the style of 'The Greatest Showman'. Also, I like 'Minted', a song about the world's richest man, Crassus."

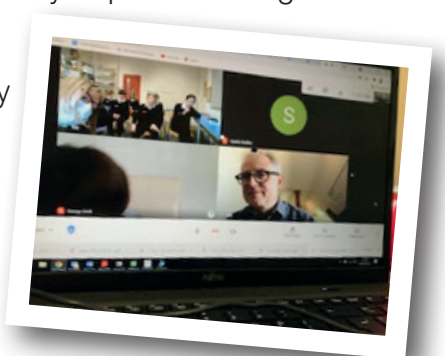
Sophia: "Is 'Horrible Histories' factually accurate?"

Ben: "We have a team who scrupulously do the historical research. The facts in the show stand up."

Sophia: "In your other writing, do you base characters on real people?"

Ben: "Very rarely. I pick up lots of bits and pieces from all over the place and blend them together. I will use the names of people I like for characters I like."

It was really great that Ben made time to meet Year 7 and hopefully inspire the next generation of historians, comedy writers or even comedy history writers!





Hiking Weekend to Wales

Students Tom L, Ilya, Louisa, Ollie, Seb and Tom W, along with NCW staff, took a trip to Arthog in Wales for a very wet weekend! It was a camping trip to be remembered with some typically wet Welsh weather.

After an eventful journey comprising of road closures and long diversions, the bus finally pulled up in the soggy field just as it got dark. As the heavens opened staff and students sprang into action to get the tents up, rewarded with a much-needed, warming hot chocolate and an early night.

Thankfully Saturday dawned with the promise of some blue sky. After hearty bacon and sausage sandwiches, rucksacks were packed and the group was ready for the planned hike up Cadair Idris. The first stop was at Llyn Cau, one of the beautiful lakes based in the crater of the mountain. After a further quick stop for lunch, the keen trekkers continued up the mountain, rambling their way up scree and rocks to the summit! There were photo opportunities and a chance to regain some

strength and energy before the downhill excursion. Careful guiding was necessary on the way down on the uneven surface, but with no major slips or stumbles, the group reached the bottom unscathed! The students' attitude to the hike was fantastic, with no moaning or questioning "Are we there yet?!"

Back at the camp, students were hands on cooking up their own meals with a little assistance. The camp fire was lit and the group chilled out together and rested after a hard day's climb.

Camp awoke to wind and rain on Sunday, with the forecast due to get worse throughout the day. After breakfast and a swift dismantle of the camp, the group piled into the bus. After a vote on whether to make straight for home or take a slight detour for a walk on the beach, it was decided another windswept stroll on the sand was the order of the day! With the red flag blowing in the howling gale, cobwebs blown away, it was lunch and the journey home ahead.

A testament to the adventurous spirit of the students who refused to let the rain and wind affect their weekend.

Trips and Visits

NCW Camp at Wimpstone

Activities Coordinator, Phil spent a significant amount of time over the year developing a new camp area for students to enjoy near Stratford. A beautiful grassy area on the banks of the River Stour, it forms the perfect base for students to enjoy nature, fresh air and the experience of the outdoors. It is also the perfect socially distanced trip to plan, having the entire site to ourselves.

Days spent at Wimpstone involves all students getting involved in general camp tasks; wood collection, fire lighting, lunch preparation and erecting the dining shelter. In between camp tasks the vibe is one of relaxation with walks alongside the meandering River Stour, chats around the camp fire with hot chocolates and marsh mallows, messing about on the rope swing and taking part in a variety of bushcraft activities.

In the future it is hoped to develop the camp even further to facilitate canoeing along the river and overnight camps.



Dorothy McHugh House Away Weekend

Students in Dot's house enjoyed an activity packed camping trip in Barmouth. Here is an account of what they got up to from Ali, Senior Houseparent, and students! A joint excursion between the Activities team and Houseparents the group enjoyed some great weather.

Forest tandem riding, a visit to the beach, a BBQ supper, ice creams and a trip to Harlech Castle, made for a wonderful weekend.

Student Amelie said: "The tandem ride was great because we got to bike around the forest and the seaside and it was lots of fun and good exercise! I enjoyed the castle because I love to explore and climb around – also, it was fun to learn a bit of history. I learned about all the different defences the castle had like the ditches and the drawbridge."

