



ANNUAL REPORT 2024-2025

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Trustee Governors Report

Chair's Foreword by **Pat Dyson**

2024/25 continued to be one of strategic changes for New College Worcester (NCW).

In December 2024 we concluded Phase One of the NCW Business Repositioning Plan (BRP) which involved a residential staff restructuring, non-teaching staff reductions and non-teaching staff pension restructuring. This work was in support of our strategic objective to Secure a Sustainable Future for NCW. More information on the financial impact of this can be found in the section on Page 9 "Plans for the future". We recognise the impact and pressures this had on staff affected by these essential changes as well as the senior leadership team involved in implementing this work.

In September 2024, we launched four strategic workstreams which focused on our Future Vision, Estates; Strategic Governance and Income Growth. These formed Phase 2 of the BRP. Governor representation from our three committees (finance, safeguarding and education) alongside the Principal and Senior Leadership Team (SLT) representation was intrinsic to the workstreams outputs.

The Future Vision and Income Growth strategic workstreams aligned and developed over-time into four specific recommendations which were approved at the Trustee Governor Conference in May 2025. A further fifth recommendation was included at this point as a contingency in the event that the first four recommendations were not able to generate sufficient income quickly enough to provide the sustainable income platform NCW needed. This fifth recommendation became Phase 3 and is referenced in the penultimate paragraph of the Going Concern Position Statement.

The Estates workstream strategic outputs are a key part of our future sustainability plans and aligned with operational output relating to premises and resources improvements for NCW staff and students.

The Strategic Governance workstream undertook the implementation of the Spring 2024 External Governance Review recommendations and supported a strong governance platform on which to move forward. This included whole

college reviews of policies, contracts and better spending controls.

To ensure strategic intent was clearly aligned to operational delivery, the 24/25 AY College Improvement Plan (CIP) aligned with the three NCW strategic objectives. Governors continued to constructively challenge the Principal and SLT reporting at committees and full board meetings, continuing the strengthened focus on robust operational planning and quality assurance.

We are delighted to report the success of this approach which was demonstrated in the November 2024 Ofsted education Inspection with all five judgement areas being graded Good or Outstanding

The Principal and Senior Leadership Team (SLT) have again worked tirelessly throughout the year in supporting the work of myself and the governing body through participating in and informing the strategic workstreams whilst maintaining high quality standards in our residential and education provision. We all continue to work through the challenging and changing economic and political landscapes.

During 2024/2025 four Trustee/Governors stepped down from their roles and I would like to acknowledge their inputs and contributions to the strategic change's governors initiated during this time. In summer 2025, focusing on longer term governor succession planning, we commenced recruitment for these vacant roles.

This report concludes my second year as Chair, during which time the board and myself have ensured our BRP has very clearly underpinned our strategic priorities. I remain grateful for the support of the Vice Chair and trustee governor colleagues in taking a considerable amount of work forward through the strategic workstreams and subsequent governance oversight of activities arising.

As reported last year, changes that took place during the year 2024/25 continued to enable the Governing Body and Principal to be positive about the future and sustain our focus on longer term planning during 2025/26.

Our **Vision**

To be a world leader in education and care for young people with a vision impairment

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
- a focused 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



Our **Mission**

To inspire, nurture and empower young people with a vision impairment to achieve their potential

At NCW it is our aim to ensure there are no barriers to success for any child with a vision impairment. The combination of tailored learning, extra-curricular experiences and the immense support offered by staff and peers means that every child has the opportunity to achieve their very best potential.



New College Worcester **provides:**

- Academic focus for students with a vision impairment
- Expert subject teachers qualified to teach the vision impaired
- A 'Waking Day' curriculum – learning doesn't stop at the end of the school day
- Very small class sizes
- An ethos which puts students first
- A robust safeguarding environment
- Increased student employability through academic achievement and social skills
- High aspirations for every person
- Outreach Service offering training and advice to mainstream settings
- Work experience, internships and careers guidance
- A transcription service to ensure all learning materials are individualised for each student

We pride ourselves on:

- Providing opportunity for all
- Maximising educational and life outcomes for all vision impaired children
- Fitting each student with skills for life that result in them being independent, self-confident and able to lead productive and fulfilled lives



Objectives and activities

The Charitable Company's objects are:

- To provide and promote a religious, social and academic education for young persons who are visually impaired in the United Kingdom of Great Britain and Northern Ireland, the Channel Islands and the Isle of Man and elsewhere in the Commonwealth and, subject thereto, from any other part of the world, with the ancillary purpose of supporting and facilitating generally the provision of education for such young persons;
- To manage and conduct New College Worcester (incorporating Worcester College For The Blind and Chorleywood College For Girls With Little Or No Sight) (NCW) and to hold and administer its property in accordance with the provisions set out in the Charitable Company's Memorandum and Articles of Association, but in particular to secure that the religious instruction given in the College is in accordance with the Doctrines of the Church of England.
- To use restricted funds, legacies and endowments for the purposes stated. A legacy policy is in place to support the furtherance of this objective.



Public benefit

The Trustee Governors confirm that they have complied with the duty in section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit.'

NCW is a specialist non maintained special school and college for children and young people whose primary SEN is severe vision impairment. Students have the cognitive ability to access the full National Curriculum with pathways to GCSE and A Level. NCW is unlike other generic special schools or other specialist schools publicising that Vision Impairment is their specialism, as their students also have other significant additional needs.

All teachers at NCW, in addition to being subject specialists, are required to become qualified teachers of the vision impaired (QTVIs). The combination of being a QTVI and a subject specialist means that our teachers develop specialist expertise that cannot be easily replicated in mainstream settings due to the significant training and time that it takes to develop the level of skill required. These areas of specialism include specialist braille codes such as maths, science and music. An example of this is in the area of music where there is a national shortage of expertise in music braille and young brailleists are routinely denied the opportunity to be able to access music notation in an accessible format because there is not the expertise or resource to teach them the skills. Our curriculum is fully inclusive, devised at the very outset for the VI learner and NCW has its own transcription department who model best practice in creating accessible modified resources.

Outreach Service

NCW is committed to supporting the education of children and young people both attending the school and also those in other educational settings by sharing knowledge and expertise with other professionals working in education or with young people and parents of children with a vision impairment.

Staff at NCW are very keen to share their knowledge and expertise and give their time voluntarily to contribute to our rich and varied outreach programme. Outreach events throughout the year take different formats ranging from twilight webinars to face to face events where a range of practical workshops and presentations are offered, with participants often taking away with them valuable resources. Topics for outreach are wide ranging and include courses aimed at both primary and secondary, specialist subject areas, access arrangements for examinations and the specialist VI skills such as effective strategies for teaching braille or how to introduce speech software. We produce an outreach bulletin called "Reaching Out", sent to anyone who has attended our outreach and opted in to receive them, which highlights a different focus each half term on wide ranging topics such as mental health, using the Alexa as a resource and accessible PE and sport.

NCW does not charge delegates for attending online webinars and only covers catering costs for face-to-face events. We do not cover the cost of the outreach service but see it as an important facet of our role within the VI education workforce.



Achievements and performance

Will Stark, Assistant Principal: Curriculum, Teaching and Learning, attended a meeting with Ofqual, exam board modification leads, and United Kingdom Association for Accessible Formats (UKAAF). Mr Stark presented to the attendees and shared examples of good and bad modifications in braille and Modified Large Print (MLP) papers. Modifications have certainly improved over recent years but there are still some issues which we will now be working with UKAAF and the awarding bodies to address:

- Accessibility in relation to label lines on diagrams are poor.
- Braille modifications should be the starting point for MLP modifications which will not only reduce their costs in terms of the number of modifications, but also lead to improvements in MLP diagrams, which are often worse than the braille ones with too much detail, confusing graph grids, mixed sized fonts, poorly positioned labels and so on.

- Mr Stark is also working with A Level Music boards to ensure that going forward, we do not have to pay additional finance to have set scores in braille.
- The languages GCSE papers have a question on one paper based on a photograph. We are working to ensure that braille students are not disadvantaged. The exam board's initial suggestions are not appropriate, which were to have a note next to their grade to say incomplete, or to just ignore the question. We are pushing for a written, short description of the photograph so students can write about it.
- Geography GCSE papers have many diagrams, which are not accessible, including OS maps with fine detail on.
- Victoria Ward, Assistant Principal: Lead Practitioner for Visual Impairment, in conjunction with Head of Braille, Susan Potter, have put forward a proposal to exam boards to develop a GCSE in Braille (Unified English Braille). This proposal seeks to bridge the curriculum gap by offering a GCSE that tests the accuracy, fluency, and technical application of UEB as a robust system for information access and communication. If there is appetite for an exam board to work with us, the next step would be to put our proposal to the DfE and to form a working party with key organisations across the sector. Given that UEB spans many English-speaking countries this has the potential to become an international GCSE and would raise NCWs profile as a Centre of Excellence.