Student Leo said: "I actually enjoyed all of the camping trip, but especially the camp fire and BBQ. I liked the peacefulness of the camp site. Tandem riding with Dan was fun and even though it was really hot, I enjoyed going around the castle, Phil gave us lots of information about the history and we were allowed to explore and climb. It was so nice to be with my friends, sharing a tent with Jamie and George..."



Worcester City Museum and Art Gallery

Students studying AS and A Level Art at NCW made a visit to local Worcester City Museum and Art Gallery to discover a variety of printing techniques.

'The Printed Line' exhibition featured work by Picasso, Henri Matisse and Bridget Riley to name but a few, and explored all types of print making since the beginning of the 20th Century to the present day. The exploration of the screen printing, drypoint and fine wood cut printing were all on show from the Arts Council Collection with some added pieces from the museums own collection.

This is what one of our students said about their favourite piece;

"I went to see an exhibition called The Printed

Line, about all forms of printing, in Worcester City Museum and Art Gallery on 4 November 2020. A particular highlight was the lithograph on paper in an anodised aluminium frame, The Great Bear by Simon Patterson. This is a map of the London Underground, but all the station names are changed to names of important people from many different eras. Each line is coded as something (grey is footballers, brown is engineers such as Einstein, etc). It's called the Great Bear because the map reminds the artist of a constellation in how all the dots are joined by lines. Though I'm not sure if it will factor into my Art work or not, but it was a great experience to visit and see lots of Artist's work."

Fundraising Update

Like all charities the pandemic certainly had a negative impact on all aspects of fundraising. Events both internal and external simply did not happen, corporate staff were working from home and community groups were all put on hold.

However, with the help of a wonderful group of supporters, the Three Peaks Challenge did take place in June raising in excess of £20,000, which in the circumstances was superb.

During the Summer the refurbishment of a further two classrooms was completed within our Humanities department and the plans are to continue this project next year.

A Parents Fundraising Forum was also launched, with the aim of sharing contacts and ideas which will assist fundraising efforts moving forward.

Thank everyone who has in any way supported us during a difficult period. It is very much appreciated.



Art, Music and Drama

Art Highlights

At NCW, we are confident that every student can access Art. Tactile and visual learning plays an important part in a holistic education. The creative process is taught through practical projects – from concept and design to making and evaluation. This process is important in Art and is also beneficial for a student's general education. Art is a popular subject at NCW and we work to make lessons informative, creative and fun.

During 2020 and 2021 A Level Art students Reef and Seb have loved exploring their artistic capabilities and have created some amazing pieces along the way. Reef has studied Graphic Communication and as his final piece wrote and illustrated his own book, 'The Other Side'. The NCW Transcription department produced a braille and large print copy of the story to keep in the Learning Resource Centre for other students and

staff to read. Seb, studying at AS level, has been looking at the work of Karl Blossfelt, Botanist and Photographer, made famous for his studies of plants taken in black and white showing detail.

Seb took photographs of flowers around college campus adopting Blossfelt's approach and looking at the intricate details and has also taken images of seed pods in class, focusing on macro views.

Music Awards

It was a strange period for the music department with restrictions in place for singing and other live performances. All of the teachers continued to teach piano, guitar, drum kit and singing from home when we were in lockdown and NCW students were still able to celebrate their successes.

Congratulations to Dan and Rico who both achieved distinctions in their Grade 1 drum exams.

The following students received

their Piano results in December 2020:

Sonali, Grade 3	Distinction
Klara, Grade 2	Merit
Tobias, Grade 5	Distinction
Sophia, Grade 5	Distinction

In July 2021 for Piano and Practical Musicianship, well done to:

Khadijah, Grade 1 Piano .	Pass
Klara, Grade 3 Piano	Merit
Rahel, Grade 2 Piano	Pass
Seb, Grade 4 Piano	Pass
Sonali, Grade 4 Piano	Pass
Sophia, Grade 5 Practical Musicianship	Pass
Tobias, Grade 5 Practical Musicianship	Distinction

Performances

It was a year requiring much adaptability from musicians, singers and staff alike as the Christmas and Summer concerts were recorded and performed remotely. Whilst this was disappointing, the positive side was that both concerts could be enjoyed by all, both near and far via video conferencing.



Work Experience, Internships and Apprenticeships

At NCW, there is an increasing focus on transition. In Sixth Form, this includes various modules such as learning how to access support services, as well as enhancing social skills, support networks and careers guidance and work experience. A number of students access individual programmes to offer work experience both inside and outside NCW.