Residential developments

Key developments to note within the residential provision are as follows:

- Working with the residential teams to create more robust and detailed admissions paperwork.
- The weekend assessments documents have been updated to ensure that need and risk are understood and shared prior to assessment.
- Focus on risk assessments and ensuring that a risk competent culture is developed in planning and mitigating risk.
- Management training for managers has commenced to upskill and train employees in management positions.
- All residential team have completed their Educational Visit Lead (EVL) training.
- With focus on qualifications, extensions have been granted and an overall drive and commitment to completion of qualifications.
- A new monthly reporting document has been devised to capture progress, children's voice and positive communication with the parents.
- A new care plan format has been devised, including input from the whole residential teams. These are much more detailed, and outlined all proposed care, intervention and planning, directly linked to the new monthly reports and therapeutic interventions.
- Residential training has been delivered on National Minimum Standards (NMS), care plans, sensory and proprioception activities.

Safeguarding Compliance

- Safeguarding continues to remain a central priority across the organisation and the recent external scrutiny has provided strong assurance regarding the robustness of our current practice and the trajectory of further development. The Ofsted inspection in November 2024 offered a rigorous evaluation of safeguarding arrangements and concluded that the school has made excellent progress since the inspector's previous visit. Inspectors identified safeguarding as a clear area of strength, noting substantial improvements in culture, systems, and responsiveness. This represents a significant shift from the 2022 inspection, during which safeguarding was identified as a key area of concern. The excellent judgement for Leadership and Management in the latest 2026 inspection is a direct endorsement of the sustained, whole-school commitment to strengthening safeguarding practice at all levels. Our strategic approach to safeguarding continues to evolve in line with statutory guidance, emerging risks, and sector expectations. The school is currently undertaking a full 360° Online Safety Audit, enabling a detailed evaluation of online behaviours, digital safeguarding processes and the technological protections that support safe access. This will be complemented by the launch of a whole-organisation mental health audit, ensuring that emotional wellbeing and early identification of need remain embedded as integral components of safeguarding. Technological safeguarding measures continue to be enhanced, including the operation of a robust firewall and keystroke-monitoring technology, both of which provide real-time alerts and early visibility of concerning online activity. These systems significantly strengthen our capacity to monitor risks and respond swiftly.
- The safeguarding team continues to demonstrate confidence and professional curiosity in managing concerns, consistently exercising



their ability to escalate cases where thresholds of risk are reached or where early escalation is deemed necessary to protect a child. The team's strong multi-agency relationships ensure that concerns are handled efficiently and transparently, with a clear emphasis on timely intervention.

- Looking ahead, the school is already preparing for the anticipated safeguarding changes expected in September 2026, reviewing forthcoming updates and building these into future planning. This proactive approach will ensure that policy, training, and operational processes remain fully aligned with statutory expectations well in advance of implementation.
- Overall, safeguarding across the organisation is characterised by strong leadership, rigorous systems, and a continuous improvement mindset. The positive external validation from Ofsted provides a firm foundation on which to build as we further strengthen our safeguarding culture.

Outreach Compliance

- Outreach is continuing to work towards building our profile and promoting our expertise.
- During the year we held one twilight, free, online session on Foundational Braille which had 60 attendees from a variety of types of setting, as well as from the Braille Foundation. Feedback demonstrated the appreciation of the practical ideas given to develop the tactile skills essential to be an effective user of braille.
- We also promoted awareness through working with university students and other events for professionals. In January, we held a MQVI Birmingham course student visit day at NCW. A member of staff also delivered workshops at the Hab VI UK Conference in Birmingham in March.
- Bespoke courses are offered, and in February, the Isle of Man service paid for two of its staff to have a day's training in Worcester.





8 score for our Year 11 cohort; however, we gained an Attainment 8 score of 3.5. This indicates that the students exceeded predicted grades and made excellent progress overall. We set ambitious targets within the College, using FFT as a baseline, but we are more ambitious than this for our learners.

Key outcomes from the Key Stage 4 analysis:

- To boost numbers attending our paid courses in Worcester, the decision has been made to amalgamate our usual summer term courses into a Professionals' Workshop Day. This could provide an indication as to whether it might be feasible to offer a more extended event in the future.
- To boost numbers attending our paid courses in Worcester, the decision has been made to amalgamate our usual summer term courses into a Professionals' Workshop Day. This could provide an indication as to whether it might be feasible to offer a more extended event in the future.
- Ambitious targets led to improved outcomes – we are working on target setting this year with Heads of Department.
- Retake groups not particularly successful. We have increased hours in Maths as we have identified this as a weakness.
- Strong performing subjects include Food and Nutrition, all MFL subjects, Double Science, Computer Science and Music.
- Subjects which will be supported more this year include Art, English and Performing Arts.
- English final report grades are very different from actual grades. The class was merged into one large group (due to staff absence through illness) which had a big impact.
- Most subjects reported grades were very close to actual grades.

Attainment 8 is measure of the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further

Students

Students at NCW achieved excellent results overall in the Summer 2025 exam series at the end of Year 11. Free School Meals (FSM), Pupil Premium (PP), and Looked After Children (LAC) students in the cohort performed at least as well as their peers, we ensure they have equal access to technology, support in the residential setting, and study support session in the working day to ensure they are not behind the other students in the cohort. We are still awaiting the progress

qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score. Overall, students exceeded FFT predicted grades.

Progress 8 means for each individual child you can tell if they progressed more or less than average, factoring in where they were when they started secondary school. Most schools are between -1 and +1, NCW students make good progress compared to estimated grades across the range of subjects on average.

Students in the Sixth Form exceeded expectations this year. Ambitious internal targets are set based on baseline assessments and Year 11 results and students achieve grades way above typical grades in mainstream schools following on from similar outcomes at Key Stage 4. This is due to our small teaching classes, adapted teaching, (since all of our teachers are QTVIs) and our close links between the curriculum staff and the residential setting which promotes a full waking day curriculum. Vision Impairment is no barrier to success at Key Stage 5 or indeed applying through UCAS and we had offers of places for all students who applied in a wide range of subjects.

Key outcomes from the Key Stage 5 analysis:

- Humanities performed very well, despite staff absence, staff stepped in to fill gaps.
- Very small groups at Key Stage 5 this year due to legacy of the overall

weaker year group. We discussed whether GCSE would be appropriate when they were in Year 9 so they really exceeded our expectations. Strong subjects include Sociology, Psychology, BTEC Environmental Sustainability, and Music Performance. Subjects in need of additional support include Biology and Health and Social Care. Final report grades extremely accurate predictors.

- Most students choose to stay with us for Sixth Form due to the outstanding progress made from GCSE to Key Stage 5. We also offer a range of Level 2 courses for our Sixth Form students which meet the needs of those who cannot access Level 3, and students on these programmes all succeeded. We also have Year 14 (called 13+ at NCW) which allows students to study a bespoke programme alongside extended work experience. Our work experience offer for all our students ensures all have the best possible chance of moving into a successful career, which bucks the trend of employment statistics for young people with VI nationally.



2024-2025 Highlights



Raising the profile of **Specialist Education**



Support Special Schools Campaign

NCW launched a campaign to Support Special Schools, believing that special school education can be a lifeline for students who are unable to thrive in a mainstream environment, however, obtaining funding for specialist education is often a battle for those young people and their families.

We asked anyone who agreed that specialist education should be a priority for funding in the UK in 2025 and beyond to sign our open letter to the Secretary of State for Education and the Secretary of State for Work and Pensions. The letter had over 400 signatures and was delivered to Rt Hon Bridget Phillipson MP and Rt Hon Liz Kendall MP at the end of March.

Skills Minister Visit to NCW

We were delighted to welcome Skills Minister The Rt Hon Baroness Smith of Malvern, Jacqui Smith, as part of the campaign.