In 2020, not letting the current climate phase him, keen Year 13 student Max, decided to keep practising those all-important independent skills that he is learning in Sixth Form by working for his family business during lockdown. Max's grandparents have a long-established family run business in the schoolwear industry, something which Max had been eager to learn more about. Due to Covid-19 and not being able to operate from their usual place of work, Max helped set up the selling of uniform for three junior schools from his home during the summer holidays. He managed orders over email, used voice over to instruct him about the orders and then picked and packed the uniforms to send out to customers!

Returning to NCW in September for the start of a new term, Max became proficient in his

organisational and customer service skills which he then transferred to a new work placement at local Upton Baptist Church, linked with his studies at Sixth Form. Max attended the church four days per week, getting involved with looking after the community fridge, working in the café and maintaining the communal garden area.

Closer to campus, Year 12 Amy spent all her spare time in the NCW Marketing Department getting involved in a myriad tasks and projects for her work experience. With her aspiration to become a journalist Amy was able to write up news stories from around campus, report on projects and take photographs. Many of her stories were included in the staff newsletter, on the NCW website and NCW termly newsletters.

NCW Year 12 Leaver Alex became the first NCW Apprentice in the NCW IT department. Here he will learn what is involved in technical support of an educational setting that operates around the clock. He will offer support to the IT team and man the helpdesk, responding to queries from staff and students with technical difficulties.

Student Recruitment

While 2020/21 was a difficult period, student recruitment continued to show promising signs of growth. Investment into marketing established in 2018/19 in both human and financial resources was beginning to show dividends along with the effect of a new website launched in 2020 just before the pandemic broke. As digital media came to the forefront the ability to promote and administer outreach and family events online became a crucial element of the marketing function. Staff quickly focussed on virtual tours, video footage and online events to showcase the work of NCW. The programme of visits and assessments moved to online and the stream of enquiries remained constant, as student journeys were tracked more and more efficiently. As the UK started to emerge from pandemic ahead of the Summer NCW welcomed 24 young people onto site for a residential Summer Activity Break, one of the first recruitment events possible for many months. With the average student journey at around 18 months it is hoped that this slowly increasing trend will continue as those virtual visits and assessments become funded students arriving for their first day at NCW.

Financial Summary

Statement of financial activities for the year ended 31st August 2021	Unrestricted general funds £	Unrestricted Designated funds £	Unrestricted funds pension scheme £	Restricted funds £	Endowment funds £	Year to 31/8/21 £	Year to 31/8/20 £
Income and endowments from:							
Donations & Legacies	225,991	-	-	160,500	-	386,491	340,675
Charitable activities	4,804,010	-	-	97,460	-	4,901,470	4,148,662
Other trading activities	7,324	-	-	-	-	7,324	5,357
Investments	37,118	-	-	15,859	-	52,977	62,690
Other income	13,399	-	-	-	-	13,399	11,288
Total income and endowments	5,087,842	-	-	273,819	-	5,361,661	4,568,672
Expenditure on:							
Raising funds	69,724	5,529	-	-	-	75,253	54,221
Charitable activities							
Teaching expenditure	2,955,061	111,589	3,000	74,995	-	3,144,645	3,113,430
Student care	1,094,695	20,221	-	-	-	1,114,916	977,973
Kitchen and domestic	342,200	20,221	-	-	-	362,421	284,956
Specific purpose projects	75	14,112	-	1,733	-	15,920	48,635
Total Charitable expenditure	4,392,031	166,143	3,000	76,728	0	4,637,902	4,424,994
Total resources expended	4,461,755	171,672	3,000	76,728	0	4,713,155	4,479,215
Net gains on investments	8,920	-	-	36,042	113,938	158,900	1,929
Net incoming/(outgoing) resources before transfers	635,007	(171,672)	(3,000)	233,133	113,938	807,406	91,386
Gross transfers between funds	(480,612)	657,294	28,000	(204,682)	-	-	-
Net incoming/(outgoing) resources	154,395	485,622	25,000	28,451	113,938	807,406	91,386
Other recognised gains and losses							
Actuarial gain on defined benefit pension schemes	-	-	2,000	-	-	2,000	(3,000)
Net movement in funds	154,395	485,622	27,000	28,451	113,938	809,406	88,386
Fund balances at 1st September 2020	236,880	14,189,134	(296,000)	348,857	537,727	15,016,598	14,928,212
Fund balances at 31st August 2021	391,275	14,674,756	(269,000)	377,308	651,665	15,826,004	15,016,598