During the two-hour visit the Minister experienced first-hand how NCW prepares students for later life, visiting lessons including mobility, independent living skills and music before joining a Q&A session where students and former students discussed their experiences of attending NCW, the skills they have learned and their hopes and ambitions for the future.

We have also been honoured to welcome the High Sheriff of Worcestershire, Charles Moyle, for an inspiring and insightful visit to NCW. The High Sheriff met with Principal Rachel Perks and Chair of Governors Pat Dyson, gaining a first-hand understanding of the exceptional work happening at our college. During the visit, the High Sheriff had the opportunity to tour the campus, engaging with students and staff and witnessing the vibrant atmosphere that makes NCW such a unique and inclusive educational environment. He was particularly impressed by a musical performance from students, showcasing the creative talents and dedication of NCW's student body.





BBC Radio 4 radio show shines spotlight on specialist school funding

An episode of BBC Radio 4's In Touch programme was dedicated to shining a spotlight on the vital role of specialist education for vision impaired students. Presented by Peter White through a powerful set of interviews, the programme explored the benefits of specialist education and the difficulties in obtaining funding to access specialist provisions.

Interviewees included Rachel Perks, Suzanne Hollinshead, a parent of a current NCW student; and other guests including former students – among them, Peter White himself.

The feature explored how specialist schools like NCW can be transformative for the life chances of young people with vision impairment—and why funding and policy support are urgently needed to ensure all students can choose and benefit from the right education for them.

NCW on the News!

NCW students featured on the ITV "News at 10" as part of a ground breaking "Sound of a Masterpiece" Project. ITV News journalist Ben Chapman and a film crew visited campus to speak with students about an extraordinary new musical project that's transforming how we experience art.

The visit centred around a multi-sensory album created specifically to enhance the experience of visual artwork for blind and partially sighted individuals. Partially sighted composer, Bobby Goulder, has reimagined iconic masterpieces—such as Leonardo da Vinci's "Mona Lisa" and Edvard Munch's "The Scream" – as immersive audio experiences.

Our students were invited to share their thoughts and reactions to the project, reflecting on what it means to experience art through sound.



Celebrating 200 Years of Braille!

2024/25 was a year of celebration for Braille! In 1824, Louis Braille, at just 15 years old, invented the Braille code – a tactile writing system designed to be read by touch. This ground-breaking development has enabled blind and partially sighted individuals to read, write and access information independently.

On 4th January 2025 it was the 200th birthday of Louis Braille, who devised the braille code that we still use today. NCW will be celebrated throughout the year with a range of events, displays and activities. At the end of November, a group of students and staff were privileged to contribute to RNIB's Braille 200 Library Tour at the Hive library in Worcester.

Students took a wide range of items that show how braille is taught and learnt. Visitors were particularly impressed with Mrs Williams' innovative pre-braille resources and Fin's demonstration of the Brailiant and his Alva.

Head of Braille, Miss Susan Potter gave a keynote presentation during which she interviewed students and staff about their enjoyment of braille – how we use it, what it means to us, how we combine it with other tools such as audio.





Music, Singing and **Performance**

Students worked really hard throughout the year to achieve excellent results in the music and singing exams and their hard work and determination paid off.

Music highlights included Natalie achieving Distinction for Grade 5 Piano and Merit for Grade 5 Practical Musicianship and Maxwell achieving a merit for his Grade 2 Piano. Highlights from the Singing exams results included Roman achieving a Distinction in Musical Theatre Grade 5, Erick achieving a Distinction in Musical Theatre Grade 8 and Ellie P achieving both a Distinction in Popular Music Vocals Grade 6 as well as a Merit for her Recital Grade 8.





Music, Singing and **Performance**

Grease Is The Word!

Rydell High came to NCW as, after months of rehearsals, "Grease" (School Edition) finally hit the stage at NCW.

For many of the cast, this was their first NCW performance and having the opportunity to be part of a school production – without their vision impairment hindering them – has been an amazing experience for them.

Miss Chloe Elmes, Head of Drama said, "Working with our cast and crew has been nothing short of inspiring."

"Directing Grease has been an unforgettable experience. This musical is so much more than catchy tunes and iconic dance moves; it's a story about connection, growth, and celebrating who we are. I have seen students discover hidden talents, take risks and push themselves to new heights, both onstage and behind the scenes. Their energy, dedication and enthusiasm has been a reminder of how powerful the arts can be in bringing people together."

One parent commented, "The show brought me to tears – to see my child perform, without their vision impairment being a barrier, was amazing. This would not have happened in his previous mainstream school."



Art

Mythical Magic in Art

Student Zander' Art GCSE project centred around Mythical Creatures with Zander is proving that his vision impairment no barrier to creativity and self-expression.

For his project, Zander crafted stunning dragon-inspired pieces using black sculpting clay. His meticulous attention to detail is evident as he shapes individual scales around his giant dragon eye, showcasing his remarkable artistic talent. To further enhance the texture, Zander has ingeniously imprinted the eye with a piece of coral, giving his creations a unique and lifelike quality. Once dry, Zander



highlighted various areas with gold accents, creating a striking contrast. This project is a powerful reminder of the importance of art and accessibility for everyone, regardless of visual challenges.

Trips and Visits

German Adventures

Three Year 8 students and accompanying staff had the trip of a lifetime in Marburg, Germany, visiting our partner school!

The students visited our partner school, Blista, where they were warmly welcomed by the Headteacher and a group of sixth-formers studying English. They shared experiences, chatted about learning each other's languages and enjoyed lunch

together in the school canteen.

They explored the beautiful old town of Marburg, visited the botanical gardens, where they toured the glasshouses and learned how cocoa is grown teaming up with German students their age to grind cocoa beans and make their own chocolate.

A fantastic adventure, with lots of laughs, new friends made and some great conversations in German and English.



All about Parliament

Clare Mullin, Senior Education and Engagement Officer from the UK Parliament visited to deliver a series of engaging workshops to students, shedding light on the roles of the House of Commons, the House of Lords and the UK Government.

Her visit was packed with interactive elements, including sound effects and tactile materials, which brought Parliament to life for our students.

Our students impressed Clare with their knowledge and enthusiasm, contributing thoughtful ideas on policy areas that matter most to them. Discussions covered a range of issues – from transportation to concerns about the NHS and environmental sustainability.

Student Zac is passionate about politics, both in the UK and globally.

Armed with an agenda of issues important to him, Zac requested to meet his local MP, Mr Blake Stephenson and was invited to meet him, Mr Stephenson gave Zac lots of time to chat through the things that are important

to him, including telling Mr Stephenson all about NCW and the difference it has made to his education, his mental health and his future career prospects

as a blind young person. Mr Stephenson was delighted to hear all about the work that NCW do to support VI young people, and the work currently going on by the school to lobby the Government for further investment in VI schools and employment opportunities. As a result of Zac's meeting, Mr Stephenson agreed to write to the Secretary of State for Education, in support of NCW campaign.

Zac also talked about the lack of step free access at his local train station, support for investment in the local infrastructure where we live, and the plans for the new Universal Studio Park that has just been approved to be built very close to where he lives.



Year 7 Out and About

Year 7 enjoyed several trips off campus throughout the year.

They had a fascinating trip to the Worcester Cathedral Library, normally off-limits to the public and were able to touch 11th-century manuscripts produced by monks and held King John's thumb bone and a silver coin from his reign. They have also explored the Guildhall, the Tudor House Museum and The Commandery, a key site in the story of the English Civil War. They tried on replica Civil War clothing, explored weaponry and discovered the building's many uses over the centuries, including as a very early location for a school for the blind.



Matilda the Musical

Musical theatre at NCW is extremely popular, so when the Activities Team organised a trip to the magical West End to see "Matilda the Musical," enthusiastic musical theatre fans couldn't sign up fast enough!

Students navigated the underground and the bustling streets to the theatre, where they were treated to a touch tour before the show. This interactive experience allowed students to explore the set, costumes and props of the production, enhancing their connection to the performance.

Work Experience Highlights

In celebrating National Careers Week, we explored future pathways through careers guidance, work experience discussions and inspiring guest speakers. We welcomed back a former student, Anthony Clements, who shared his workplace journey along with guests from the charity Blind in Business, who offered expert advice on employment, interview tips and workplace strategies.

Work Experience Co-ordinator, Mr Andy Radford also took a group to the West Midlands National Apprenticeship Show in Coventry. Students spoke with employers and training providers, discovering a world of apprenticeship and university opportunities.