INDEPENDENT AUDITOR'S STATEMENT TO THE TRUSTEE GOVERNORS OF NEW COLLEGE WORCESTER

Report of the independent auditor on the Summary Financial Statements

The accompanying summary financial statements, which comprise the summary Balance Sheet as at 31 August 2021 and the summary Statement of Financial Activities for the year then ended, are derived from the audited financial statements of New College Worcester for the year ended 31 August 2021. We expressed an unqualified audit opinion on those financial statements in our report dated 25 May 2022. Those financial statements, and the summary of financial statements, do not reflect the effects of events that occurred subsequent to the date of our report on those financial statements.

The summary financial statements do not contain all the disclosures required by the Statement of Recommended Practice (FRS102), "Accounting and Reporting by Charities," as amended for accounting periods commencing from 1 January 2016. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial statements of New College Worcester.

Trustee Governors' responsibility for the Summary Financial Statements

The trustee governors are responsible for preparing the summarised financial statements in accordance with applicable United Kingdom law and the recommendations of the charities SORP.

Auditor's Responsibility

Our responsibility is to express an opinion on the summary financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810, "Engagements to Report on Summary Financial Statements."

Opinion

In our opinion, the summary financial statements derived from the audited financial statements and the Trustee Governors' Annual Report of New College Worcester for the year ended 31 August 2021 are consistent, in all material aspects, with those financial statements.

Elizabeth Needham ACA CTA (VAT)
(Senior Statutory Auditor)
For and on behalf of Kendall Wadley LLP
Chartered Accountants
Statutory Auditor
25 May 2022

Granta Lodge, 71 Graham Road, Malvern
Worcestershire, WR14 2JS

Trustee Governors' statement

The summarised financial statements contained in this report are extracted from the full draft financial statements prepared by New College Worcester for approval by the Trustees on 25 May 2022. The full financial statements were externally scrutinised by Kendall Wadley LLP, the entities statutory auditors, and given an unqualified audit opinion. The full financial statements will be submitted to Companies House in due course.

The summarised financial statements may not contain sufficient information to allow a full understanding of the financial affairs of New College Worcester. Copies of the full financial statements are available on request from New College Worcester.

Balance sheet as at 31st August 2021	As at 31/8/21		As at 31/8/20	
	£	£	£	£
Fixed assets				
Tangible assets		14,711,199		14,522,965
Investments		865,911		707,186
		15,577,110		15,230,151
Current assets				
Debtors		82,141		73,544
Cash at bank and in hand		1,357,225		834,597
		1,439,366		908,141
Creditors: falling due within one year		(739,683)		(628,307)
Net current assets		699,683		279,834
Total assets less current liabilities		16,276,793		15,509,985
Creditors: falling due after more than one year		(181,789)		(197,387)
Provisions for Liabilities		(269,000)		(296,000)
Net Assets		15,826,004		15,016,598
Capital funds				
Endowment funds		651,665		537,727
Income funds				
Restricted funds		377,308		348,857
Unrestricted designated funds		14,674,756		14,189,134
Unrestricted funds		391,275		236,880
Unrestricted funds pension scheme		(269,000)		(296,000)
		15,826,004		15,016,598

Trustee Governors

Mrs D M Fulbrook OBE
 Mr I A Paul
 Mr S Tyler
 Mrs S Ayres
 Mrs S Bannister
 Mrs K Holyoak (Resigned 7 July 2021)
 Mrs T Smith
 Miss N Ross

Mrs M Russell
 Mr R W Godfrey
 Mr J F Munoz
 Dr P A Simkiss
 Mr N P Duffy
 Lady L Morris (Appointed 7 July 2021)
 Mrs S Lock (Appointed 7 July 2021)
 Mrs G E Wright (Appointed 9 December 2020)

Senior Leadership Team

Miss N Ross

Principal

Mrs V Ward

Strategic Lead - VI education

Mrs F Madden

Strategic Lead - Student Progress

Mr J Clugston

Strategic Lead - Student Wellbeing

Mrs L Pratt

Strategic Lead - Business & Finance



www.ncw.co.uk

 @newcollegeworcester  @newcollworc
 @newcollegeworcs  07387 023516

New College Worcester
Whittington Road, Worcester WR5 2JX
T: 01905 763933
E: info@ncw.co.uk
Co No. 6053218 Charity No. 1118377