A group of our Sixth Form students attended the UCAS Discovery Worcester 2025 exhibition at University of Worcester. They had the opportunity to speak to representatives from nearly 100 universities, exploring a wide range of courses and learning more about what each university has to offer to support their future aspirations.

Other students were hard at work with work experience. Ne-yo was able to secure a placement at the Co-Op for his work experience and Leo has been on an internal placement in the NCW Library, labelling and organising books with accessibility in mind. Leo also took part in a week-long work experience placement at the Radio Station in his local area, spending six days behind the mic at Vectis Radio.



Finn completed two work experience placements in local businesses, utilising his skill and passion for technology.

We are always grateful for our continued and growing partnership with Waitrose, a long-standing supporter of NCW and a shining example of inclusive community collaboration.

This year Ghaalib, Erick, Toby and Daniel took part in an exciting new phase of our work experience programme throwing themselves into a variety of tasks including serving customers at the tills, assisting on the Welcome Desk, cleaning crates for home delivery, fulfilling Click and Collect orders, restocking and tidying shelves, merchandising and even pot washing in the café!





PE and Sports

Shooting for Success!

Congratulations to NCW students Len and Ellie for their outstanding performances at this year's National Blind Shooting Championship in Wolverhampton.

Len claimed the title of British Junior Champion and also won gold in the adult Class C category. Ellie achieved bronze in the Junior category and silver in Class C.

Acoustic shooting is a fully accessible sport that uses sound to guide shooters towards the target, enabling visually impaired competitors to take part at the highest level.

Well done to both students on their remarkable achievements!



Showdown Introduced at NCW

Students at the Youth Club were delighted to discover a new addition to the PE facilities as Mrs Jane Price, Head of PE, unveiled the College's new Showdown table.

Showdown is an inclusive sport, similar to air hockey and table tennis, in which all players wear blindfolds. The game uses sound to enable players with and without visual impairments to compete on equal terms, making it both accessible and highly competitive.

Widely played across Canada, South America, Scandinavia and Eastern Europe, Showdown is an established competitive sport within the visually impaired community. The new table will provide students with further opportunities to develop their skills, enjoy physical activity and participate in an inclusive sport.

Sports Day

After five long years of unpredictable weather and pandemic disruptions, this year we were finally able to hold a traditional summer Sports Day.

The entire school came together for a fantastic celebration of accessible and vision impaired (VI) friendly sports..

The range of activities included Vortex, Darts, Football, Paddle Boarding, Shot Put, Medicine Ball, Long Jump, Standing Long Jump, Golf and the ever-popular NCW Welly Wanging. Finally, participants enjoyed a swimming gala in the NCW pool.



Celebration Day



We welcomed over 150 guests at the end of June for our annual Celebration Day, an event dedicated to recognising the outstanding achievements of students.

We were joined by **actress and disability advocate Melissa Johns**, known for her roles in *Coronation Street*, *Grantchester* and BBC's *LIFE*. Melissa gave a powerful keynote speech, sharing her personal journey and the importance of representation and inclusion for disabled people both on and off screen.

We were also proud to welcome back former NCW student Eddy Eyad, who left NCW a decade earlier. Eddy went on to graduate with a First-Class degree in Business from the University of Birmingham and has since built a successful career in financial services and consulting, while also releasing music under the name *shy ink*, achieving over 10 million streams on Spotify.

Guests enjoyed a musical performance, subject showcases and celebratory lunch served in the dining room before the **prize-giving ceremony honouring individual student achievements**, and a **special send-off for our NCW Leavers**.





Leavers' Prom

Students from Years 11, 12, 13 and 13+ dressed to impress and celebrated in style at the beautiful Bank House Hotel Spa and Golf Club. We welcomed families and guests to NCW for pre-prom drinks and photos before the party began so they could share this special moment with their young people.



From a red-carpet arrival and refreshing mocktails to a delicious three-course meal, hand-crafted, personalised and brailled awards and a packed dance floor – it was truly a night to remember!

Financial Summary

Statement of financial activities for the year ended 31st August 2025	Unrestricted funds General £	Unrestricted funds Designated £	Unrestricted funds Pension Scheme £	Restricted funds £	Endowment funds £	Total 2025 £	Total 2024 £
Income and endowments from:							
Donations & Legacies	474,746	-	-	333,827	-	808,573	2,403,746
Charitable activities	5,503,130	-	-	-	-	5,503,130	6,407,994
Other trading activities	54	-	-	-	-	54	1,753
Investments	17,251	-	-	-	-	17,251	57,029
Other income	368,449	-	-	-	-	368,449	5,628
Total income	6,363,630	-	-	333,827	-	6,697,457	8,876,150
Expenditure on:							
Raising funds	77,965	12,408	-	-	-	90,373	21,446
Charitable activities	7,458,661	217,304	14,000	110,262	-	7,800,227	7,763,450
Total expenditure	7,536,626	229,712	14,000	110,262	-	7,890,600	7,784,896
Net gains on investments	-	-	-	-	-	-	2,288
Net (expenditure)/income before transfers	(1,172,996)	(229,712)	(14,000)	223,565	-	(1,193,143)	1,093,542
Transfers between funds	847,936	(597,890)	44,000	(294,046)	-	-	-
Net (expenditure)/income	(325,060)	(827,602)	(30,000)	(70,481)	-	(1,193,143)	1,093,542
Other recognised (losses)							
Actuarial loss on defined benefit pension schemes	-	-	(645,000)	-	-	(645,000)	(13,000)
Net movement in funds	(325,060)	(827,602)	(615,000)	(70,481)	-	(1,838,143)	1,080,542
Total funds brought forward	382,736	16,279,284	(319,000)	358,585	548,137	17,249,742	16,169,200
Total funds carried forward	57,676	15,451,682	(934,000)	288,104	548,137	15,411,599	17,249,742

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 2025 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 2025. We expressed an unqualified audit opinion on those financial statements in our report dated 23 April 2026. 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 2025 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
22 May 2026

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 22 May 2026. 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 2025	2025		2024	
	£	£	£	£
Fixed assets				
Tangible assets		15,451,682		15,879,284
Current assets				
Debtors	333,343		1,529,783	
Cash at bank and in hand	2,471,751		2,254,009	
	2,805,094		3,783,792	
Creditors: amounts falling due within one year	(1,784,619)		(1,943,054)	
Net current assets		1,020,475		1,840,738
Total assets less current liabilities		16,472,157		17,720,022
Creditors: amounts falling due after more than one year		(126,558)		(151,280)
Provisions for liabilities		(934,000)		(319,000)
Total net assets		15,411,599		17,249,742
Capital funds				
Endowment funds		548,137		548,137
Income funds				
Restricted funds		288,104		358,585
Unrestricted funds				
Unrestricted funds – Designated	15,451,682		16,279,284	
Unrestricted funds – General	57,676		382,736	
Unrestricted funds – Pension Scheme	(934,000)		(319,000)	
Total unrestricted funds		14,575,358		16,343,020
		15,411,599		17,249,742

Trustee Governors

Mr S Tyler
Mrs T Smith (Resigned 25 November 2024)
Mrs M Russell (Resigned 25 November 2024)
Dr P A Simkiss
Lady L Morris
Mr T Lawrence
Mrs R Perks
Mrs P Dyson
Mrs K J Gorick
Mrs L Mauro–Bracken
Mr A S Price (Resigned 4 July 2025)
Mrs L E Stewart–Barritt (Resigned 25 November 2024)
Mrs E A Williams
Mr J Auden (Resigned 18 October 2024)
Mr C Clark (Appointed 21 November 2024)
Mrs S Sweeney (Appointed 21 November 2024)
Mr C Carvalho (Appointed 2 April 2026)
Dr M Lamb (Appointed 2 April 2026)
Ms L Bywater (Appointed 20 March 2026)

Senior Leadership Team

Mrs R Perks, Principal
Mr S Farr, Vice Principal
Mrs V Ward, Associate Principal: NCW Lead Practitioner for VI
Mr W Stark, Assistant Principal – Curriculum, Teaching & Learning
Mr S Morom, Director of Finance
Kate Lindsay, Director of Residential (Appointed 27 May 2025)
Mrs J Dursley, Director of Residential (Resigned 12 March 2025)
Mr P Stephens, Assistant Principal – Personal Development, Safeguarding DSL.



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